

## Final Student Survey 2014

### Q1 What is your Name?

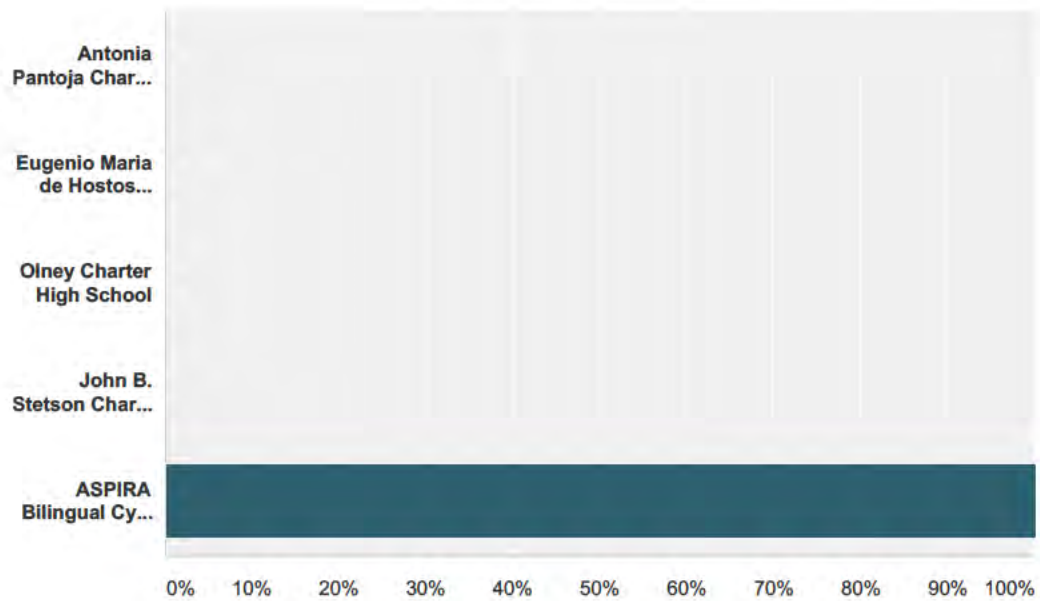
Answered: 26 Skipped: 5

#	Responses	Date
1	axel	6/13/2014 12 13 PM
2	Osais Malave	6/13/2014 9 11 AM
3	Dominic Austin	6/12/2014 12 39 PM
4	jafrin valdez	6/12/2014 9 46 AM
5	Estefany Medrano	6/11/2014 2 27 PM
6	Estefany Medrano	6/11/2014 2 26 PM
7	javon brown	6/11/2014 12 51 PM
8	CHANA GOREY	6/11/2014 9 10 AM
9	Mirlande Derisier	6/10/2014 9 44 AM
10	yamarielys gabriela santiago plaza	6/9/2014 2 45 PM
11	GRAY ALC DE	6/9/2014 2 45 PM
12	sharday gary	6/9/2014 2 41 PM
13	janisbell pimentel	6/9/2014 1 38 PM
14	Rhyeem Cooper	6/9/2014 11 49 AM
15	yamilextorresjaquez	6/9/2014 11 39 AM
16	Raphael Marmol	6/6/2014 10 30 AM
17	yael rosa	6/6/2014 10 13 AM
18	Daneuri Santos	6/6/2014 9 11 AM
19	jeremy ostolaza	6/6/2014 8 51 AM
20	Edgardo Morales	6/6/2014 8 30 AM
21	damon ford	6/5/2014 10 31 AM
22	Maria Delgado	6/5/2014 9 59 AM
23	Carlos Torres	6/5/2014 9 58 AM
24	Christopher Roche	6/5/2014 9 54 AM
25	Leslie Sanchez	6/5/2014 9 37 AM
26	Christopher Javier	6/5/2014 9 03 AM

# Final Student Survey 2014

## Q2 I am a student at

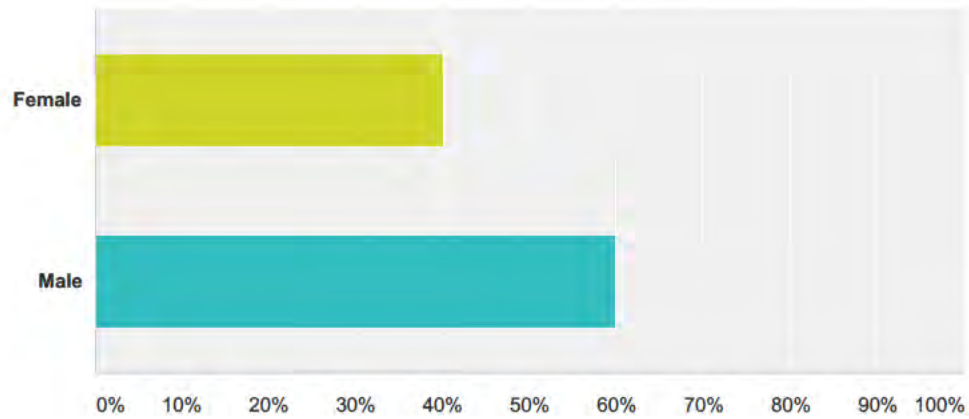
Answered: 31 Skipped: 0



Answer Choices	Responses
Antonia Pantoja Charter School	0.00% 0
Eugenio Maria de Hostos Charter School	0.00% 0
Olney Charter High School	0.00% 0
John B Stetson Charter School	0.00% 0
ASP RA Bilingual Cyber Charter School	100.00% 31
<b>Total</b>	<b>31</b>

### Q3 What is your gender?

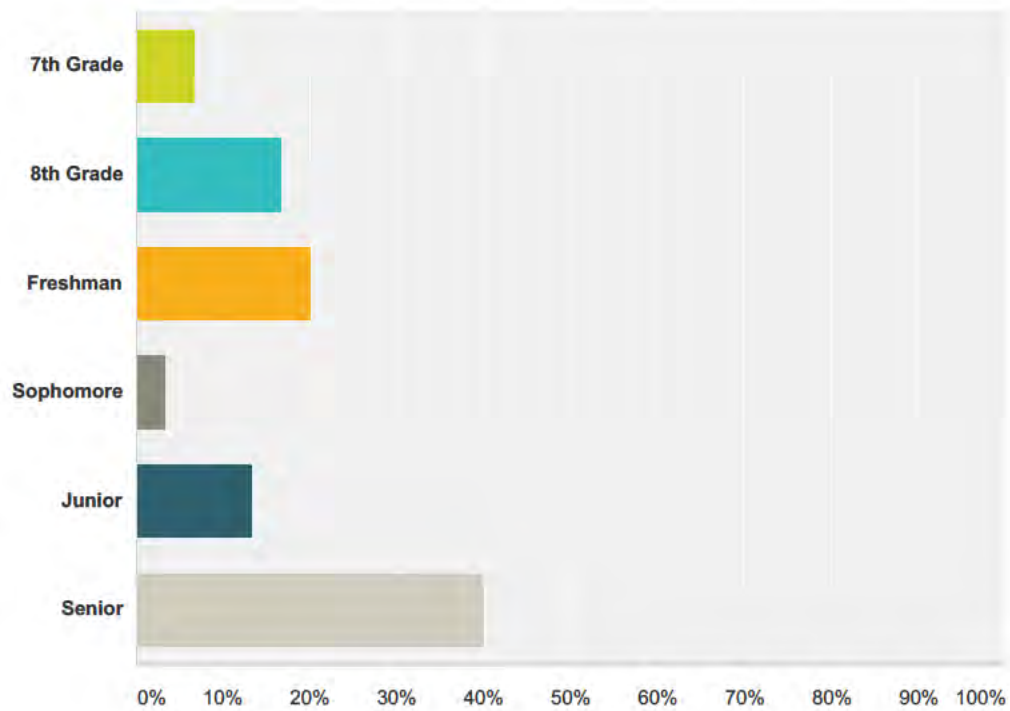
Answered: 30 Skipped: 1



Answer Choices	Responses	
Female	40.00%	12
Male	60.00%	18
Total		30

## Q4 What grade are you in?

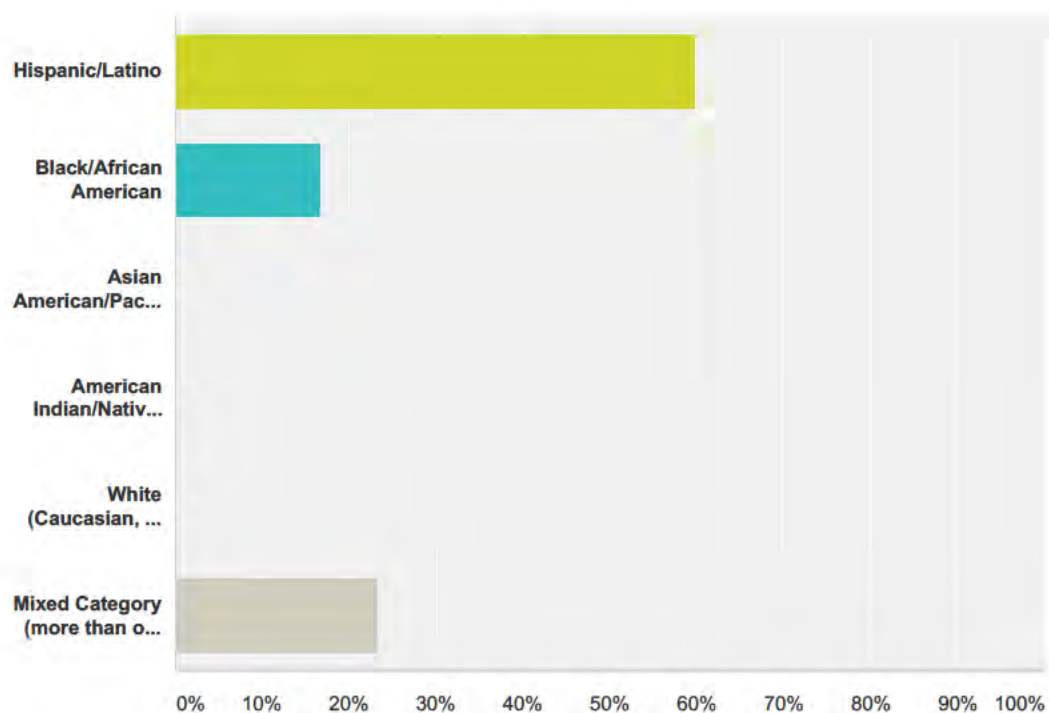
Answered: 30 Skipped: 1



Answer Choices	Responses
7th Grade	6.67% 2
8th Grade	16.67% 5
Freshman	20.00% 6
Sophomore	3.33% 1
Junior	13.33% 4
Senior	40.00% 12
<b>Total</b>	<b>30</b>

### Q5 With which of the following groups do you identify most?

Answered: 30 Skipped: 1



Answer Choices	Responses
Hispanic/Latino	60.00% 18
Black/African American	16.67% 5
Asian American/Pacific Islander/Hawaiian	0.00% 0
American Indian/Native American/Alaskan Native	0.00% 0
White (Caucasian not of Hispanic origin)	0.00% 0
Mixed Category (more than one group above)	23.33% 7
<b>Total</b>	<b>30</b>

## Final Student Survey 2014

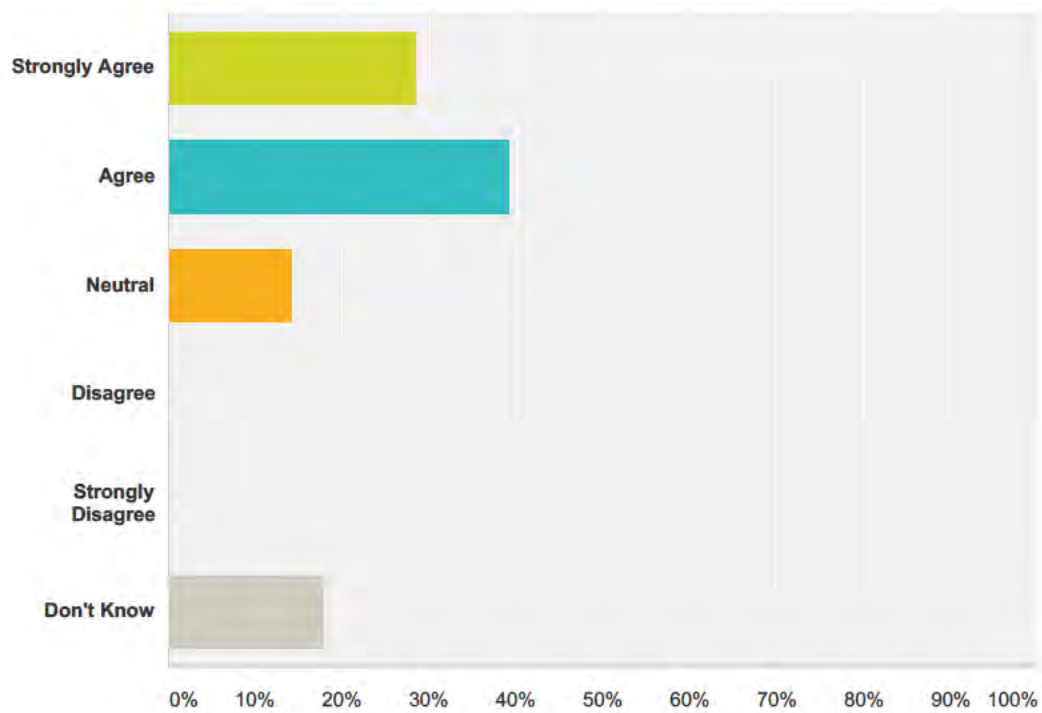
### Q6 Student ID Number

Answered: 27 Skipped: 4

#	Responses	Date
1	7291541	6/13/2014 12 13 PM
2	5814171	6/12/2014 12 39 PM
3	7134426	6/11/2014 2 27 PM
4	7134426	6/11/2014 2 26 PM
5	5713466	6/11/2014 12 51 PM
6	5469330	6/11/2014 9 10 AM
7	7791282	6/10/2014 9 44 AM
8	8315439	6/9/2014 2 45 PM
9	7643033	6/9/2014 2 45 PM
10	6361292	6/9/2014 2 41 PM
11	8547141	6/9/2014 1 38 PM
12	6286830	6/9/2014 11 49 AM
13	8455475	6/9/2014 11 39 AM
14	9015963	6/9/2014 10 40 AM
15	6410219	6/6/2014 10 30 AM
16	7073129	6/6/2014 10 13 AM
17	6924892	6/6/2014 9 11 AM
18	6795594	6/6/2014 8 51 AM
19	6922141	6/6/2014 8 39 AM
20	6902680	6/6/2014 8 30 AM
21	7491503	6/5/2014 10 31 AM
22	6516649	6/5/2014 9 59 AM
23	6460230	6/5/2014 9 58 AM
24	6607898	6/5/2014 9 54 AM
25	6575146	6/5/2014 9 37 AM
26	8315413	6/5/2014 9 03 AM
27	6191182	6/5/2014 8 46 AM

### Q7 I know I will graduate from high school.

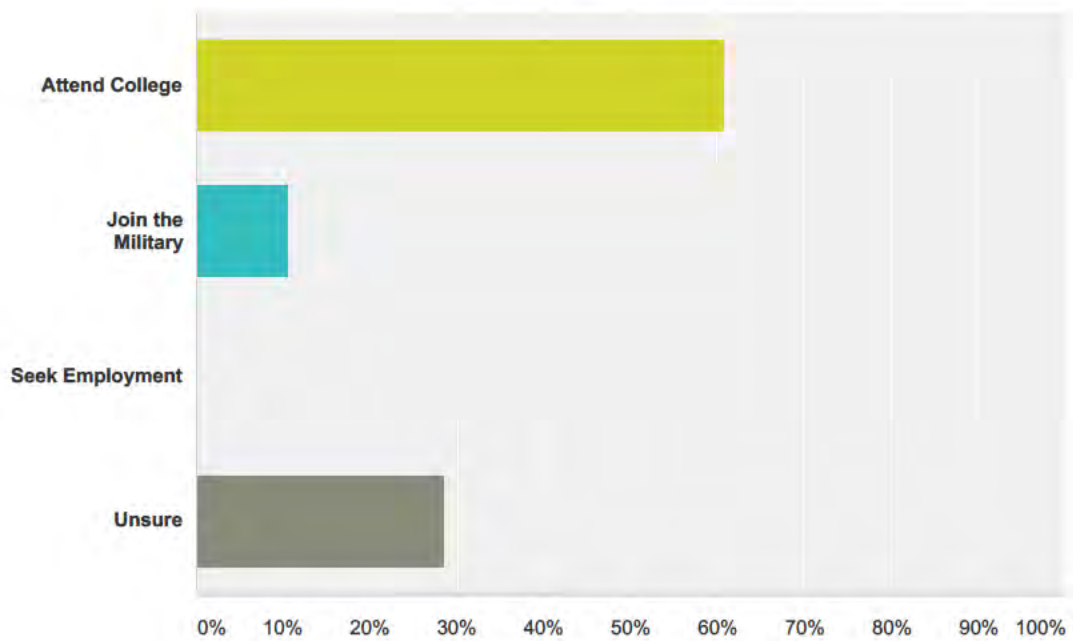
Answered: 28 Skipped: 3



Answer Choices	Responses
Strongly Agree	28.57% 8
Agree	39.29% 11
Neutral	14.29% 4
Disagree	0.00% 0
Strongly Disagree	0.00% 0
Don't Know	17.86% 5
<b>Total</b>	<b>28</b>

### Q8 When I graduate I plan to:

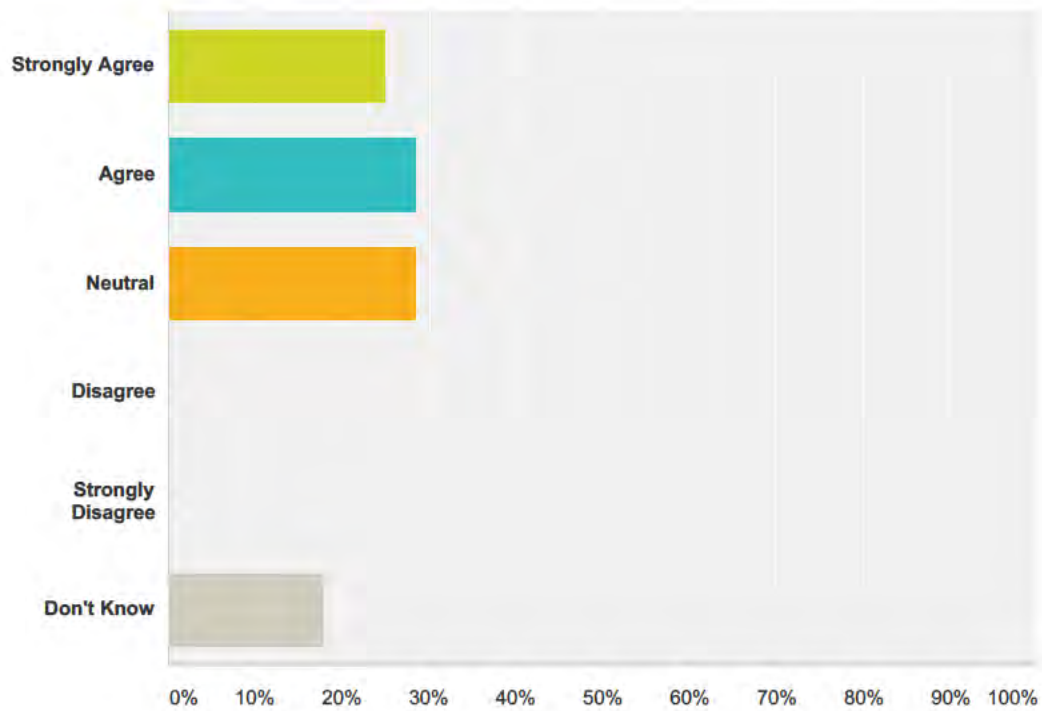
Answered: 28 Skipped: 3



Answer Choices	Responses	
Attend College	60.71%	17
Join the Military	10.71%	3
Seek Employment	0.00%	0
Unsure	28.57%	8
<b>Total</b>		<b>28</b>

### Q9 I feel safe in this school.

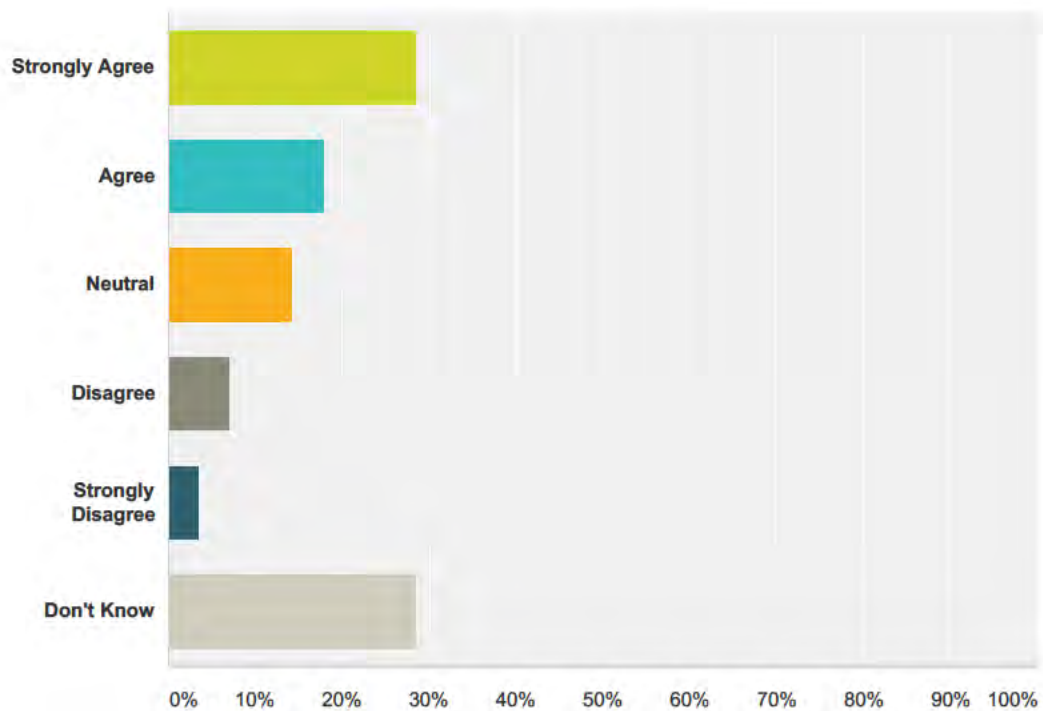
Answered: 28 Skipped: 3



Answer Choices	Responses	
Strongly Agree	25.00%	7
Agree	28.57%	8
Neutral	28.57%	8
Disagree	0.00%	0
Strongly Disagree	0.00%	0
Don't Know	17.86%	5
<b>Total</b>		<b>28</b>

**Q10 I feel safe going home if I stay after school past 4:00pm.**

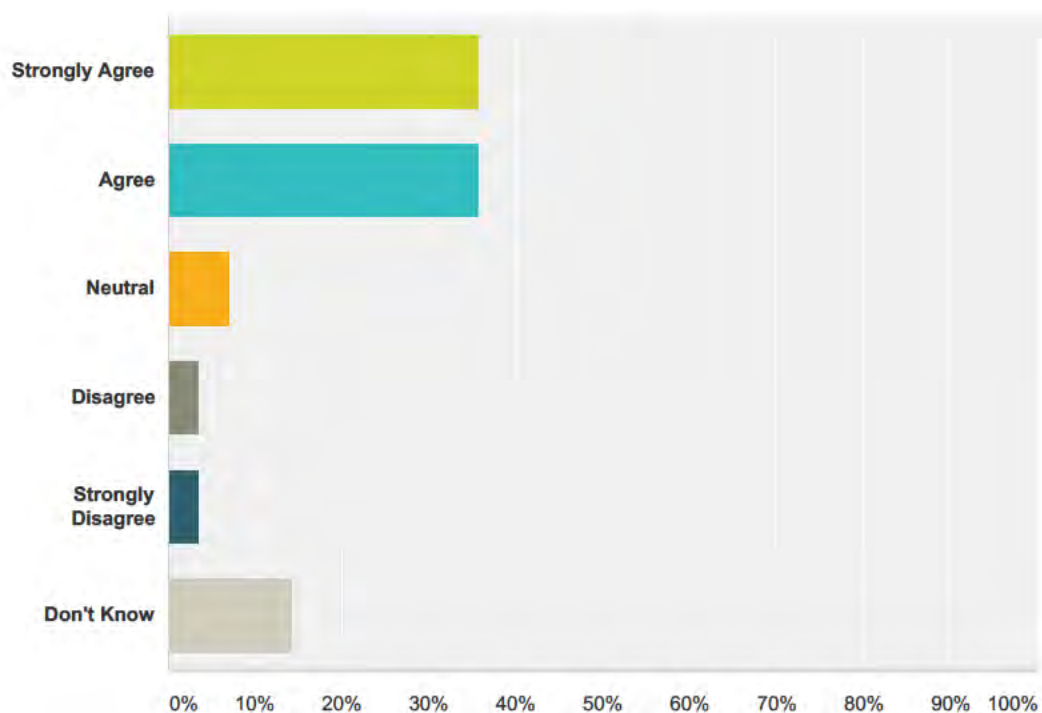
Answered: 28 Skipped: 3



Answer Choices	Responses	
Strongly Agree	28.57%	8
Agree	17.86%	5
Neutral	14.29%	4
Disagree	7.14%	2
Strongly Disagree	3.57%	1
Don't Know	28.57%	8
<b>Total</b>		<b>28</b>

### Q11 My teachers make me feel my school work is important.

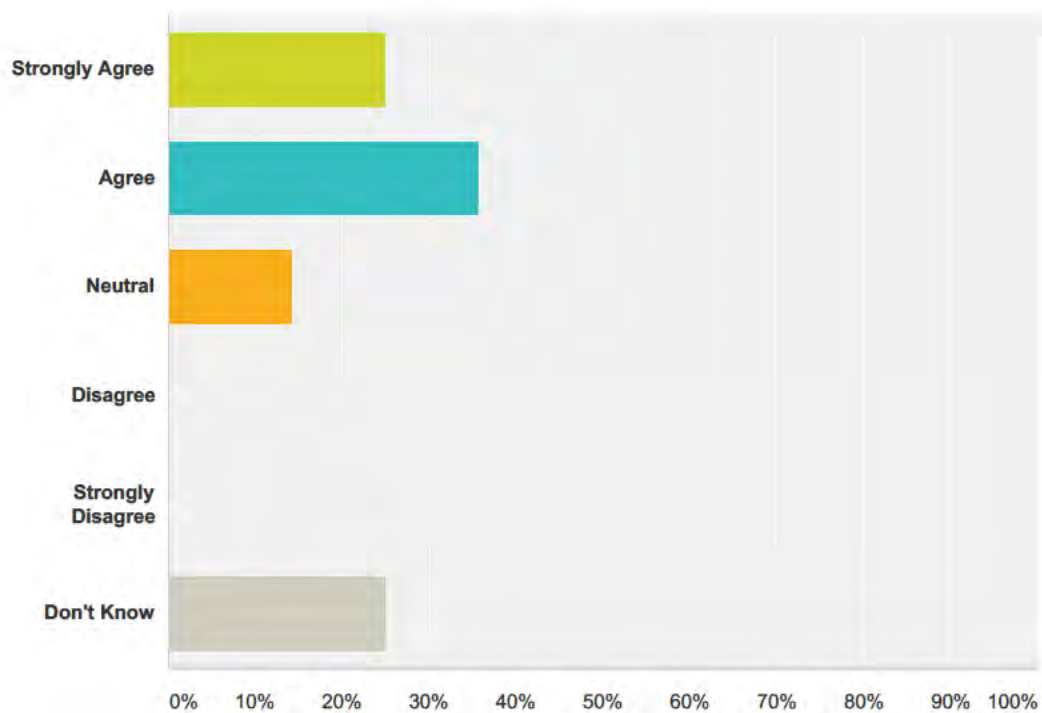
Answered: 28 Skipped: 3



Answer Choices	Responses	
Strongly Agree	35.71%	10
Agree	35.71%	10
Neutral	7.14%	2
Disagree	3.57%	1
Strongly Disagree	3.57%	1
Don't Know	14.29%	4
<b>Total</b>		<b>28</b>

## Q12 My teachers are committed to building my strengths.

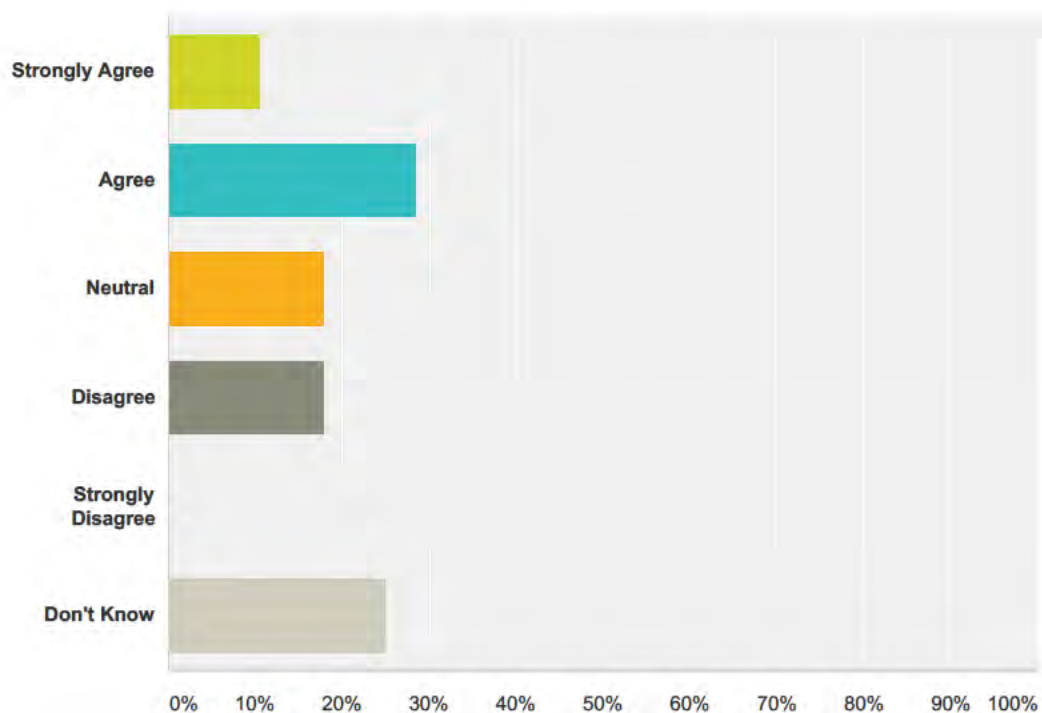
Answered: 28 Skipped: 3



Answer Choices	Responses	
Strongly Agree	25.00%	7
Agree	35.71%	10
Neutral	14.29%	4
Disagree	0.00%	0
Strongly Disagree	0.00%	0
Don't Know	25.00%	7
<b>Total</b>		<b>28</b>

**Q13 I believe I need counseling or coaching to help me pursue my interest for the future.**

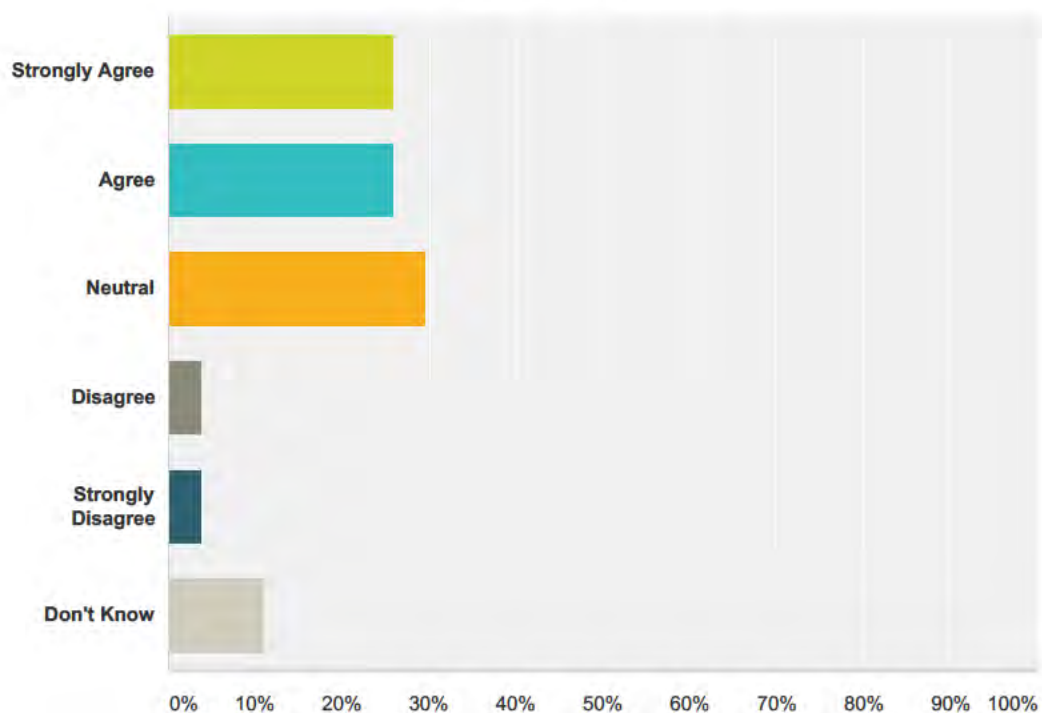
Answered: 28 Skipped: 3



Answer Choices	Responses	
Strongly Agree	10.71%	3
Agree	28.57%	8
Neutral	17.86%	5
Disagree	17.86%	5
Strongly Disagree	0.00%	0
Don't Know	25.00%	7
<b>Total</b>		<b>28</b>

**Q14 I have been able to get assistance from the school nurse on health related issues.**

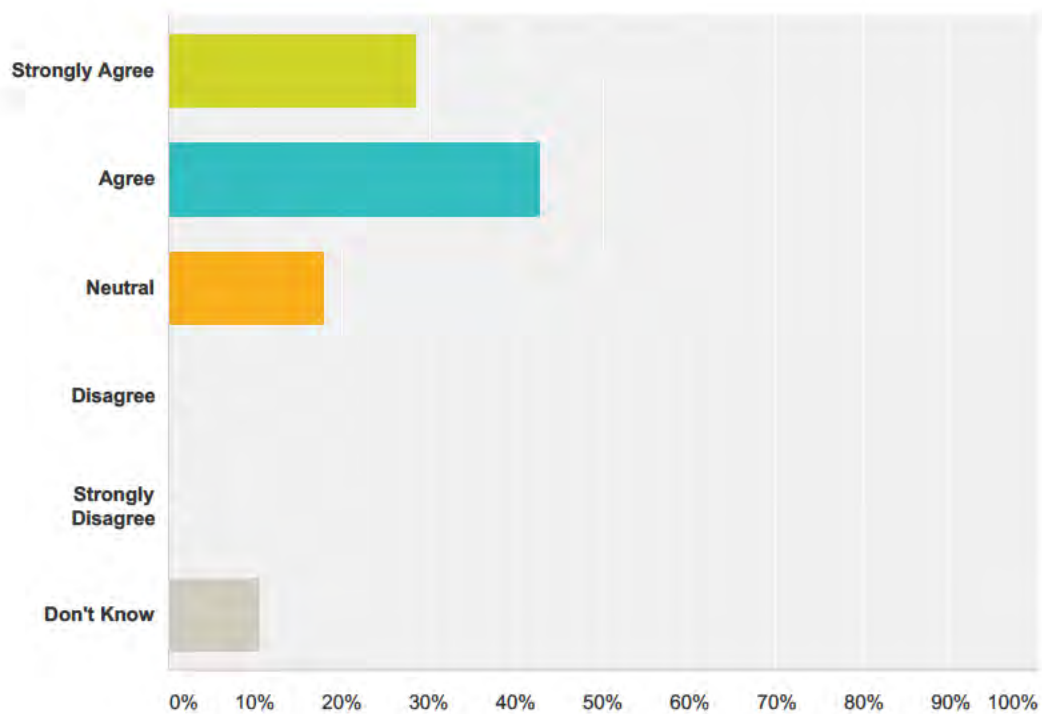
Answered: 27 Skipped: 4



Answer Choices	Responses	
Strongly Agree	25.93%	7
Agree	25.93%	7
Neutral	29.63%	8
Disagree	3.70%	1
Strongly Disagree	3.70%	1
Don't Know	11.11%	3
<b>Total</b>		<b>27</b>

**Q15 In times of trouble I have family or friends I can count on to help whenever I need them.**

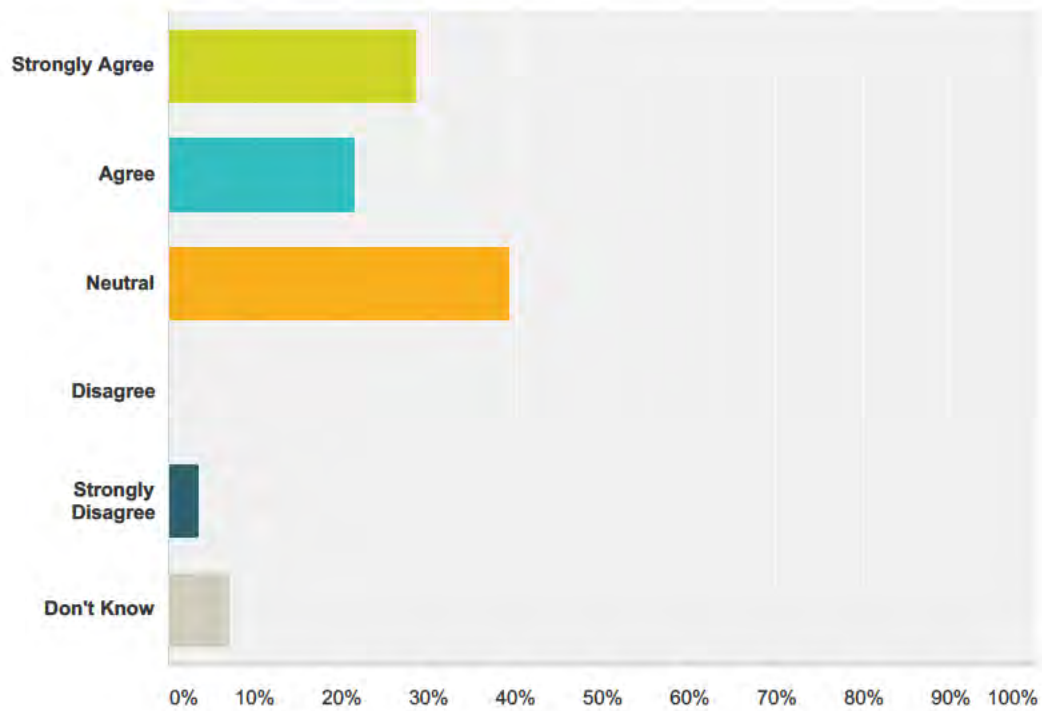
Answered: 28 Skipped: 3



Answer Choices	Responses	
Strongly Agree	28.57%	8
Agree	42.86%	12
Neutral	17.86%	5
Disagree	0.00%	0
Strongly Disagree	0.00%	0
Don't Know	10.71%	3
<b>Total</b>		<b>28</b>

### Q16 I like being a student at my school.

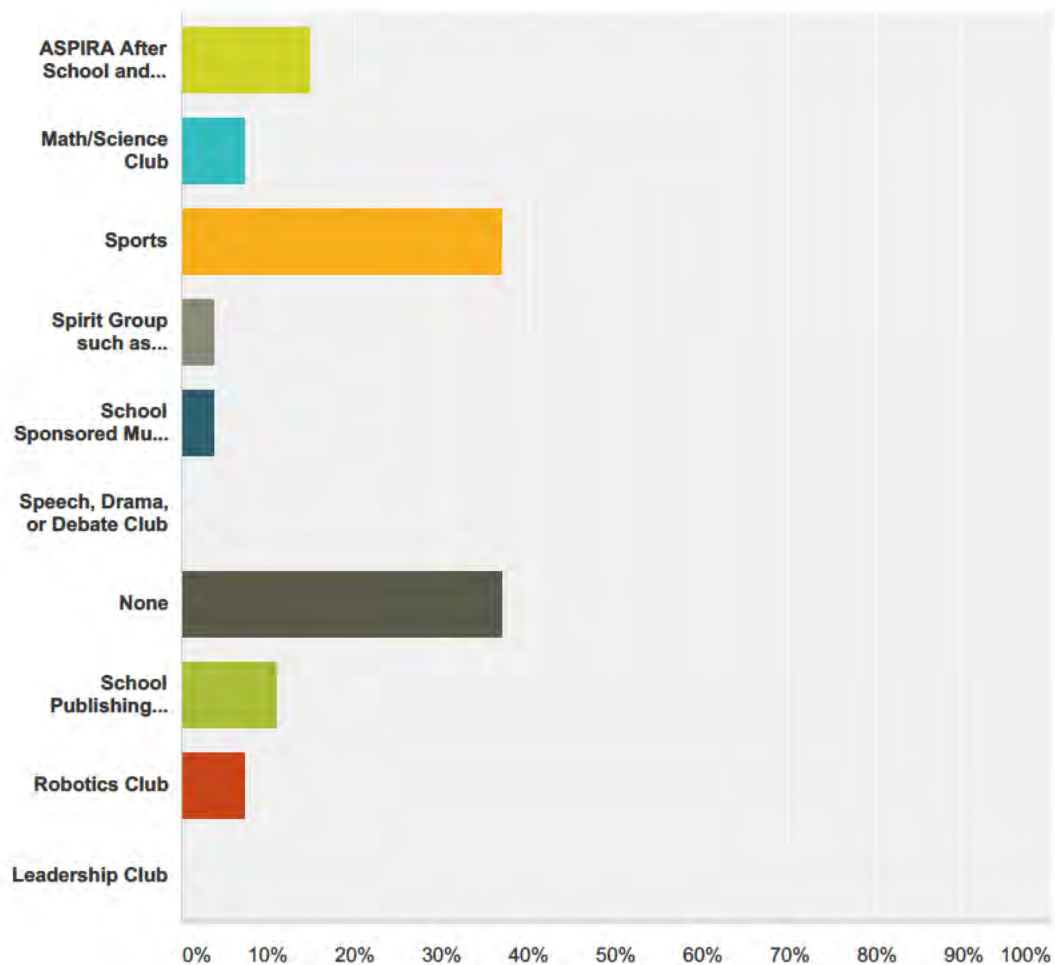
Answered: 28 Skipped: 3



Answer Choices	Responses	
Strongly Agree	28.57%	8
Agree	21.43%	6
Neutral	39.29%	11
Disagree	0.00%	0
Strongly Disagree	3.57%	1
Don't Know	7.14%	2
<b>Total</b>		<b>28</b>

**Q17 I have participated in the following after-school activities either as a member or an officer or leader this year**

Answered: 27 Skipped: 4



Answer Choices	Responses
ASP RA After School and Leadership programs	14.81% 4
Math/Science Club	7.41% 2
Sports	37.04% 10
Spirit Group such as Cheerleading or Pep Club	3.70% 1
School Sponsored Music Program	3.70% 1
Speech Drama or Debate Club	0.00% 0
None	37.04% 10
School Publishing group such as school Newspaper or Yearbook	11.11% 3
Robotics Club	7.41% 2

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Leadership Club	0.00%	0
Total Respondents: 27		

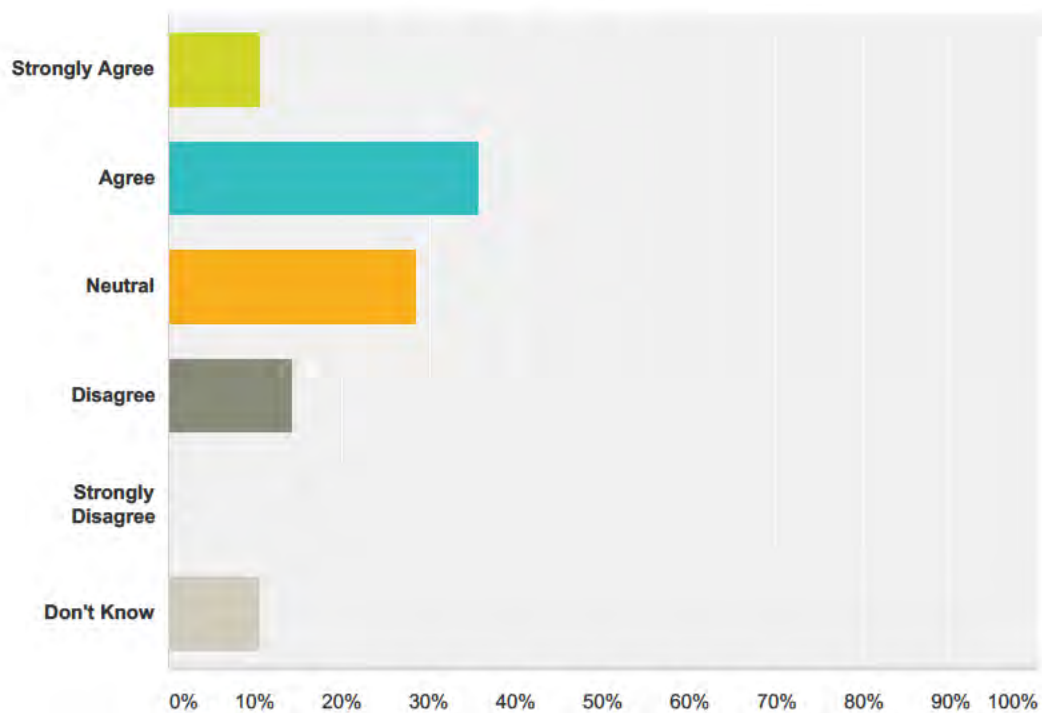
## Q18 What type of after-school programs would you like to see at your school?

Answered: 22 Skipped: 9

#	Responses	Date
1	because i like sport	6/13/2014 12 14 PM
2	BASEBALL	6/12/2014 9 48 AM
3	i would like to see more hands on after school programs	6/12/2014 8 48 AM
4	craft shop	6/10/2014 9 56 AM
5	1 bailar 2 estilismo 3 conmetologia 4 practicas de militar 5 turismo 6 natacion	6/9/2014 3 03 PM
6	FOOTBALL	6/9/2014 2 46 PM
7	mathematics	6/9/2014 1 43 PM
8	homework club	6/9/2014 11 43 AM
9	deportes	6/9/2014 10 47 AM
10	baseball team and science club	6/6/2014 10 33 AM
11	i would like to see a wood shop program at my school	6/6/2014 10 16 AM
12	none	6/6/2014 9 15 AM
13	track team	6/6/2014 8 57 AM
14	The Type Of After School Program Would Like Too See s Math Program Reading Program Game Program These Are The Program would Like To See ( The Most ntereseting Program Like s Math That My Favitore Program )	6/6/2014 8 44 AM
15	The after school programs i whould like is some army traning program to be ready for the army and if you dont make it in the army you still got some skill	6/6/2014 8 35 AM
16	cooking class	6/5/2014 10 33 AM
17	Softball	6/5/2014 10 03 AM
18	would like to see a sport helping program for kids that want to do sports but are not very good at it this program would strongly help them get better at what sport they like	6/5/2014 10 01 AM
19	would like to see anti violence programs at my school	6/5/2014 9 58 AM
20	cheerleading	6/5/2014 9 43 AM
21	would like to see debate club and history club	6/5/2014 9 06 AM
22	The type of programs i would like to see in after school is singing and dance also science would be great because of the experiments	6/5/2014 8 52 AM

**Q19 I am doing as well on schoolwork as I would like.**

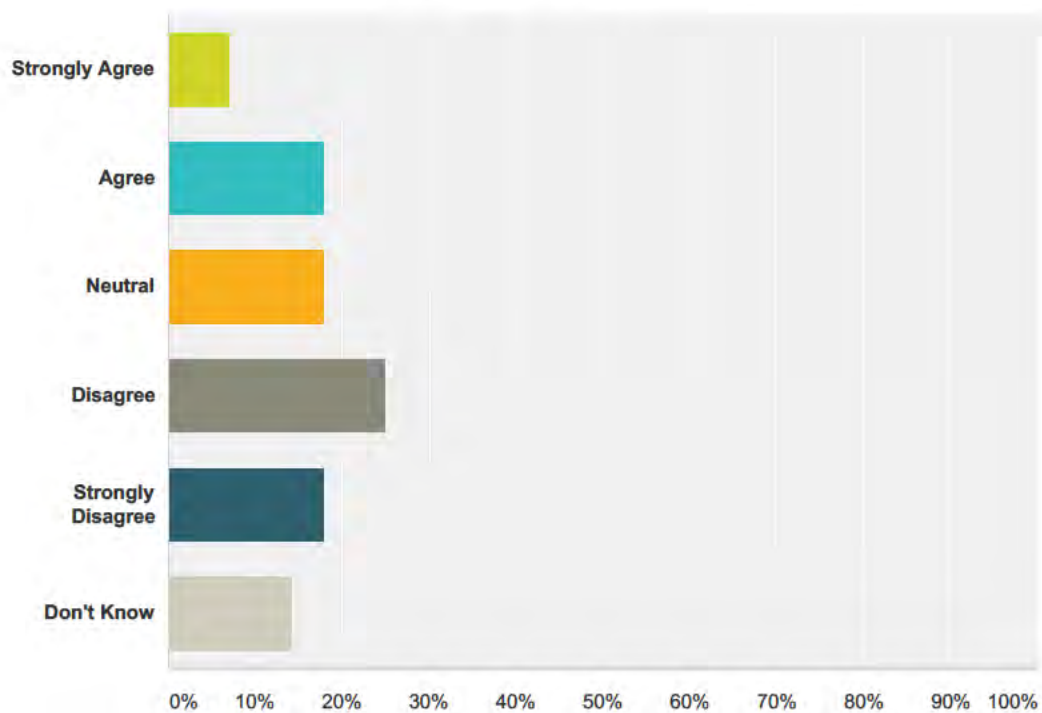
Answered: 28 Skipped: 3



Answer Choices	Responses	
Strongly Agree	10.71%	3
Agree	35.71%	10
Neutral	28.57%	8
Disagree	14.29%	4
Strongly Disagree	0.00%	0
Don't Know	10.71%	3
<b>Total</b>		<b>28</b>

**Q20 I give up when my schoolwork is hard to do.**

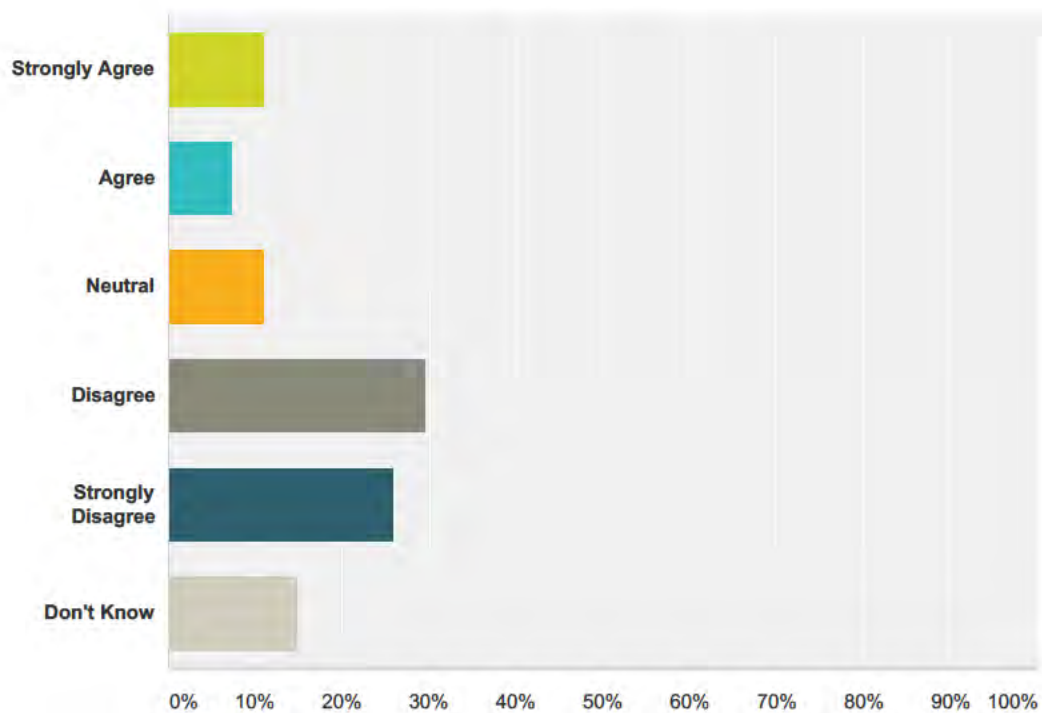
Answered: 28 Skipped: 3



Answer Choices	Responses	
Strongly Agree	7.14%	2
Agree	17.86%	5
Neutral	17.86%	5
Disagree	25.00%	7
Strongly Disagree	17.86%	5
Don't Know	14.29%	4
<b>Total</b>		<b>28</b>

**Q21 I think it is a waste of time studying for a class when the class is hard.**

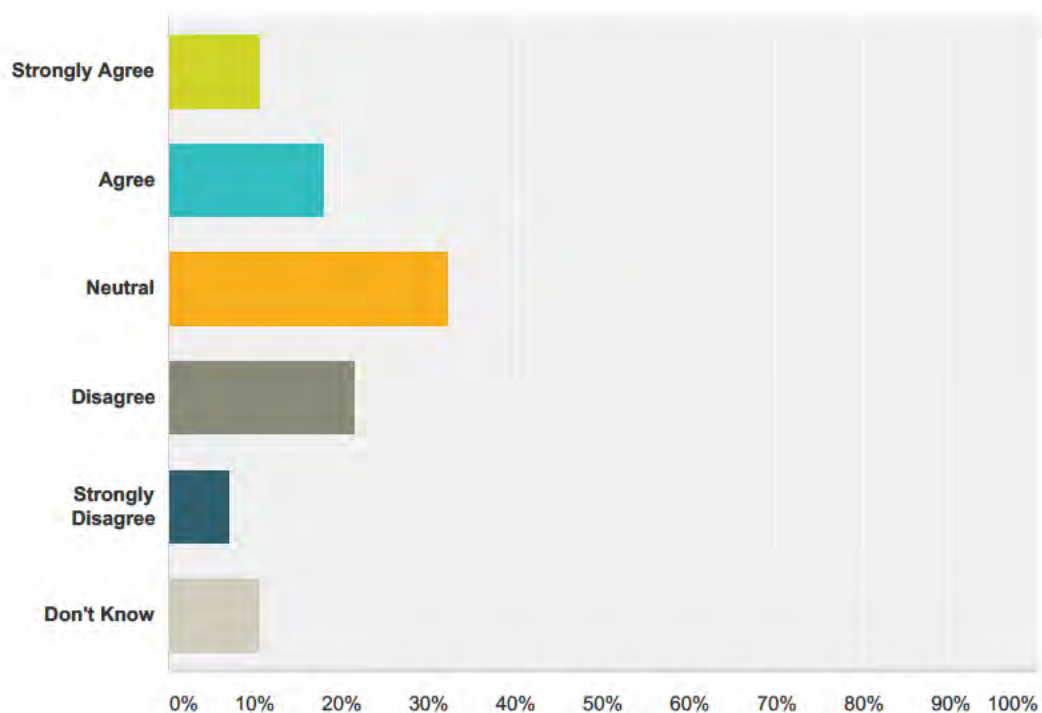
Answered: 27 Skipped: 4



Answer Choices	Responses	
Strongly Agree	11.11%	3
Agree	7.41%	2
Neutral	11.11%	3
Disagree	29.63%	8
Strongly Disagree	25.93%	7
Don't Know	14.81%	4
<b>Total</b>		<b>27</b>

**Q22 I often skip some parts of my schoolwork when the work seems too hard.**

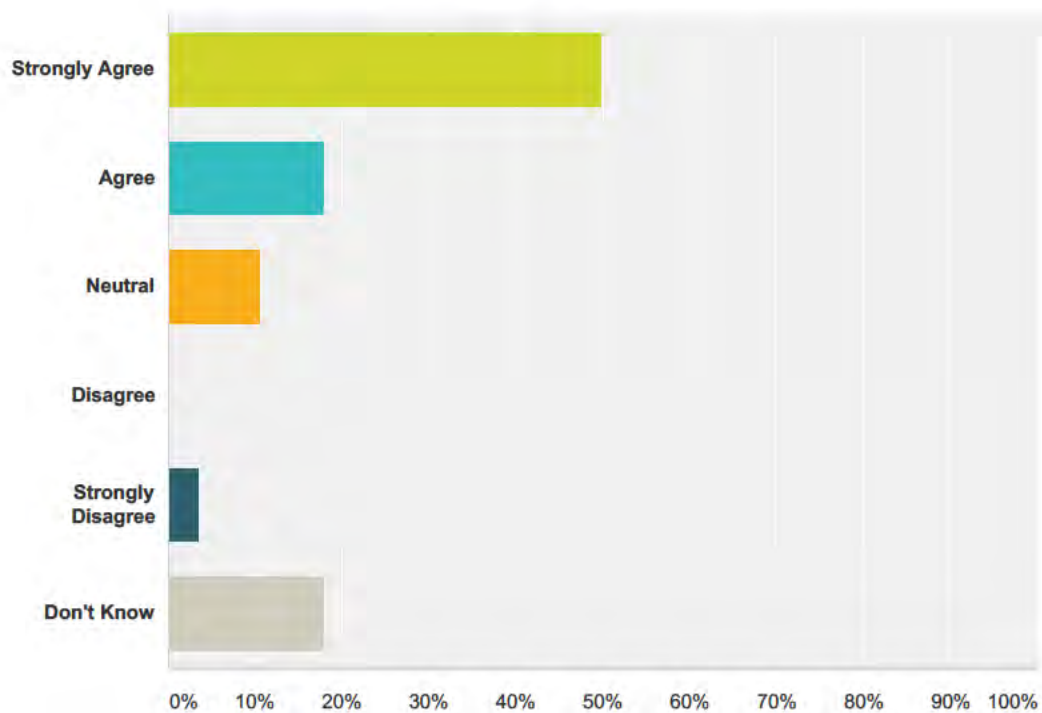
Answered: 28 Skipped: 3



Answer Choices	Responses	
Strongly Agree	10.71%	3
Agree	17.86%	5
Neutral	32.14%	9
Disagree	21.43%	6
Strongly Disagree	7.14%	2
Don't Know	10.71%	3
<b>Total</b>		<b>28</b>

**Q23 I think that if I tried harder I could do a better job with my schoolwork.**

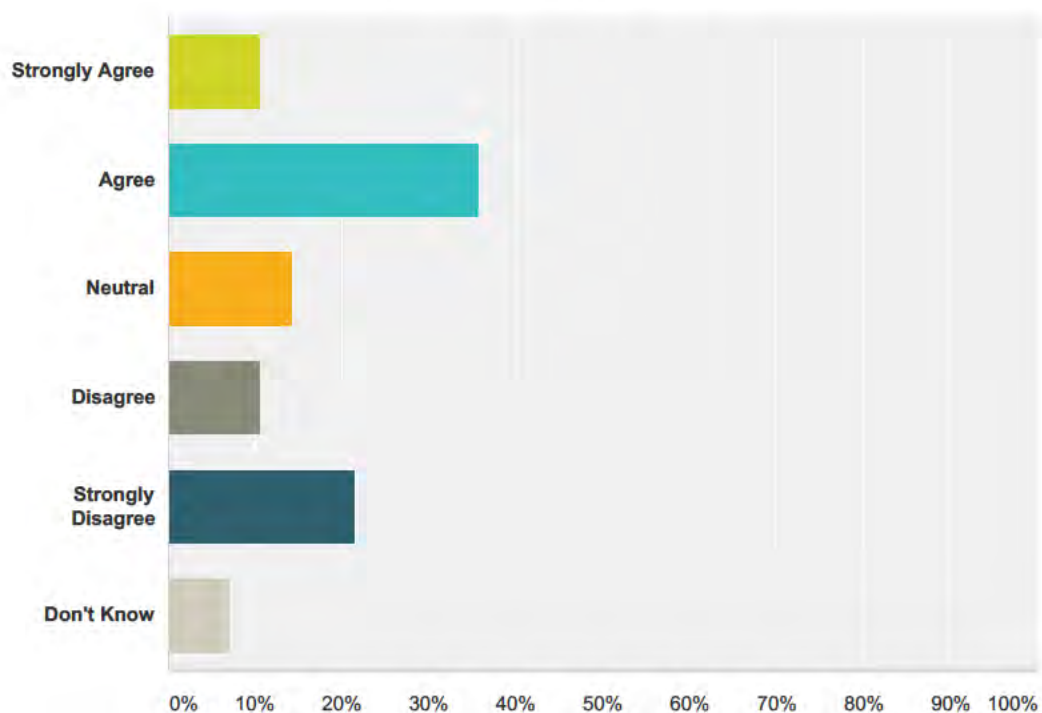
Answered: 28 Skipped: 3



Answer Choices	Responses	
Strongly Agree	50.00%	14
Agree	17.86%	5
Neutral	10.71%	3
Disagree	0.00%	0
Strongly Disagree	3.57%	1
Don't Know	17.86%	5
<b>Total</b>		<b>28</b>

**Q24 I just try to get by on my schoolwork,  
instead of doing the best I can.**

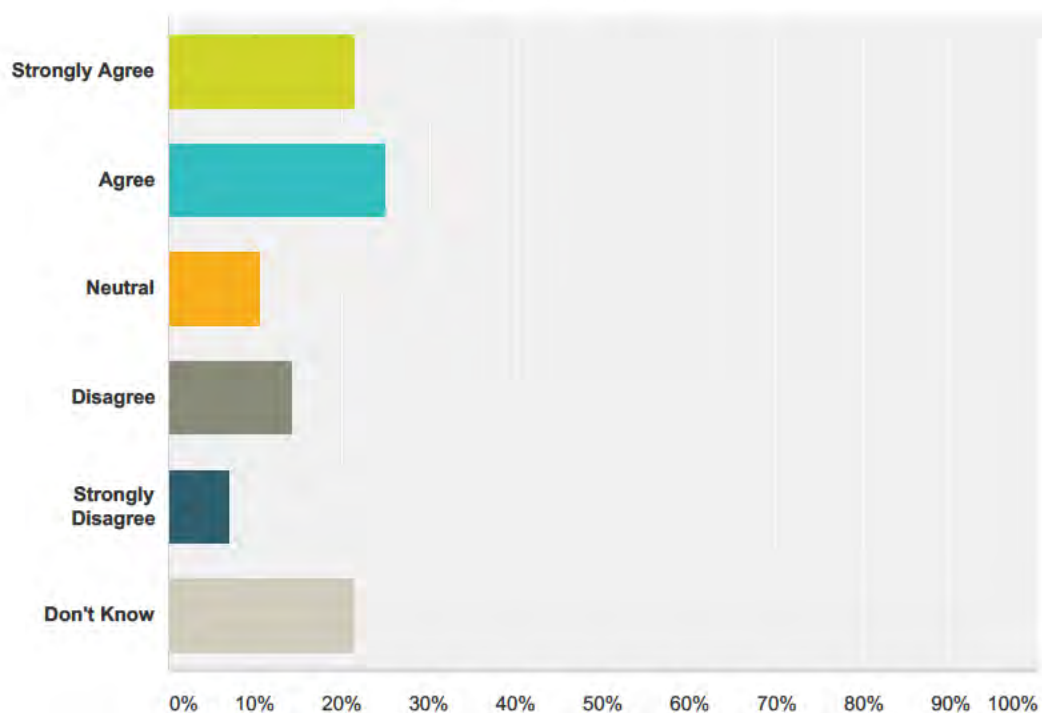
Answered: 28 Skipped: 3



Answer Choices	Responses	
Strongly Agree	10.71%	3
Agree	35.71%	10
Neutral	14.29%	4
Disagree	10.71%	3
Strongly Disagree	21.43%	6
Don't Know	7.14%	2
<b>Total</b>		<b>28</b>

### Q25 I am able to speak to the school counselors to help plan my future.

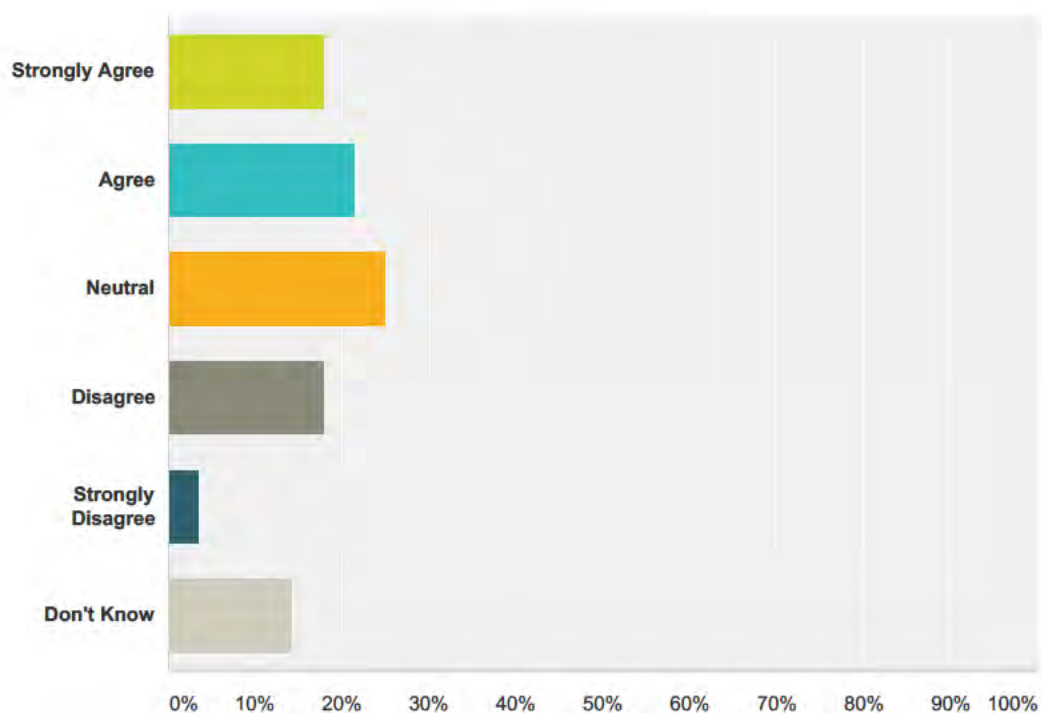
Answered: 28 Skipped: 3



Answer Choices	Responses	
Strongly Agree	21.43%	6
Agree	25.00%	7
Neutral	10.71%	3
Disagree	14.29%	4
Strongly Disagree	7.14%	2
Don't Know	21.43%	6
<b>Total</b>		<b>28</b>

### Q26 The current elective classes are interesting to me.

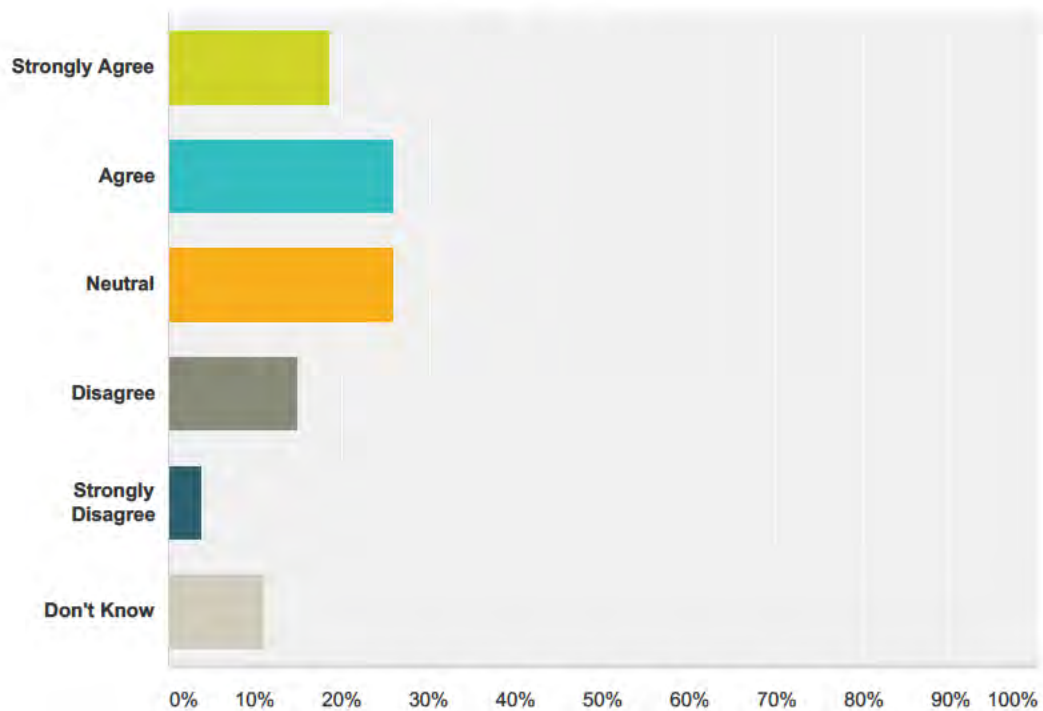
Answered: 28 Skipped: 3



Answer Choices	Responses	
Strongly Agree	17.86%	5
Agree	21.43%	6
Neutral	25.00%	7
Disagree	17.86%	5
Strongly Disagree	3.57%	1
Don't Know	14.29%	4
<b>Total</b>		<b>28</b>

## Q27 I am able to participate in science labs in my school.

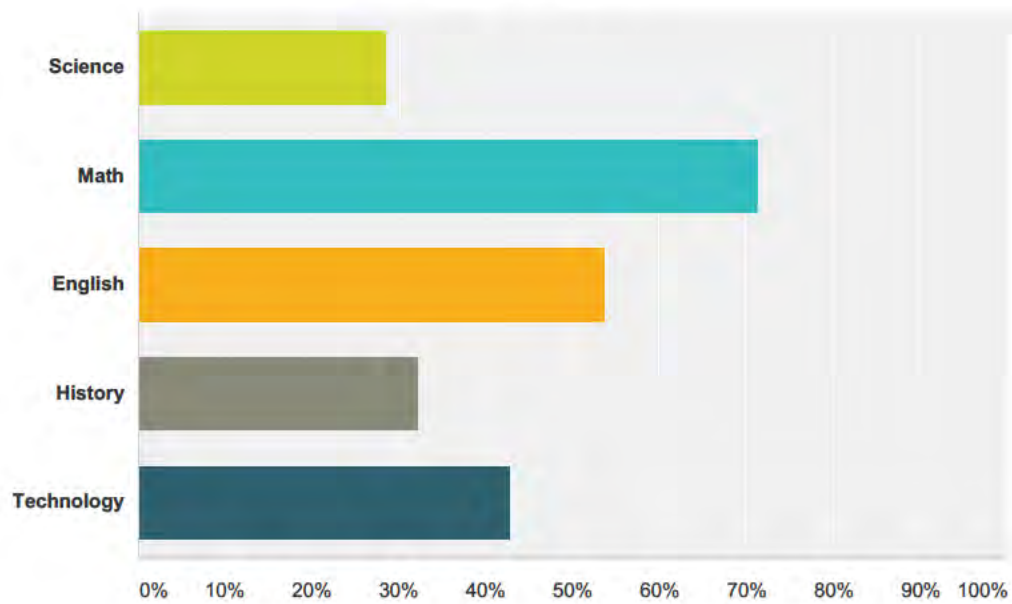
Answered: 27 Skipped: 4



Answer Choices	Responses	
Strongly Agree	18.52%	5
Agree	25.93%	7
Neutral	25.93%	7
Disagree	14.81%	4
Strongly Disagree	3.70%	1
Don't Know	11.11%	3
<b>Total</b>		<b>27</b>

**Q28 I believe that in order to be successful  
in the future I need:**

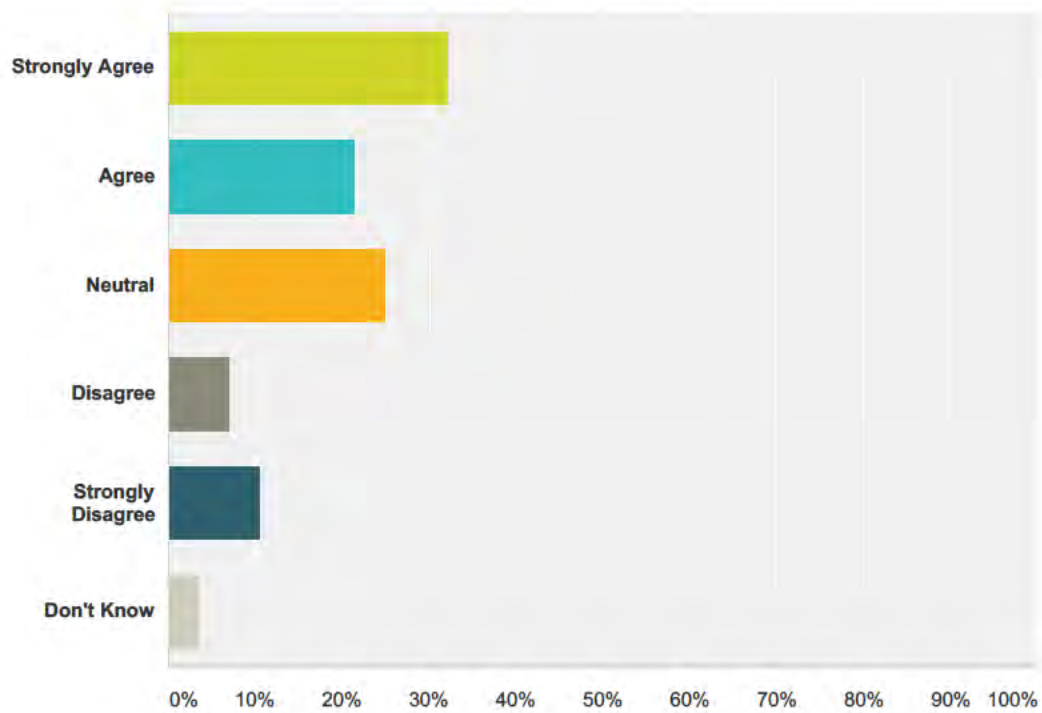
Answered: 28 Skipped: 3



Answer Choices	Responses	
Science	28.57%	8
Math	71.43%	20
English	53.57%	15
History	32.14%	9
Technology	42.86%	12
Total Respondents: 28		

### Q29 I like to read.

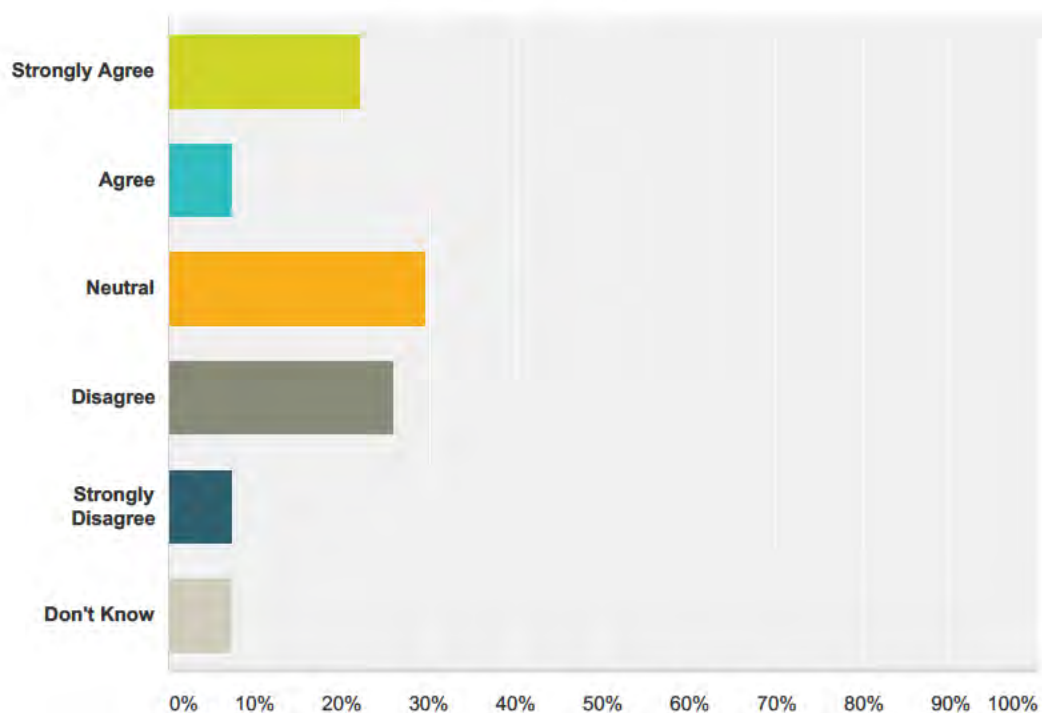
Answered: 28 Skipped: 3



Answer Choices	Responses	
Strongly Agree	32.14%	9
Agree	21.43%	6
Neutral	25.00%	7
Disagree	7.14%	2
Strongly Disagree	10.71%	3
Don't Know	3.57%	1
<b>Total</b>		<b>28</b>

### Q30 I feel comfortable speaking in front of my class.

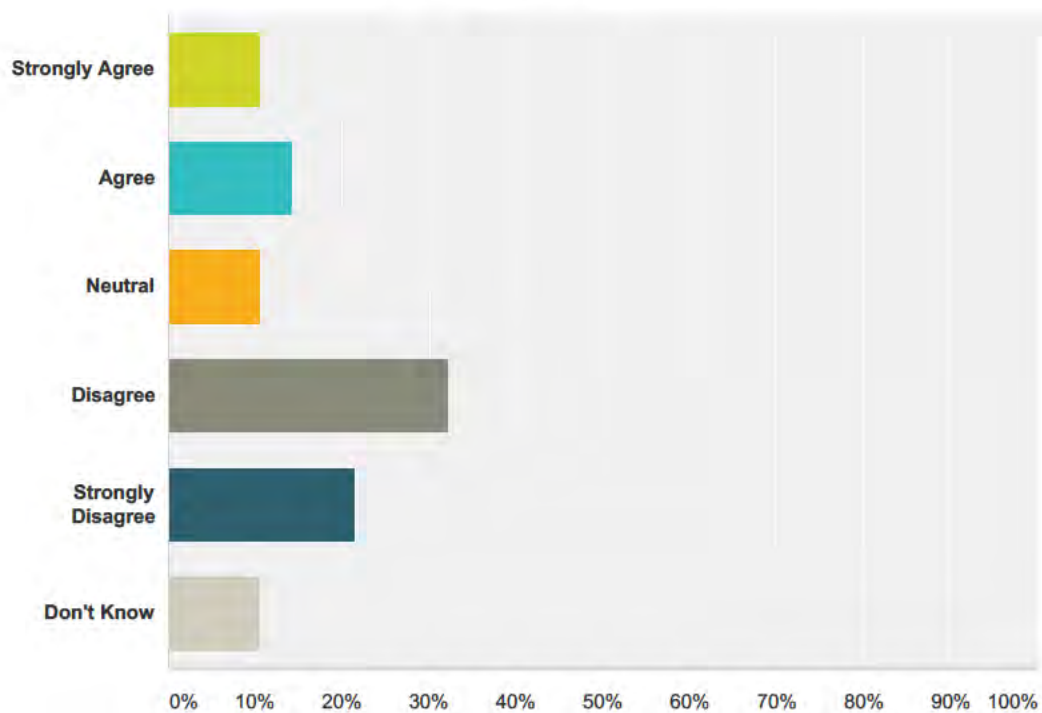
Answered: 27 Skipped: 4



Answer Choices	Responses	
Strongly Agree	22.22%	6
Agree	7.41%	2
Neutral	29.63%	8
Disagree	25.93%	7
Strongly Disagree	7.41%	2
Don't Know	7.41%	2
<b>Total</b>		<b>27</b>

**Q31 I feel comfortable speaking in front of an audience.**

Answered: 28 Skipped: 3



Answer Choices	Responses	
Strongly Agree	10.71%	3
Agree	14.29%	4
Neutral	10.71%	3
Disagree	32.14%	9
Strongly Disagree	21.43%	6
Don't Know	10.71%	3
<b>Total</b>		<b>28</b>

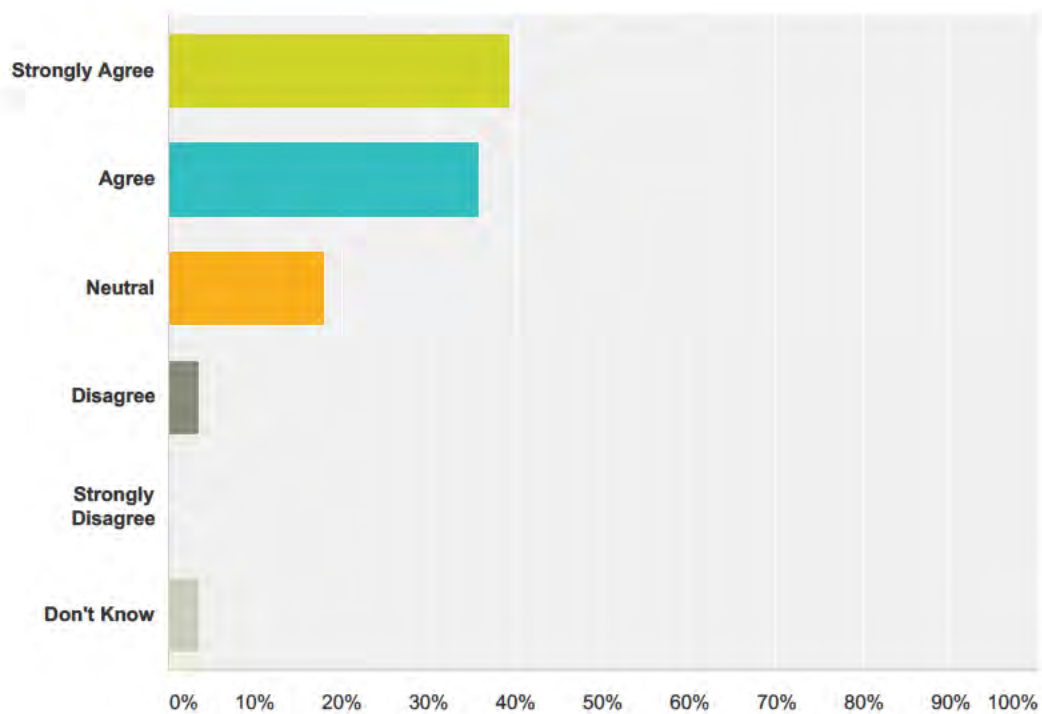
**Q32 I believe I need help or tutoring with:  
(Add subject / subjects).**

Answered: 20 Skipped: 11

#	Responses	Date
1	math	6/13/2014 12 16 PM
2	English class	6/13/2014 9 22 AM
3	math	6/12/2014 9 50 AM
4	chemistry English	6/10/2014 9 59 AM
5	history science	6/9/2014 2 49 PM
6	math	6/9/2014 2 49 PM
7	con algunos trabajos de la escuela como la clase de math o ciencia	6/9/2014 1 48 PM
8	math class	6/9/2014 11 52 AM
9	ingles	6/9/2014 10 55 AM
10	none	6/6/2014 10 36 AM
11	i need more help in math and history classes	6/6/2014 10 18 AM
12	dont Known	6/6/2014 9 19 AM
13	reading	6/6/2014 9 03 AM
14	Believe Help Turtoring With Math Because Like Math (&) ts Easier For Me Too Teach Kids Cause m Good At Math	6/6/2014 8 54 AM
15	think that i need help on is learning about the war that happen over years ago For can do better at History	6/6/2014 8 40 AM
16	i need more Help in reading and science	6/5/2014 10 07 AM
17	believe need help with science and a little bit of reading	6/5/2014 10 01 AM
18	reading	6/5/2014 9 47 AM
19	Believe need help with math and science	6/5/2014 9 09 AM
20	i believe i need help with a little bit of science because of like the levels of the studies they shownus in science	6/5/2014 8 56 AM

**Q33 My teachers are clear giving directions and explaining what is expected on assignments and tests.**

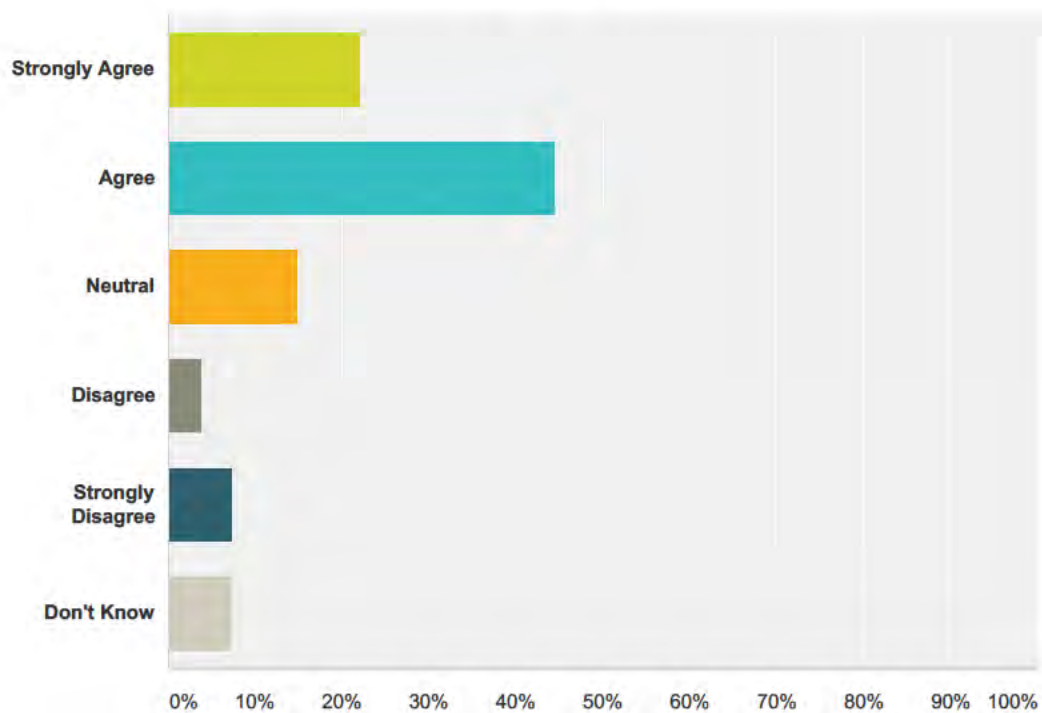
Answered: 28 Skipped: 3



Answer Choices	Responses	
Strongly Agree	39.29%	11
Agree	35.71%	10
Neutral	17.86%	5
Disagree	3.57%	1
Strongly Disagree	0.00%	0
Don't Know	3.57%	1
<b>Total</b>		<b>28</b>

### Q34 My teachers know their subject and make the subject matter meaningful for me.

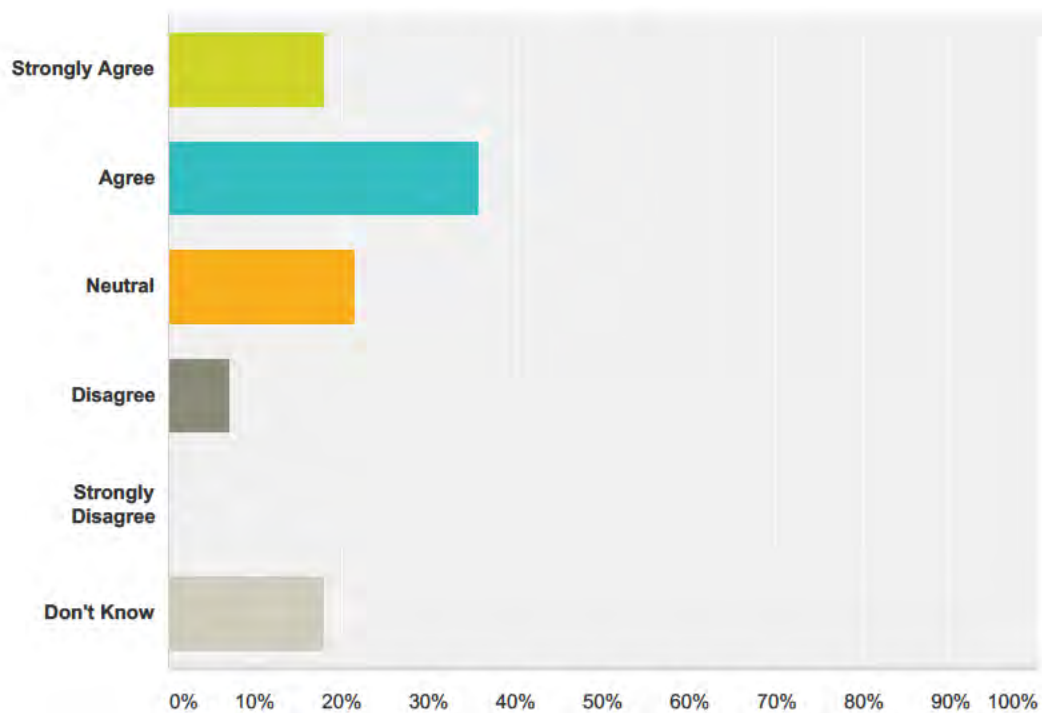
Answered: 27 Skipped: 4



Answer Choices	Responses	
Strongly Agree	22.22%	6
Agree	44.44%	12
Neutral	14.81%	4
Disagree	3.70%	1
Strongly Disagree	7.41%	2
Don't Know	7.41%	2
<b>Total</b>		<b>27</b>

**Q35 My teachers are flexible in accommodating my individual needs.**

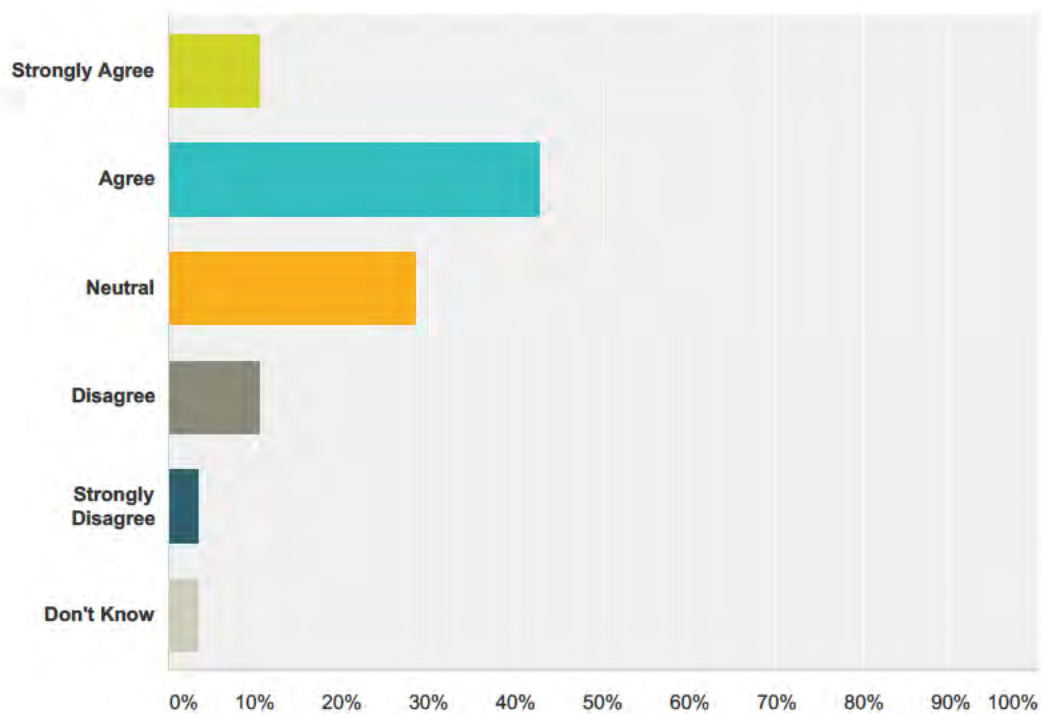
Answered: 28 Skipped: 3



Answer Choices	Responses	
Strongly Agree	17.86%	5
Agree	35.71%	10
Neutral	21.43%	6
Disagree	7.14%	2
Strongly Disagree	0.00%	0
Don't Know	17.86%	5
<b>Total</b>		<b>28</b>

**Q36 My teachers make the class interesting and create an active classroom learning environment.**

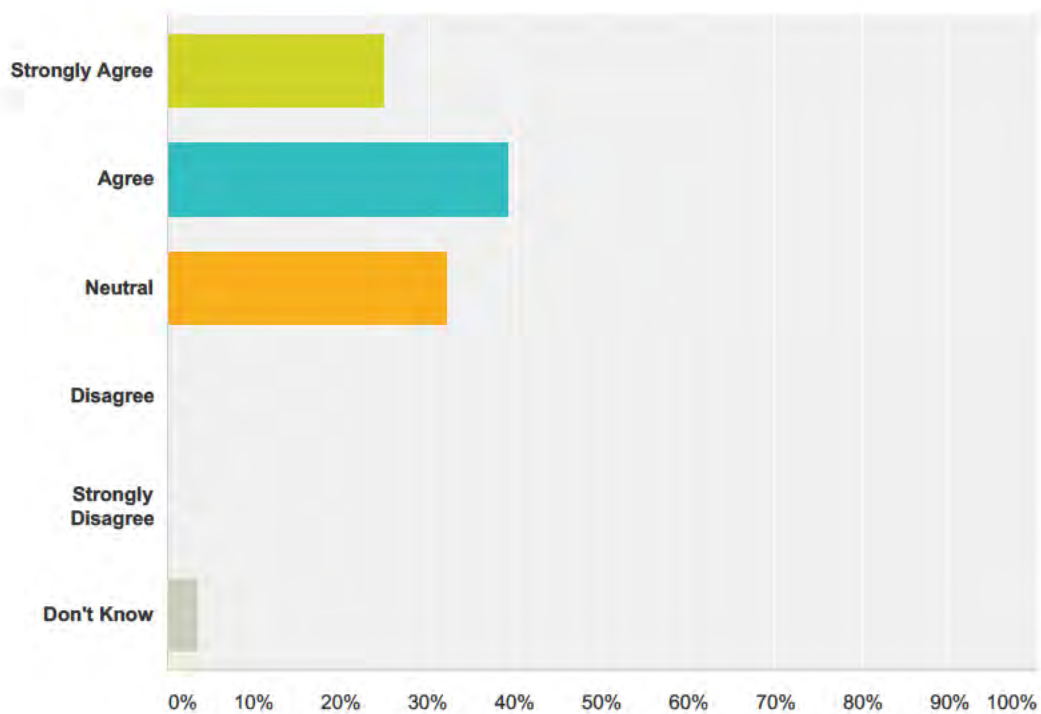
Answered: 28 Skipped: 3



Answer Choices	Responses	
Strongly Agree	10.71%	3
Agree	42.86%	12
Neutral	28.57%	8
Disagree	10.71%	3
Strongly Disagree	3.57%	1
Don't Know	3.57%	1
<b>Total</b>		<b>28</b>

**Q37 My teachers provide us with opportunities to use the computer technology at the school.**

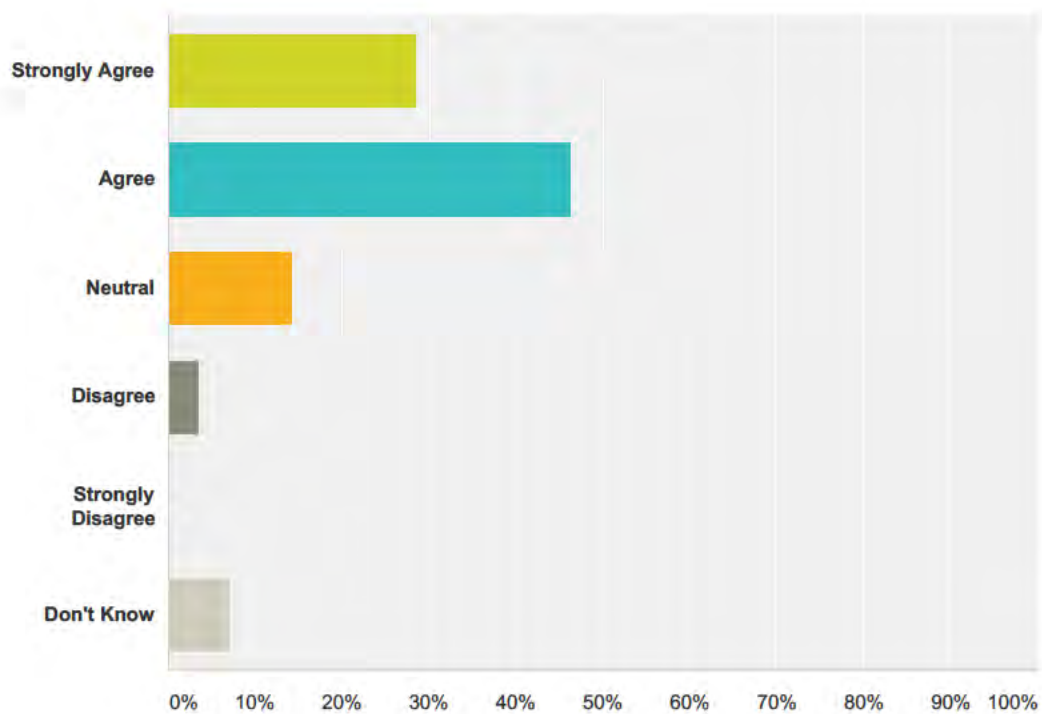
Answered: 28 Skipped: 3



Answer Choices	Responses	
Strongly Agree	25.00%	7
Agree	39.29%	11
Neutral	32.14%	9
Disagree	0.00%	0
Strongly Disagree	0.00%	0
Don't Know	3.57%	1
<b>Total</b>		<b>28</b>

**Q38 My teachers give me good feedback on homework and projects so that I can improve.**

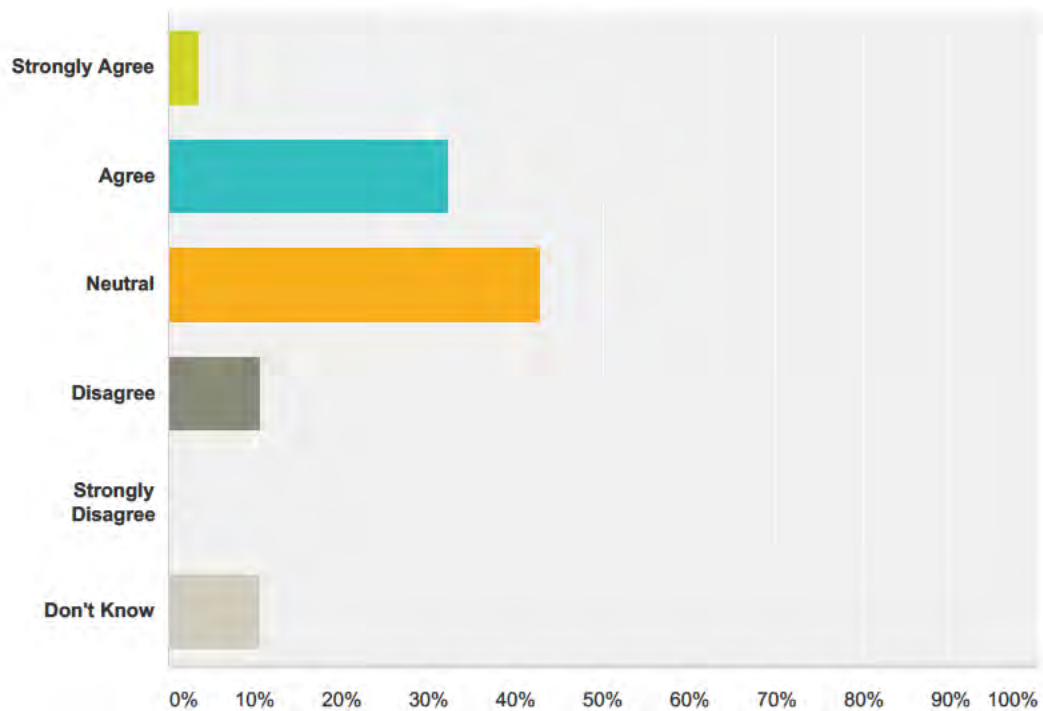
Answered: 28 Skipped: 3



Answer Choices	Responses	
Strongly Agree	28.57%	8
Agree	46.43%	13
Neutral	14.29%	4
Disagree	3.57%	1
Strongly Disagree	0.00%	0
Don't Know	7.14%	2
<b>Total</b>		<b>28</b>

### Q39 My teachers return homework in a timely manner.

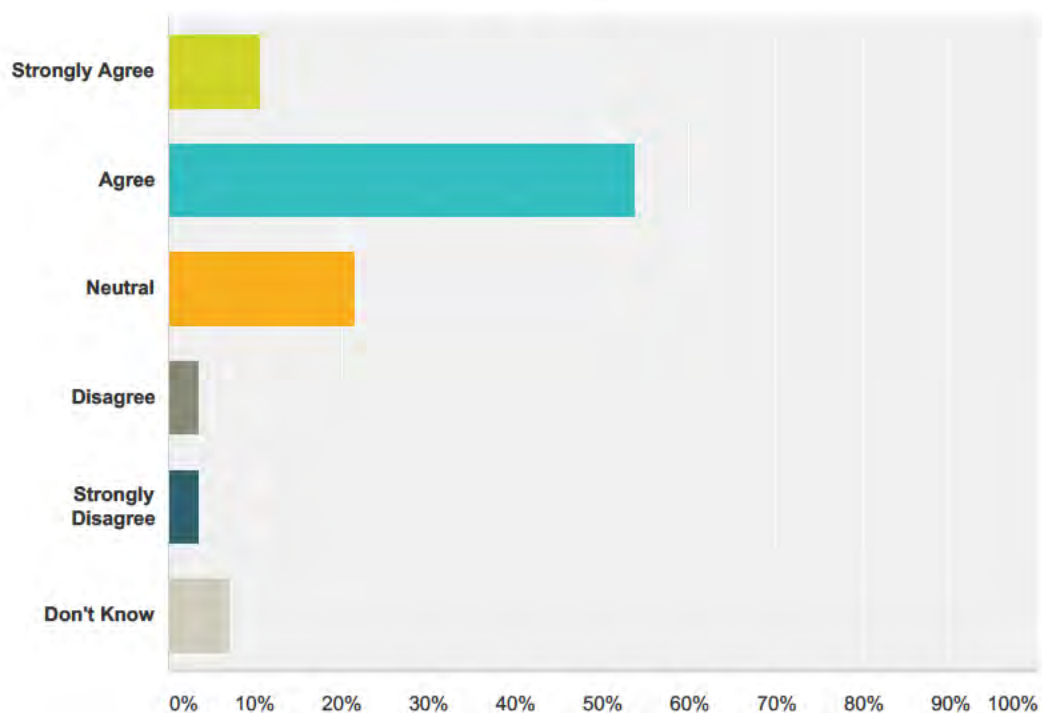
Answered: 28 Skipped: 3



Answer Choices	Responses	
Strongly Agree	3.57%	1
Agree	32.14%	9
Neutral	42.86%	12
Disagree	10.71%	3
Strongly Disagree	0.00%	0
Don't Know	10.71%	3
<b>Total</b>		<b>28</b>

### Q40 My teachers encourage students to speak up and be active in the class.

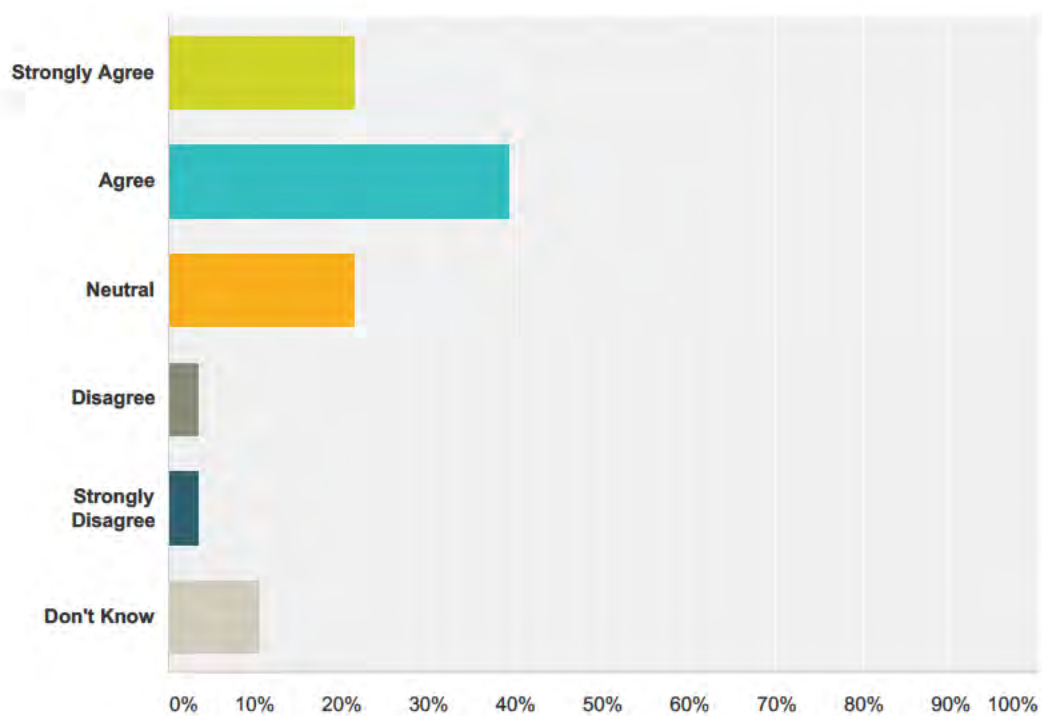
Answered: 28 Skipped: 3



Answer Choices	Responses	
Strongly Agree	10.71%	3
Agree	53.57%	15
Neutral	21.43%	6
Disagree	3.57%	1
Strongly Disagree	3.57%	1
Don't Know	7.14%	2
<b>Total</b>		<b>28</b>

**Q41 My teachers listen and understand students' points of view even when they disagree.**

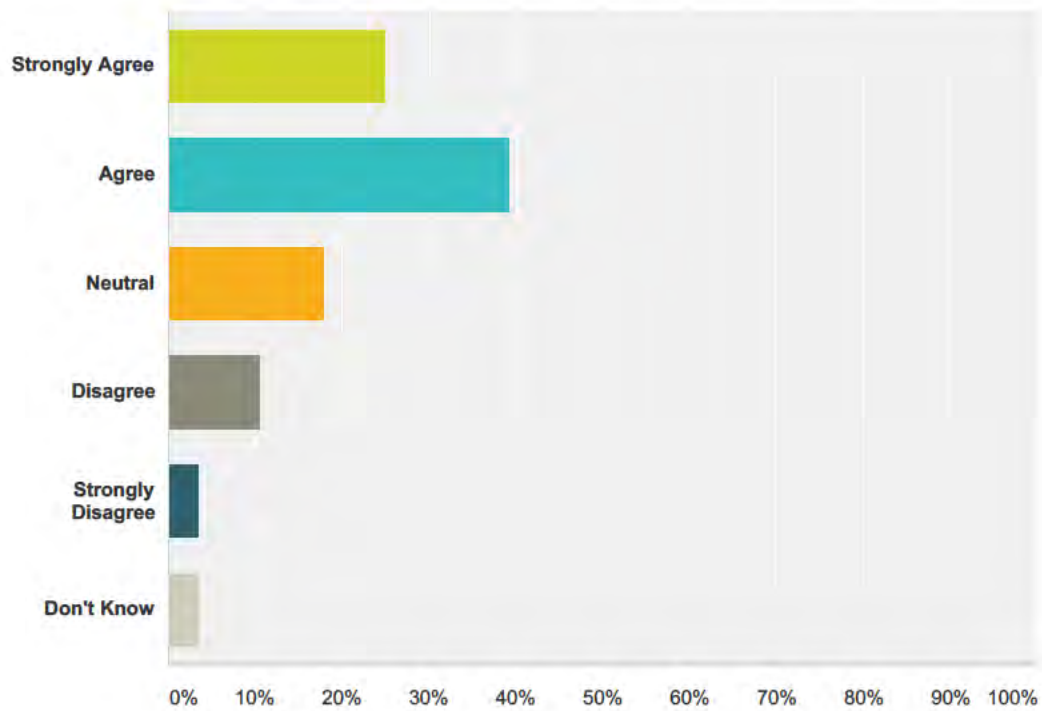
Answered: 28 Skipped: 3



Answer Choices	Responses	
Strongly Agree	21.43%	6
Agree	39.29%	11
Neutral	21.43%	6
Disagree	3.57%	1
Strongly Disagree	3.57%	1
Don't Know	10.71%	3
<b>Total</b>		<b>28</b>

## Q42 My teachers treat me with respect.

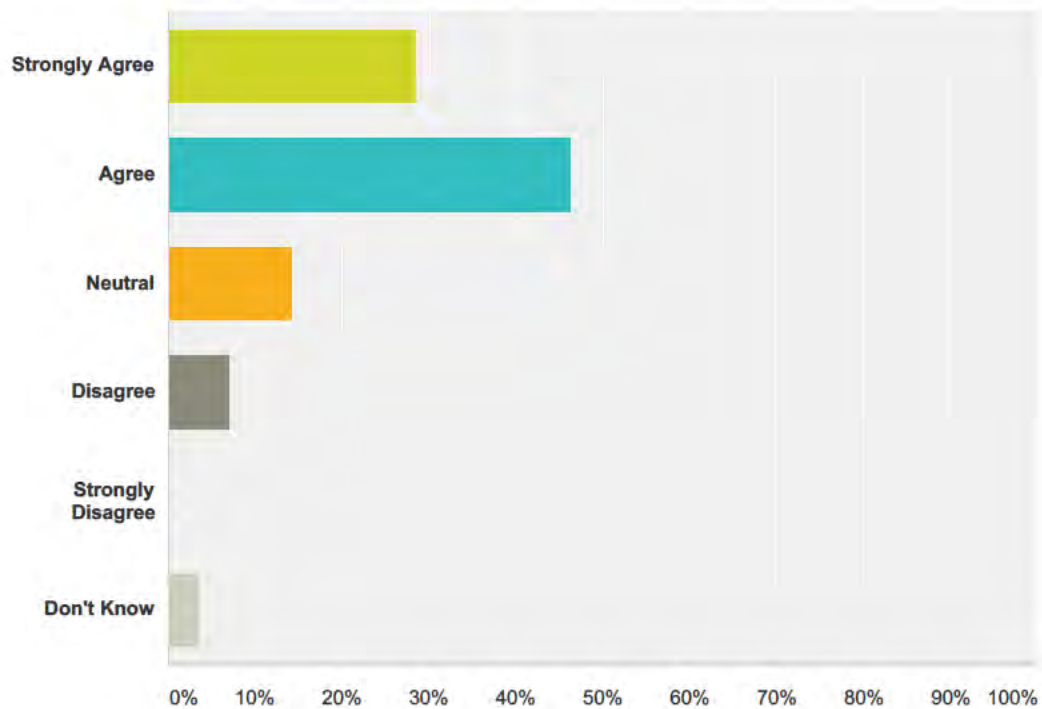
Answered: 28 Skipped: 3



Answer Choices	Responses	
Strongly Agree	25.00%	7
Agree	39.29%	11
Neutral	17.86%	5
Disagree	10.71%	3
Strongly Disagree	3.57%	1
Don't Know	3.57%	1
<b>Total</b>		<b>28</b>

### Q43 My teachers help when I ask for help.

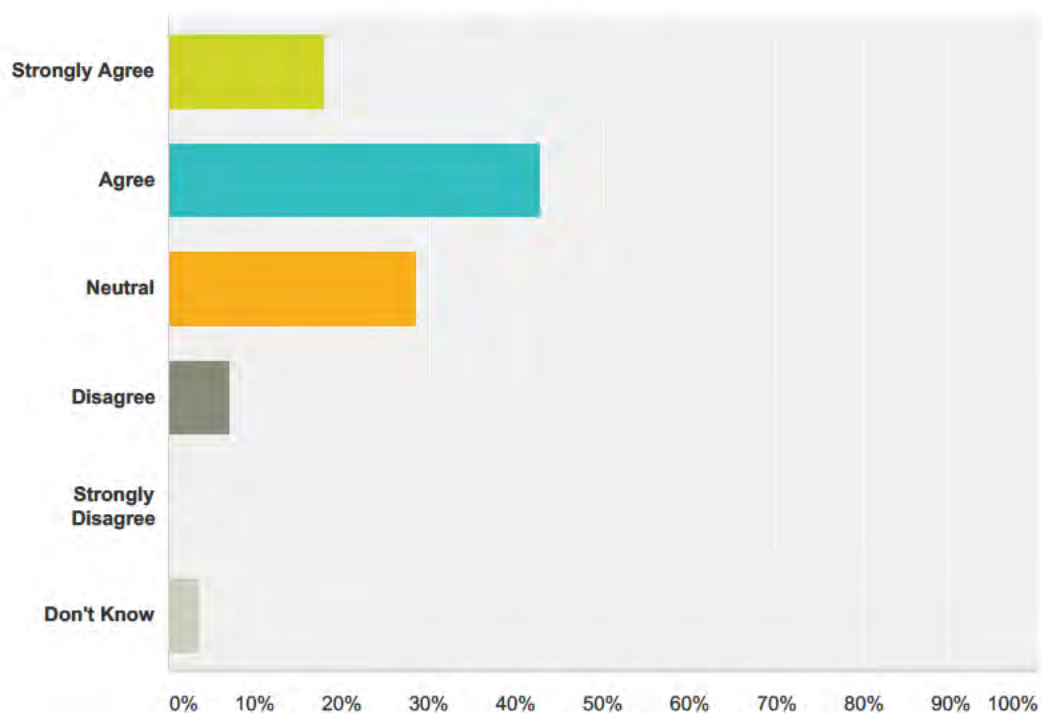
Answered: 28 Skipped: 3



Answer Choices	Responses	
Strongly Agree	28.57%	8
Agree	46.43%	13
Neutral	14.29%	4
Disagree	7.14%	2
Strongly Disagree	0.00%	0
Don't Know	3.57%	1
<b>Total</b>		<b>28</b>

### Q44 My teachers are consistent and fair in discipline.

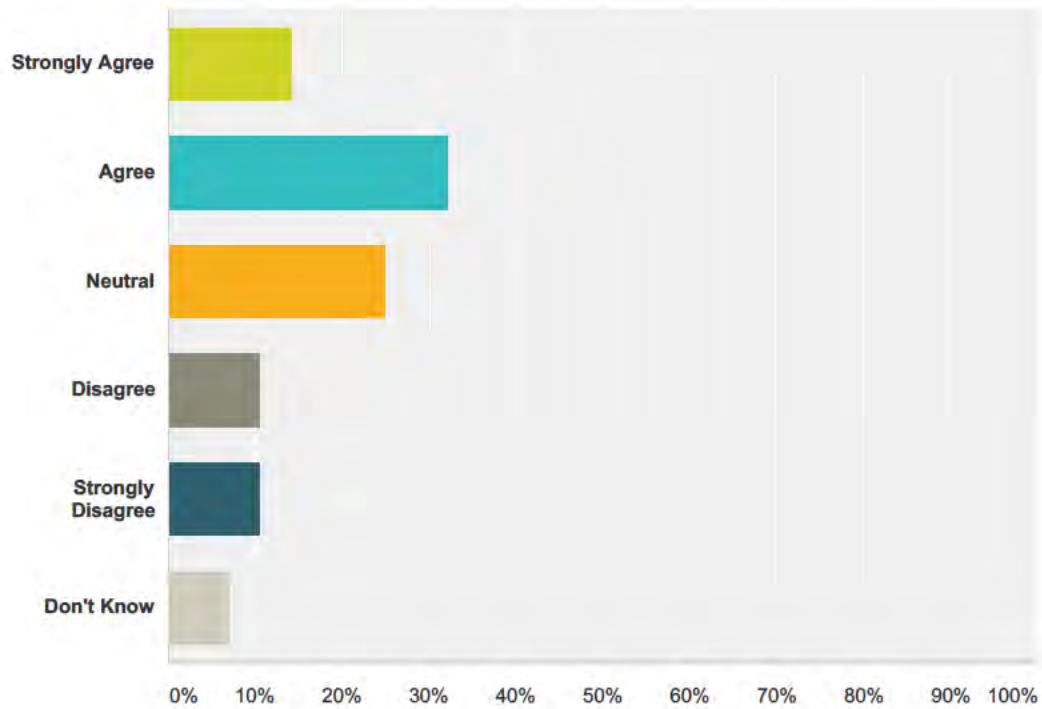
Answered: 28 Skipped: 3



Answer Choices	Responses	
Strongly Agree	17.86%	5
Agree	42.86%	12
Neutral	28.57%	8
Disagree	7.14%	2
Strongly Disagree	0.00%	0
Don't Know	3.57%	1
<b>Total</b>		<b>28</b>

### Q45 I trust my teachers.

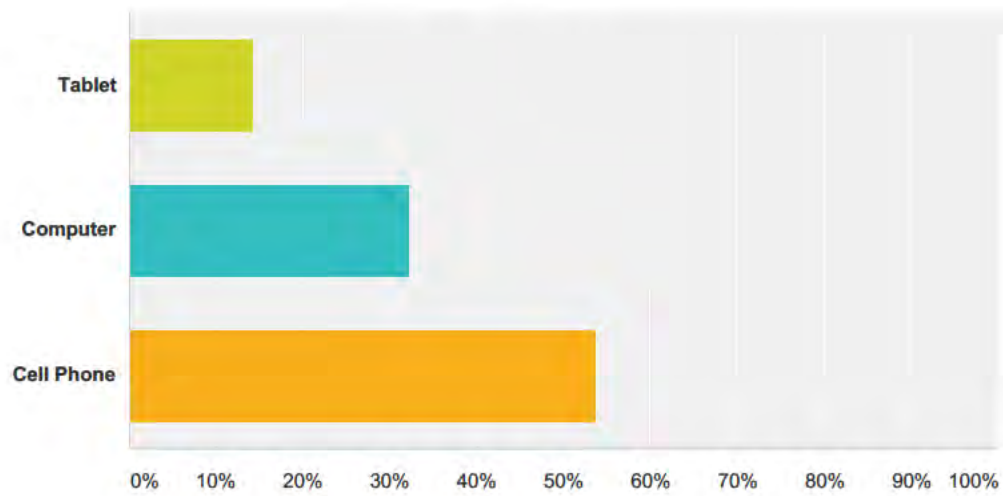
Answered: 28 Skipped: 3



Answer Choices	Responses	
Strongly Agree	14.29%	4
Agree	32.14%	9
Neutral	25.00%	7
Disagree	10.71%	3
Strongly Disagree	10.71%	3
Don't Know	7.14%	2
<b>Total</b>		<b>28</b>

### Q46 I have the following devices in my home

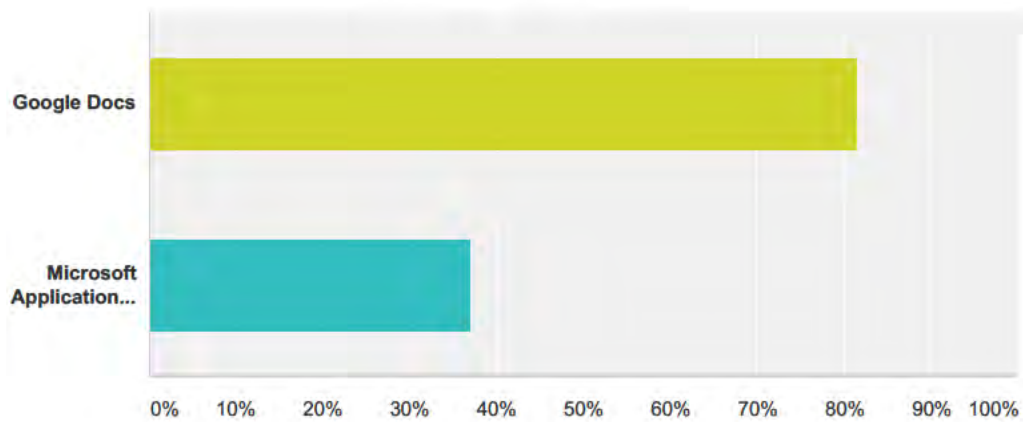
Answered: 28 Skipped: 3



Answer Choices	Responses	
Tablet	14.29%	4
Computer	32.14%	9
Cell Phone	53.57%	15
<b>Total</b>		<b>28</b>

### Q47 I know how to use the following computer applications

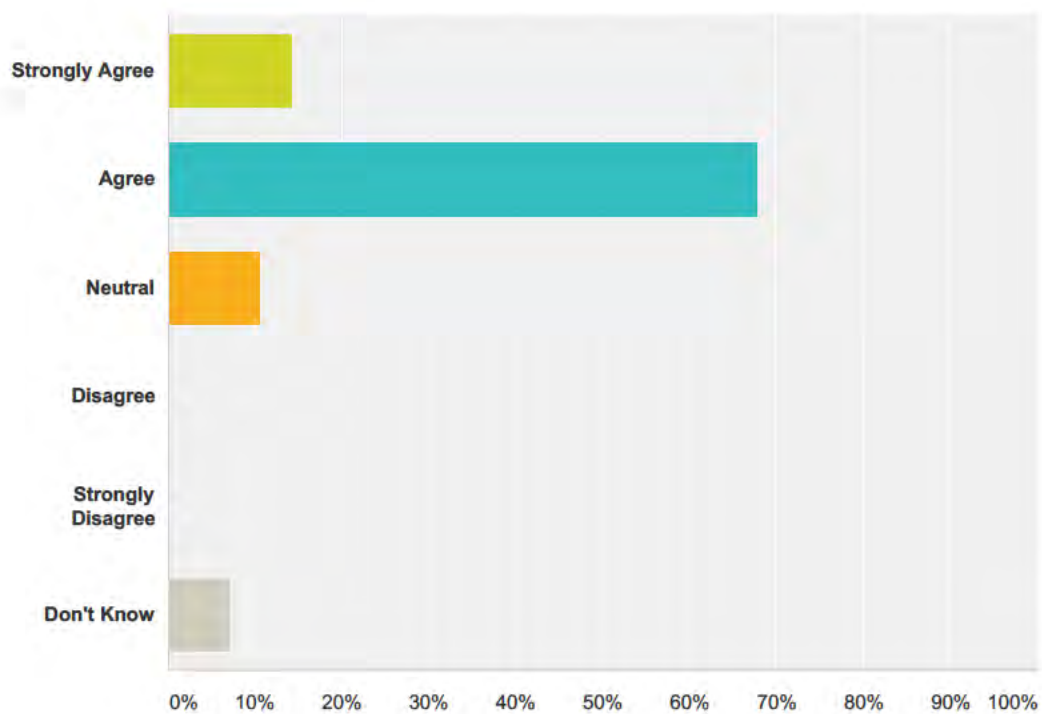
Answered: 27 Skipped: 4



Answer Choices	Responses	
Google Docs	81.48%	22
Microsoft Application (Excel Powerpoint Word)	37.04%	10
Total Respondents: 27		

### Q48 My teachers use standard technology provided in the classroom. (laptop, Mimio, Projector)

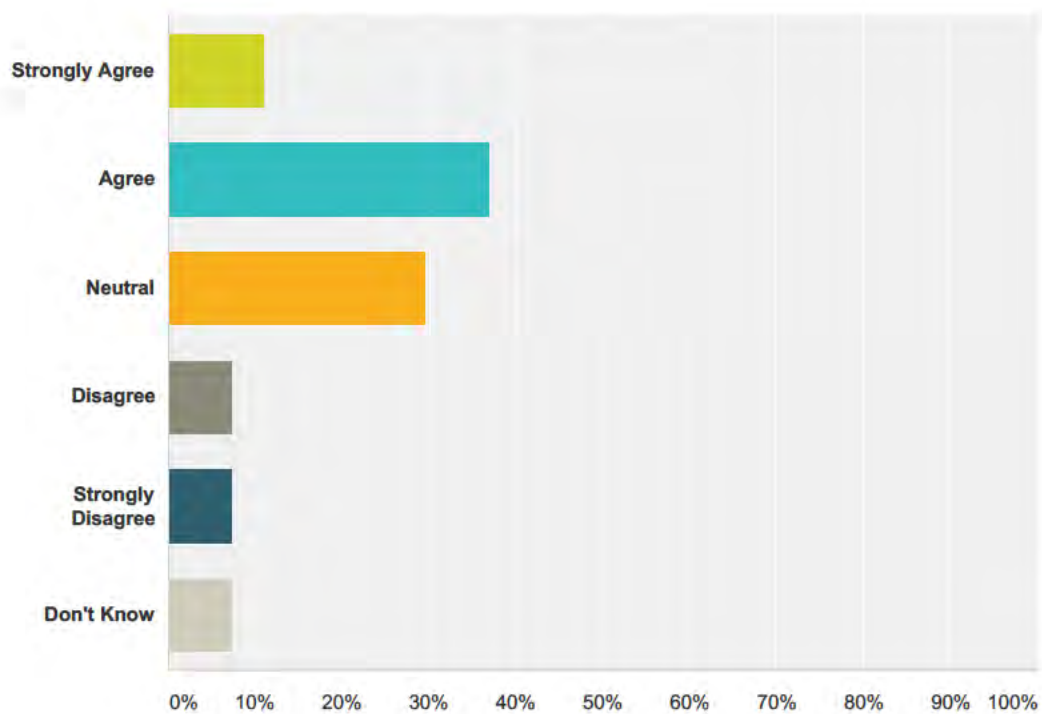
Answered: 28 Skipped: 3



Answer Choices	Responses	
Strongly Agree	14.29%	4
Agree	67.86%	19
Neutral	10.71%	3
Disagree	0.00%	0
Strongly Disagree	0.00%	0
Don't Know	7.14%	2
<b>Total</b>		<b>28</b>

**Q49 I have a school email address I use for schoolwork and communicating with my teacher.**

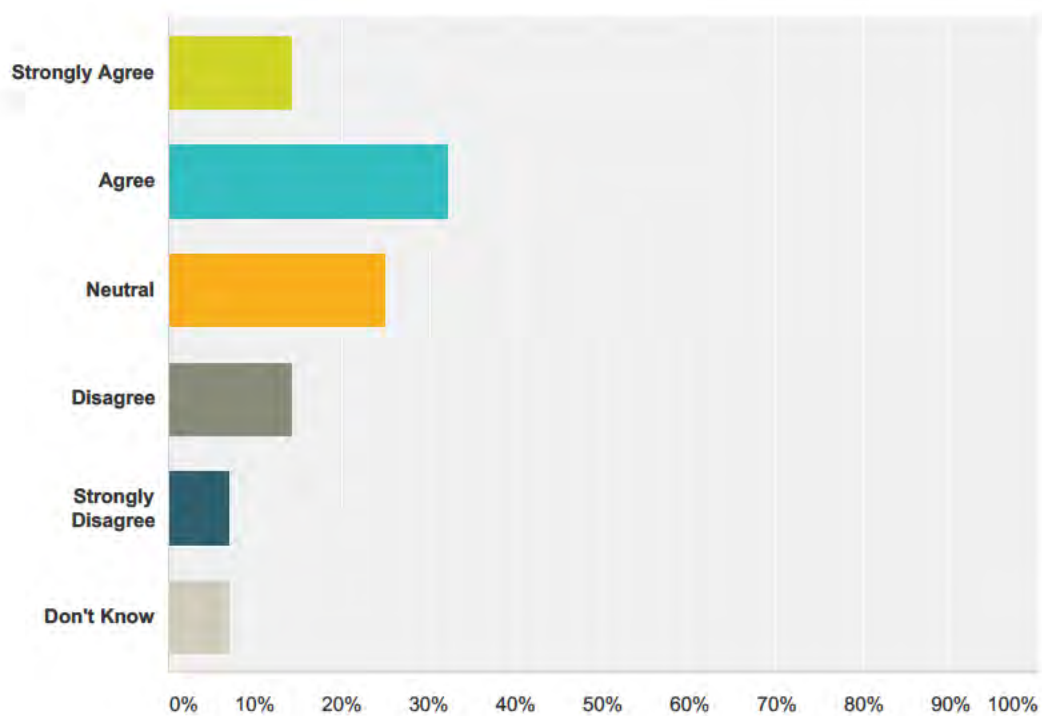
Answered: 27 Skipped: 4



Answer Choices	Responses	
Strongly Agree	11.11%	3
Agree	37.04%	10
Neutral	29.63%	8
Disagree	7.41%	2
Strongly Disagree	7.41%	2
Don't Know	7.41%	2
<b>Total</b>		<b>27</b>

**Q50 I know how to use the Powerschool student portal to track my grades / progress.**

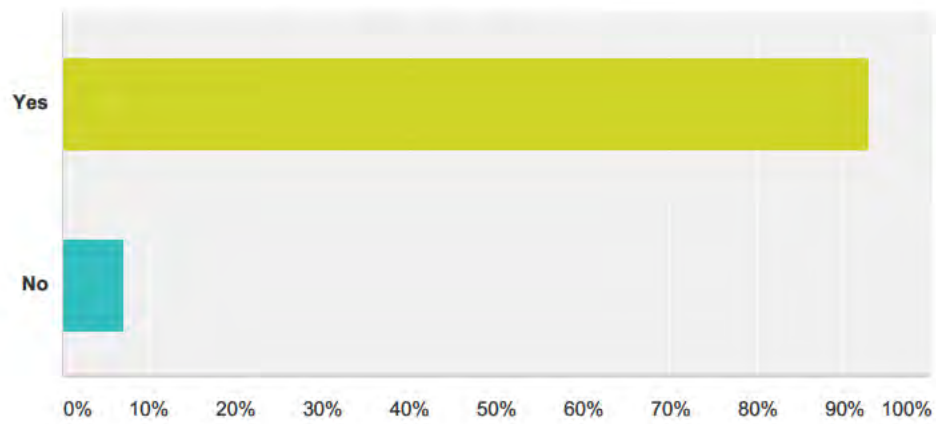
Answered: 28 Skipped: 3



Answer Choices	Responses	
Strongly Agree	14.29%	4
Agree	32.14%	9
Neutral	25.00%	7
Disagree	14.29%	4
Strongly Disagree	7.14%	2
Don't Know	7.14%	2
<b>Total</b>		<b>28</b>

### Q51 I have met my school's Principal/Assistant Principal(s)

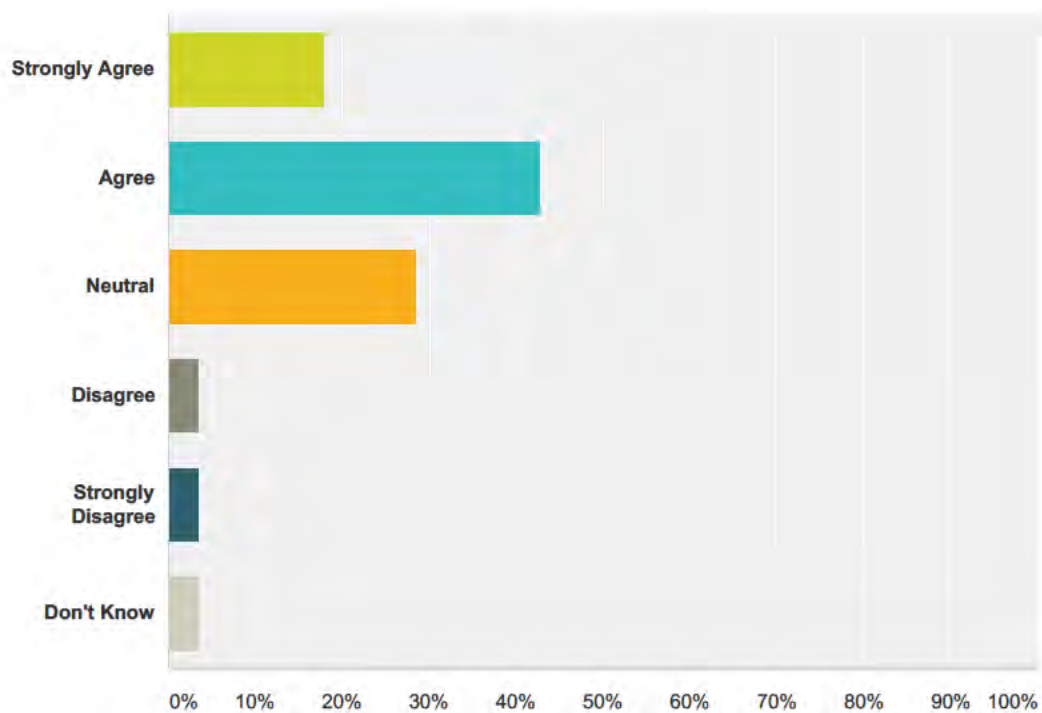
Answered: 28 Skipped: 3



Answer Choices	Responses	
Yes	92.86%	26
No	7.14%	2
Total		28

### Q52 My classrooms are safe and comfortable

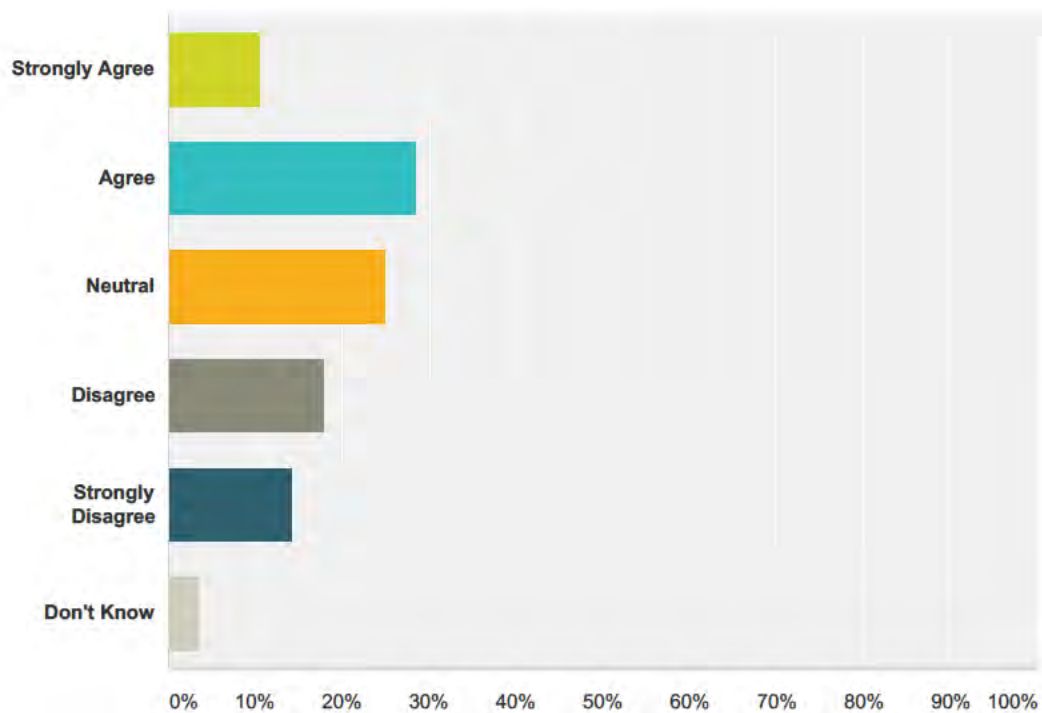
Answered: 28 Skipped: 3



Answer Choices	Responses	
Strongly Agree	17.86%	5
Agree	42.86%	12
Neutral	28.57%	8
Disagree	3.57%	1
Strongly Disagree	3.57%	1
Don't Know	3.57%	1
<b>Total</b>		<b>28</b>

### Q53 My classrooms are not too hot or too cold.

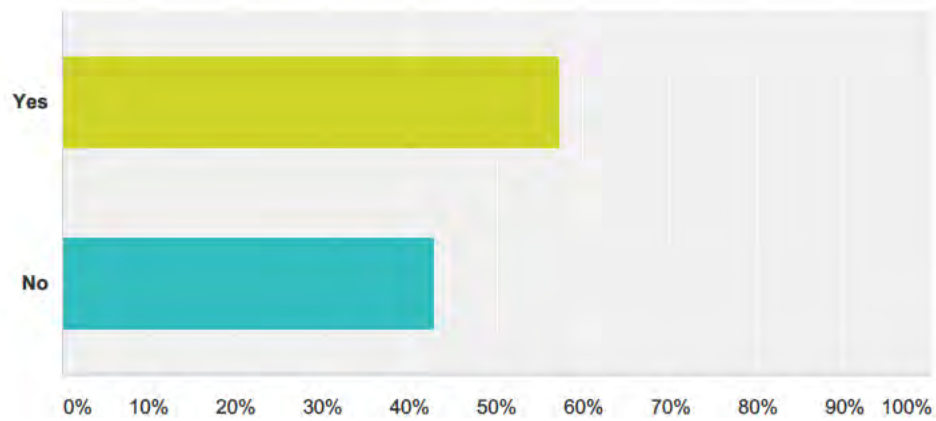
Answered: 28 Skipped: 3



Answer Choices	Responses	
Strongly Agree	10.71%	3
Agree	28.57%	8
Neutral	25.00%	7
Disagree	17.86%	5
Strongly Disagree	14.29%	4
Don't Know	3.57%	1
<b>Total</b>		<b>28</b>

### Q54 I currently have a locker assigned.

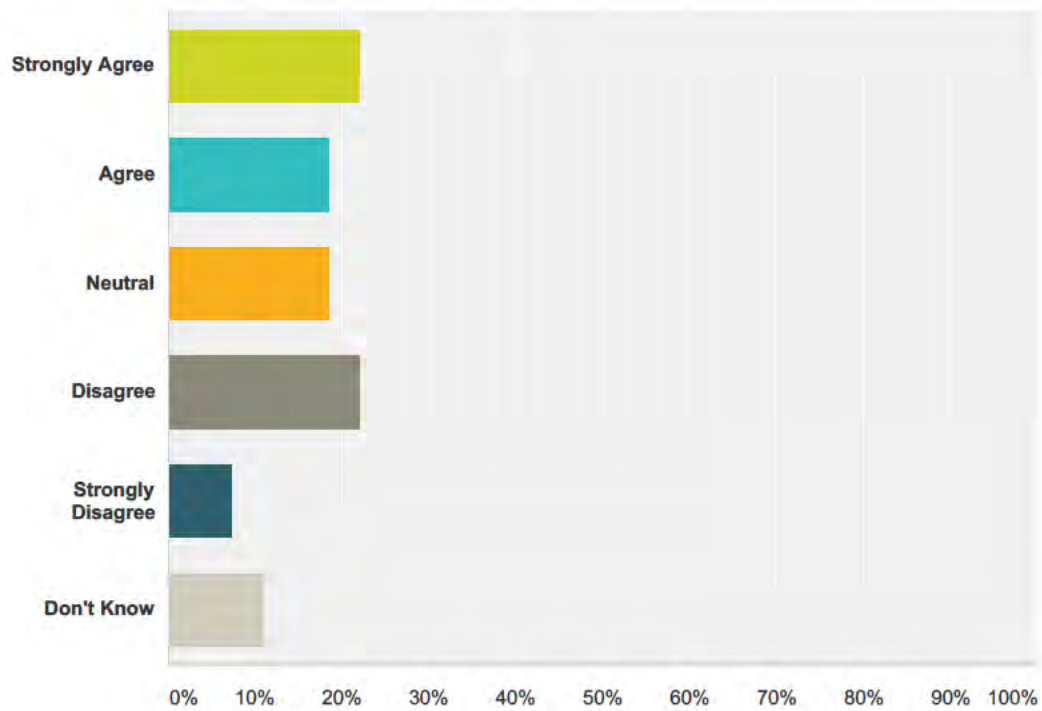
Answered: 28 Skipped: 3



Answer Choices	Responses	
Yes	57.14%	16
No	42.86%	12
Total		28

### Q55 My locker is in good condition.

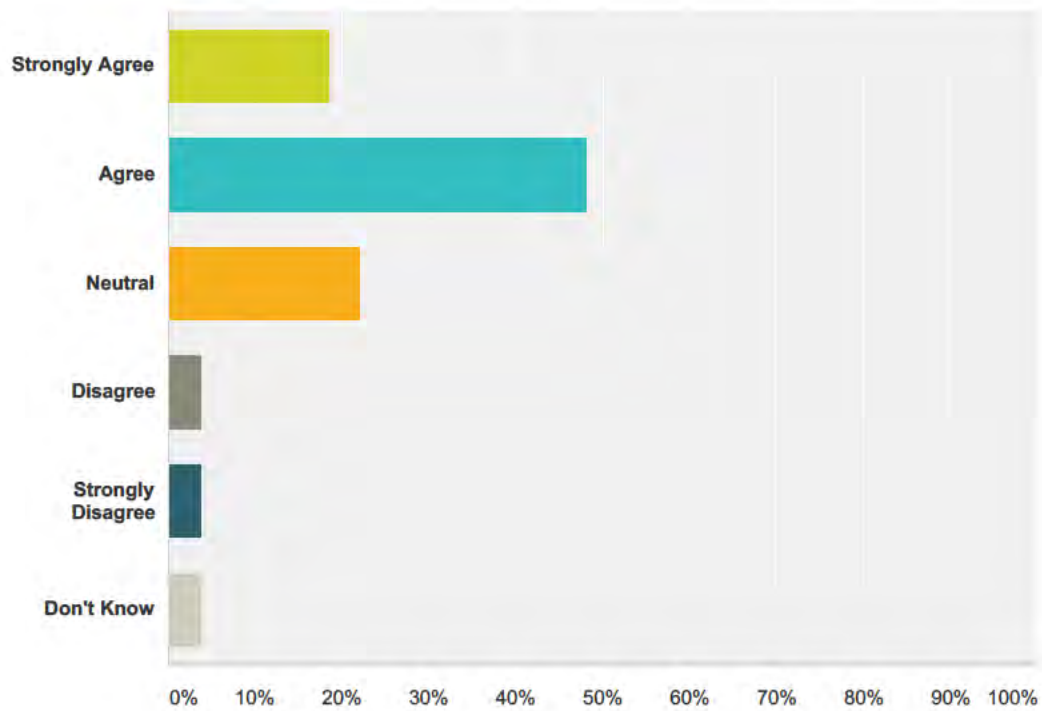
Answered: 27 Skipped: 4



Answer Choices	Responses	
Strongly Agree	22.22%	6
Agree	18.52%	5
Neutral	18.52%	5
Disagree	22.22%	6
Strongly Disagree	7.41%	2
Don't Know	11.11%	3
<b>Total</b>		<b>27</b>

**Q56 In this school, I feel like I can learn.**

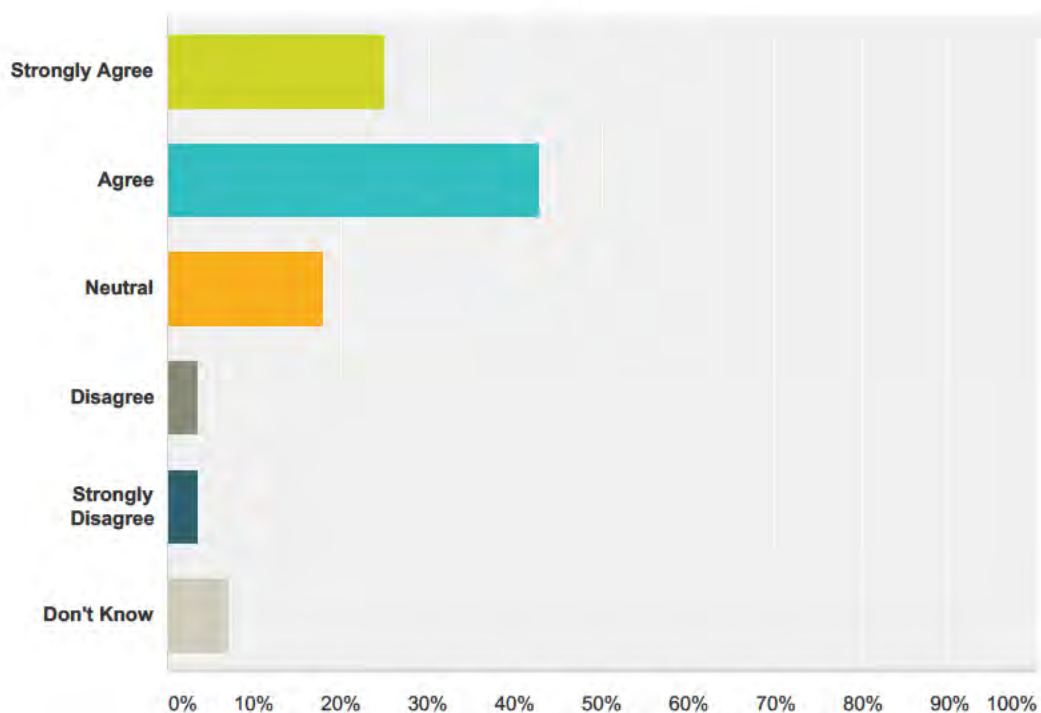
Answered: 27 Skipped: 4



Answer Choices	Responses	
Strongly Agree	18.52%	5
Agree	48.15%	13
Neutral	22.22%	6
Disagree	3.70%	1
Strongly Disagree	3.70%	1
Don't Know	3.70%	1
<b>Total</b>		<b>27</b>

### Q57 The school STM's (Safety Team Member) make me feel safe.

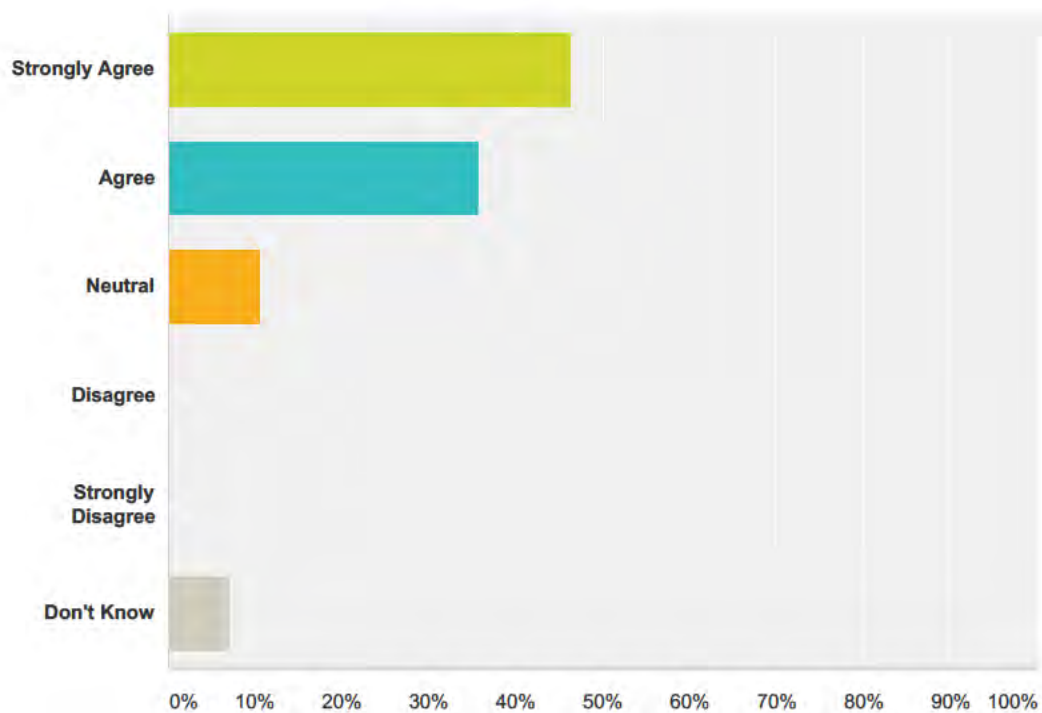
Answered: 28 Skipped: 3



Answer Choices	Responses	
Strongly Agree	25.00%	7
Agree	42.86%	12
Neutral	17.86%	5
Disagree	3.57%	1
Strongly Disagree	3.57%	1
Don't Know	7.14%	2
<b>Total</b>		<b>28</b>

### Q58 I understand what to do in a lockdown drill.

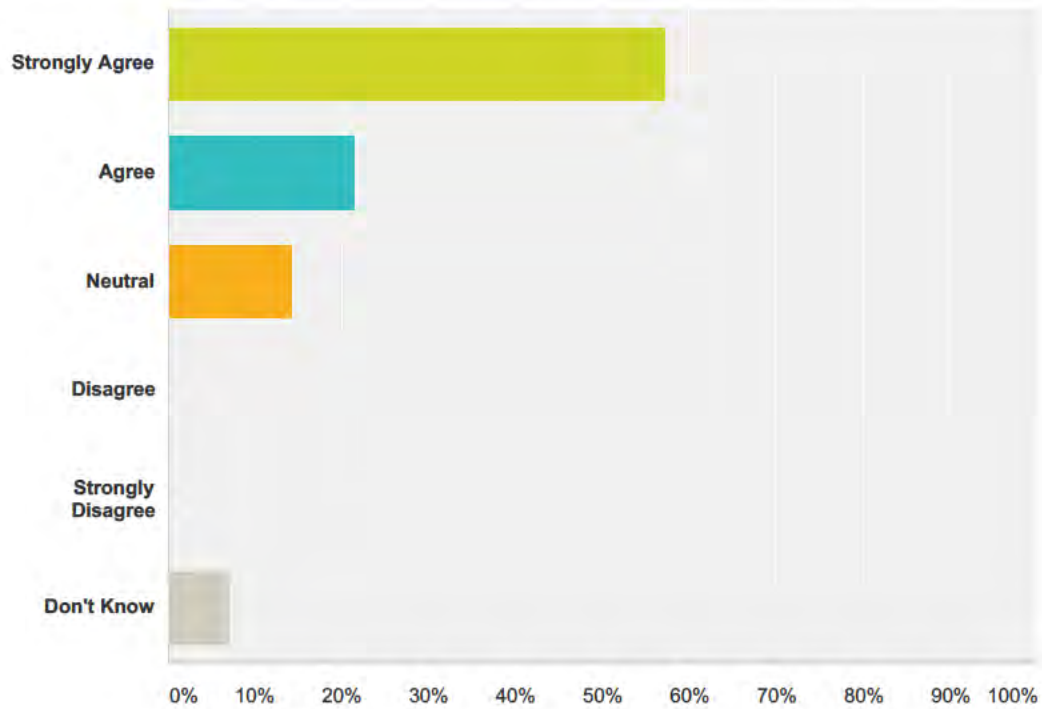
Answered: 28 Skipped: 3



Answer Choices	Responses	
Strongly Agree	46.43%	13
Agree	35.71%	10
Neutral	10.71%	3
Disagree	0.00%	0
Strongly Disagree	0.00%	0
Don't Know	7.14%	2
<b>Total</b>		<b>28</b>

**Q59 I understand what to do in a fire drill.**

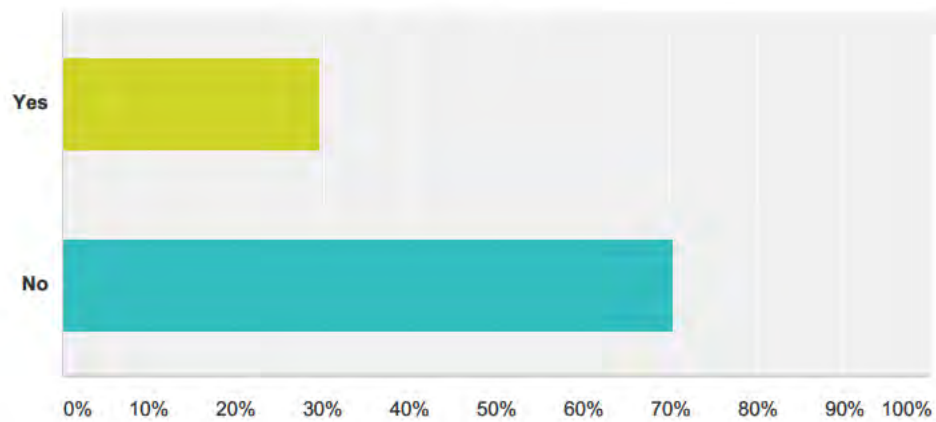
Answered: 28 Skipped: 3



Answer Choices	Responses	
Strongly Agree	57.14%	16
Agree	21.43%	6
Neutral	14.29%	4
Disagree	0.00%	0
Strongly Disagree	0.00%	0
Don't Know	7.14%	2
<b>Total</b>		<b>28</b>

**Q60 I have worked with a truancy officer this year.**

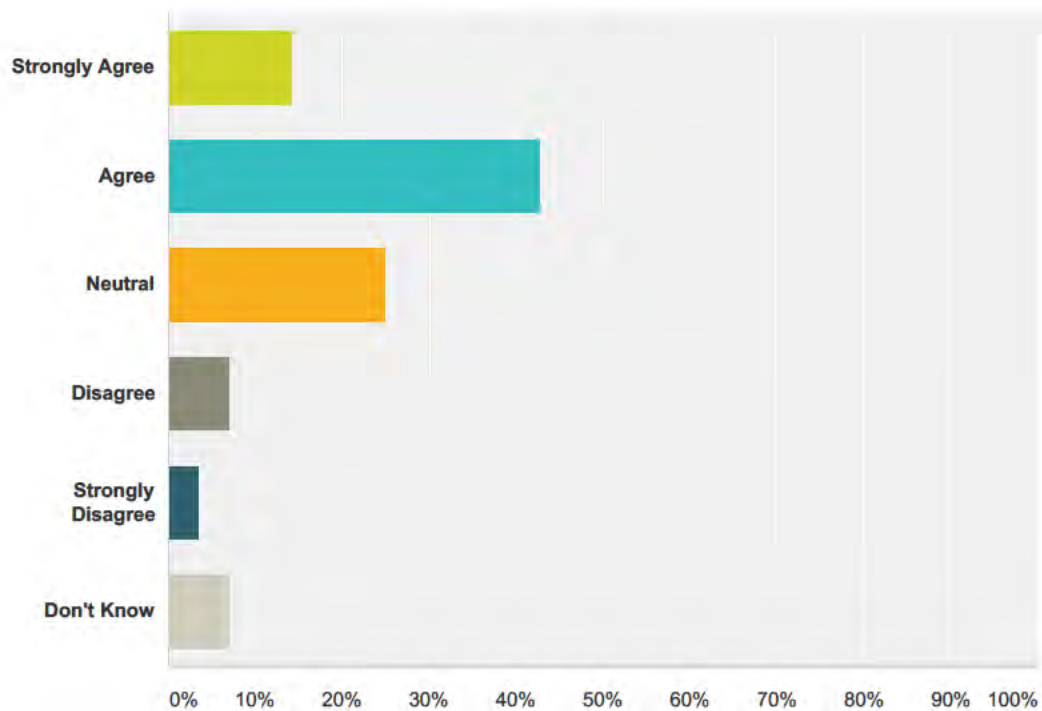
Answered: 27 Skipped: 4



Answer Choices	Responses	
Yes	29.63%	8
No	70.37%	19
Total		27

**Q61 The adults at my school back me up when I need them.**

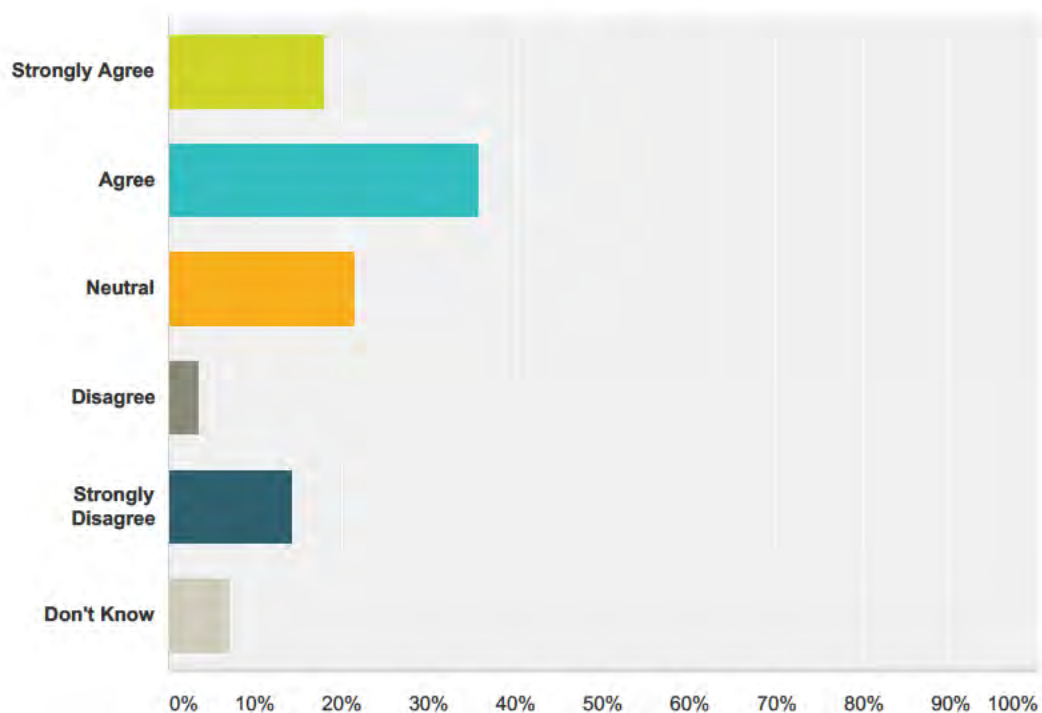
Answered: 28 Skipped: 3



Answer Choices	Responses	
Strongly Agree	14.29%	4
Agree	42.86%	12
Neutral	25.00%	7
Disagree	7.14%	2
Strongly Disagree	3.57%	1
Don't Know	7.14%	2
<b>Total</b>		<b>28</b>

**Q62 I can count on adults at my school for emotional support (help with feelings).**

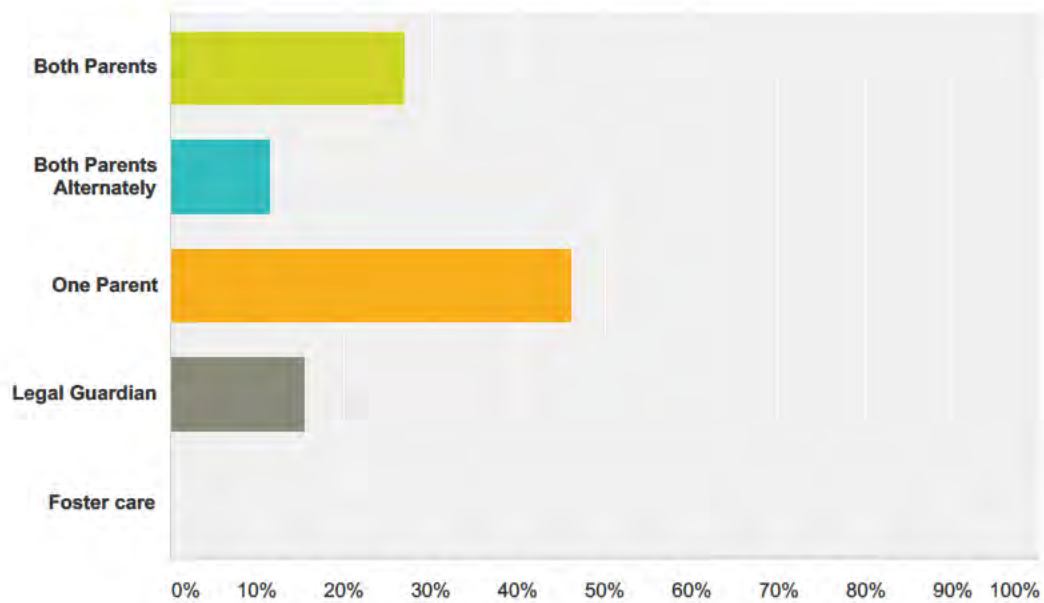
Answered: 28 Skipped: 3



Answer Choices	Responses	
Strongly Agree	17.86%	5
Agree	35.71%	10
Neutral	21.43%	6
Disagree	3.57%	1
Strongly Disagree	14.29%	4
Don't Know	7.14%	2
<b>Total</b>		<b>28</b>

### Q63 I live with

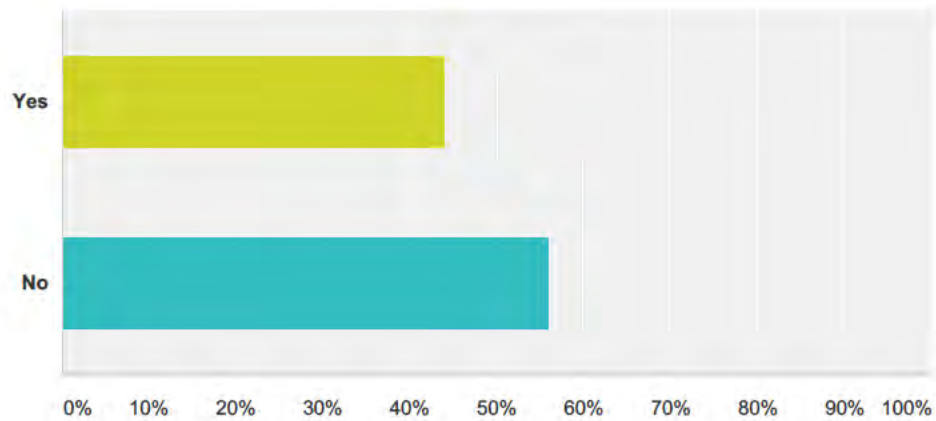
Answered: 26 Skipped: 5



Answer Choices	Responses	
Both Parents	26.92%	7
Both Parents Alternately	11.54%	3
One Parent	46.15%	12
Legal Guardian	15.38%	4
Foster care	0.00%	0
<b>Total</b>		<b>26</b>

**Q64 I live with more than two brothers, sisters, cousins, or other family members under 18.**

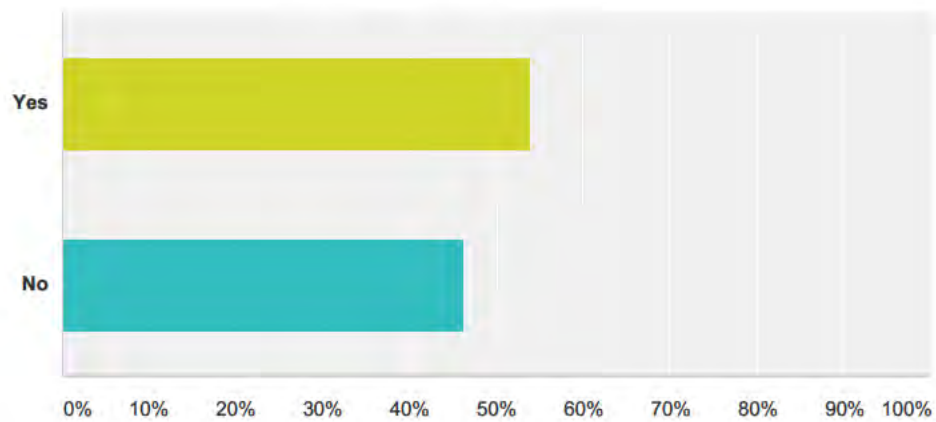
Answered: 25 Skipped: 6



Answer Choices	Responses	
Yes	44.00%	11
No	56.00%	14
<b>Total</b>		<b>25</b>

**Q65 I must take care of a younger family member.**

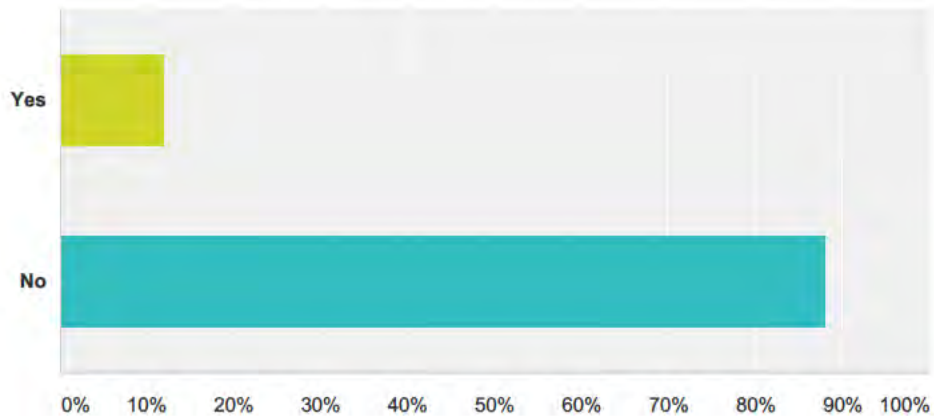
Answered: 26 Skipped: 5



Answer Choices	Responses	
Yes	53.85%	14
No	46.15%	12
Total		26

**Q66 I am a parent of one or more children.**

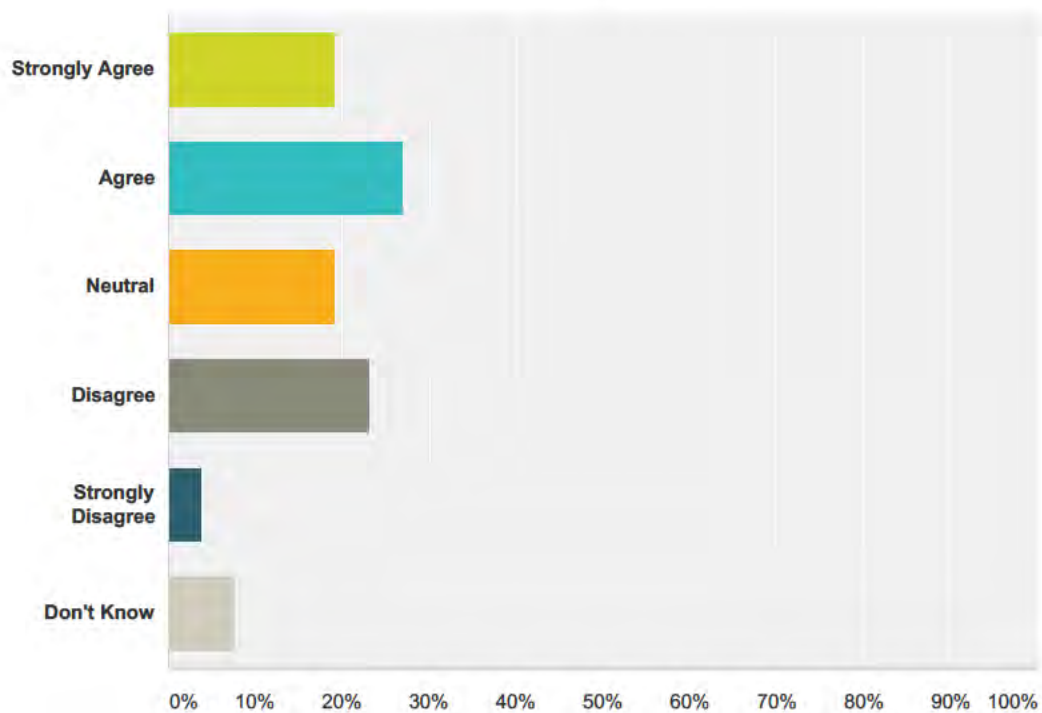
Answered: 25 Skipped: 6



Answer Choices	Responses	
Yes	12.00%	3
No	88.00%	22
Total		25

**Q67 I have a specific place to study without interruptions in my home.**

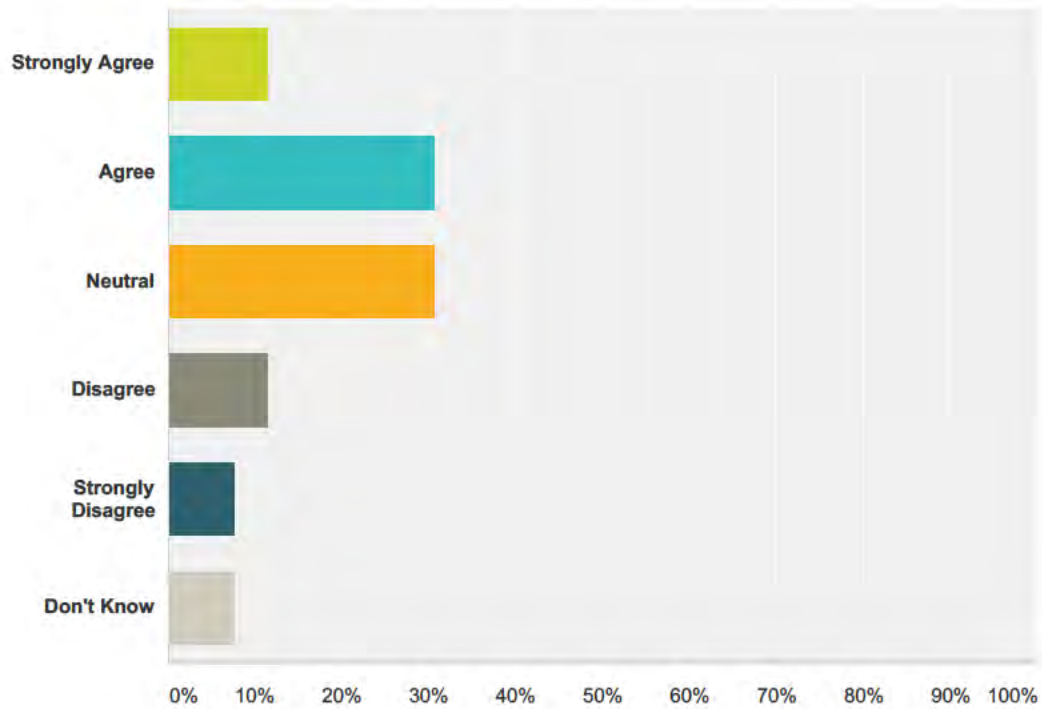
Answered: 26 Skipped: 5



Answer Choices	Responses	
Strongly Agree	19.23%	5
Agree	26.92%	7
Neutral	19.23%	5
Disagree	23.08%	6
Strongly Disagree	3.85%	1
Don't Know	7.69%	2
<b>Total</b>		<b>26</b>

**Q68 I feel like I get enough sleep at night.**

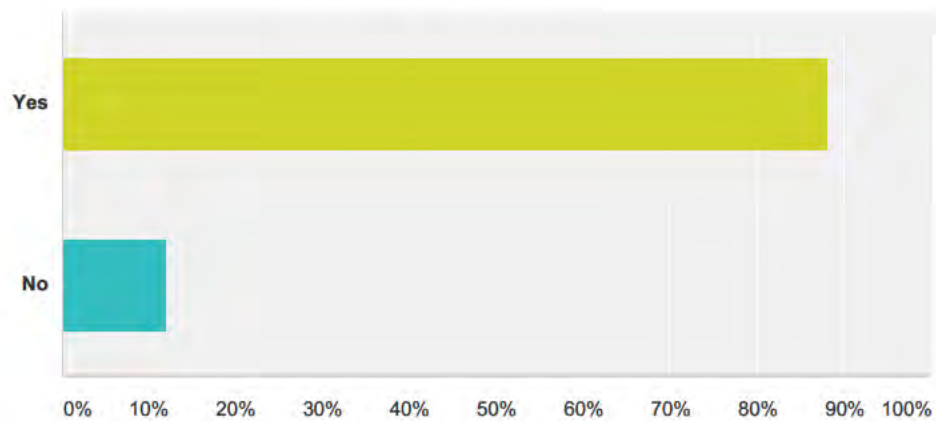
Answered: 26 Skipped: 5



Answer Choices	Responses	
Strongly Agree	11.54%	3
Agree	30.77%	8
Neutral	30.77%	8
Disagree	11.54%	3
Strongly Disagree	7.69%	2
Don't Know	7.69%	2
<b>Total</b>		<b>26</b>

**Q69 I have more than one school uniform shirt.**

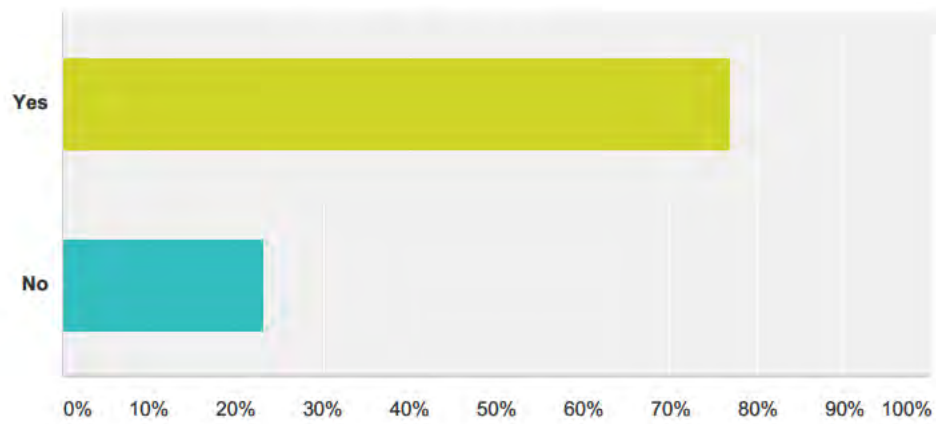
Answered: 25 Skipped: 6



Answer Choices	Responses	
Yes	88.00%	22
No	12.00%	3
Total		25

**Q70 I have more than one school uniform pair of pants.**

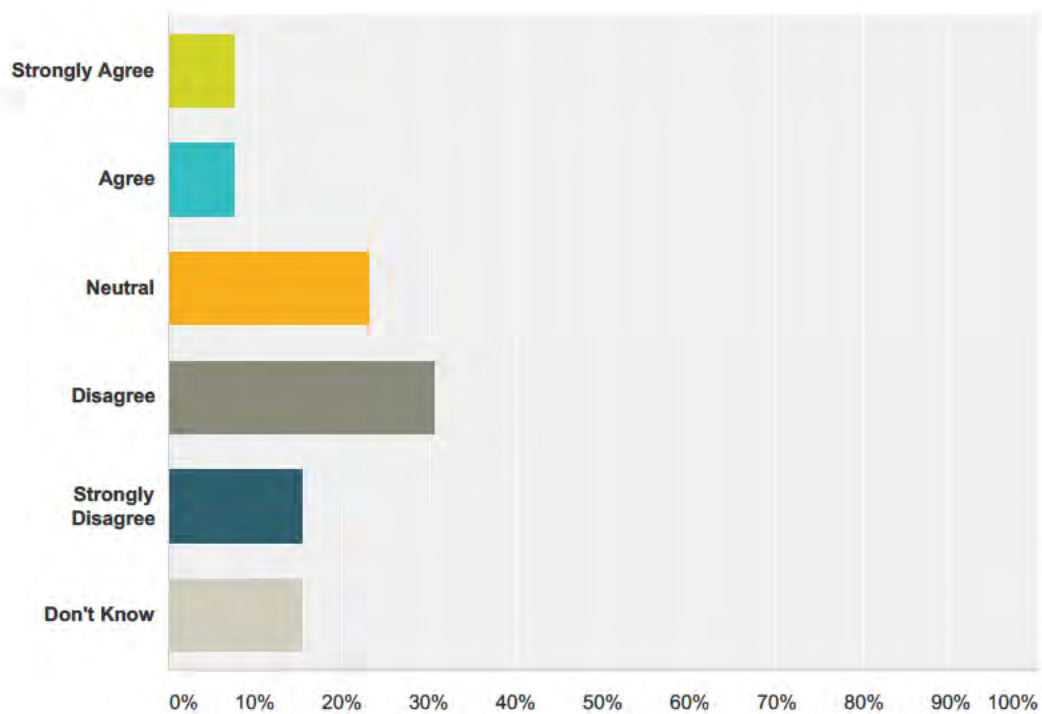
Answered: 26 Skipped: 5



Answer Choices	Responses	
Yes	76.92%	20
No	23.08%	6
Total		26

**Q71 My parents / guardians know how to use the parent portal in Powerschool to see my school progress.**

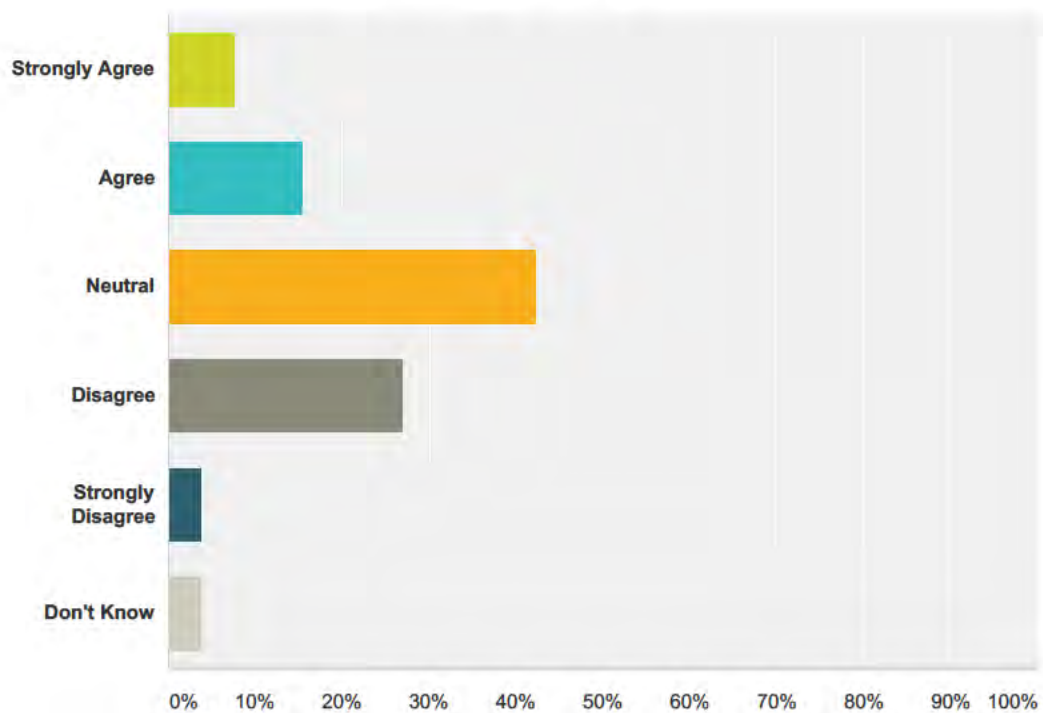
Answered: 26 Skipped: 5



Answer Choices	Responses	
Strongly Agree	7.69%	2
Agree	7.69%	2
Neutral	23.08%	6
Disagree	30.77%	8
Strongly Disagree	15.38%	4
Don't Know	15.38%	4
<b>Total</b>		<b>26</b>

**Q72 My parent/guardian helps me with my school/homework.**

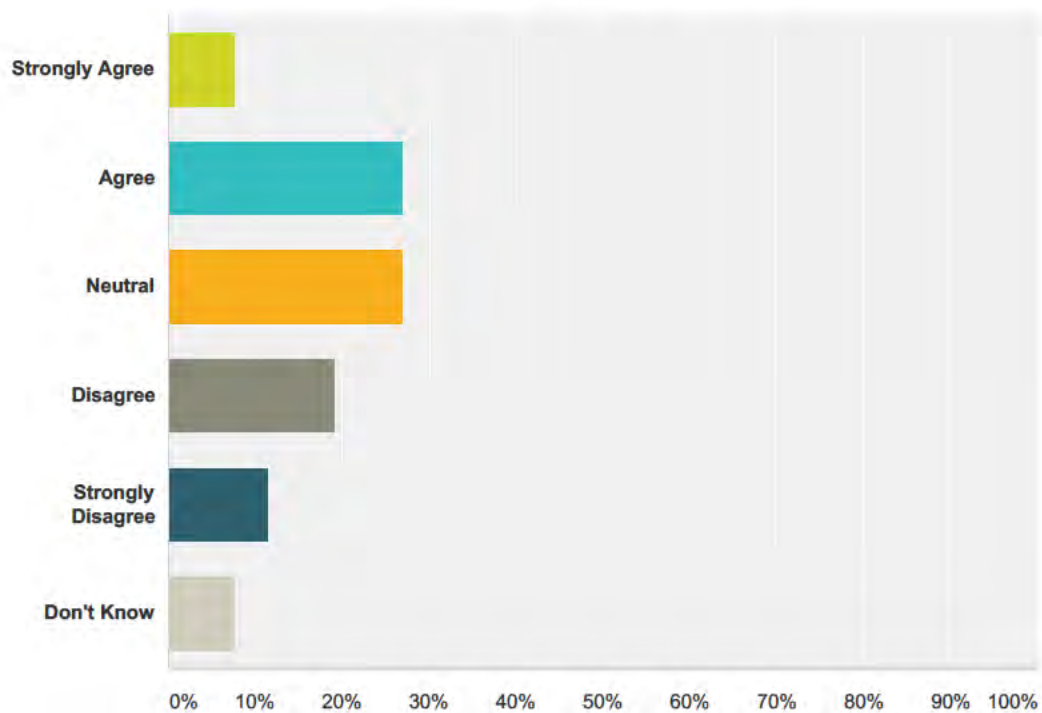
Answered: 26 Skipped: 5



Answer Choices	Responses	
Strongly Agree	7.69%	2
Agree	15.38%	4
Neutral	42.31%	11
Disagree	26.92%	7
Strongly Disagree	3.85%	1
Don't Know	3.85%	1
<b>Total</b>		<b>26</b>

**Q73 My parent/guardian attends meeting and events regularly at my school.**

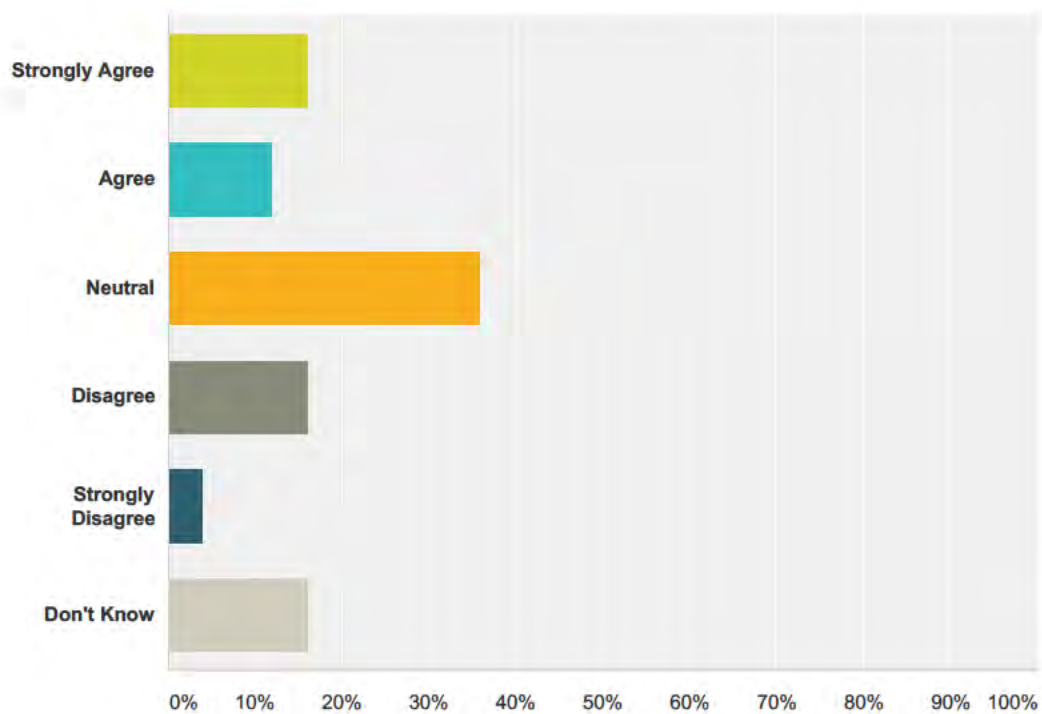
Answered: 26 Skipped: 5



Answer Choices	Responses	
Strongly Agree	7.69%	2
Agree	26.92%	7
Neutral	26.92%	7
Disagree	19.23%	5
Strongly Disagree	11.54%	3
Don't Know	7.69%	2
<b>Total</b>		<b>26</b>

**Q74 I am pleased with the content and presentation of the schools meals, and find meals flavorful and appealing.**

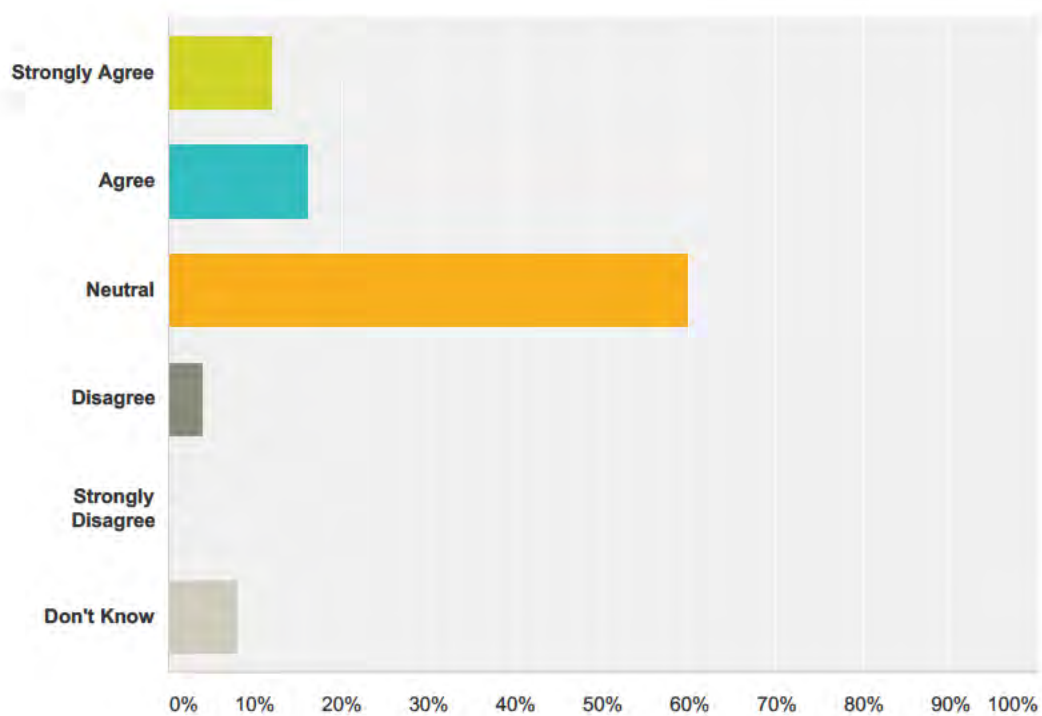
Answered: 25 Skipped: 6



Answer Choices	Responses	
Strongly Agree	16.00%	4
Agree	12.00%	3
Neutral	36.00%	9
Disagree	16.00%	4
Strongly Disagree	4.00%	1
Don't Know	16.00%	4
<b>Total</b>		<b>25</b>

**Q75 I am pleased with the sanitation of the cafeteria and overall appearance of serving and dining areas and food service staff.**

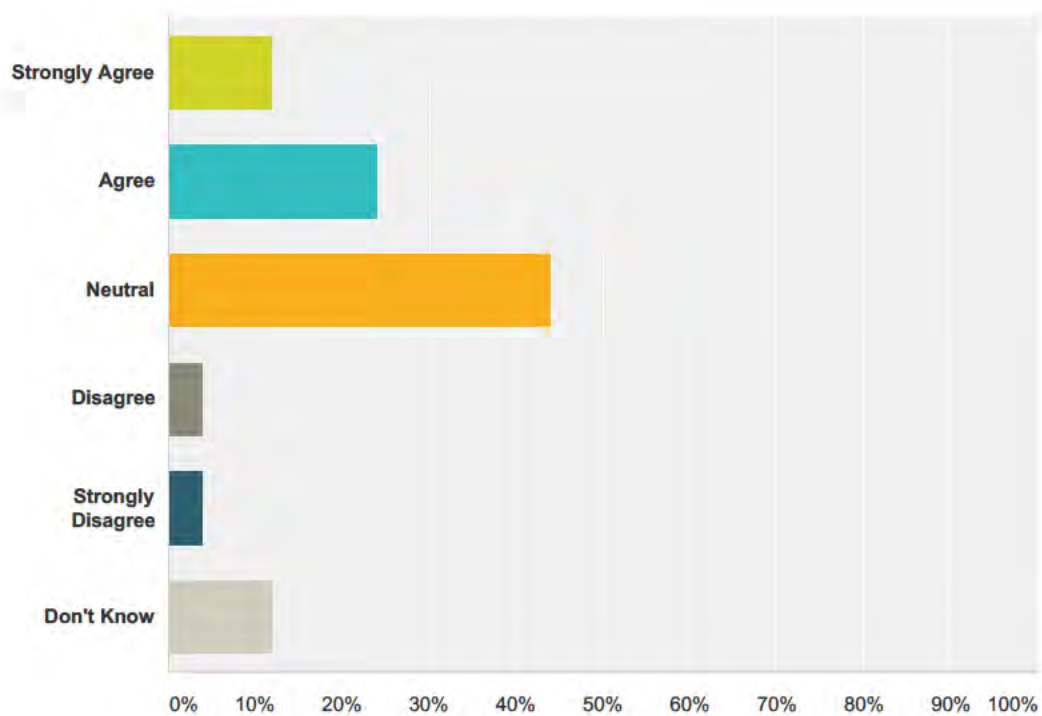
Answered: 25 Skipped: 6



Answer Choices	Responses	
Strongly Agree	12.00%	3
Agree	16.00%	4
Neutral	60.00%	15
Disagree	4.00%	1
Strongly Disagree	0.00%	0
Don't Know	8.00%	2
<b>Total</b>		<b>25</b>

**Q76 I am pleased with the customer service  
of cafeteria staff and overall professional  
work ethic of Food Service Staff.**

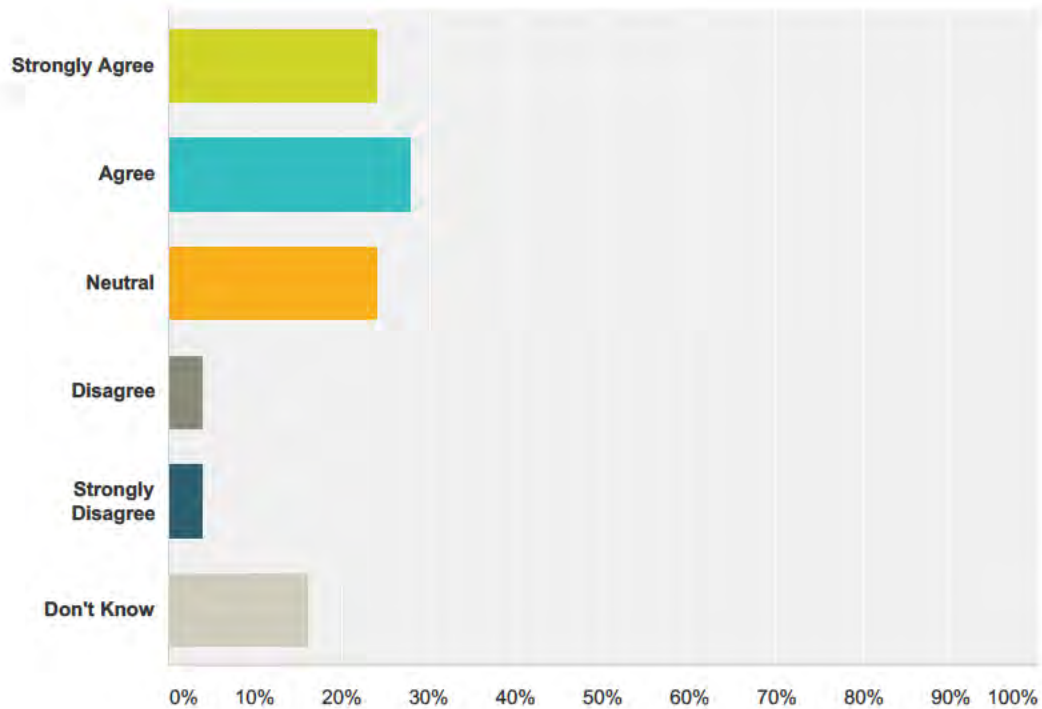
Answered: 25 Skipped: 6



Answer Choices	Responses	
Strongly Agree	12.00%	3
Agree	24.00%	6
Neutral	44.00%	11
Disagree	4.00%	1
Strongly Disagree	4.00%	1
Don't Know	12.00%	3
<b>Total</b>		<b>25</b>

**Q77 I'm able to go through the breakfast and lunch period with enough time to finish my meal.**

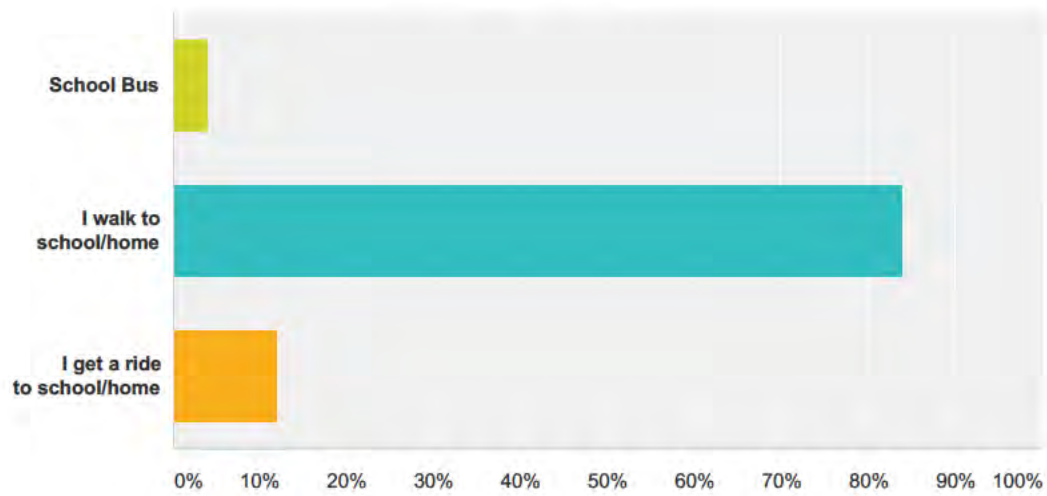
Answered: 25 Skipped: 6



Answer Choices	Responses	
Strongly Agree	24.00%	6
Agree	28.00%	7
Neutral	24.00%	6
Disagree	4.00%	1
Strongly Disagree	4.00%	1
Don't Know	16.00%	4
<b>Total</b>		<b>25</b>

**Q78 Please indicate how you get to school/home regularly.**

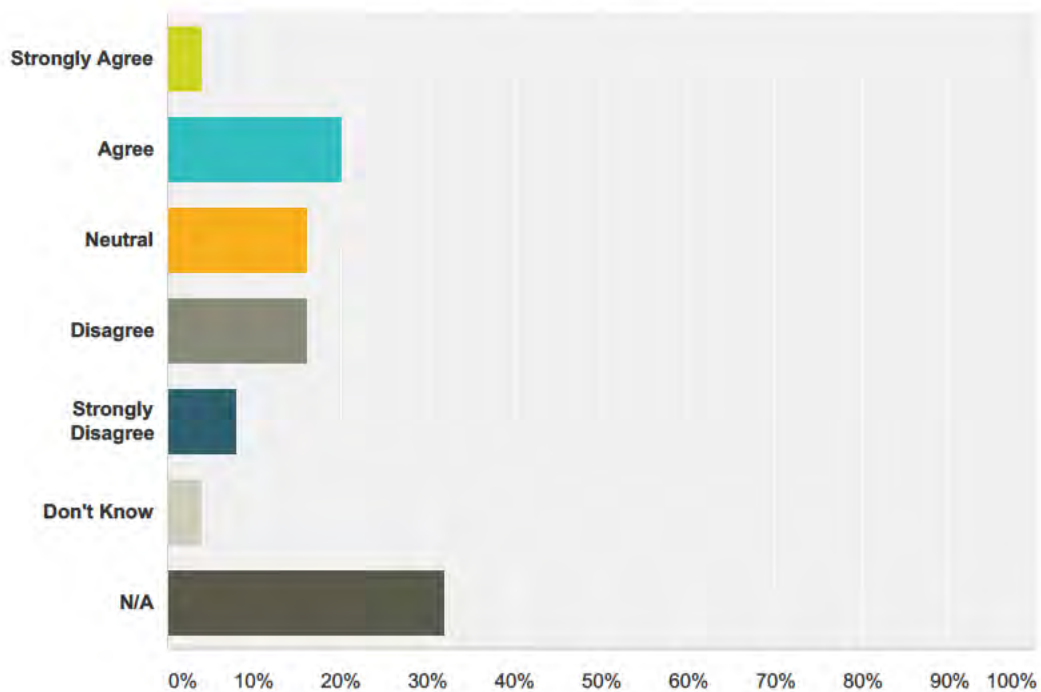
Answered: 25 Skipped: 6



Answer Choices	Responses
School Bus	4.00% 1
walk to school/home	84.00% 21
get a ride to school/home	12.00% 3
<b>Total</b>	<b>25</b>

### Q79 I like using the bus service.

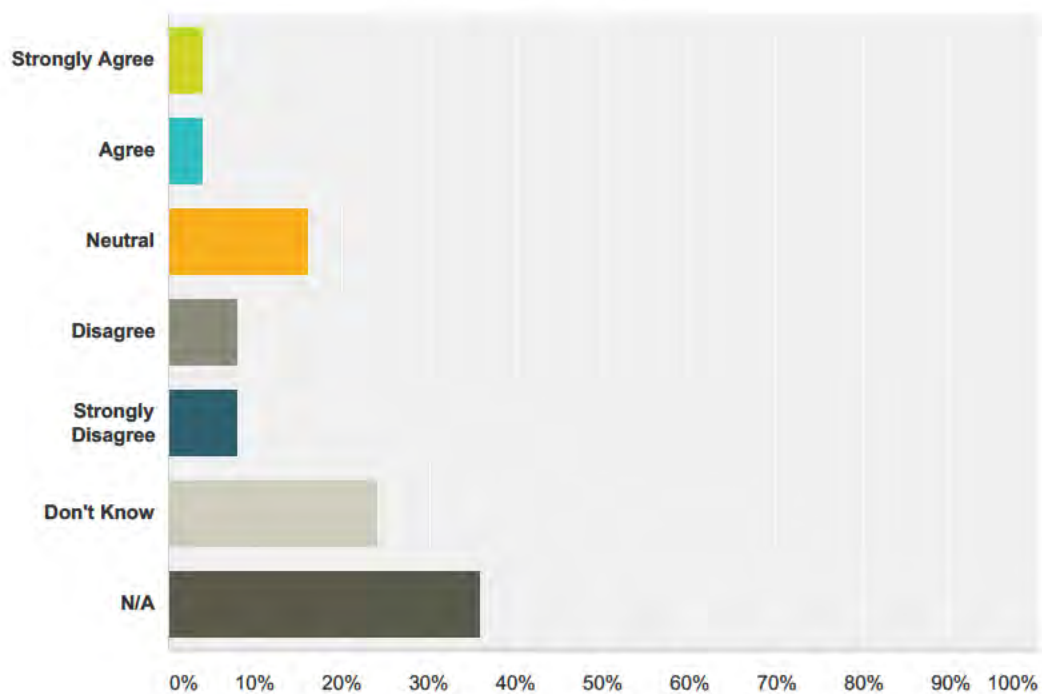
Answered: 25 Skipped: 6



Answer Choices	Responses	
Strongly Agree	4.00%	1
Agree	20.00%	5
Neutral	16.00%	4
Disagree	16.00%	4
Strongly Disagree	8.00%	2
Don't Know	4.00%	1
N/A	32.00%	8
<b>Total</b>		<b>25</b>

### Q80 The bus service is always early for pickup.

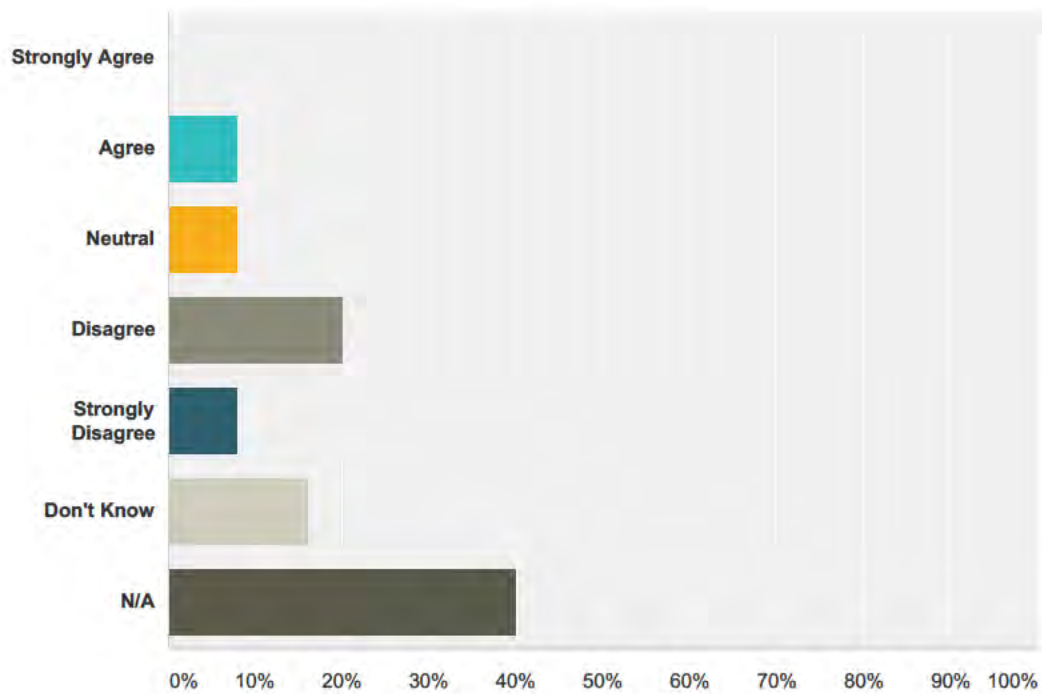
Answered: 25 Skipped: 6



Answer Choices	Responses	
Strongly Agree	4.00%	1
Agree	4.00%	1
Neutral	16.00%	4
Disagree	8.00%	2
Strongly Disagree	8.00%	2
Don't Know	24.00%	6
N/A	36.00%	9
<b>Total</b>		<b>25</b>

### Q81 I feel safe using the school bus service.

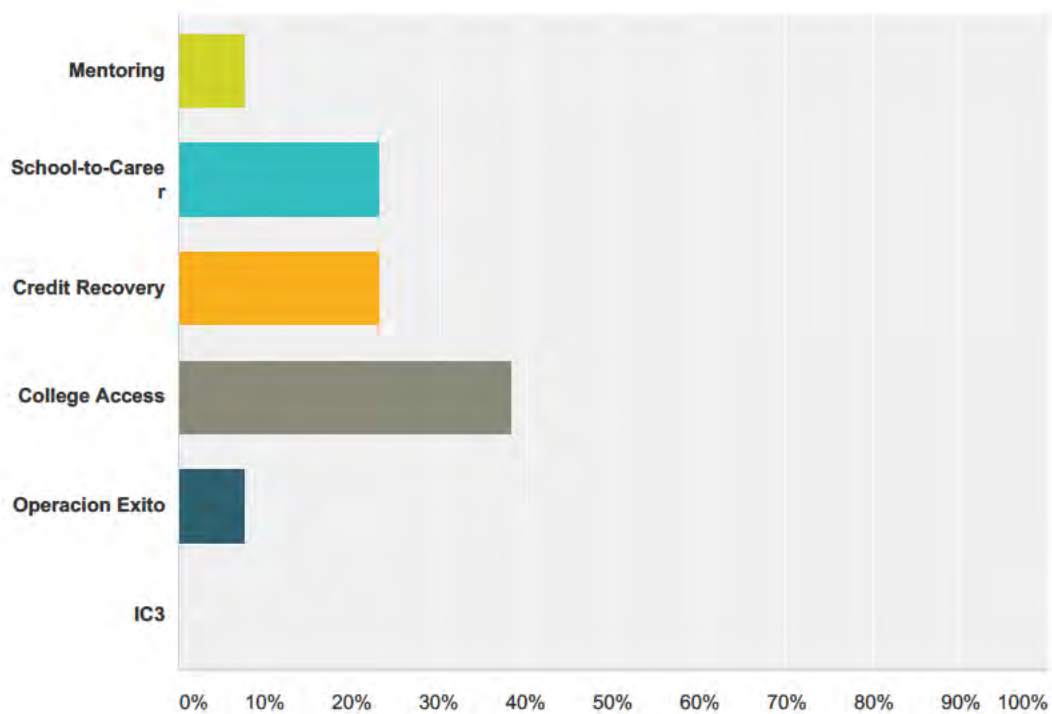
Answered: 25 Skipped: 6



Answer Choices	Responses	
Strongly Agree	0.00%	0
Agree	8.00%	2
Neutral	8.00%	2
Disagree	20.00%	5
Strongly Disagree	8.00%	2
Don't Know	16.00%	4
N/A	40.00%	10
<b>Total</b>		<b>25</b>

**Q82 Please indicate with which of the following programs you were involved with during the past year at Olney High School**

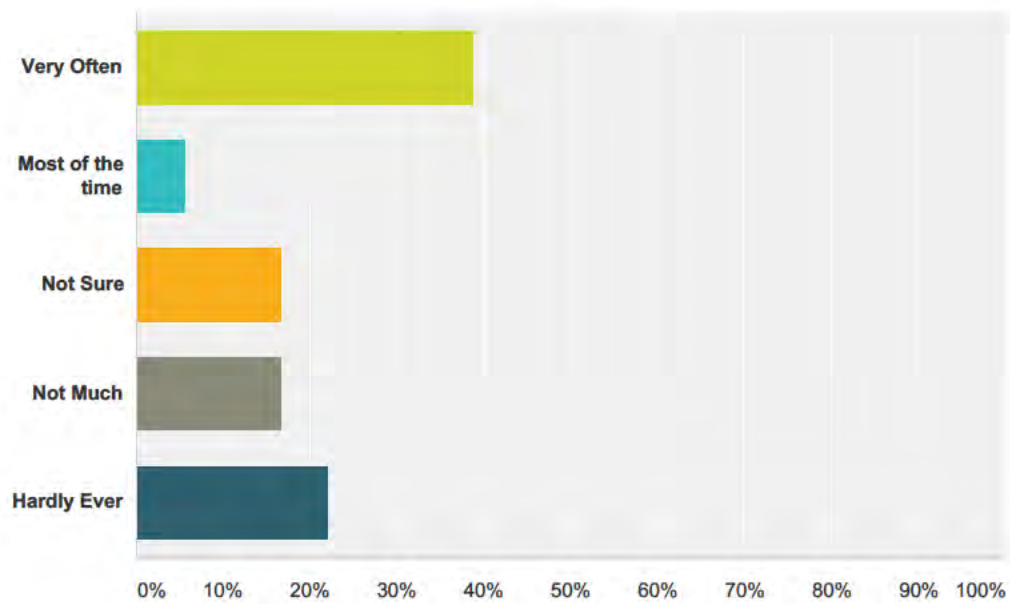
Answered: 13 Skipped: 18



Answer Choices	Responses
Mentoring	7.69% 1
School to Career	23.08% 3
Credit Recovery	23.08% 3
College Access	38.46% 5
Operacion Exito	7.69% 1
C3	0.00% 0
Total Respondents: 13	

### Q83 To what extent did the program improve your school work?

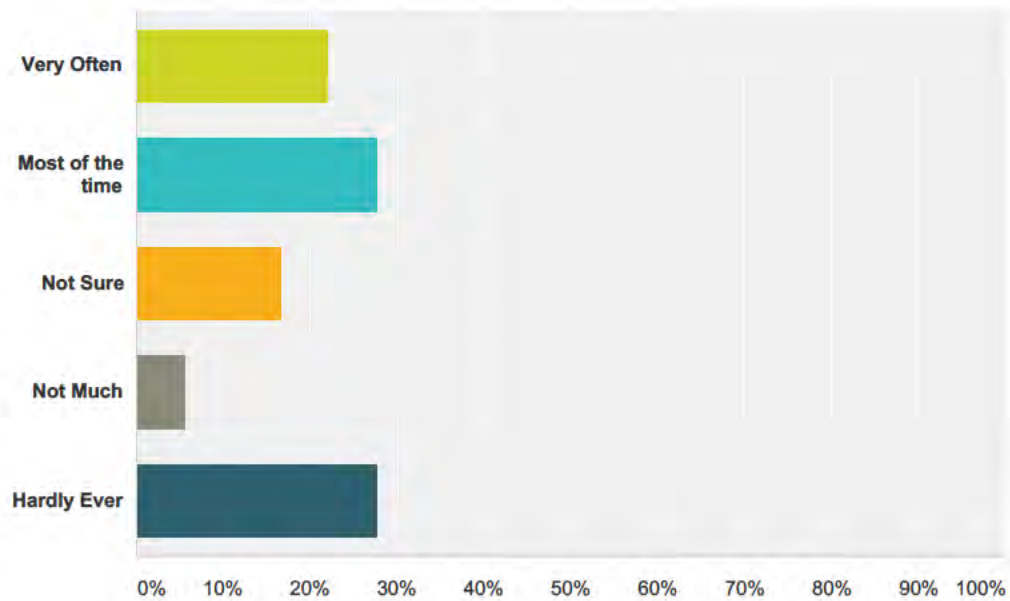
Answered: 18 Skipped: 13



Answer Choices	Responses	
Very Often	38.89%	7
Most of the time	5.56%	1
Not Sure	16.67%	3
Not Much	16.67%	3
Hardly Ever	22.22%	4
<b>Total</b>		<b>18</b>

### Q84 Was the program important to you?

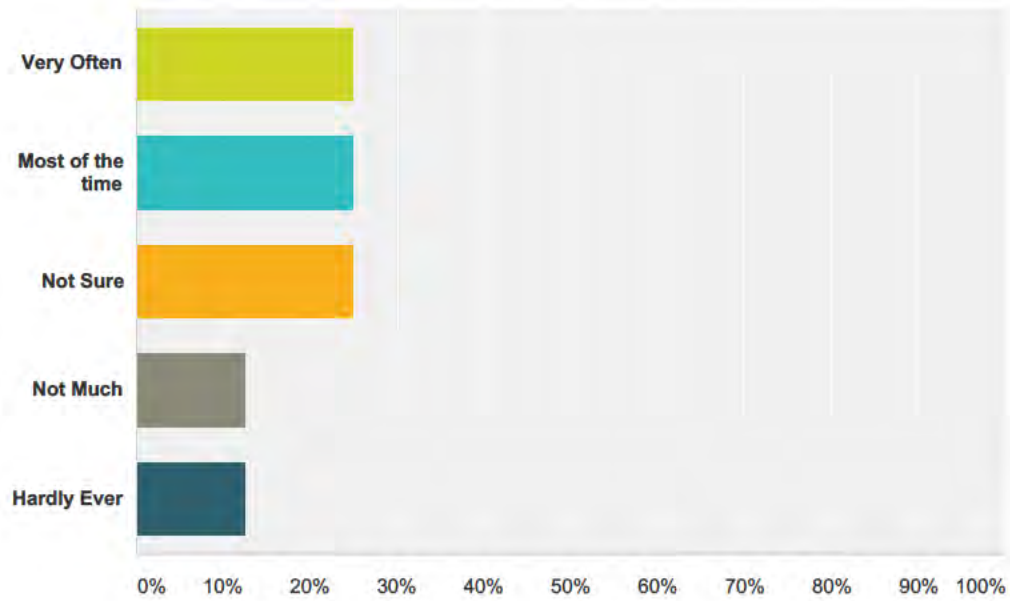
Answered: 18 Skipped: 13



Answer Choices	Responses	
Very Often	22.22%	4
Most of the time	27.78%	5
Not Sure	16.67%	3
Not Much	5.56%	1
Hardly Ever	27.78%	5
<b>Total</b>		<b>18</b>

### Q85 Did you attend often?

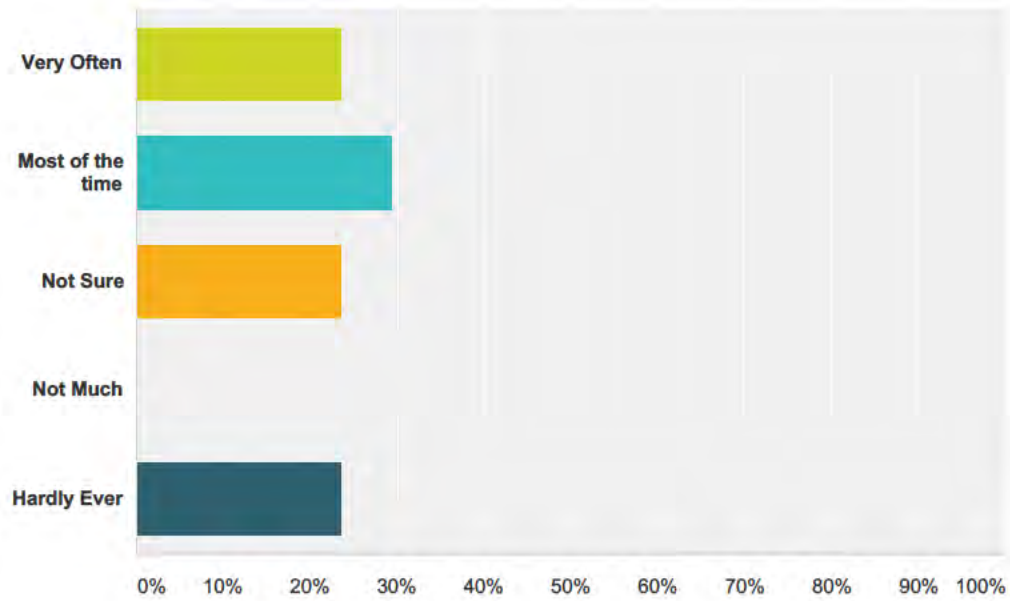
Answered: 16 Skipped: 15



Answer Choices	Responses	
Very Often	25.00%	4
Most of the time	25.00%	4
Not Sure	25.00%	4
Not Much	12.50%	2
Hardly Ever	12.50%	2
<b>Total</b>		<b>16</b>

## Q86 Did you like the program?

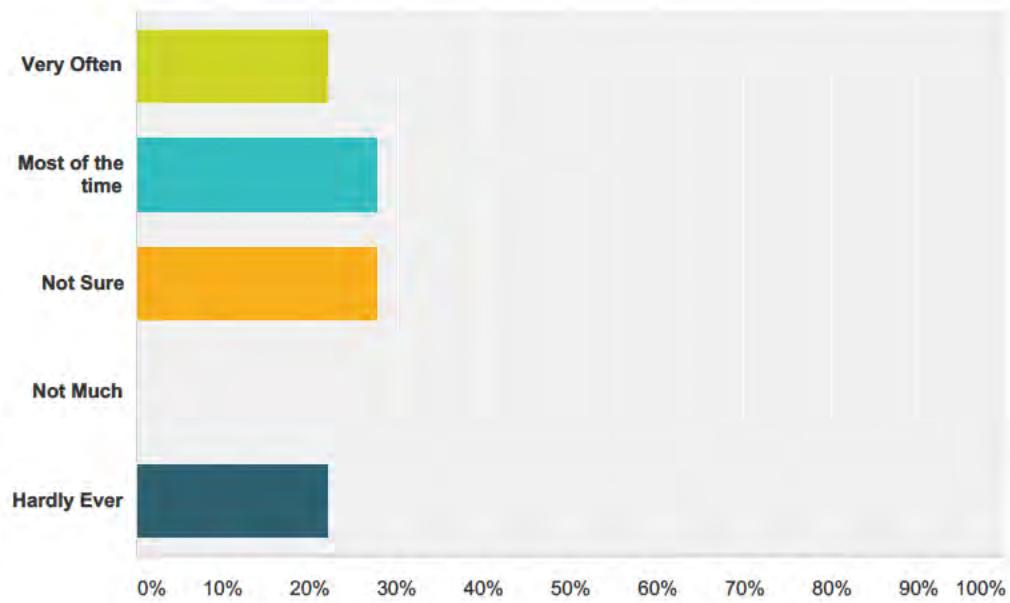
Answered: 17 Skipped: 14



Answer Choices	Responses
Very Often	23.53% 4
Most of the time	29.41% 5
Not Sure	23.53% 4
Not Much	0.00% 0
Hardly Ever	23.53% 4
<b>Total</b>	<b>17</b>

### Q87 How often was it helpful?

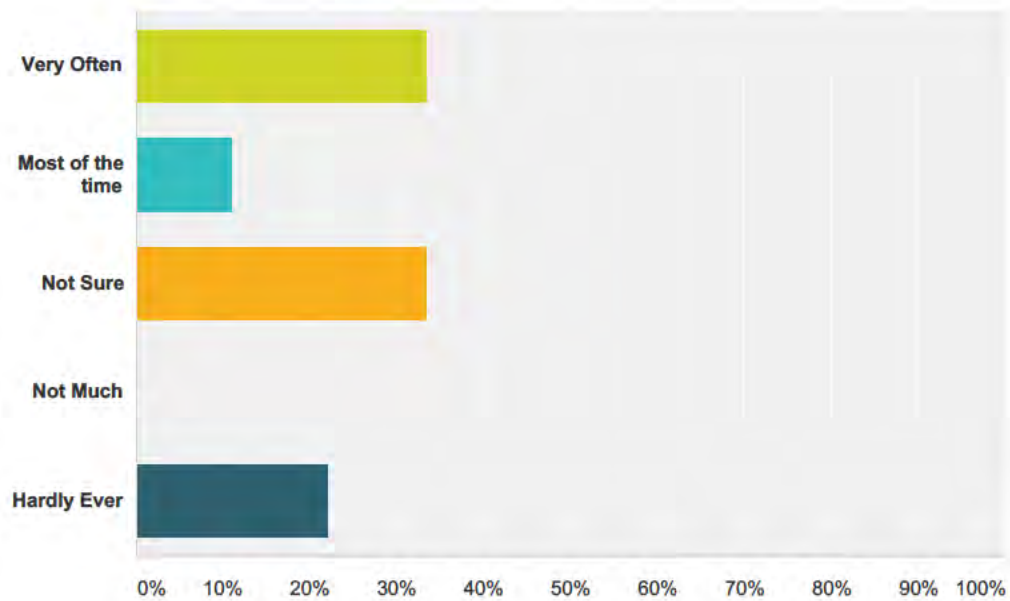
Answered: 18 Skipped: 13



Answer Choices	Responses	
Very Often	22.22%	4
Most of the time	27.78%	5
Not Sure	27.78%	5
Not Much	0.00%	0
Hardly Ever	22.22%	4
<b>Total</b>		<b>18</b>

## Q88 How do your friends like it?

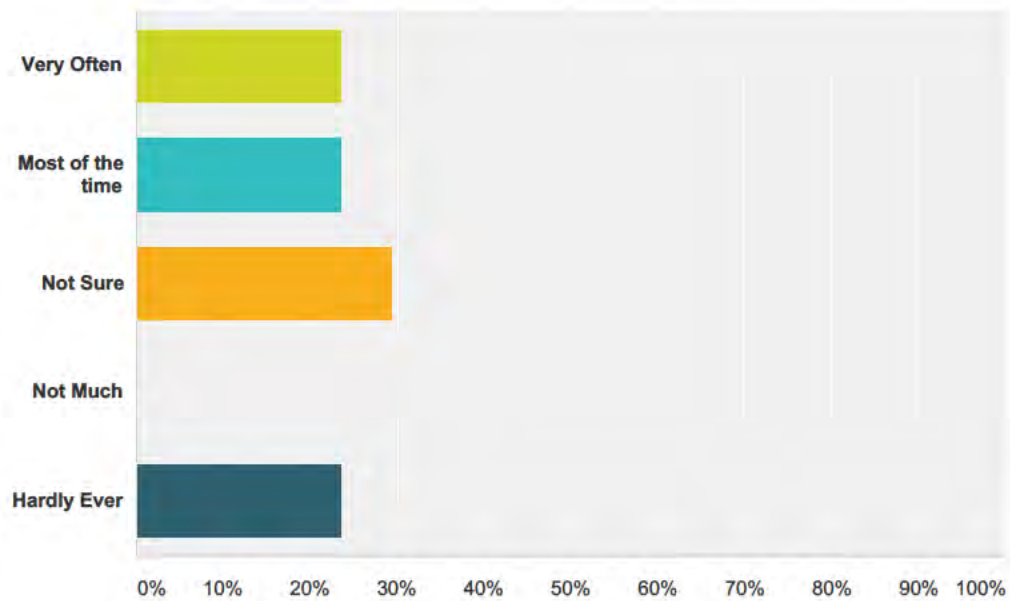
Answered: 18 Skipped: 13



Answer Choices	Responses
Very Often	33.33% 6
Most of the time	11.11% 2
Not Sure	33.33% 6
Not Much	0.00% 0
Hardly Ever	22.22% 4
<b>Total</b>	<b>18</b>

## Q89 Did you learn much?

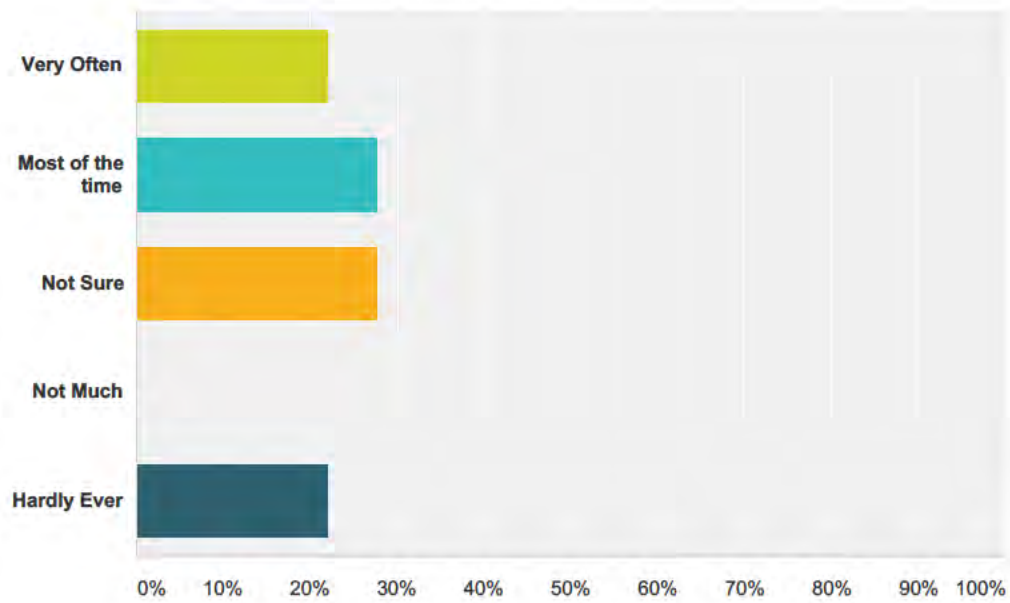
Answered: 17 Skipped: 14



Answer Choices	Responses	
Very Often	23.53%	4
Most of the time	23.53%	4
Not Sure	29.41%	5
Not Much	0.00%	0
Hardly Ever	23.53%	4
<b>Total</b>		<b>17</b>

### Q90 Was it worth attending?

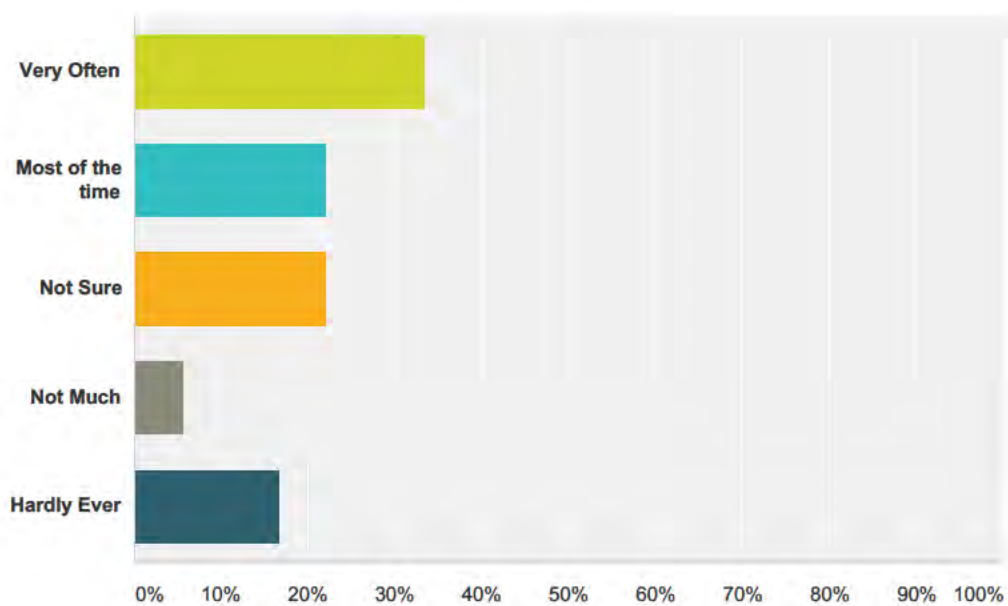
Answered: 18 Skipped: 13



Answer Choices	Responses	
Very Often	22.22%	4
Most of the time	27.78%	5
Not Sure	27.78%	5
Not Much	0.00%	0
Hardly Ever	22.22%	4
<b>Total</b>		<b>18</b>

### Q91 If offered next year, how often would you attend?

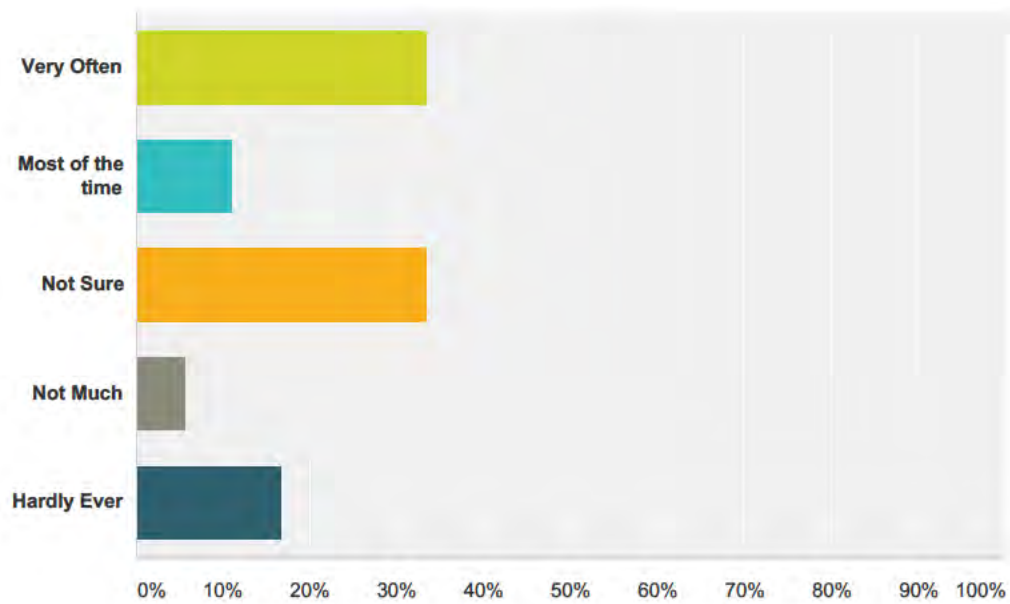
Answered: 18 Skipped: 13



Answer Choices	Responses	
Very Often	33.33%	6
Most of the time	22.22%	4
Not Sure	22.22%	4
Not Much	5.56%	1
Hardly Ever	16.67%	3
<b>Total</b>		<b>18</b>

**Q92 As a result of this program, how often did you study?**

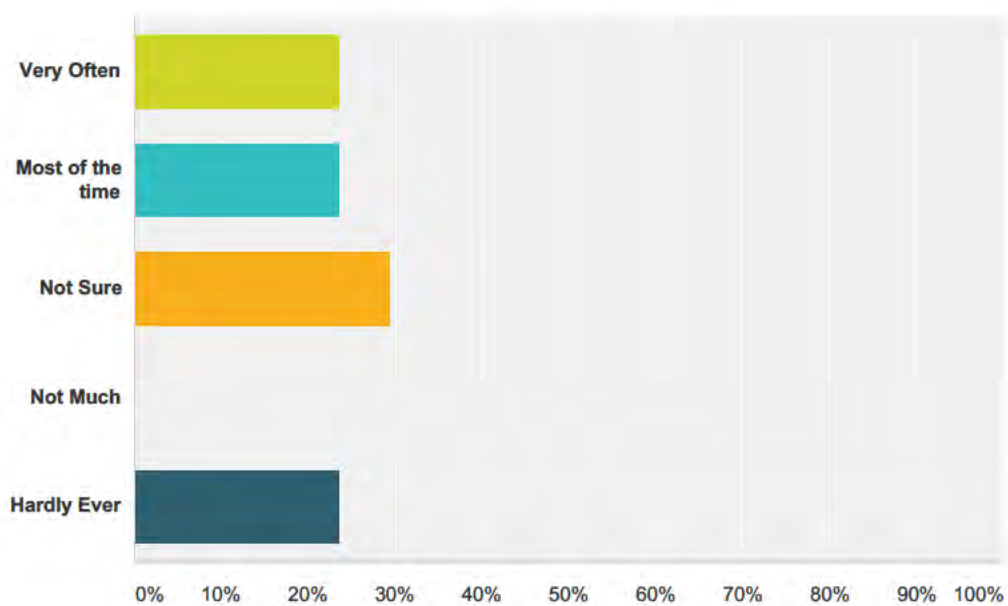
Answered: 18 Skipped: 13



Answer Choices	Responses	
Very Often	33.33%	6
Most of the time	11.11%	2
Not Sure	33.33%	6
Not Much	5.56%	1
Hardly Ever	16.67%	3
<b>Total</b>		<b>18</b>

### Q93 To what extent did the program improve your school work?

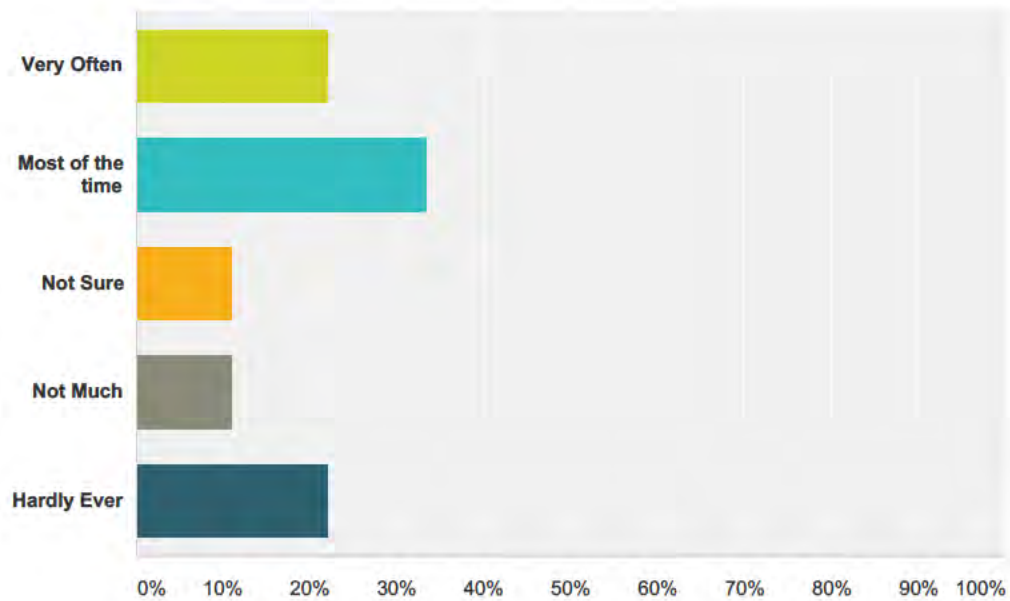
Answered: 17 Skipped: 14



Answer Choices	Responses	
Very Often	23.53%	4
Most of the time	23.53%	4
Not Sure	29.41%	5
Not Much	0.00%	0
Hardly Ever	23.53%	4
<b>Total</b>		<b>17</b>

### Q94 Was the program important to you?

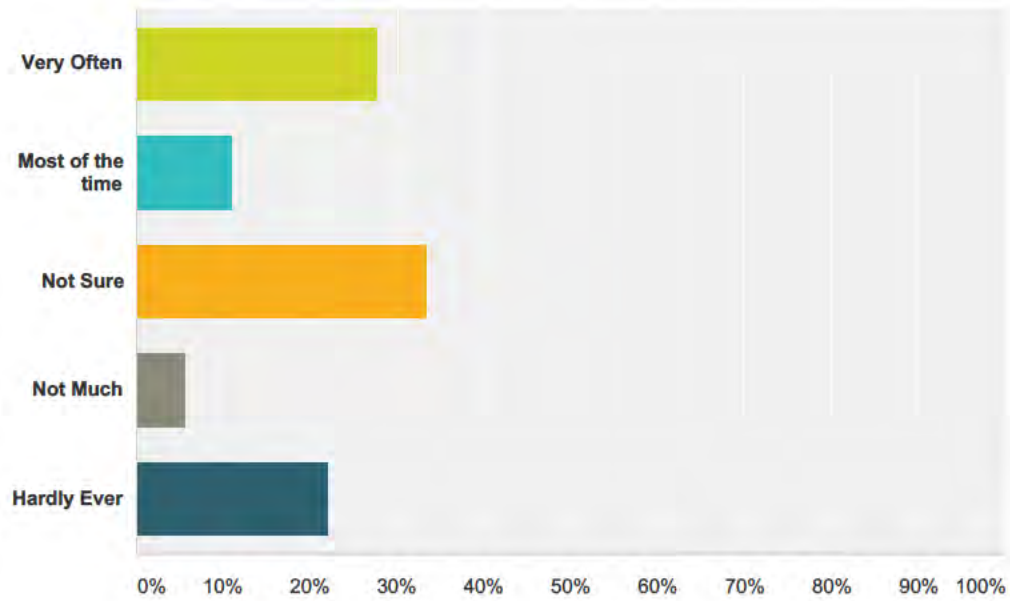
Answered: 18 Skipped: 13



Answer Choices	Responses	
Very Often	22.22%	4
Most of the time	33.33%	6
Not Sure	11.11%	2
Not Much	11.11%	2
Hardly Ever	22.22%	4
<b>Total</b>		<b>18</b>

### Q95 Did you attend often?

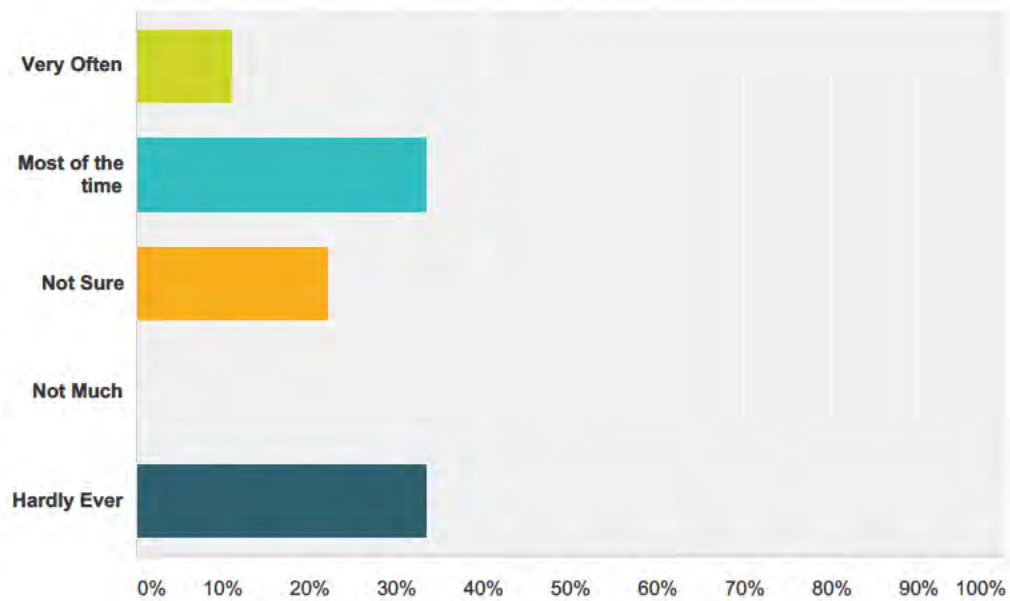
Answered: 18 Skipped: 13



Answer Choices	Responses	
Very Often	27.78%	5
Most of the time	11.11%	2
Not Sure	33.33%	6
Not Much	5.56%	1
Hardly Ever	22.22%	4
<b>Total</b>		<b>18</b>

## Q96 Did you like the program?

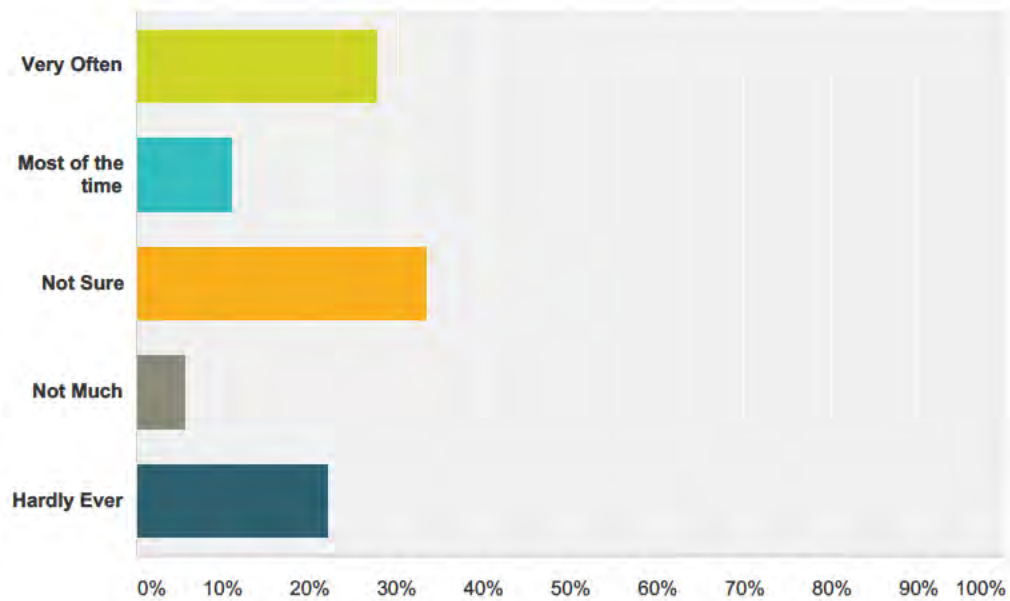
Answered: 18 Skipped: 13



Answer Choices	Responses	
Very Often	11.11%	2
Most of the time	33.33%	6
Not Sure	22.22%	4
Not Much	0.00%	0
Hardly Ever	33.33%	6
<b>Total</b>		<b>18</b>

### Q97 How do your friends like it?

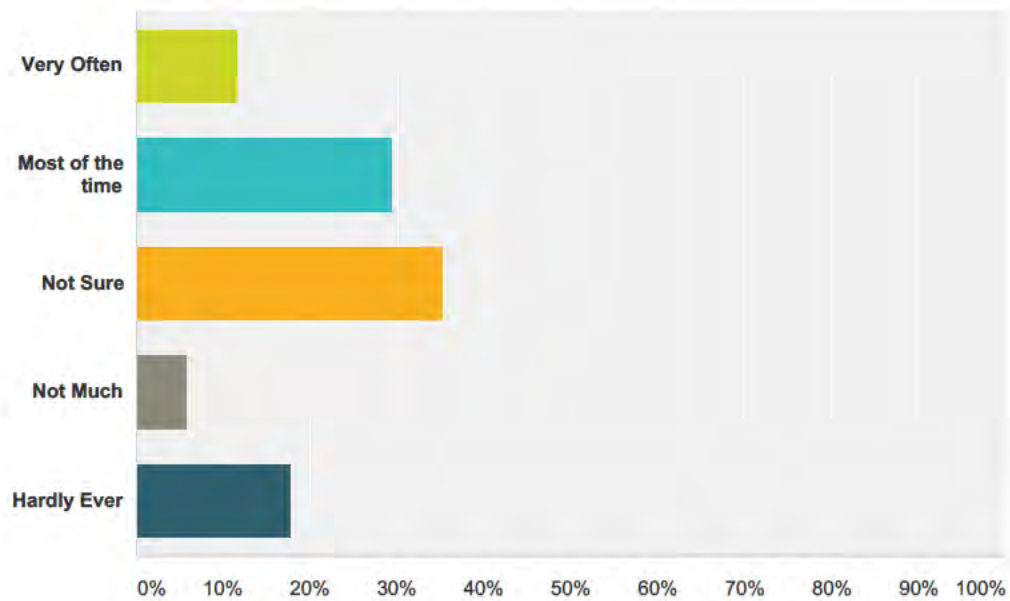
Answered: 18 Skipped: 13



Answer Choices	Responses	
Very Often	27.78%	5
Most of the time	11.11%	2
Not Sure	33.33%	6
Not Much	5.56%	1
Hardly Ever	22.22%	4
<b>Total</b>		<b>18</b>

## Q98 Did you learn much?

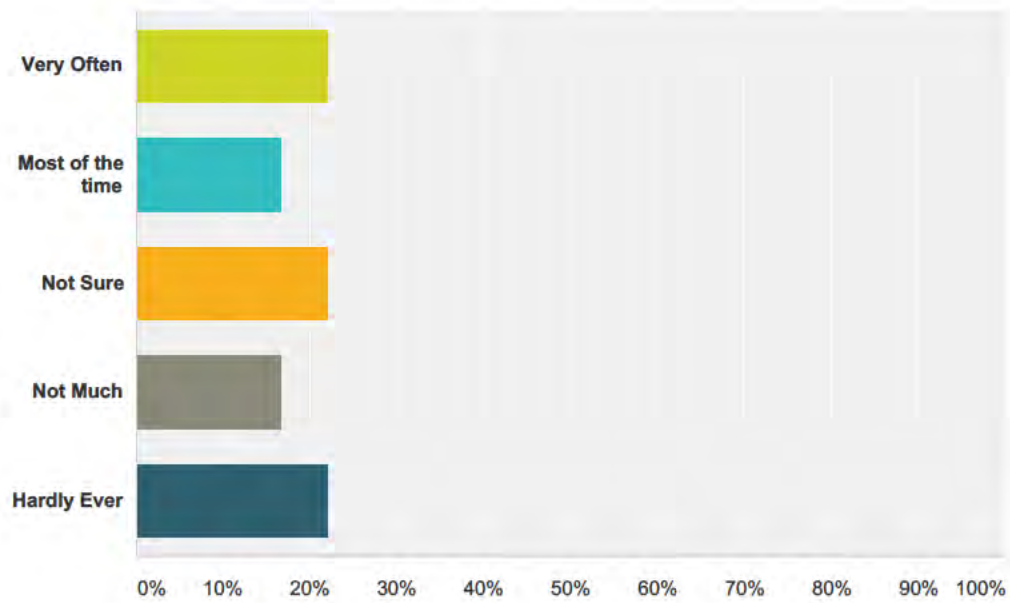
Answered: 17 Skipped: 14



Answer Choices	Responses	
Very Often	11.76%	2
Most of the time	29.41%	5
Not Sure	35.29%	6
Not Much	5.88%	1
Hardly Ever	17.65%	3
<b>Total</b>		<b>17</b>

### Q99 Was it worth attending?

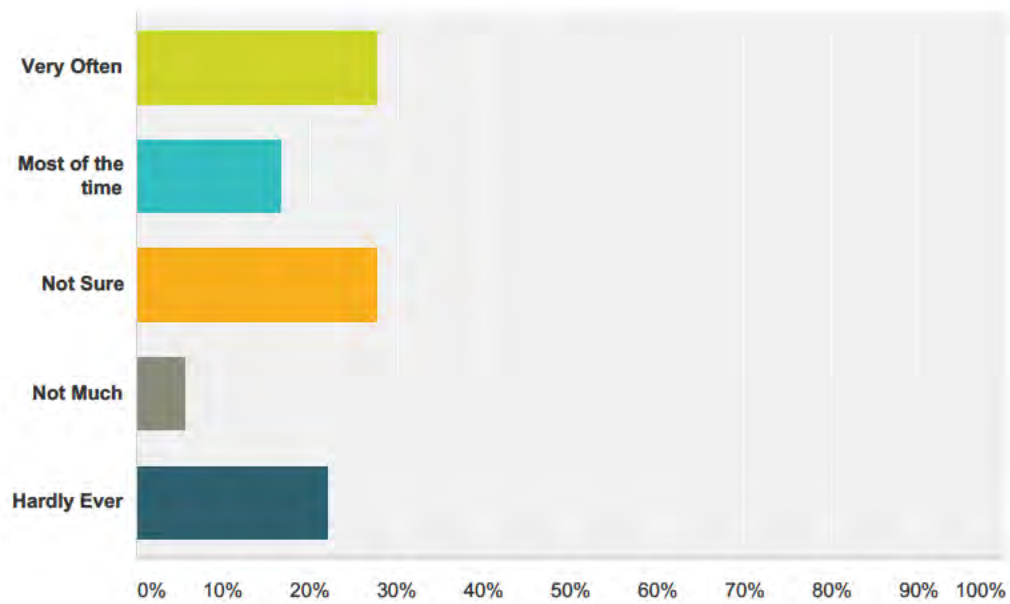
Answered: 18 Skipped: 13



Answer Choices	Responses	
Very Often	22.22%	4
Most of the time	16.67%	3
Not Sure	22.22%	4
Not Much	16.67%	3
Hardly Ever	22.22%	4
<b>Total</b>		<b>18</b>

### Q100 If offered next year, how often would you attend?

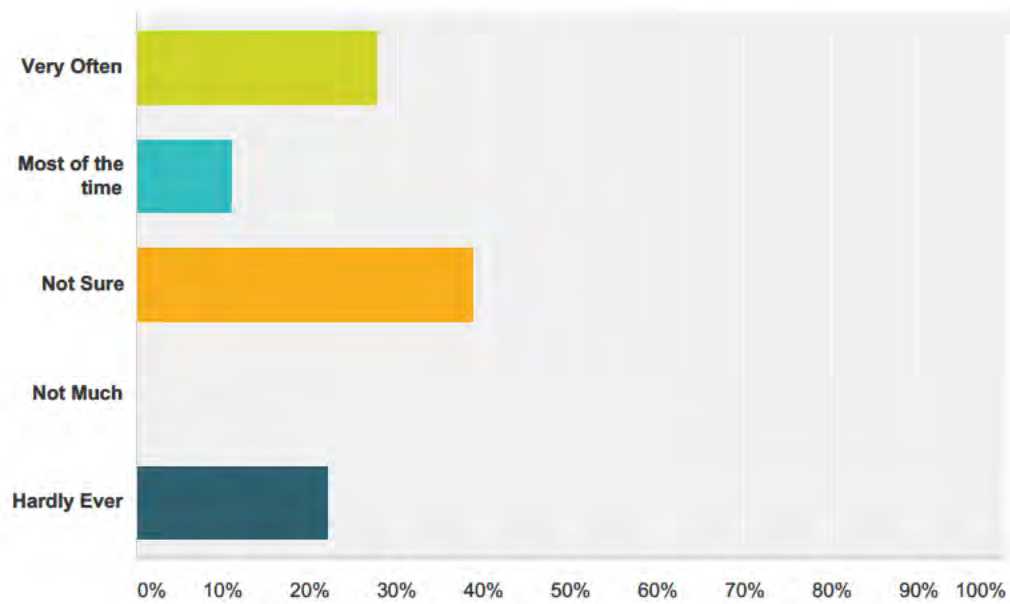
Answered: 18 Skipped: 13



Answer Choices	Responses	
Very Often	27.78%	5
Most of the time	16.67%	3
Not Sure	27.78%	5
Not Much	5.56%	1
Hardly Ever	22.22%	4
<b>Total</b>		<b>18</b>

**Q101 As a result of this program, how often do you now study?**

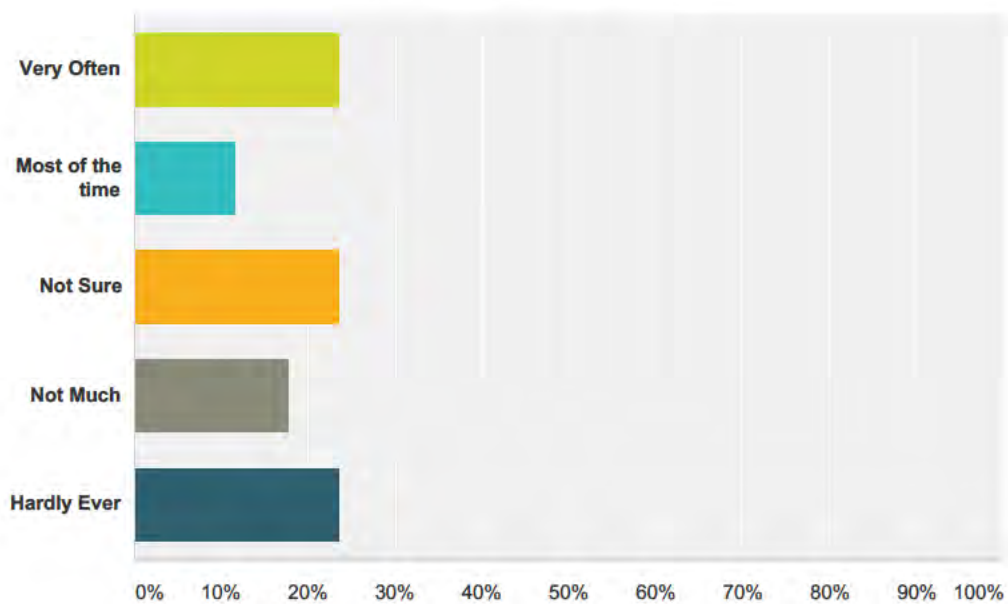
Answered: 18 Skipped: 13



Answer Choices	Responses	
Very Often	27.78%	5
Most of the time	11.11%	2
Not Sure	38.89%	7
Not Much	0.00%	0
Hardly Ever	22.22%	4
<b>Total</b>		<b>18</b>

### Q102 To what extent did the program improve your school work?

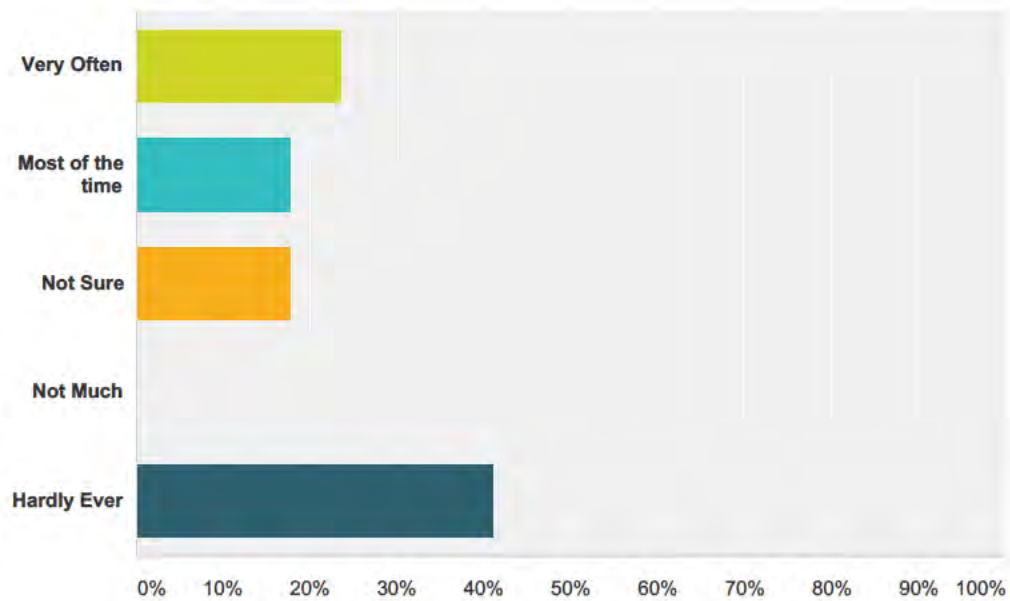
Answered: 17 Skipped: 14



Answer Choices	Responses	
Very Often	23.53%	4
Most of the time	11.76%	2
Not Sure	23.53%	4
Not Much	17.65%	3
Hardly Ever	23.53%	4
<b>Total</b>		<b>17</b>

### Q103 Was the program important to you?

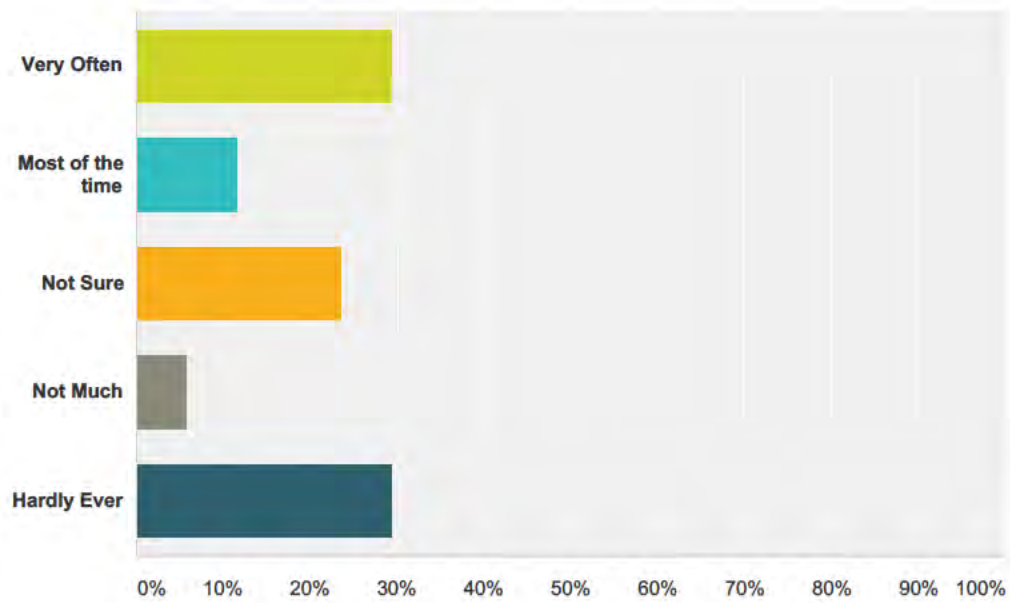
Answered: 17 Skipped: 14



Answer Choices	Responses	
Very Often	23.53%	4
Most of the time	17.65%	3
Not Sure	17.65%	3
Not Much	0.00%	0
Hardly Ever	41.18%	7
<b>Total</b>		<b>17</b>

### Q104 Did you attend often?

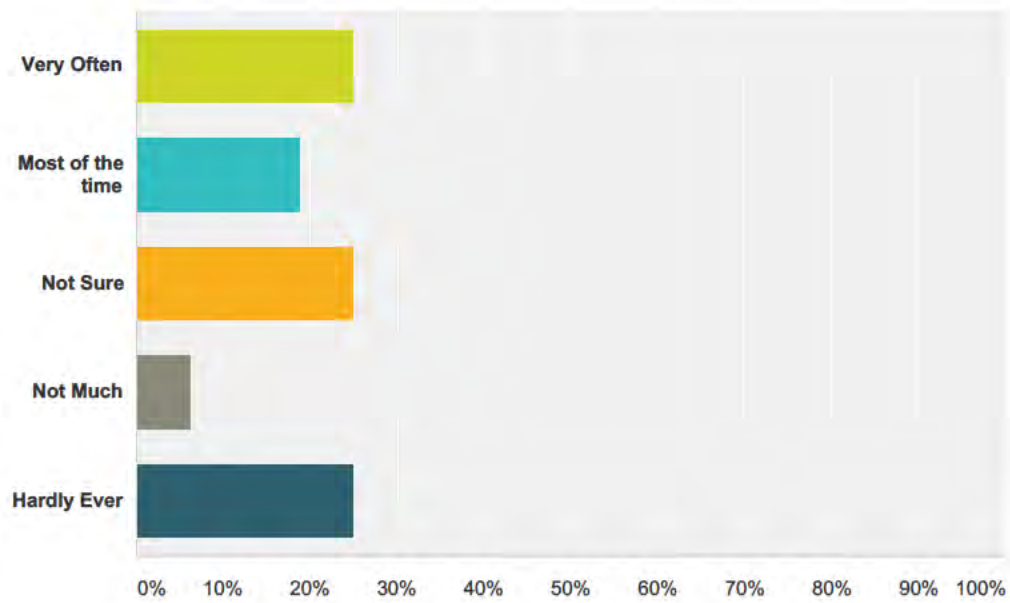
Answered: 17 Skipped: 14



Answer Choices	Responses	
Very Often	29.41%	5
Most of the time	11.76%	2
Not Sure	23.53%	4
Not Much	5.88%	1
Hardly Ever	29.41%	5
<b>Total</b>		<b>17</b>

### Q105 Did you like the program?

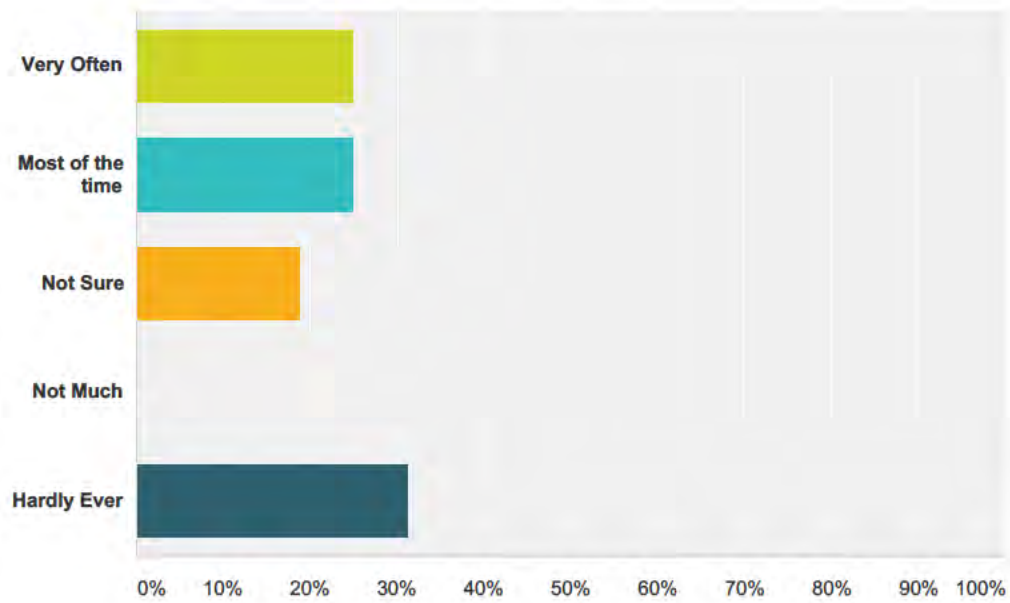
Answered: 16 Skipped: 15



Answer Choices	Responses	
Very Often	25.00%	4
Most of the time	18.75%	3
Not Sure	25.00%	4
Not Much	6.25%	1
Hardly Ever	25.00%	4
<b>Total</b>		<b>16</b>

### Q106 How often was it helpful?

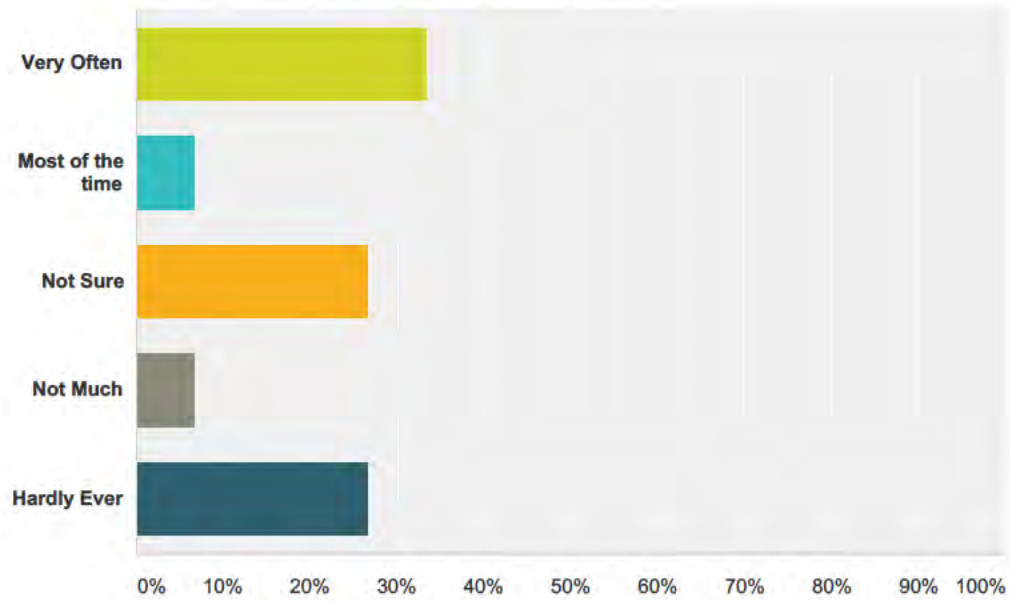
Answered: 16 Skipped: 15



Answer Choices	Responses	
Very Often	25.00%	4
Most of the time	25.00%	4
Not Sure	18.75%	3
Not Much	0.00%	0
Hardly Ever	31.25%	5
<b>Total</b>		<b>16</b>

### Q107 How do your friends like it?

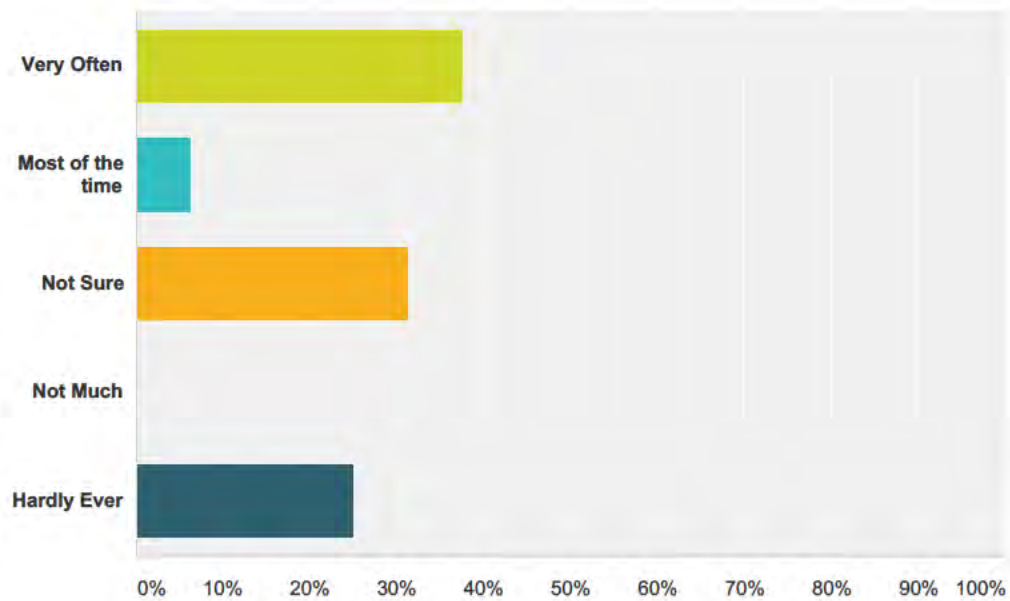
Answered: 15 Skipped: 16



Answer Choices	Responses	
Very Often	33.33%	5
Most of the time	6.67%	1
Not Sure	26.67%	4
Not Much	6.67%	1
Hardly Ever	26.67%	4
<b>Total</b>		<b>15</b>

## Q108 Did you learn much?

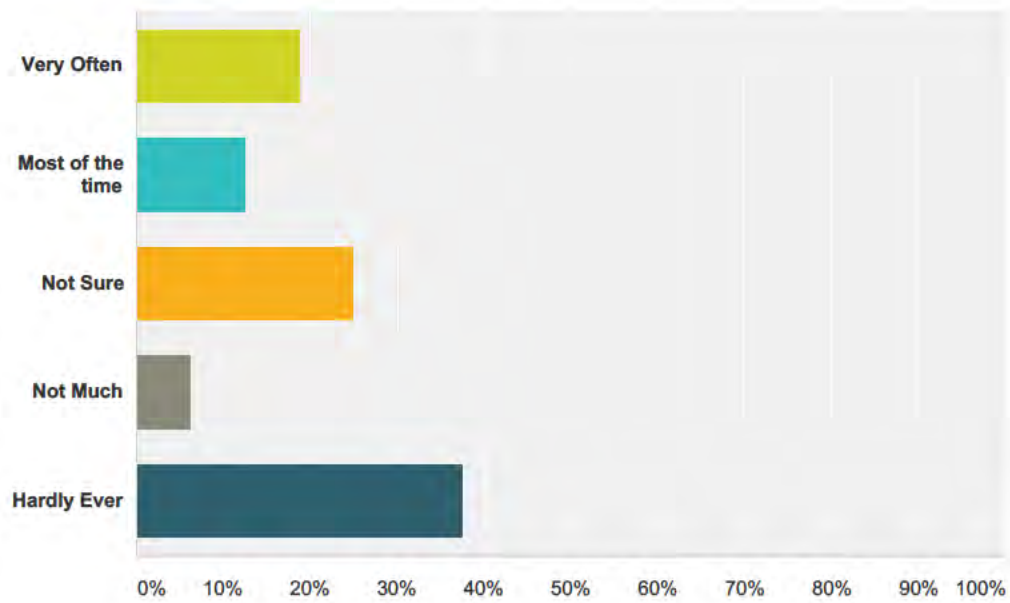
Answered: 16 Skipped: 15



Answer Choices	Responses	
Very Often	37.50%	6
Most of the time	6.25%	1
Not Sure	31.25%	5
Not Much	0.00%	0
Hardly Ever	25.00%	4
<b>Total</b>		<b>16</b>

### Q109 Was it worth attending?

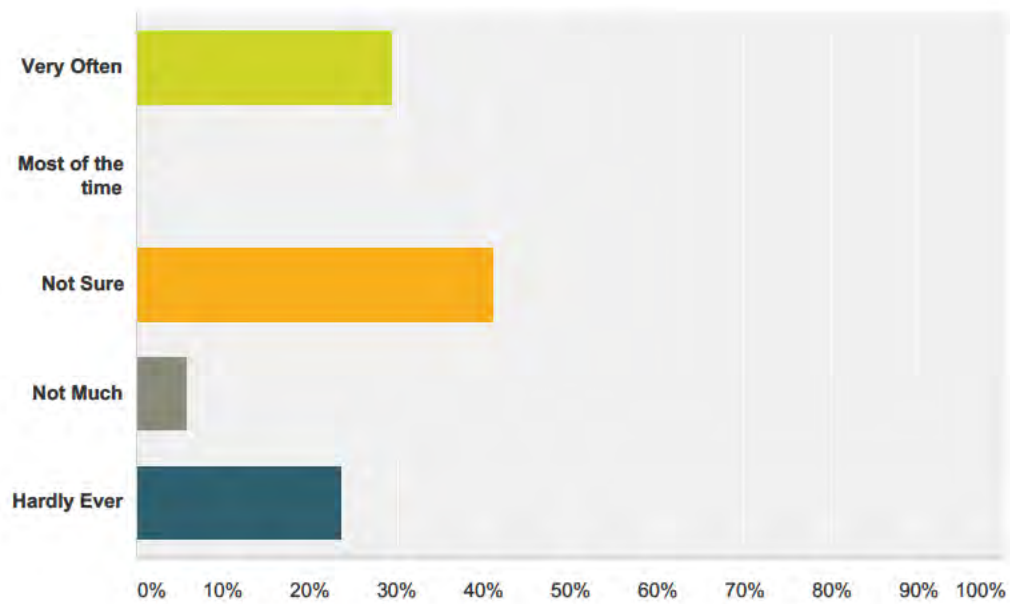
Answered: 16 Skipped: 15



Answer Choices	Responses	
Very Often	18.75%	3
Most of the time	12.50%	2
Not Sure	25.00%	4
Not Much	6.25%	1
Hardly Ever	37.50%	6
<b>Total</b>		<b>16</b>

### Q110 If offered next year, how often would you attend?

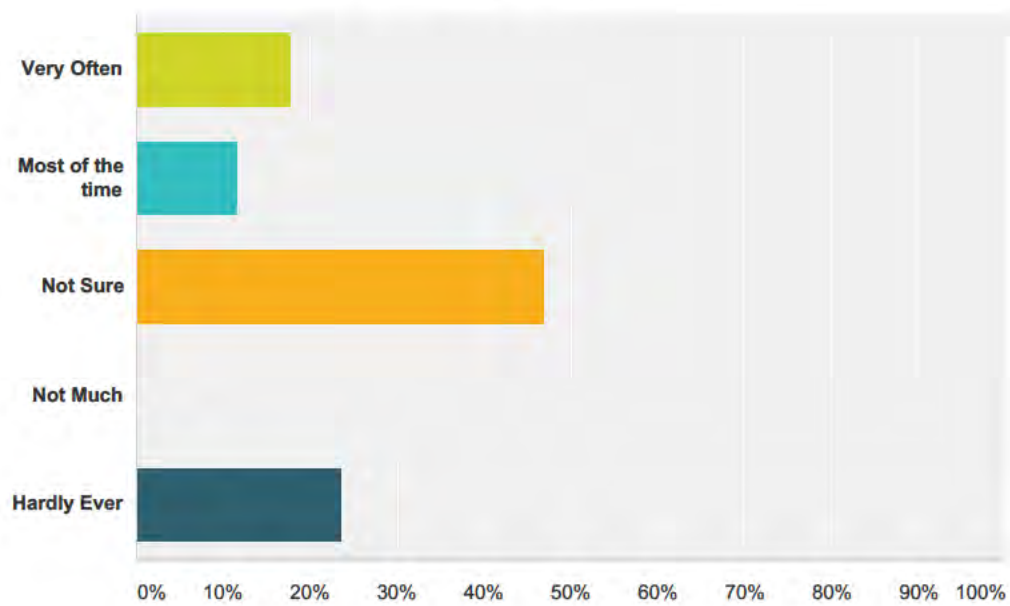
Answered: 17 Skipped: 14



Answer Choices	Responses	
Very Often	29.41%	5
Most of the time	0.00%	0
Not Sure	41.18%	7
Not Much	5.88%	1
Hardly Ever	23.53%	4
<b>Total</b>		<b>17</b>

**Q111 As a result of this program, how often do you now study?**

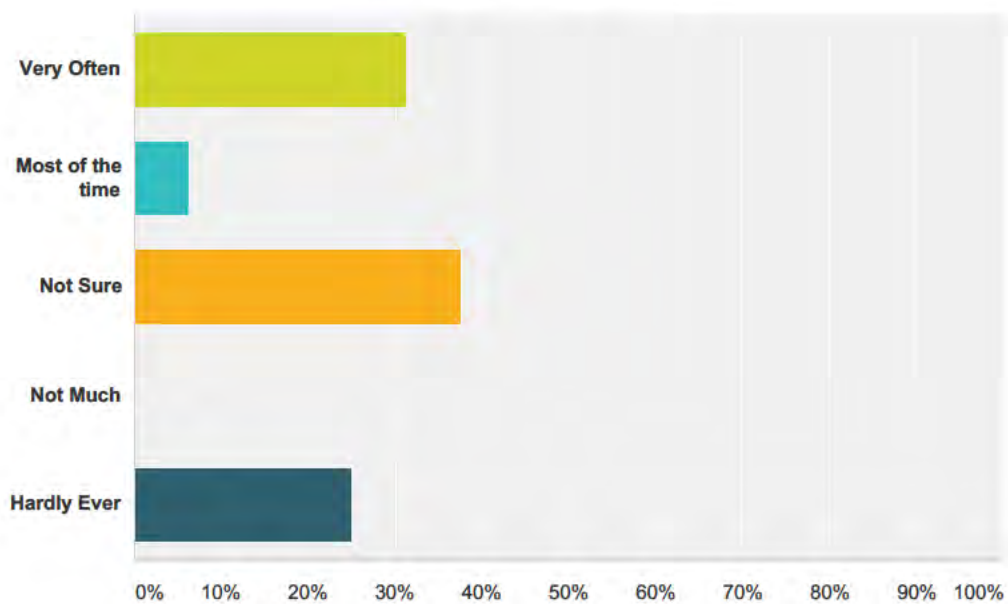
Answered: 17 Skipped: 14



Answer Choices	Responses	
Very Often	17.65%	3
Most of the time	11.76%	2
Not Sure	47.06%	8
Not Much	0.00%	0
Hardly Ever	23.53%	4
<b>Total</b>		<b>17</b>

### Q112 To what extent did the program improve your school work?

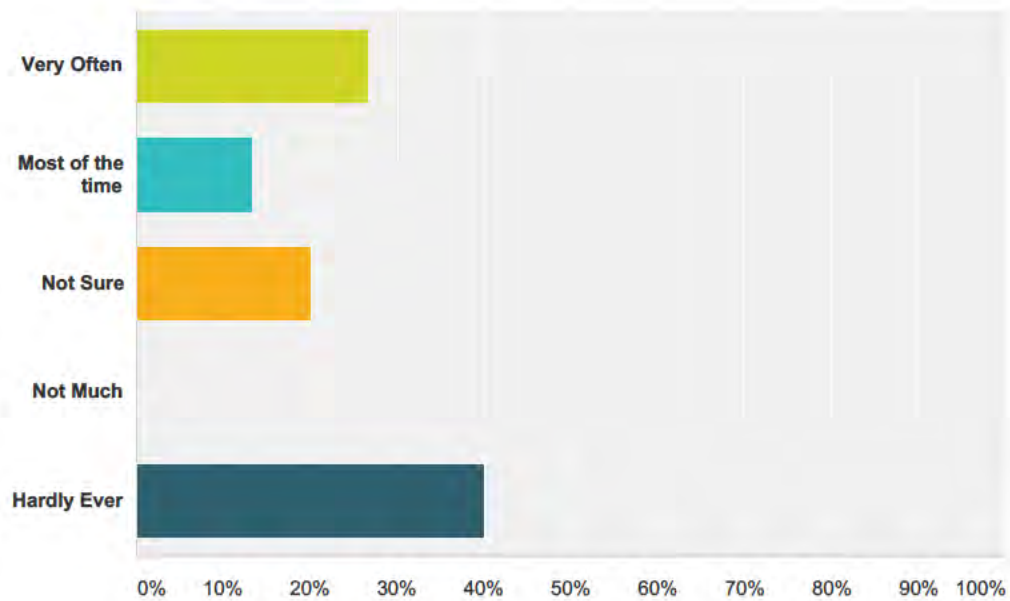
Answered: 16 Skipped: 15



Answer Choices	Responses	
Very Often	31.25%	5
Most of the time	6.25%	1
Not Sure	37.50%	6
Not Much	0.00%	0
Hardly Ever	25.00%	4
<b>Total</b>		<b>16</b>

### Q113 Was the program important to you?

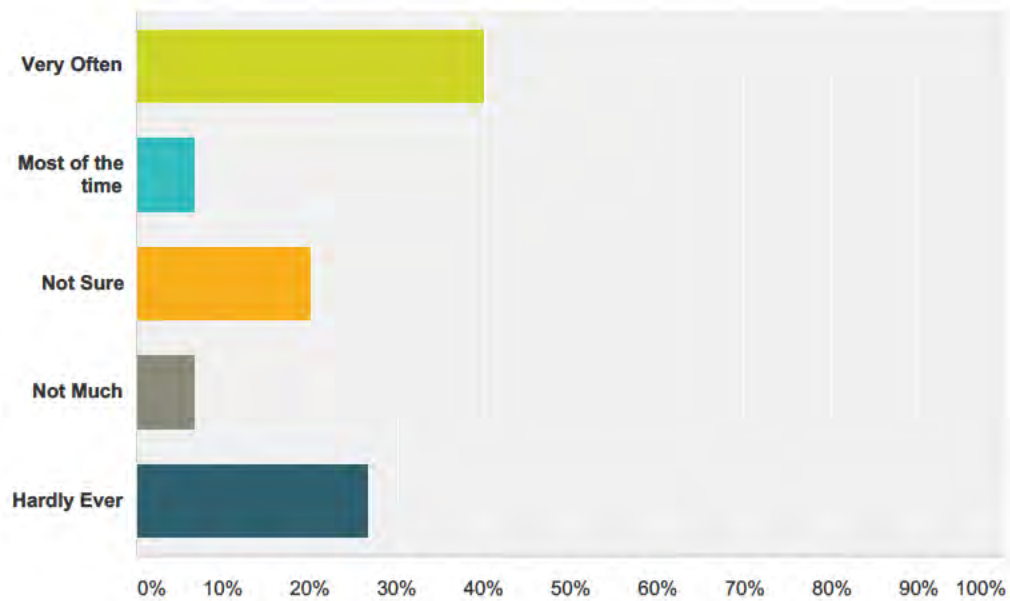
Answered: 15 Skipped: 16



Answer Choices	Responses	
Very Often	26.67%	4
Most of the time	13.33%	2
Not Sure	20.00%	3
Not Much	0.00%	0
Hardly Ever	40.00%	6
<b>Total</b>		<b>15</b>

### Q114 Did you attend often?

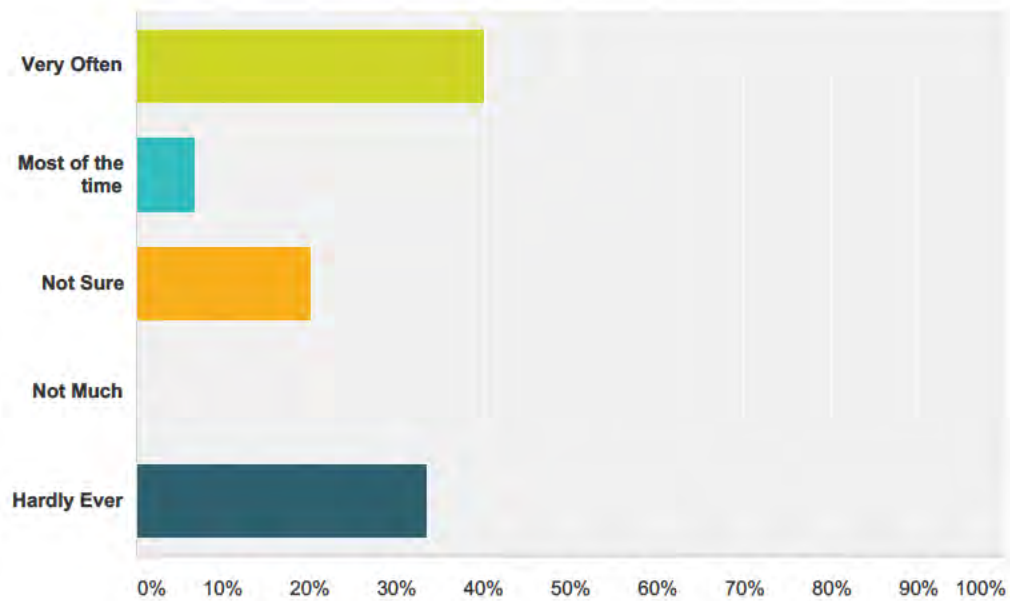
Answered: 15 Skipped: 16



Answer Choices	Responses	
Very Often	40.00%	6
Most of the time	6.67%	1
Not Sure	20.00%	3
Not Much	6.67%	1
Hardly Ever	26.67%	4
<b>Total</b>		<b>15</b>

## Q115 Did you like the program?

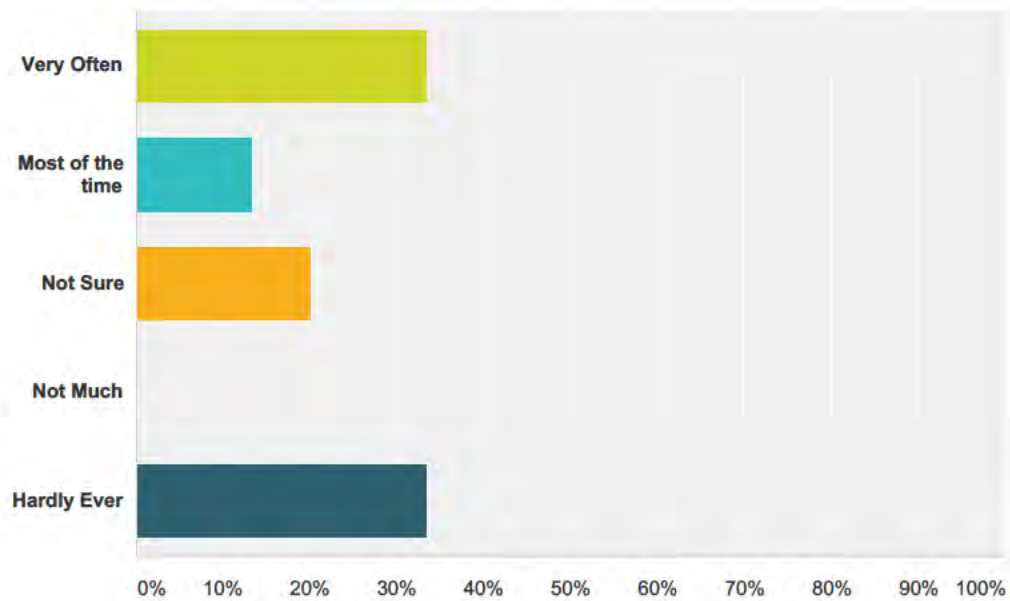
Answered: 15 Skipped: 16



Answer Choices	Responses	
Very Often	40.00%	6
Most of the time	6.67%	1
Not Sure	20.00%	3
Not Much	0.00%	0
Hardly Ever	33.33%	5
<b>Total</b>		<b>15</b>

## Q116 How often was it helpful?

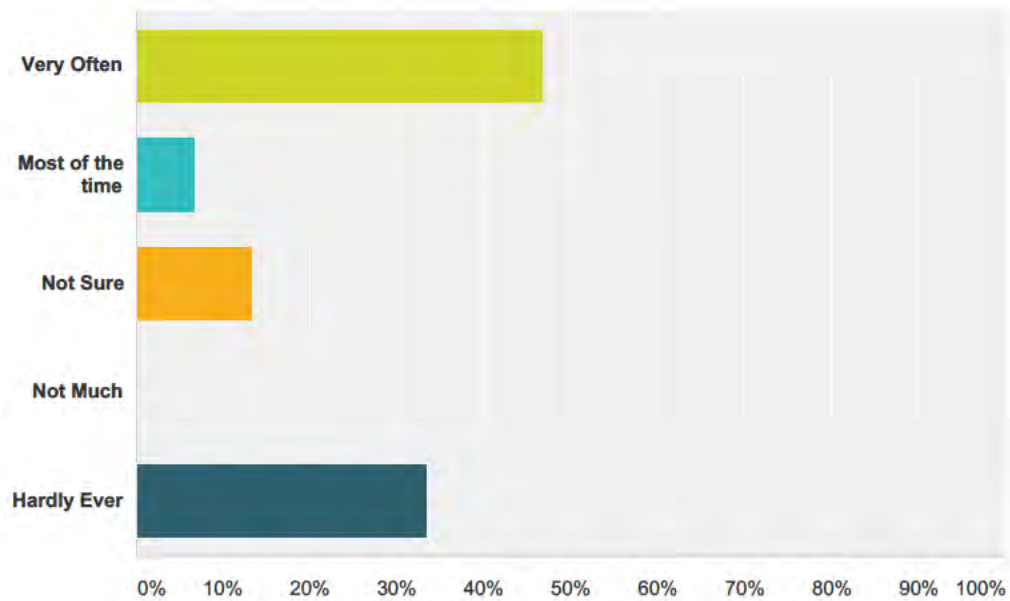
Answered: 15 Skipped: 16



Answer Choices	Responses	
Very Often	33.33%	5
Most of the time	13.33%	2
Not Sure	20.00%	3
Not Much	0.00%	0
Hardly Ever	33.33%	5
<b>Total</b>		<b>15</b>

## Q117 How do your friends like it?

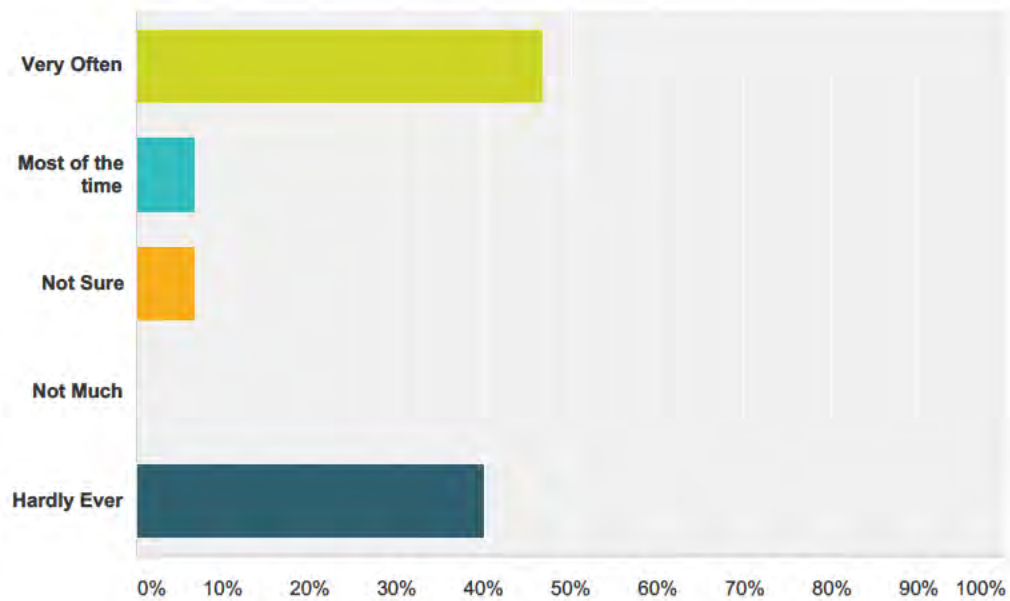
Answered: 15 Skipped: 16



Answer Choices	Responses	
Very Often	46.67%	7
Most of the time	6.67%	1
Not Sure	13.33%	2
Not Much	0.00%	0
Hardly Ever	33.33%	5
<b>Total</b>		<b>15</b>

## Q118 Did you learn much?

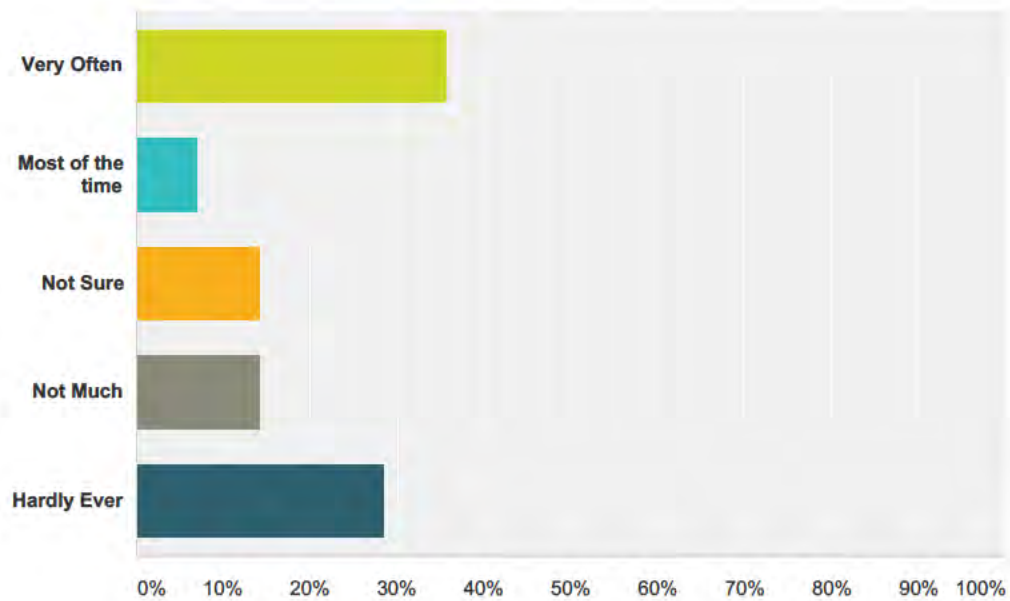
Answered: 15 Skipped: 16



Answer Choices	Responses	
Very Often	46.67%	7
Most of the time	6.67%	1
Not Sure	6.67%	1
Not Much	0.00%	0
Hardly Ever	40.00%	6
<b>Total</b>		<b>15</b>

### Q119 Was it worth attending?

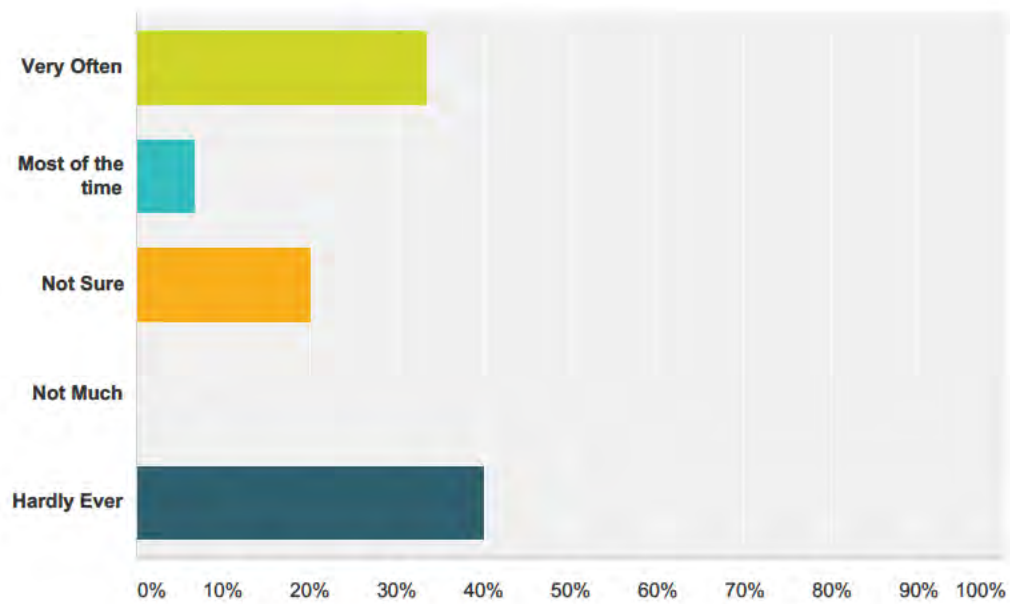
Answered: 14 Skipped: 17



Answer Choices	Responses	
Very Often	35.71%	5
Most of the time	7.14%	1
Not Sure	14.29%	2
Not Much	14.29%	2
Hardly Ever	28.57%	4
<b>Total</b>		<b>14</b>

### Q120 If offered next year, how often would you attend?

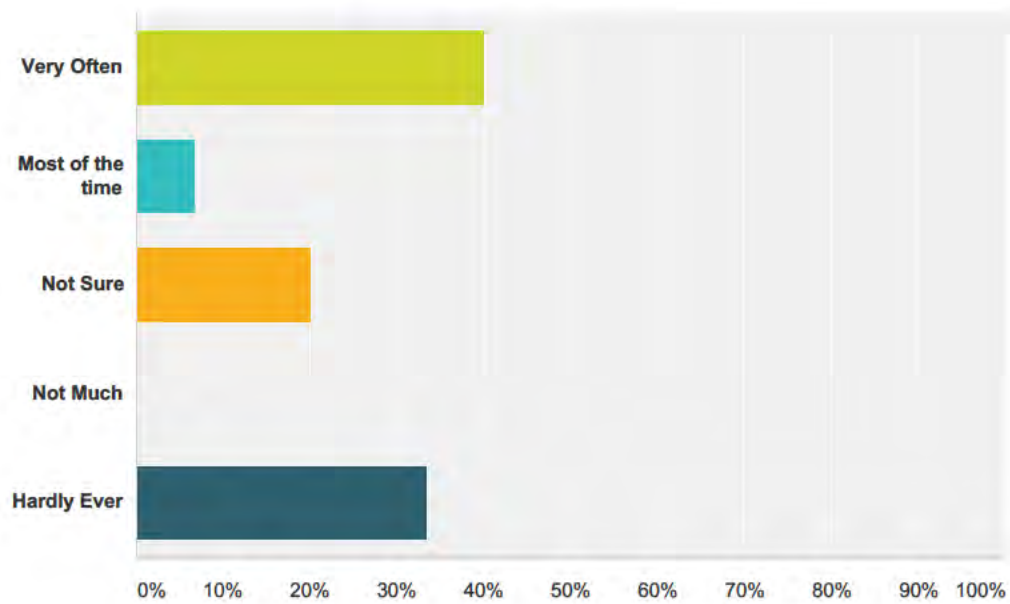
Answered: 15 Skipped: 16



Answer Choices	Responses	
Very Often	33.33%	5
Most of the time	6.67%	1
Not Sure	20.00%	3
Not Much	0.00%	0
Hardly Ever	40.00%	6
<b>Total</b>		<b>15</b>

**Q121 As a result of this program, how often do you now study?**

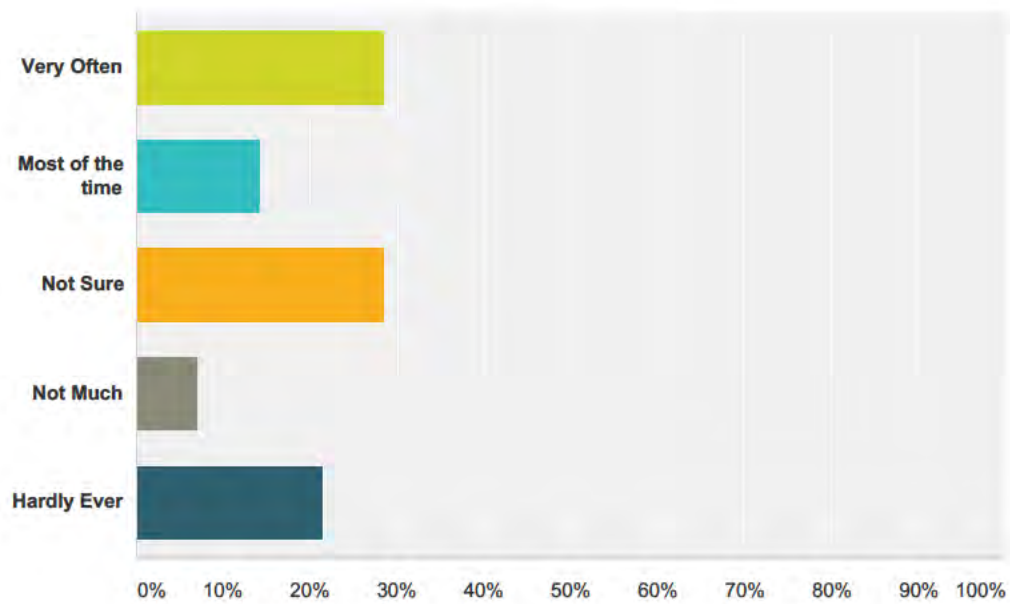
Answered: 15 Skipped: 16



Answer Choices	Responses	
Very Often	40.00%	6
Most of the time	6.67%	1
Not Sure	20.00%	3
Not Much	0.00%	0
Hardly Ever	33.33%	5
<b>Total</b>		<b>15</b>

### Q122 To what extent did the program improve your school work?

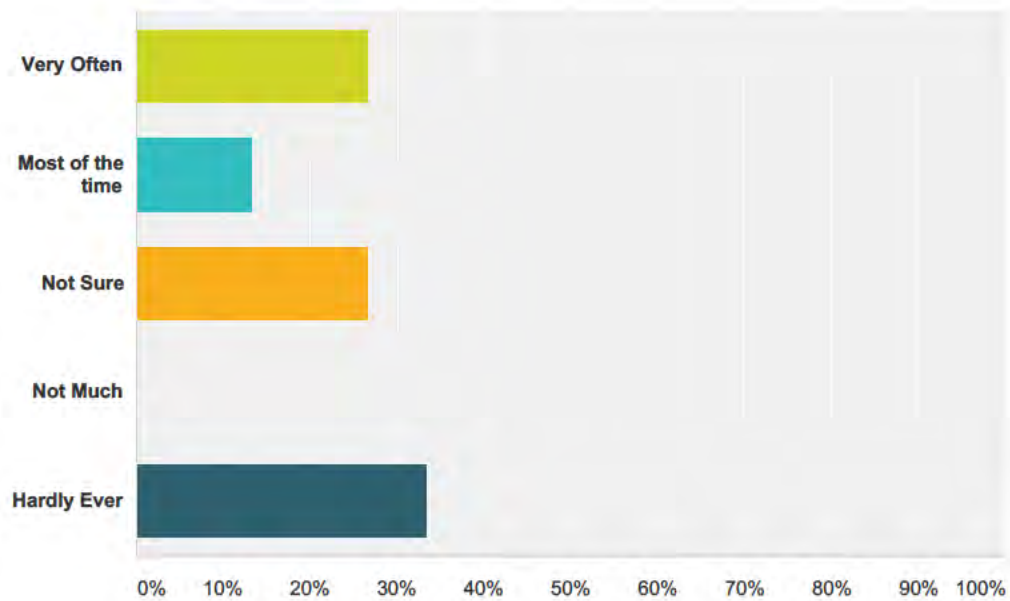
Answered: 14 Skipped: 17



Answer Choices	Responses	
Very Often	28.57%	4
Most of the time	14.29%	2
Not Sure	28.57%	4
Not Much	7.14%	1
Hardly Ever	21.43%	3
<b>Total</b>		<b>14</b>

### Q123 Was the program important to you?

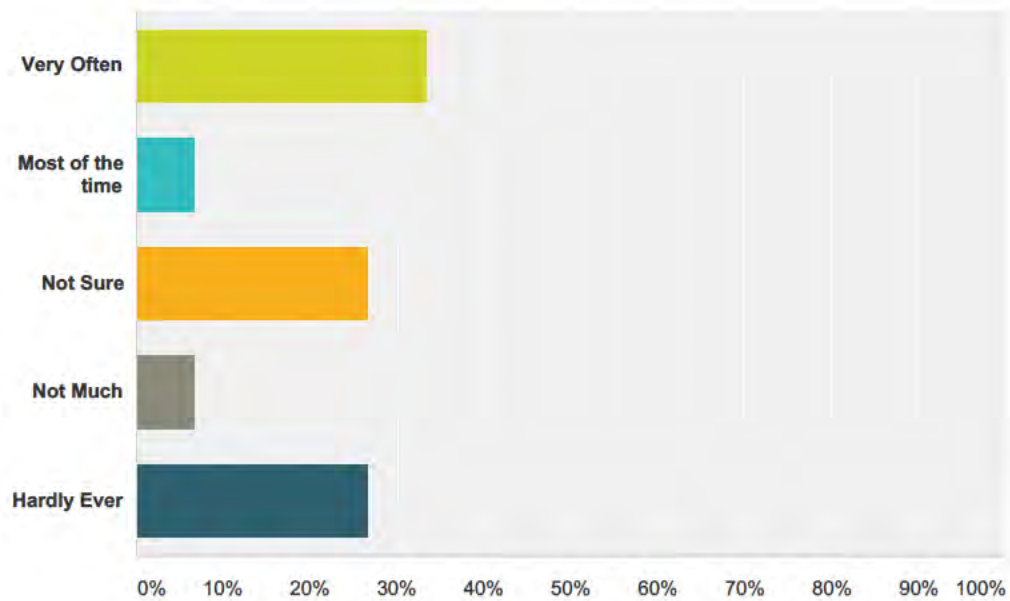
Answered: 15 Skipped: 16



Answer Choices	Responses	
Very Often	26.67%	4
Most of the time	13.33%	2
Not Sure	26.67%	4
Not Much	0.00%	0
Hardly Ever	33.33%	5
<b>Total</b>		<b>15</b>

## Q124 Did you attend often?

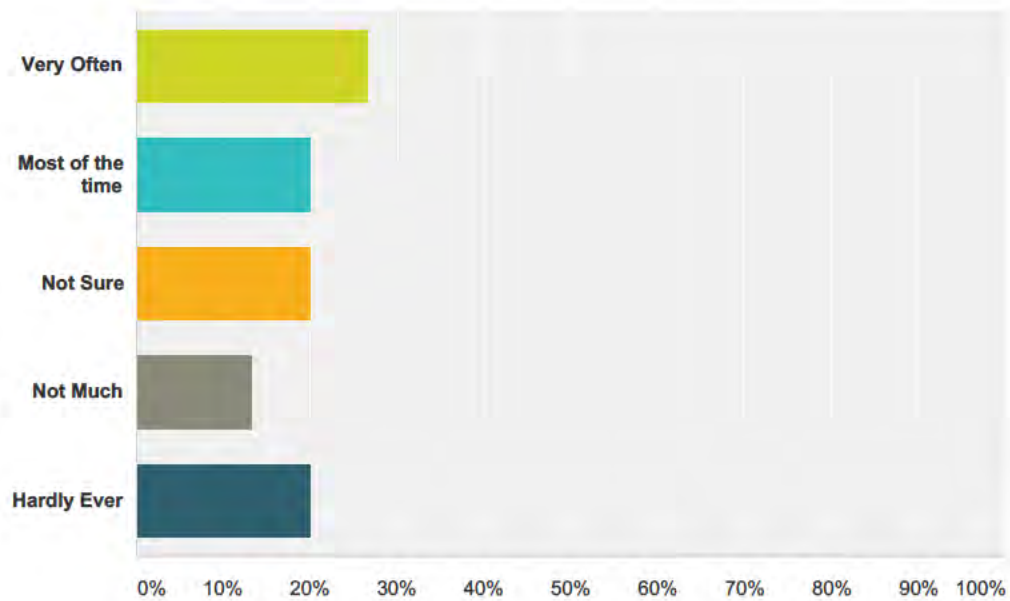
Answered: 15 Skipped: 16



Answer Choices	Responses	
Very Often	33.33%	5
Most of the time	6.67%	1
Not Sure	26.67%	4
Not Much	6.67%	1
Hardly Ever	26.67%	4
<b>Total</b>		<b>15</b>

## Q125 Did you like the program?

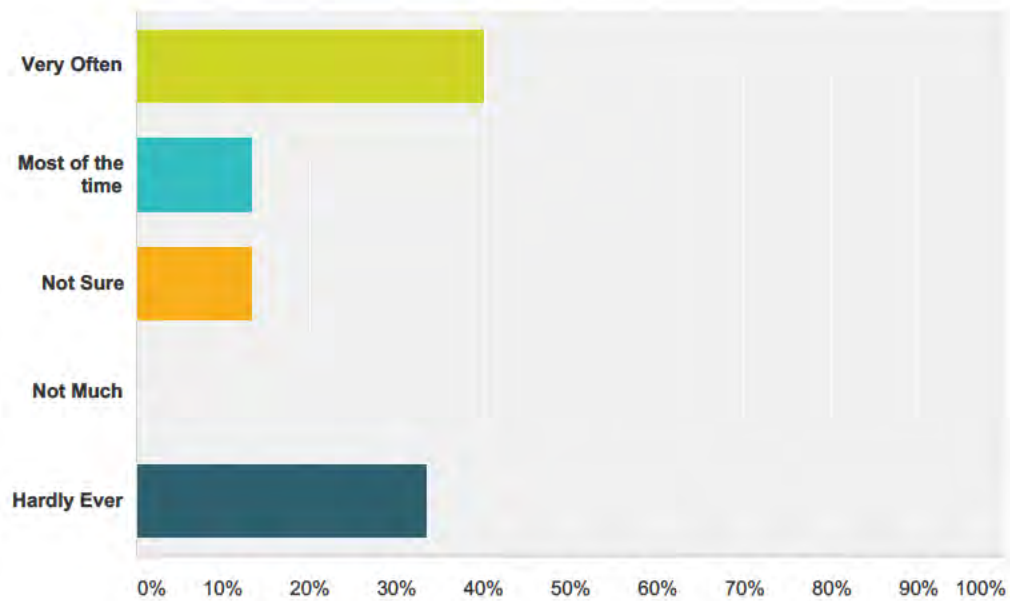
Answered: 15 Skipped: 16



Answer Choices	Responses	
Very Often	26.67%	4
Most of the time	20.00%	3
Not Sure	20.00%	3
Not Much	13.33%	2
Hardly Ever	20.00%	3
<b>Total</b>		<b>15</b>

## Q126 How often was it helpful?

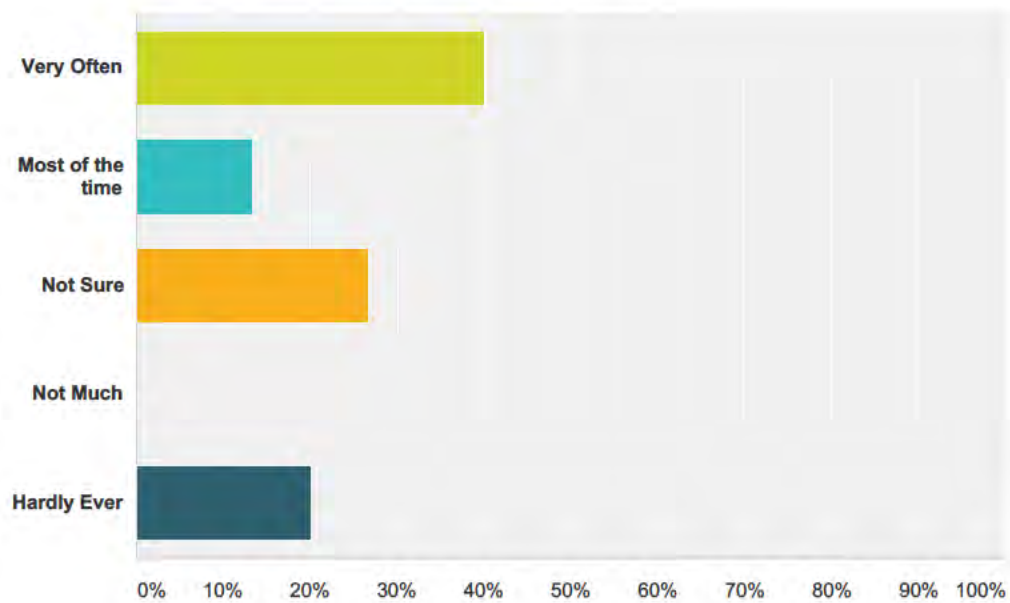
Answered: 15 Skipped: 16



Answer Choices	Responses	
Very Often	40.00%	6
Most of the time	13.33%	2
Not Sure	13.33%	2
Not Much	0.00%	0
Hardly Ever	33.33%	5
<b>Total</b>		<b>15</b>

## Q127 How do your friends like it?

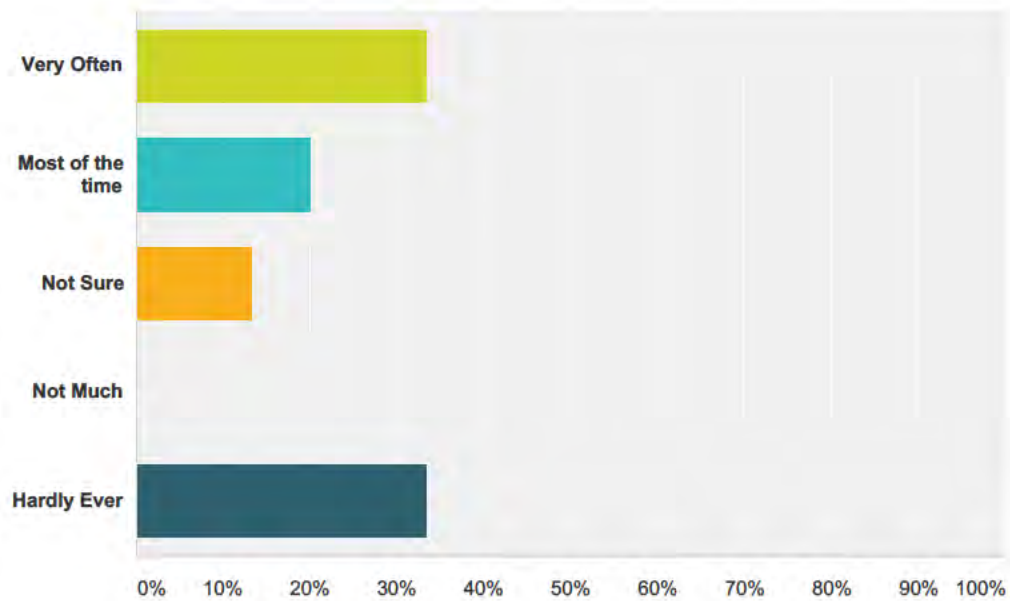
Answered: 15 Skipped: 16



Answer Choices	Responses	
Very Often	40.00%	6
Most of the time	13.33%	2
Not Sure	26.67%	4
Not Much	0.00%	0
Hardly Ever	20.00%	3
<b>Total</b>		<b>15</b>

## Q128 Did you learn much?

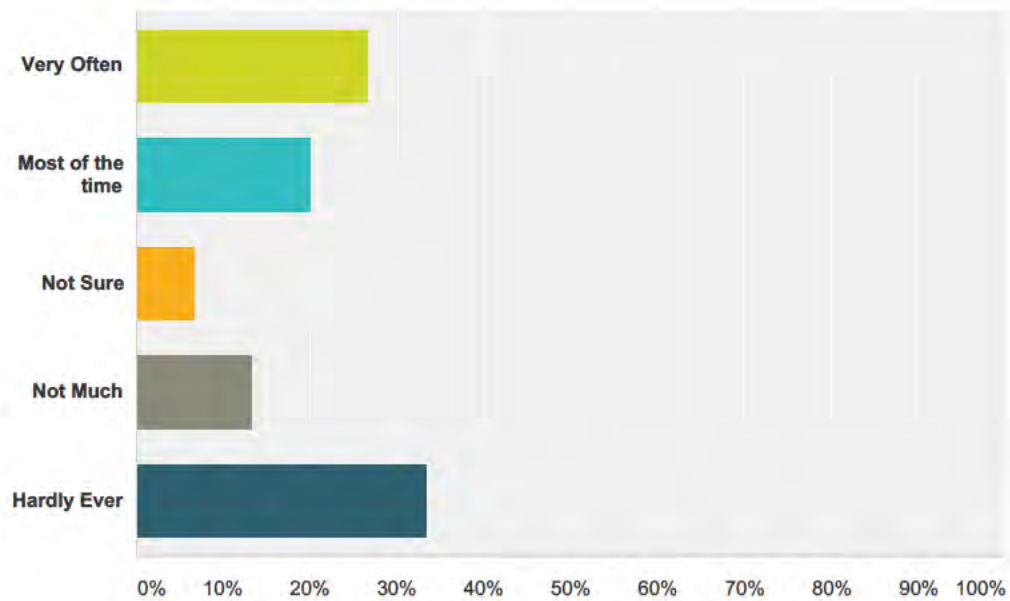
Answered: 15 Skipped: 16



Answer Choices	Responses
Very Often	33.33% 5
Most of the time	20.00% 3
Not Sure	13.33% 2
Not Much	0.00% 0
Hardly Ever	33.33% 5
<b>Total</b>	<b>15</b>

## Q129 Was it worth attending?

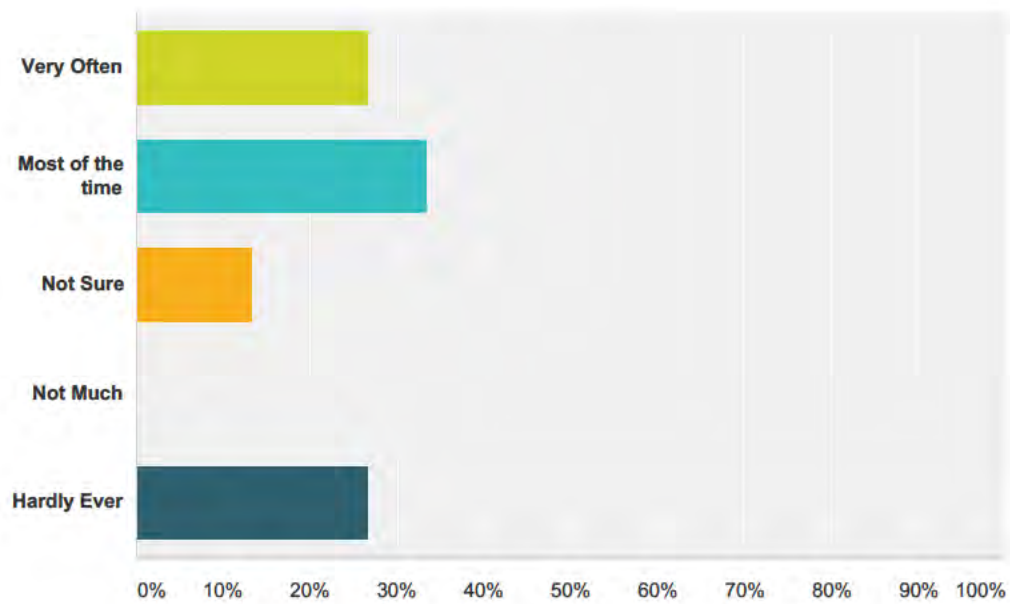
Answered: 15 Skipped: 16



Answer Choices	Responses	
Very Often	26.67%	4
Most of the time	20.00%	3
Not Sure	6.67%	1
Not Much	13.33%	2
Hardly Ever	33.33%	5
<b>Total</b>		<b>15</b>

### Q130 If offered next year, how often would you attend?

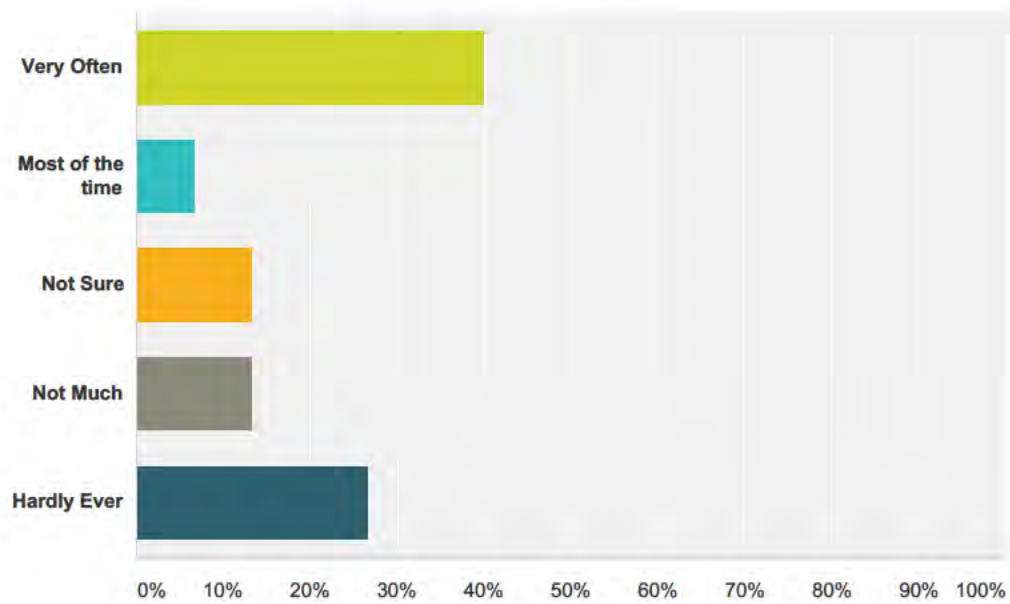
Answered: 15 Skipped: 16



Answer Choices	Responses	
Very Often	26.67%	4
Most of the time	33.33%	5
Not Sure	13.33%	2
Not Much	0.00%	0
Hardly Ever	26.67%	4
<b>Total</b>		<b>15</b>

**Q131 As a result of this program, how often do you now study?**

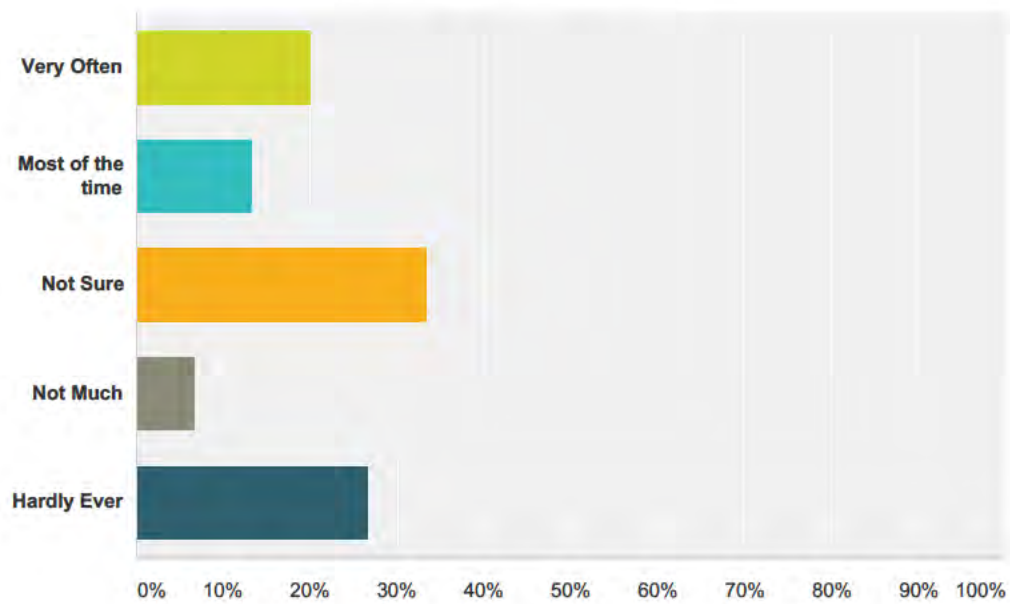
Answered: 15 Skipped: 16



Answer Choices	Responses	
Very Often	40.00%	6
Most of the time	6.67%	1
Not Sure	13.33%	2
Not Much	13.33%	2
Hardly Ever	26.67%	4
<b>Total</b>		<b>15</b>

### Q132 To what extent did the program improve your school work?

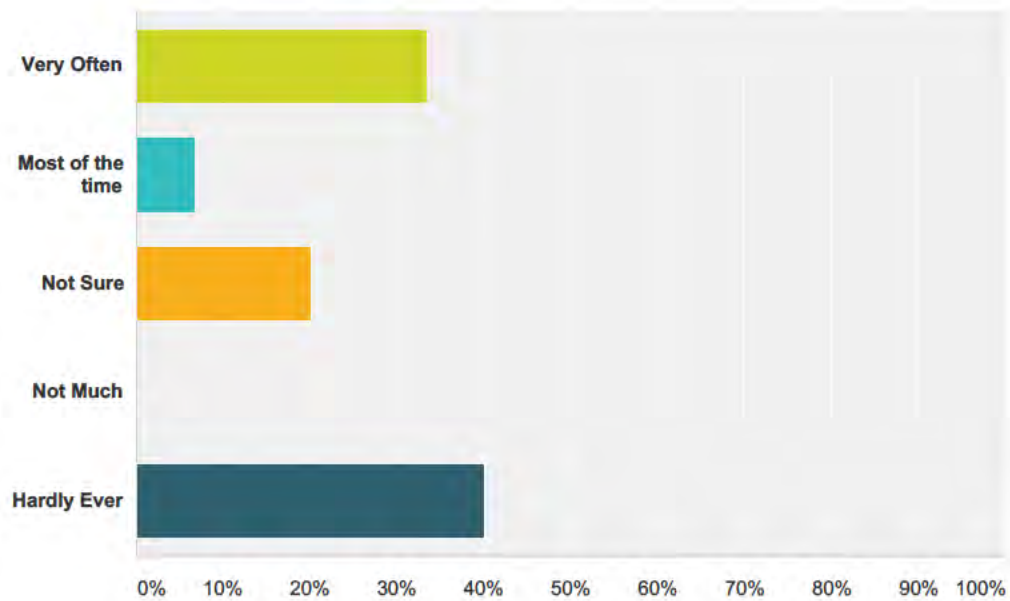
Answered: 15 Skipped: 16



Answer Choices	Responses	
Very Often	20.00%	3
Most of the time	13.33%	2
Not Sure	33.33%	5
Not Much	6.67%	1
Hardly Ever	26.67%	4
<b>Total</b>		<b>15</b>

### Q133 Was the program important to you?

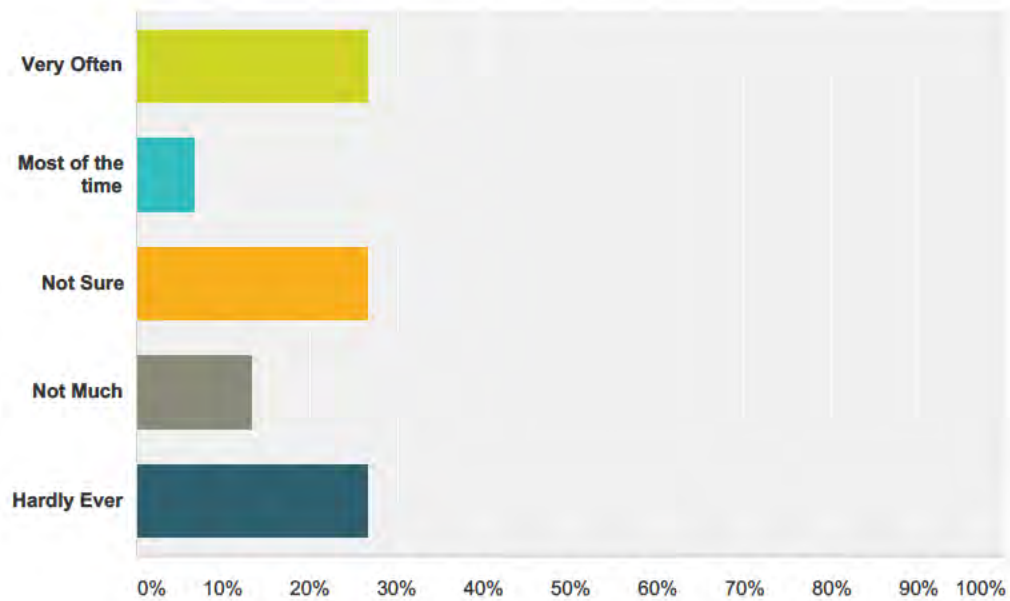
Answered: 15 Skipped: 16



Answer Choices	Responses	
Very Often	33.33%	5
Most of the time	6.67%	1
Not Sure	20.00%	3
Not Much	0.00%	0
Hardly Ever	40.00%	6
<b>Total</b>		<b>15</b>

### Q134 Did you attend often?

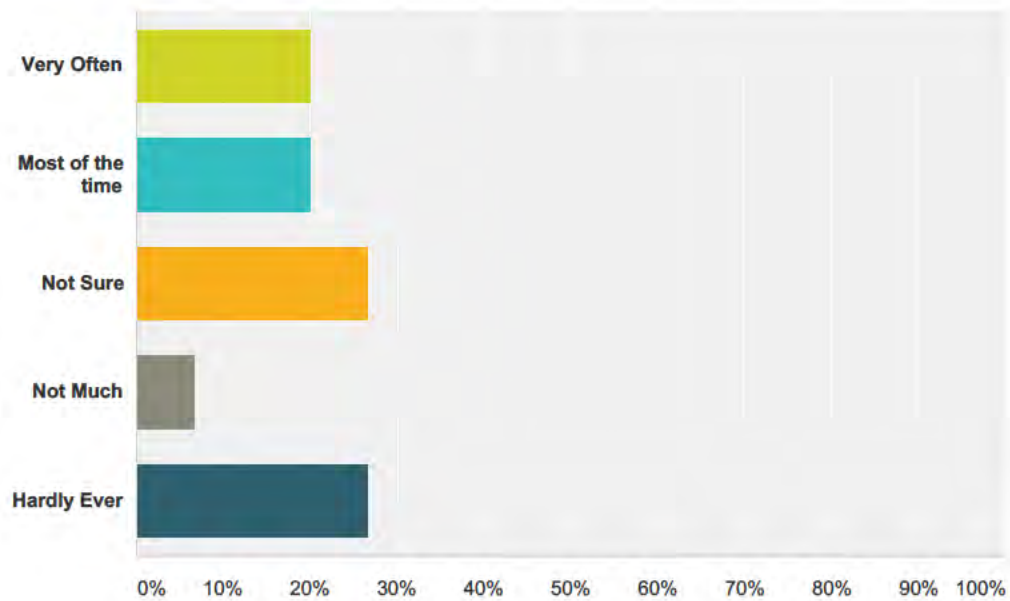
Answered: 15 Skipped: 16



Answer Choices	Responses	
Very Often	26.67%	4
Most of the time	6.67%	1
Not Sure	26.67%	4
Not Much	13.33%	2
Hardly Ever	26.67%	4
<b>Total</b>		<b>15</b>

### Q135 Did you like the program?

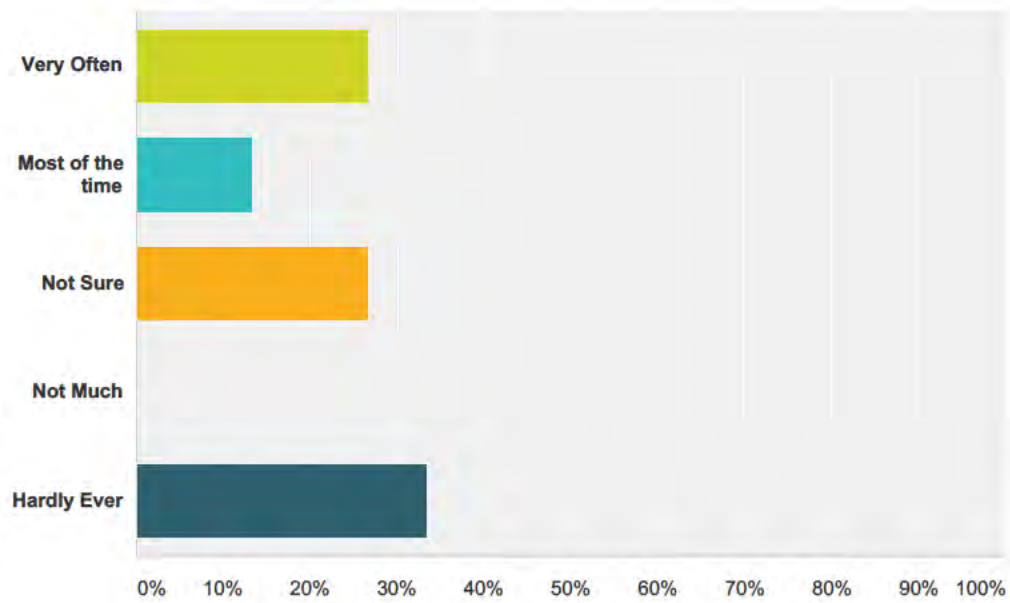
Answered: 15 Skipped: 16



Answer Choices	Responses	
Very Often	20.00%	3
Most of the time	20.00%	3
Not Sure	26.67%	4
Not Much	6.67%	1
Hardly Ever	26.67%	4
<b>Total</b>		<b>15</b>

### Q136 How often was it helpful?

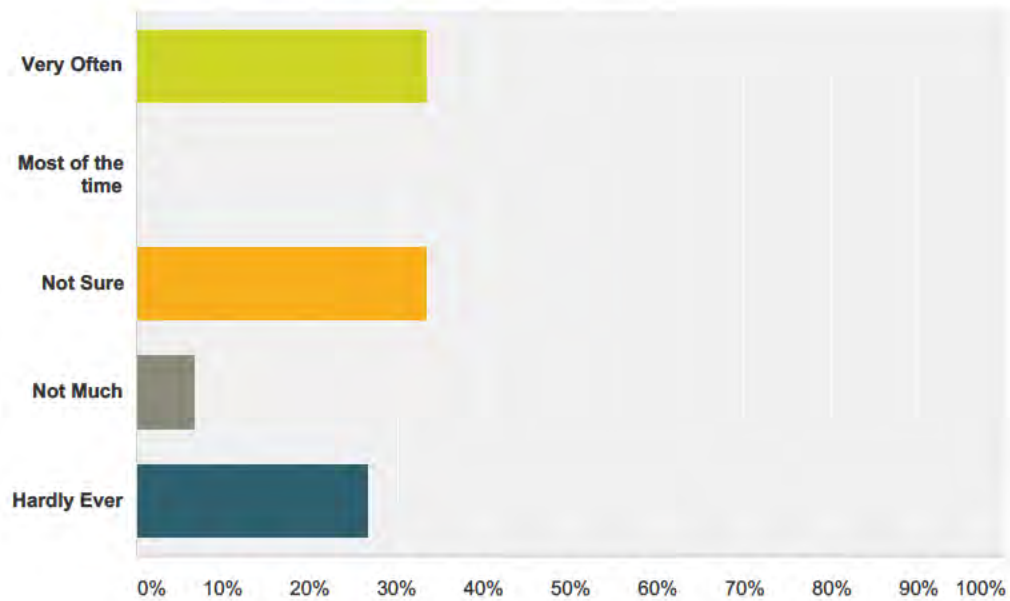
Answered: 15 Skipped: 16



Answer Choices	Responses	
Very Often	26.67%	4
Most of the time	13.33%	2
Not Sure	26.67%	4
Not Much	0.00%	0
Hardly Ever	33.33%	5
<b>Total</b>		<b>15</b>

## Q137 How do your friends like it?

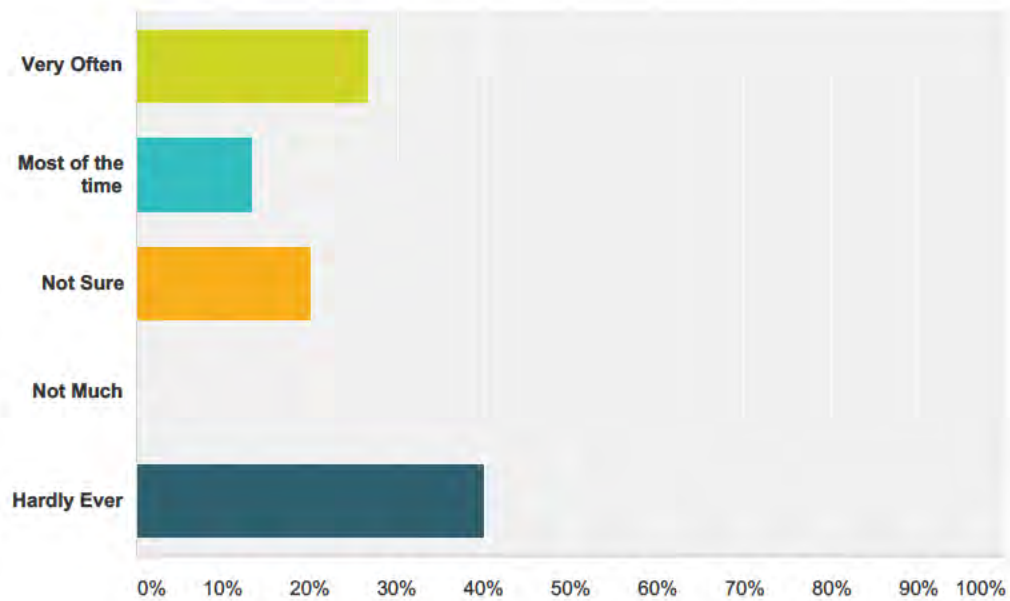
Answered: 15 Skipped: 16



Answer Choices	Responses
Very Often	33.33% 5
Most of the time	0.00% 0
Not Sure	33.33% 5
Not Much	6.67% 1
Hardly Ever	26.67% 4
<b>Total</b>	<b>15</b>

## Q138 Did you learn much?

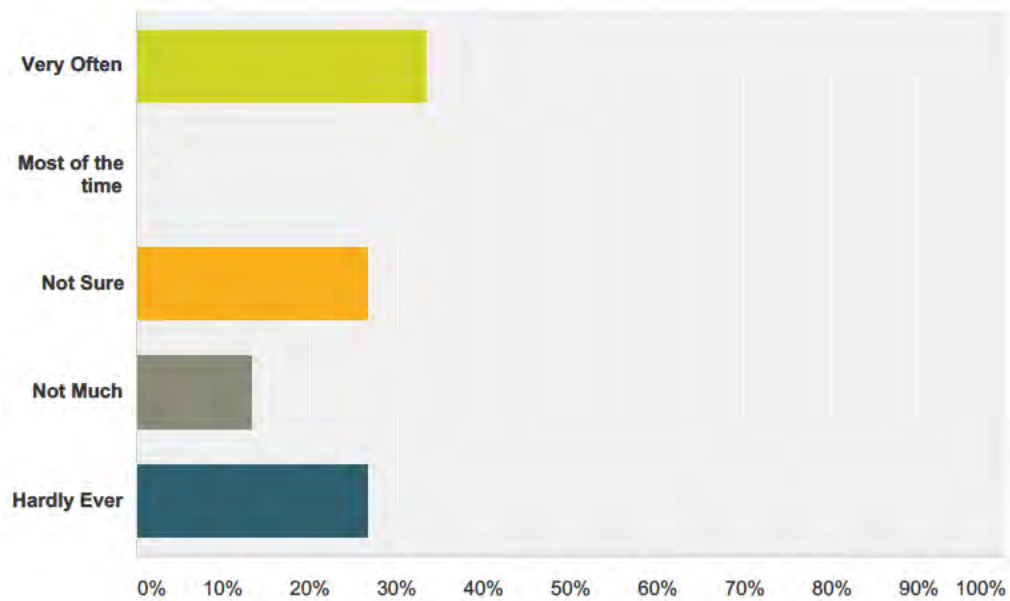
Answered: 15 Skipped: 16



Answer Choices	Responses	
Very Often	26.67%	4
Most of the time	13.33%	2
Not Sure	20.00%	3
Not Much	0.00%	0
Hardly Ever	40.00%	6
<b>Total</b>		<b>15</b>

### Q139 Was it worth attending?

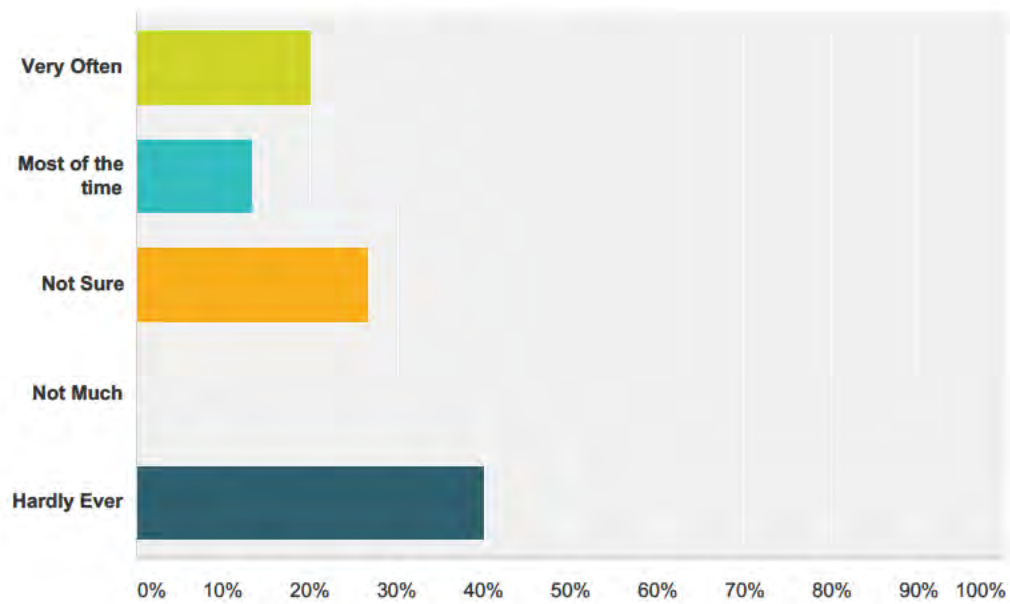
Answered: 15 Skipped: 16



Answer Choices	Responses	
Very Often	33.33%	5
Most of the time	0.00%	0
Not Sure	26.67%	4
Not Much	13.33%	2
Hardly Ever	26.67%	4
<b>Total</b>		<b>15</b>

### Q140 If offered next year, how often would you attend?

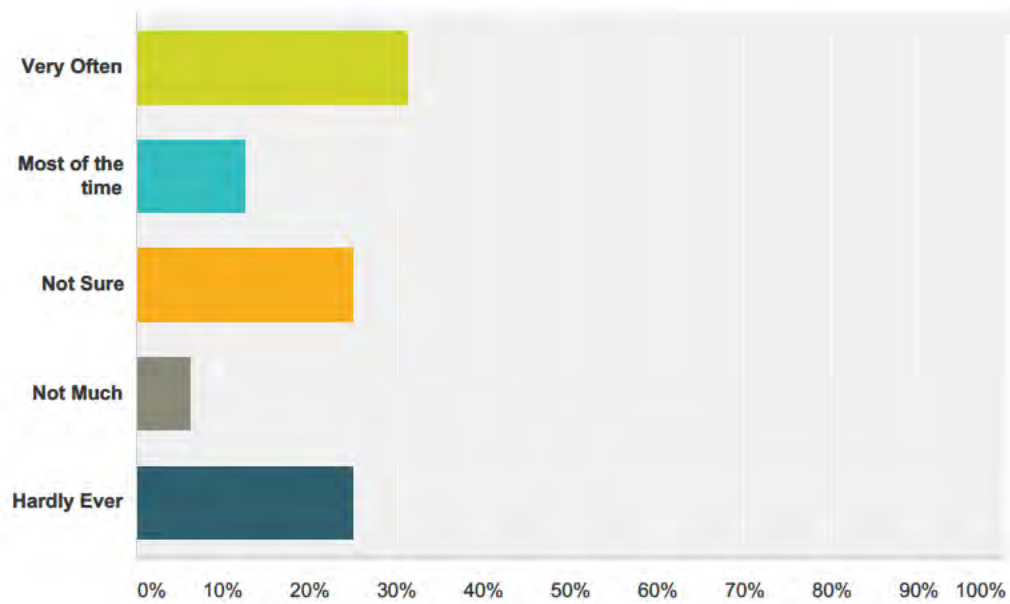
Answered: 15 Skipped: 16



Answer Choices	Responses	
Very Often	20.00%	3
Most of the time	13.33%	2
Not Sure	26.67%	4
Not Much	0.00%	0
Hardly Ever	40.00%	6
<b>Total</b>		<b>15</b>

### Q141 As a result of this program, how often do you now study?

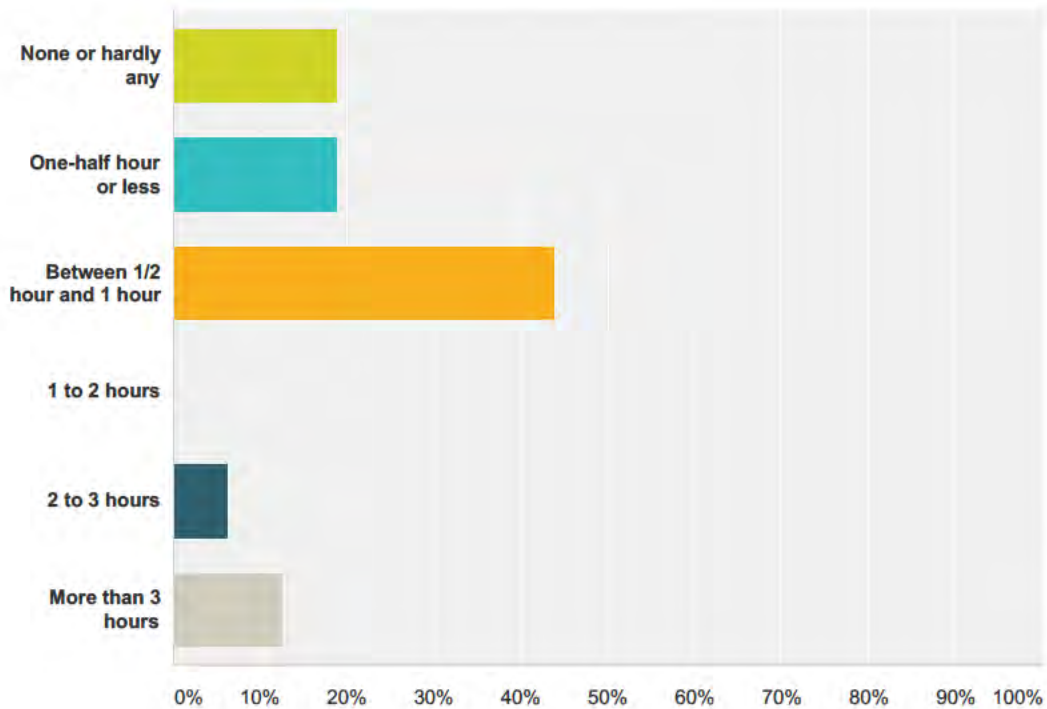
Answered: 16 Skipped: 15



Answer Choices	Responses	
Very Often	31.25%	5
Most of the time	12.50%	2
Not Sure	25.00%	4
Not Much	6.25%	1
Hardly Ever	25.00%	4
<b>Total</b>		<b>16</b>

**Q142 On an average school day, about how much time do you spend doing homework outside of school?**

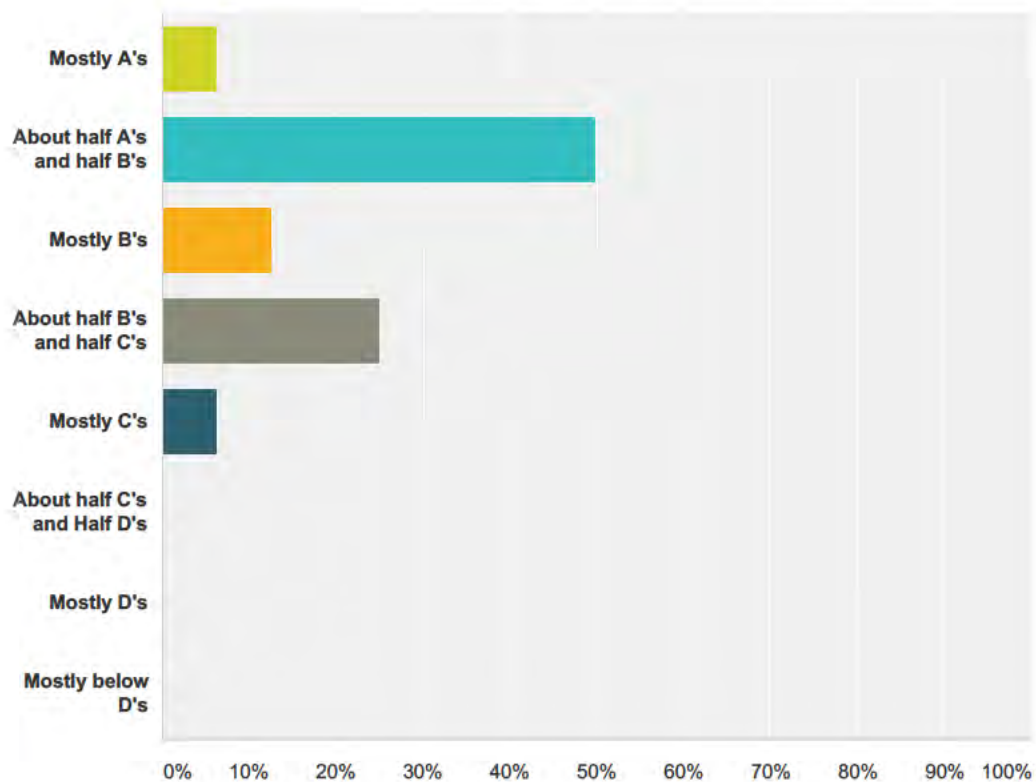
Answered: 16 Skipped: 15



Answer Choices	Responses	
None or hardly any	18.75%	3
One half hour or less	18.75%	3
Between 1/2 hour and 1 hour	43.75%	7
1 to 2 hours	0.00%	0
2 to 3 hours	6.25%	1
More than 3 hours	12.50%	2
<b>Total</b>		<b>16</b>

### Q143 What grades do you get in school?

Answered: 16 Skipped: 15



Answer Choices	Responses	
Mostly A's	6.25%	1
About half A's and half B's	50.00%	8
Mostly B's	12.50%	2
About half B's and half C's	25.00%	4
Mostly C's	6.25%	1
About half C's and Half D's	0.00%	0
Mostly D's	0.00%	0
Mostly below D's	0.00%	0
<b>Total</b>		<b>16</b>

## Q144 What can you suggest to make our school a better place for students to learn?

Answered: 13 Skipped: 18

#	Responses	Date
1	bring the paid intership progream back	6/11/2014 1 13 PM
2	make the lessons creative and that student can relate maybe less boring	6/10/2014 10 20 AM
3	nothing they mom can	6/9/2014 3 07 PM
4	stop treating like little kids we in the steps of being in adult give us chance like bring phone food	6/9/2014 3 03 PM
5	que se porten bien y que tienen que hacer lo que los maestros les digan para asi saber lo que ahi que hacer	6/9/2014 2 14 PM
6	the uniform the food	6/9/2014 12 21 PM
7	Better Food More Weight room opportunity & uniforms less expensive	6/9/2014 12 08 PM
8	none	6/5/2014 10 24 AM
9	they can start school at 8 30 and leave at 2 45	6/5/2014 10 21 AM
10	Make it a safer place for students to feel comfortable	6/5/2014 10 19 AM
11	to help other students pay more attention in class & to make sure our school is a safe place	6/5/2014 9 55 AM
12	would suggest installing a bike rack so students can get to school more efficiently with a bike This is so students can keep their bikes in a safe space	6/5/2014 9 28 AM
13	more effort from the students	6/5/2014 9 14 AM

## Teacher Survey 2014

### Q1 Name: (Optional)

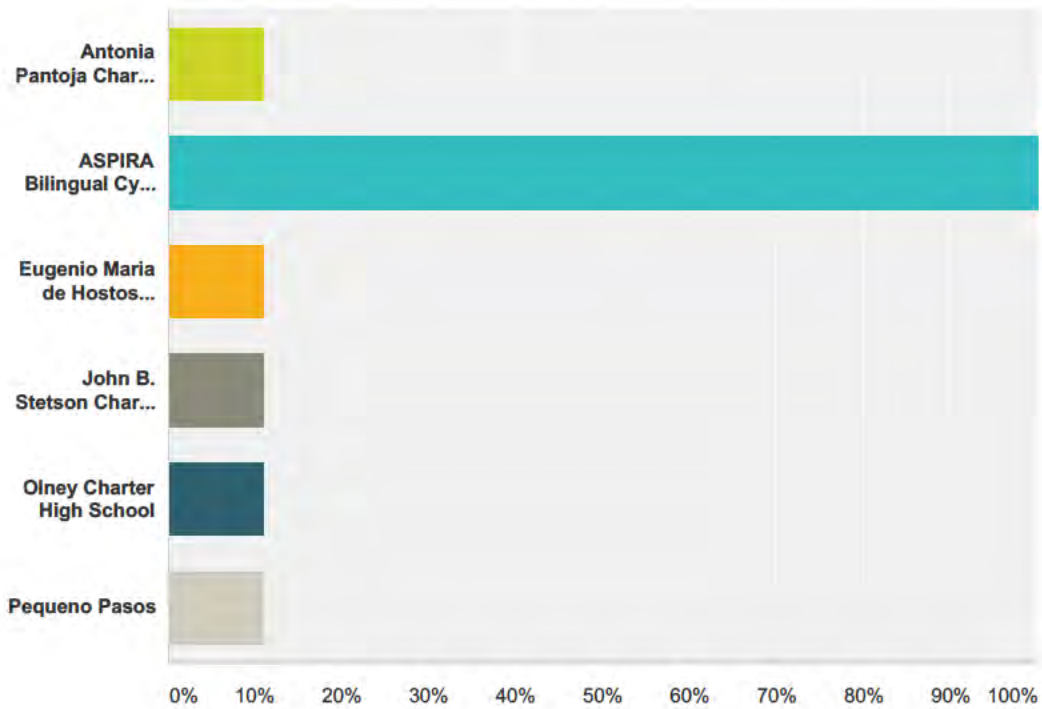
Answered: 3   Skipped: 6

#	Responses	Date
1	Diane	2/6/2014 7 57 AM
2	Jayda Pugliese	2/3/2014 4 55 PM
3	Cog	1/29/2014 1 27 PM

# Teacher Survey 2014

## Q2 School

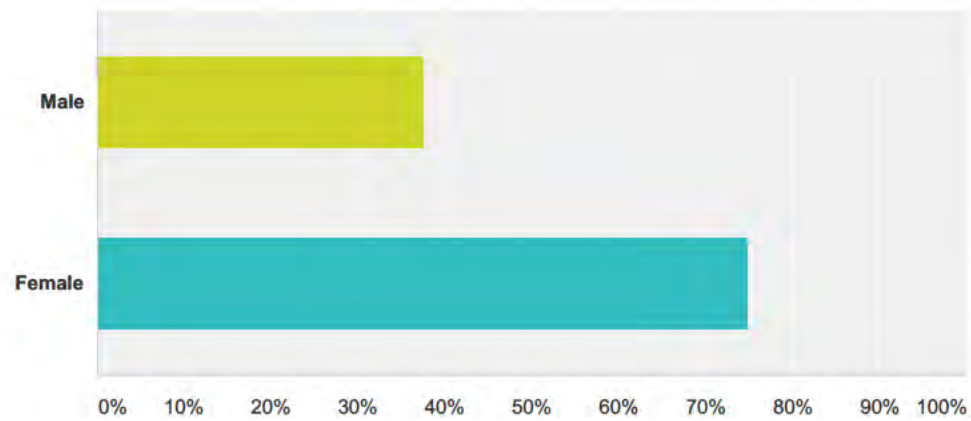
Answered: 9 Skipped: 0



Answer Choices	Responses
Antonia Pantoja Charter School	11.11% 1
ASP RA Bilingual Cyber Charter School	100.00% 9
Eugenio Maria de Hostos Charter School	11.11% 1
John B Stetson Charter School	11.11% 1
Olney Charter High School	11.11% 1
Pequeno Pasos	11.11% 1
<b>Total Respondents: 9</b>	

### Q3 What is your gender?

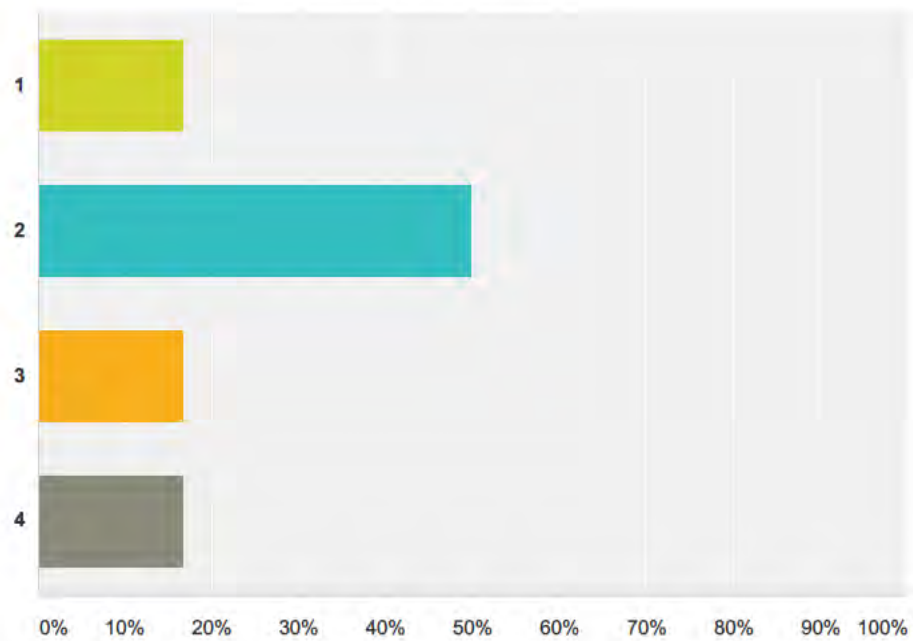
Answered: 8 Skipped: 1



Answer Choices	Responses	
Male	37.50%	3
Female	75.00%	6
Total Respondents: 8		

## Q4 Years employed in ASPIRA?

Answered: 6 Skipped: 3

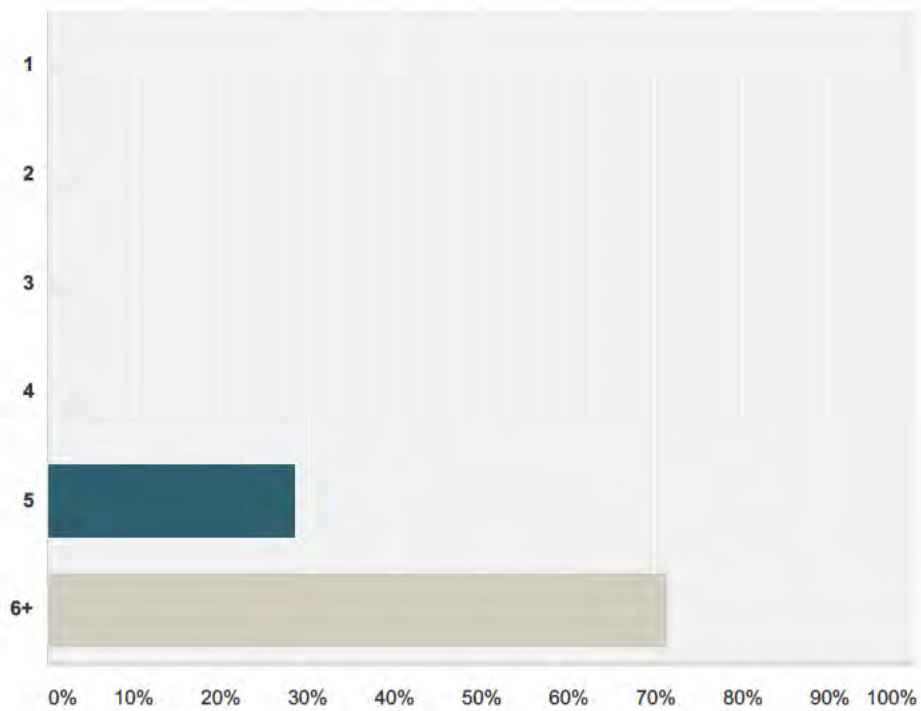


Answer Choices		Responses	
1		16.67%	1
2		50.00%	3
3		16.67%	1
4		16.67%	1
Total Respondents: 6			

#	Comment	Date
1	5 yrs	2/3/2014 10 59 AM
2	Several	1/29/2014 1 27 PM

## Q5 Total years in teaching?

Answered: 7 Skipped: 2



Answer Choices	Responses
1	0.00% 0
2	0.00% 0
3	0.00% 0
4	0.00% 0
5	28.57% 2
6+	71.43% 5
Total Respondents: 7	

#	Comment	Date
1	Many	1/29/2014 1 27 PM

## Teacher Survey 2014

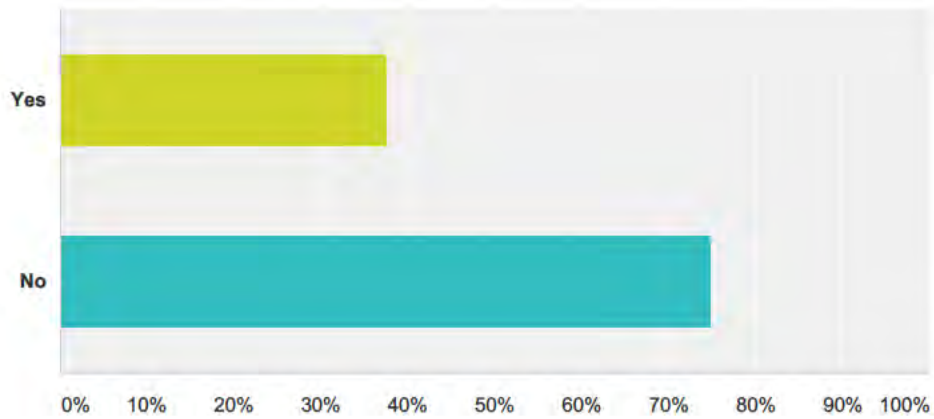
### Q6 Subject Area(s) Taught

Answered: 8 Skipped: 1

#	Responses	Date
1	Tech	2/6/2014 7 57 AM
2	Science	2/4/2014 3 11 PM
3	7 9 Mathematics 7 8 Grade English K 12 Special Education K 12 ESL	2/3/2014 4 55 PM
4	Special Education Secondary English	2/3/2014 1 42 PM
5	Elementary	2/3/2014 10 59 AM
6	Math & Science	2/3/2014 9 12 AM
7	7th Grade US History 8th Grade World History American Government American History and World History	2/3/2014 8 26 AM
8	Whatever	1/29/2014 1 27 PM

## Q7 Are you bilingual?

Answered: 8 Skipped: 1



Answer Choices	Responses	
Yes	37.50%	3
No	75.00%	6
Total Respondents: 8		

**Q8 What languages are you fluent in?**

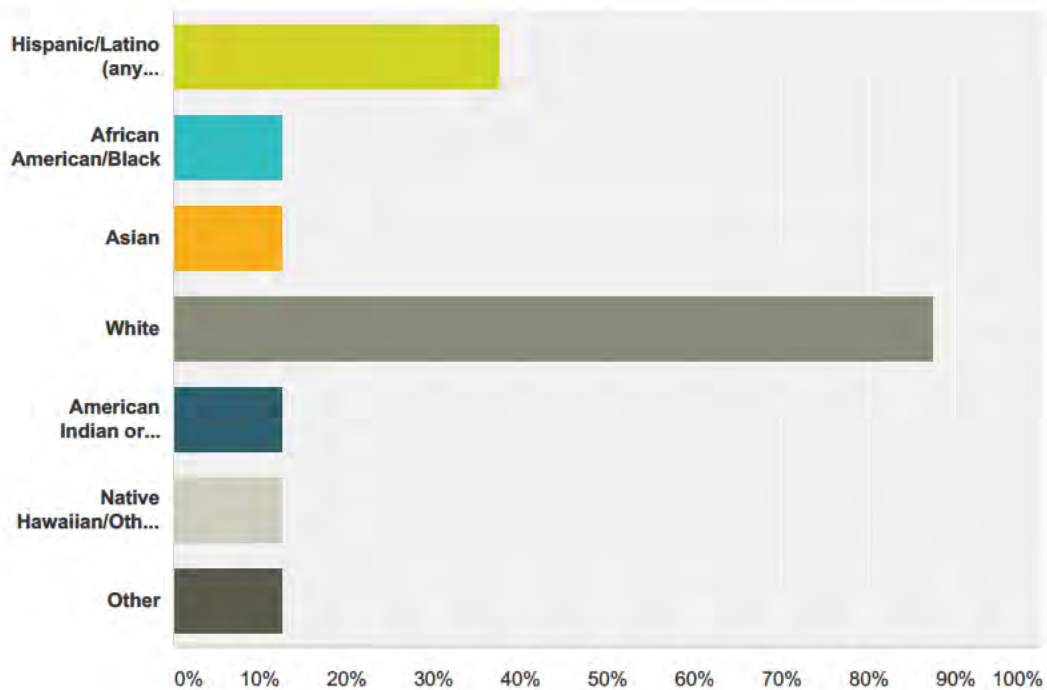
Answered: 6 Skipped: 3

#	Responses	Date
1	<b>English &amp; Spanish</b> Spanish (with some work)	2/6/2014 7 57 AM
2	<b>English &amp; Spanish</b> Spanish/English	2/4/2014 3 11 PM
3	<b>Sign Language</b> English Sign Language	2/3/2014 4 55 PM
4	<b>English</b> English	2/3/2014 10 59 AM
5	<b>English</b> English	2/3/2014 8 26 AM
6	Many	1/29/2014 1 27 PM

# Teacher Survey 2014

## Q9 Ethnicity

Answered: 8 Skipped: 1

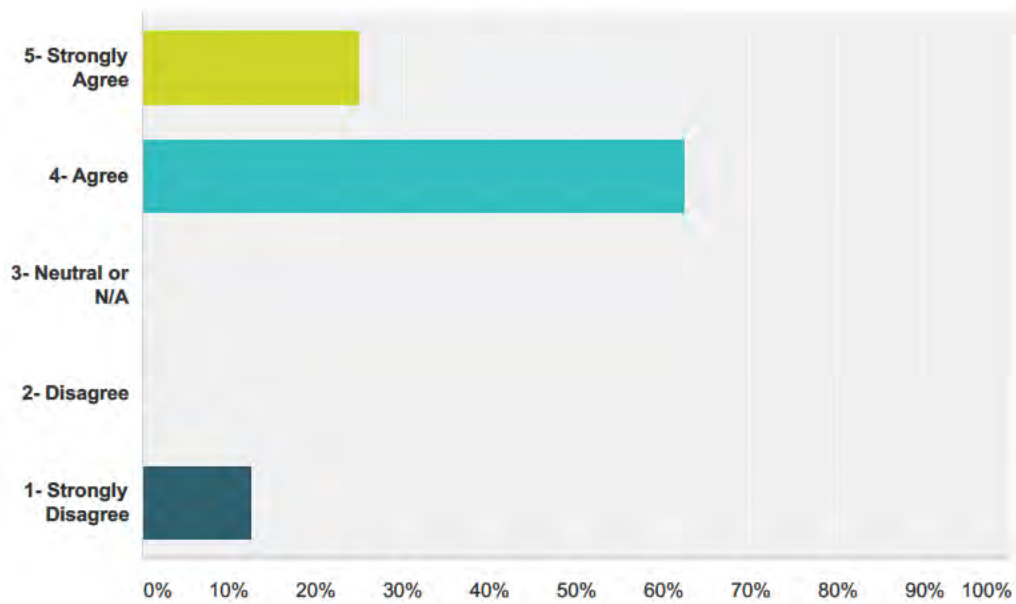


Answer Choices	Responses
Hispanic/Latino (any nationality)	37.50% 3
African American/Black	12.50% 1
Asian	12.50% 1
White	87.50% 7
American Indian or Alaska Native	12.50% 1
Native Hawaiian/Other Pacific Islander	12.50% 1
Other	12.50% 1
Total Respondents: 8	

#	Comment	Date
	There are no responses	

**Q10 I am clear with ASPIRA's mission and objectives.**

Answered: 8 Skipped: 1

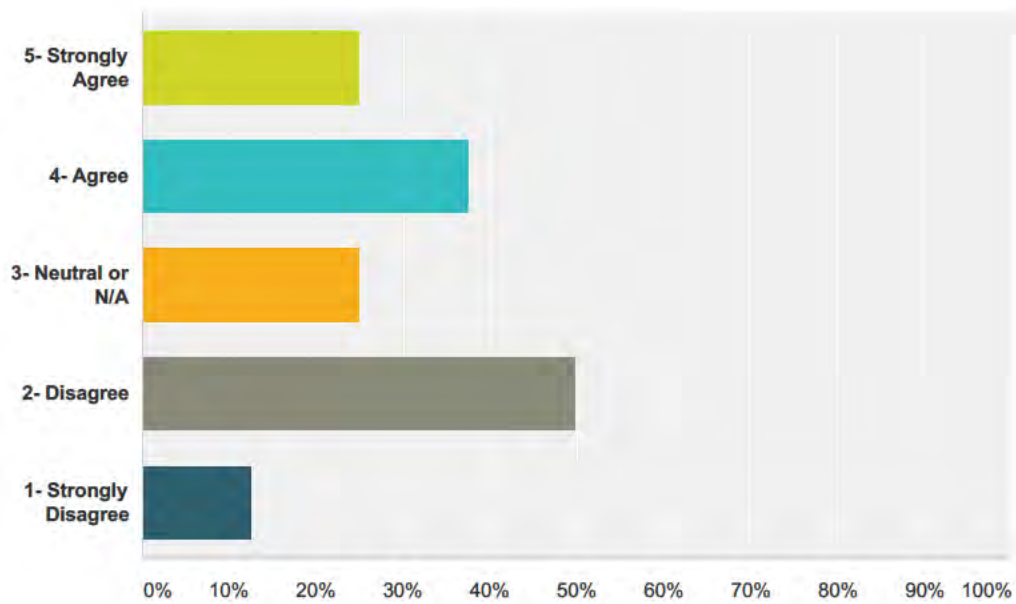


Answer Choices	Responses
5 Strongly Agree	25.00% 2
4 Agree	62.50% 5
3 Neutral or N/A	0.00% 0
2 Disagree	0.00% 0
1 Strongly Disagree	12.50% 1
Total Respondents: 8	

#	Comment	Date
1	Do we follow the mission?	2/5/2014 11 57 AM
2	don't think Aspira knows its mission	1/29/2014 1 55 PM

**Q11 I am clear as to how my school supports said objectives and mission.**

Answered: 8 Skipped: 1

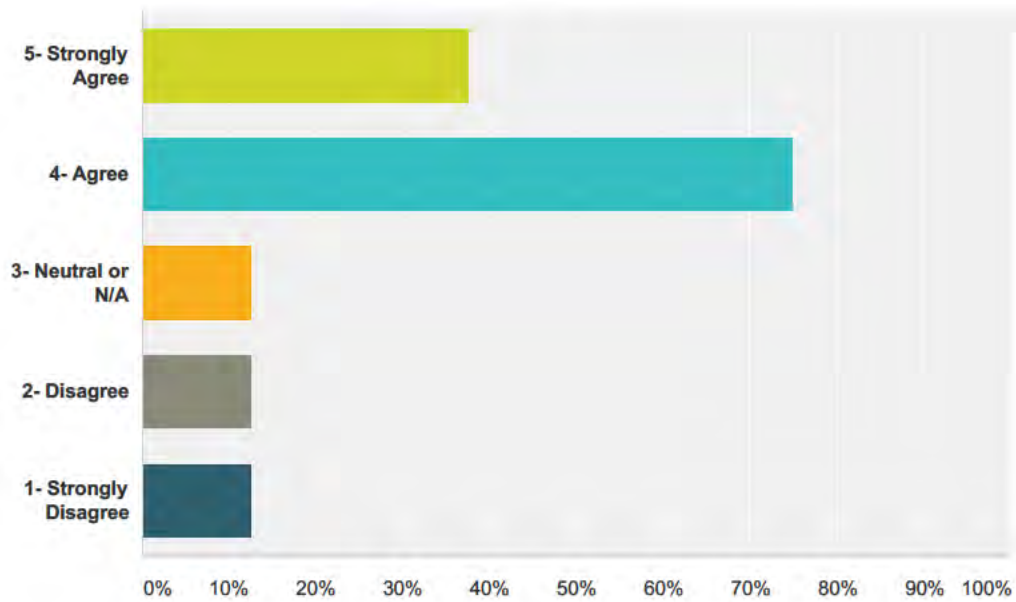


Answer Choices	Responses
5 Strongly Agree	25.00% 2
4 Agree	37.50% 3
3 Neutral or N/A	25.00% 2
2 Disagree	50.00% 4
1 Strongly Disagree	12.50% 1
Total Respondents: 8	

#	Comment	Date
1	think there is a lot of confusion about what needs to get done and how it is supposed to get done	2/3/2014 9 51 AM

## Q12 I am clear with my school's Mission & Vision.

Answered: 8 Skipped: 1

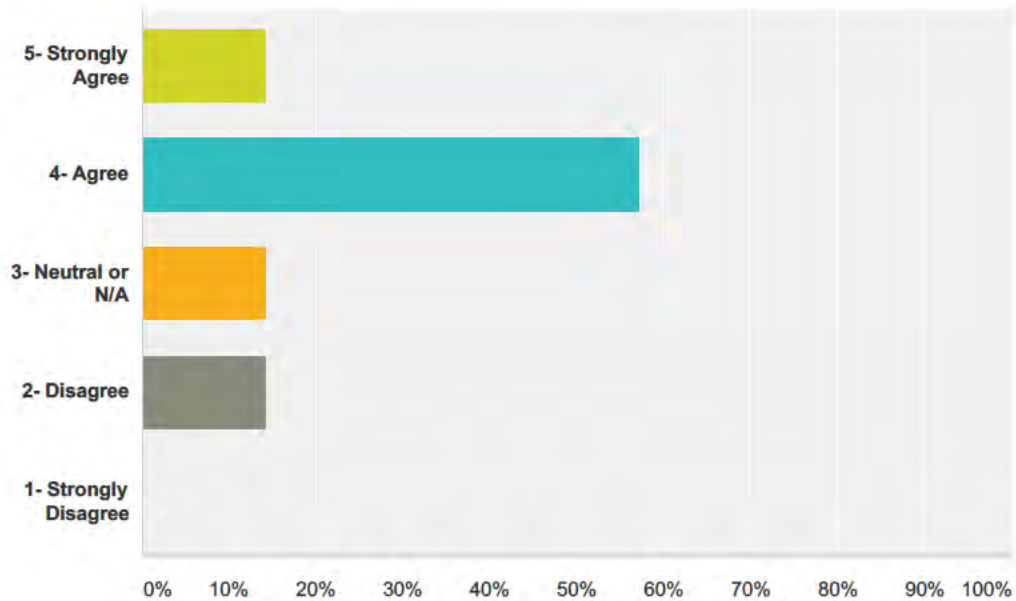


Answer Choices	Responses
5 Strongly Agree	37.50% 3
4 Agree	75.00% 6
3 Neutral or N/A	12.50% 1
2 Disagree	12.50% 1
1 Strongly Disagree	12.50% 1
Total Respondents: 8	

#	Comment	Date
	There are no responses	

**Q13 I am clear as to how I contribute to the mission and objectives of the school and the broader organization.**

Answered: 7 Skipped: 2

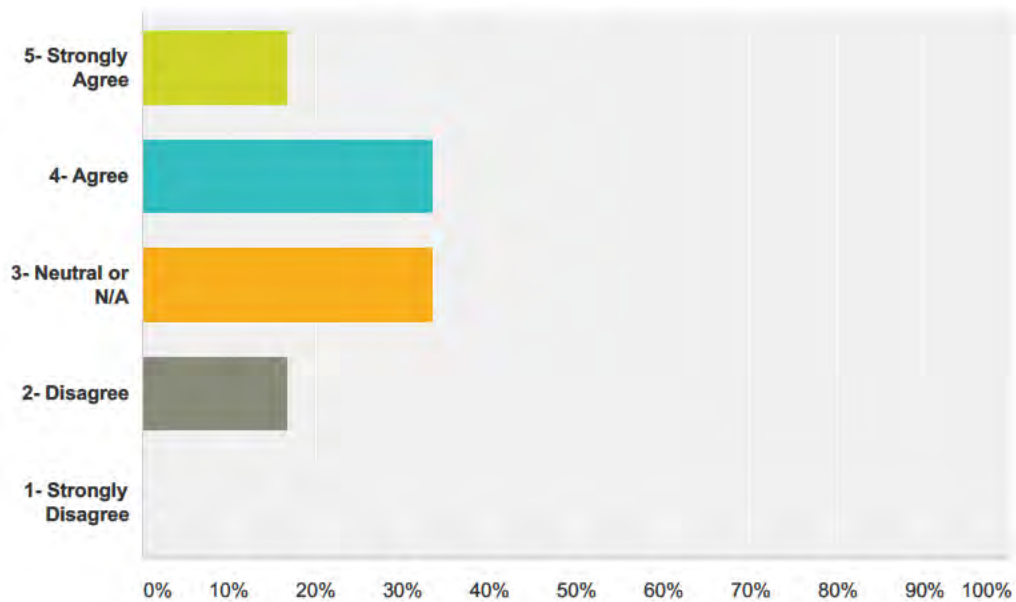


Answer Choices	Responses
5 Strongly Agree	14.29% 1
4 Agree	57.14% 4
3 Neutral or N/A	14.29% 1
2 Disagree	14.29% 1
1 Strongly Disagree	0.00% 0
Total Respondents: 7	

#	Comment	Date
1	am clear on my role just wish there was more support for teachers	2/3/2014 9 51 AM
2	Do what i am told	1/29/2014 1 55 PM

### Q14 I am familiar with my school's operating manual and procedures.

Answered: 6 Skipped: 3

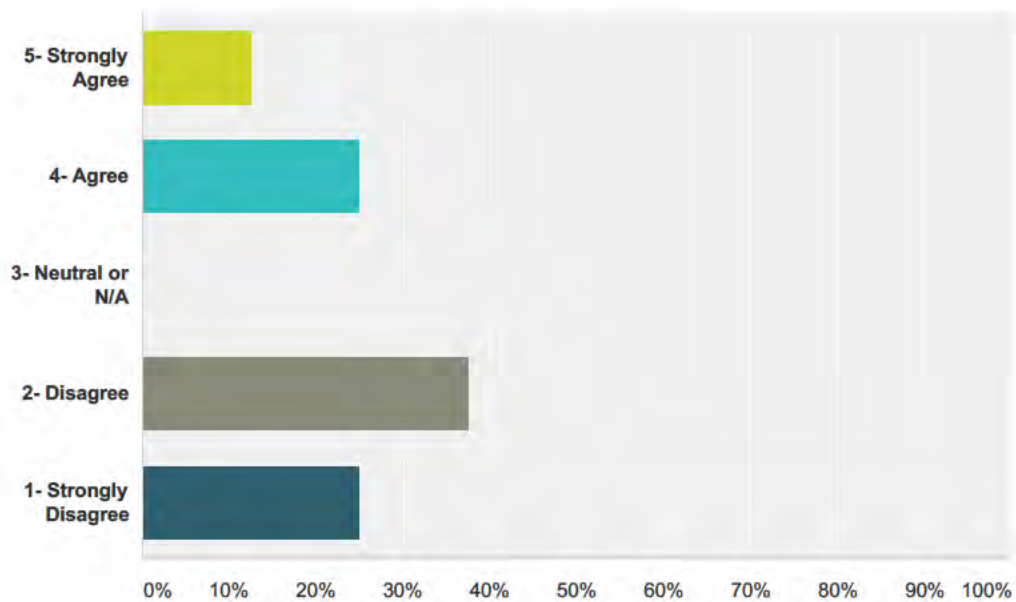


Answer Choices	Responses
5 Strongly Agree	16.67% 1
4 Agree	33.33% 2
3 Neutral or N/A	33.33% 2
2 Disagree	16.67% 1
1 Strongly Disagree	0.00% 0
Total Respondents: 6	

#	Comment	Date
1	was not aware that this policy existed for Cyber	2/6/2014 8 36 AM
2	Never saw the manual	2/5/2014 11 57 AM
3	We have a handbook but rarely is it referenced when making a decision	2/3/2014 9 51 AM
4	we are a well oiled machine	1/29/2014 1 55 PM

### Q15 I feel I am kept informed about what is going on in this school.

Answered: 8 Skipped: 1

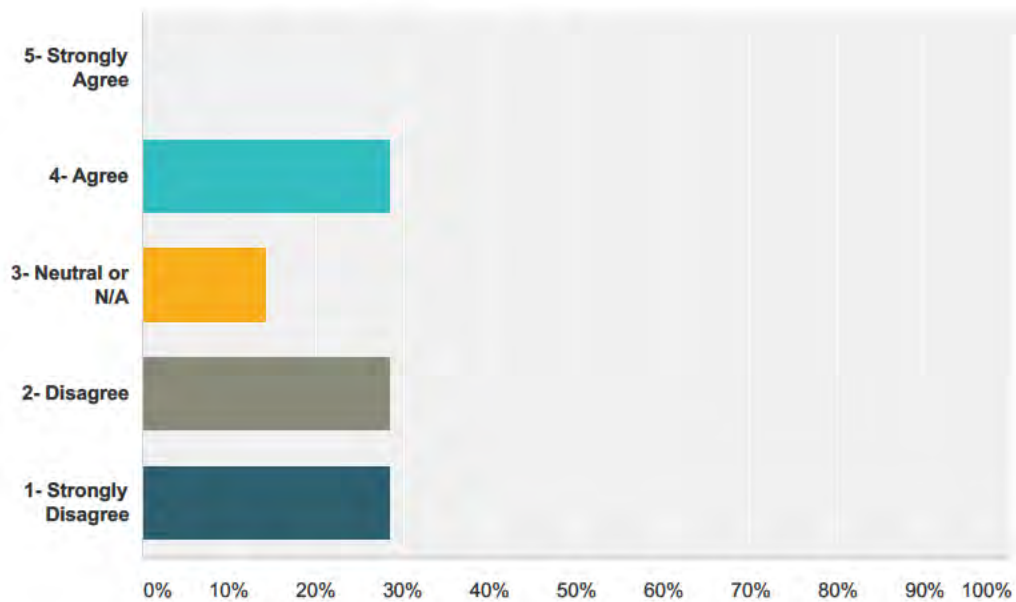


Answer Choices	Responses
5 Strongly Agree	12.50% 1
4 Agree	25.00% 2
3 Neutral or N/A	0.00% 0
2 Disagree	37.50% 3
1 Strongly Disagree	25.00% 2
Total Respondents: 8	

#	Comment	Date
1	Only if ask or happen to be there when the conversation is taking place will know what is going on at the school	2/6/2014 8 36 AM
2	A lot of what happens at our school find out there heresay When a new student starts at our school he/she are placed in my class and rarely do receive information about from the administration find out from the student	2/3/2014 9 51 AM

### Q16 I believe there is transparency within my organization's leadership.

Answered: 7 Skipped: 2

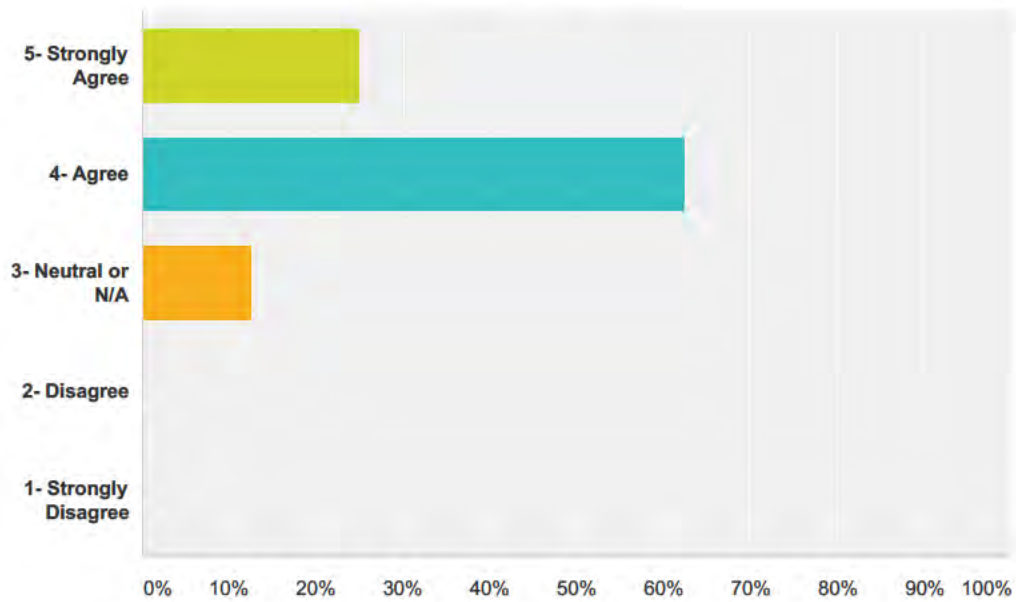


Answer Choices	Responses
5 Strongly Agree	0.00% 0
4 Agree	28.57% 2
3 Neutral or N/A	14.29% 1
2 Disagree	28.57% 2
1 Strongly Disagree	28.57% 2
Total Respondents: 7	

#	Comment	Date
1	feel that the communication between faculty staff and administration is awful Rarely is everyone on the same page	2/3/2014 9 51 AM
2	hahahahahaha Aspira is good at hiding stuff	1/29/2014 1 55 PM

**Q17 I am clear with my compensation package and benefits.**

Answered: 8 Skipped: 1

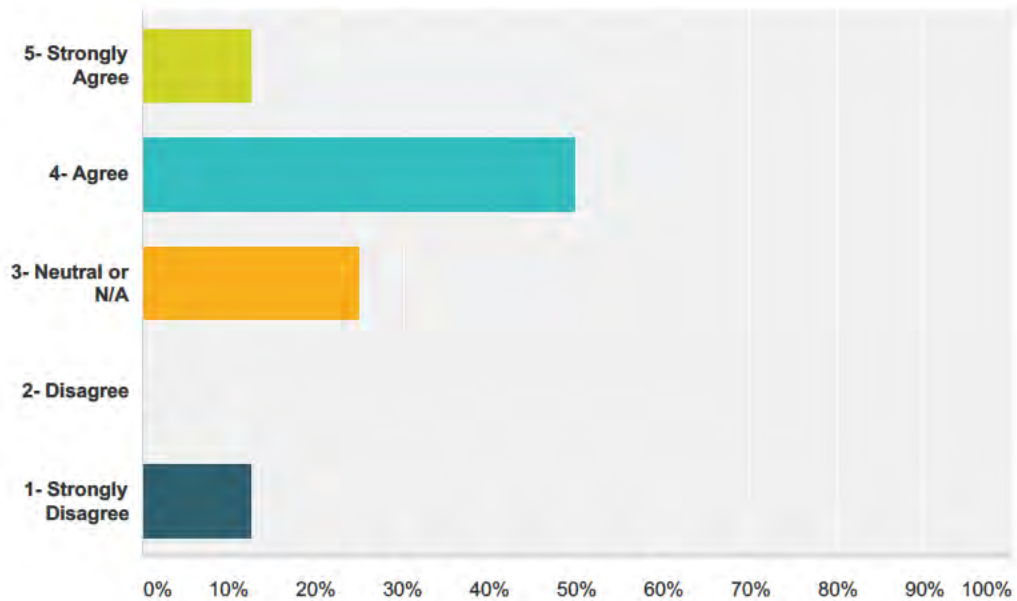


Answer Choices	Responses
5 Strongly Agree	25.00% 2
4 Agree	62.50% 5
3 Neutral or N/A	12.50% 1
2 Disagree	0.00% 0
1 Strongly Disagree	0.00% 0
Total Respondents: 8	

#	Comment	Date
1	am a little unclear as to what is elective and what is not	2/3/2014 9 51 AM

**Q18 I feel I have opportunities to achieve what is meaningful to the organization in this school.**

Answered: 8 Skipped: 1

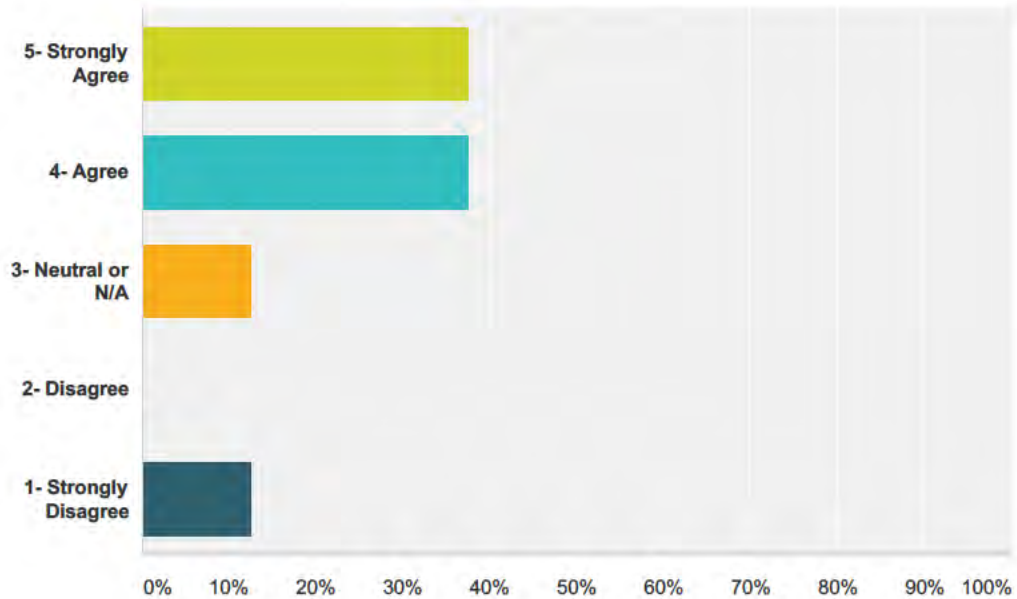


Answer Choices	Responses	
5 Strongly Agree	12.50%	1
4 Agree	50.00%	4
3 Neutral or N/A	25.00%	2
2 Disagree	0.00%	0
1 Strongly Disagree	12.50%	1
Total Respondents: 8		

#	Comment	Date
	There are no responses	

**Q19 The building administrators' behavior toward the staff is supportive and encouraging.**

Answered: 8 Skipped: 1

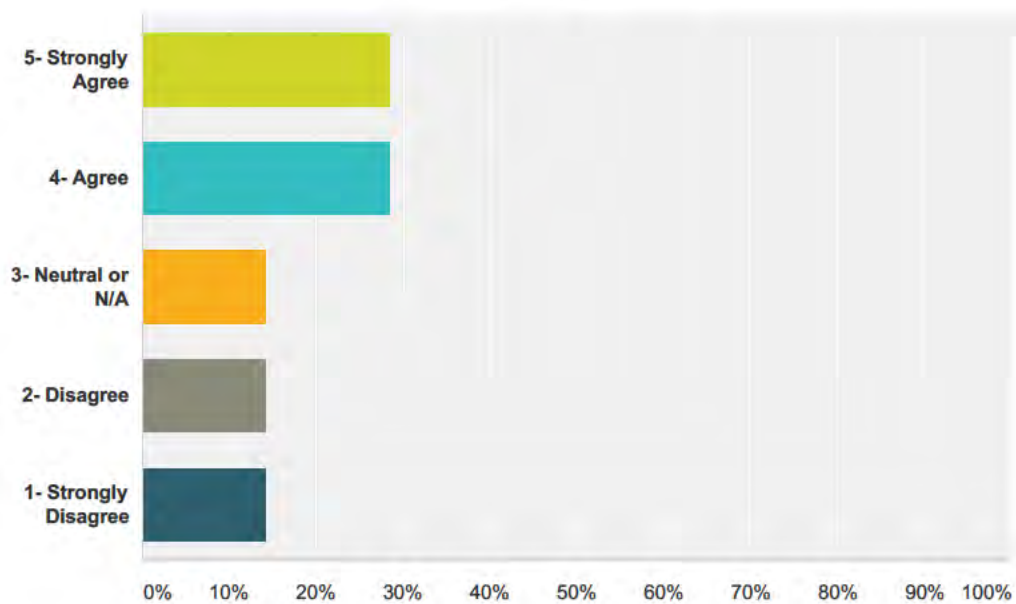


Answer Choices	Responses	
5 Strongly Agree	37.50%	3
4 Agree	37.50%	3
3 Neutral or N/A	12.50%	1
2 Disagree	0.00%	0
1 Strongly Disagree	12.50%	1
Total Respondents: 8		

#	Comment	Date
1	We have not had heat in our room for two years As such have had to conduct my classes from another room which does not have the same resources	2/3/2014 9 51 AM

### Q20 The building administration works hard to provide adequate resources for teachers.

Answered: 7 Skipped: 2

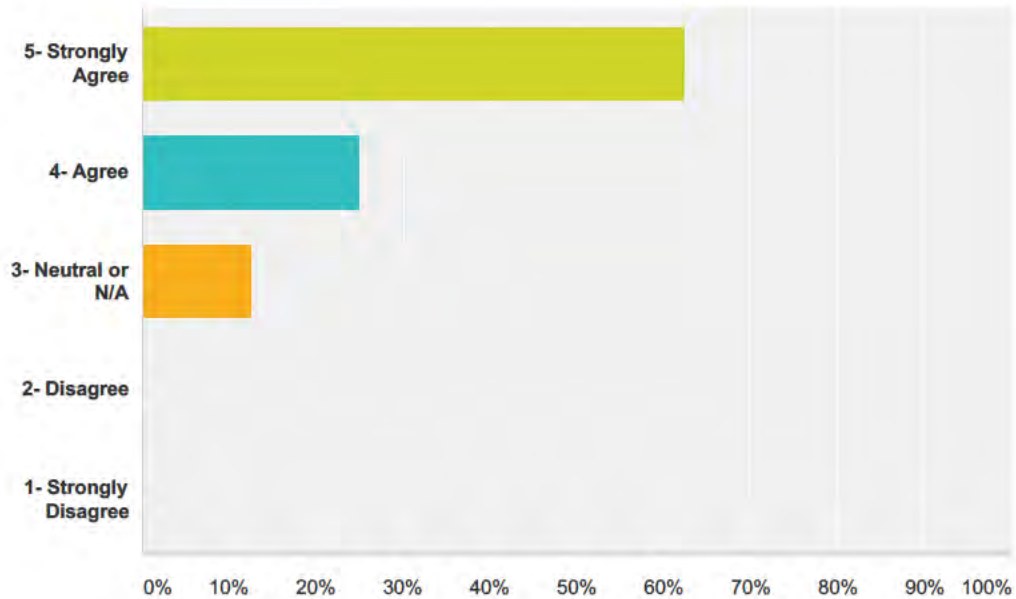


Answer Choices	Responses
5 Strongly Agree	28.57% 2
4 Agree	28.57% 2
3 Neutral or N/A	14.29% 1
2 Disagree	14.29% 1
1 Strongly Disagree	14.29% 1
Total Respondents: 7	

#	Comment	Date
1	The resources have found are useful. However, many were not provided to me, had to find them. Also, FLVS has a Tech component but once inside the program they were linked to other resources that were not available without an additional purchase. The reason I mention this is because it was mentioned to use this for students in the accelerated course.	2/6/2014 8:36 AM
2	Many emails and conversations have been had about the lack of heat in our classroom. However, this has been an ongoing problem.	2/3/2014 9:51 AM
3	They would like to but Aspira does not let them.	1/29/2014 1:55 PM

**Q21 Staff members help out anywhere,  
anytime even though it may not be part of  
their job description.**

Answered: 8 Skipped: 1

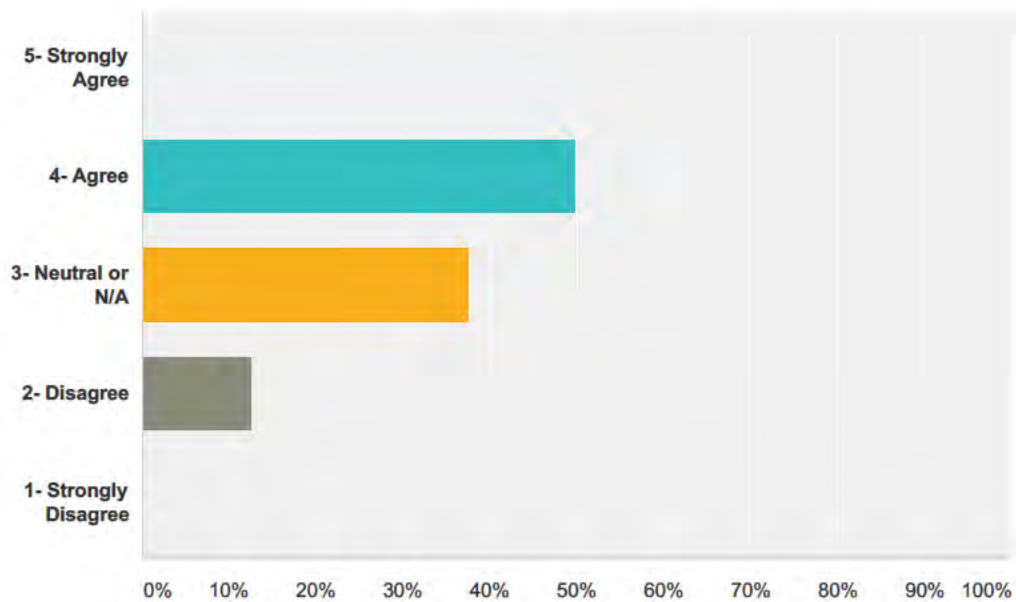


Answer Choices	Responses
5 Strongly Agree	62.50% 5
4 Agree	25.00% 2
3 Neutral or N/A	12.50% 1
2 Disagree	0.00% 0
1 Strongly Disagree	0.00% 0
Total Respondents: 8	

#	Comment	Date
1	Many people usually offer to lend a hand but from what have seen a lot of people want to pass the buck when it comes time to make a decision	2/3/2014 9 51 AM

### Q22 In this school, teachers and administrators agree about school policies.

Answered: 8 Skipped: 1

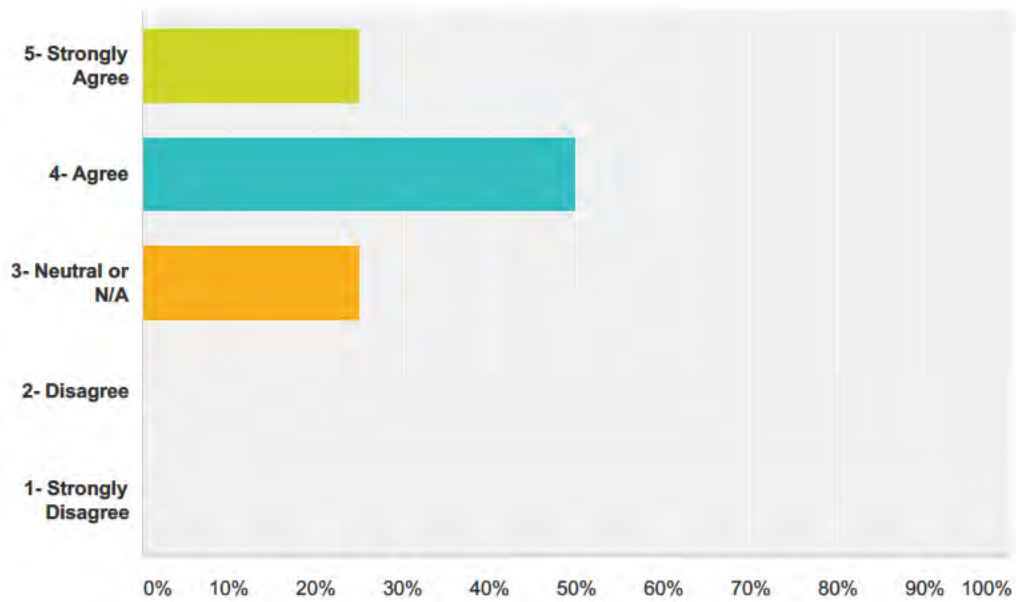


Answer Choices	Responses
5 Strongly Agree	0.00% 0
4 Agree	50.00% 4
3 Neutral or N/A	37.50% 3
2 Disagree	12.50% 1
1 Strongly Disagree	0.00% 0
Total Respondents: 8	

#	Comment	Date
1	am not sure that we adhere to the school policy Often times Rules may change depending on the case	2/6/2014 8 36 AM
2	We don't adhere to them	2/5/2014 11 57 AM
3	Our school seems to disagree when to keep students enrolled and when to expel them because of a lack or performance	2/3/2014 9 51 AM

**Q23 Teachers in this building share a sense of common purpose.**

Answered: 8 Skipped: 1

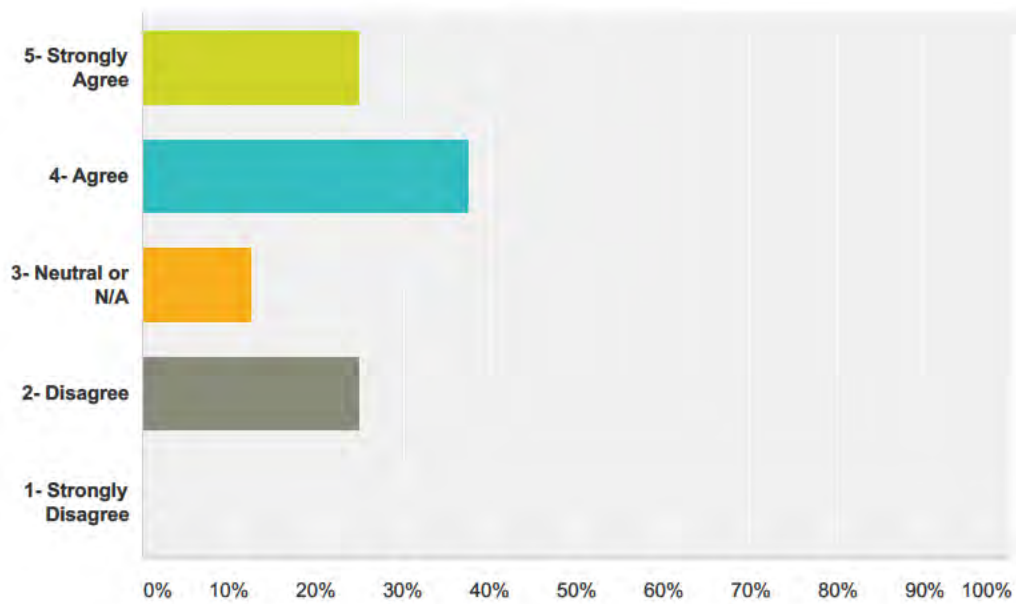


Answer Choices	Responses
5 Strongly Agree	25.00% 2
4 Agree	50.00% 4
3 Neutral or N/A	25.00% 2
2 Disagree	0.00% 0
1 Strongly Disagree	0.00% 0
Total Respondents: 8	

#	Comment	Date
	There are no responses	

**Q24 There is a great deal of cooperative effort among staff members.**

Answered: 8 Skipped: 1

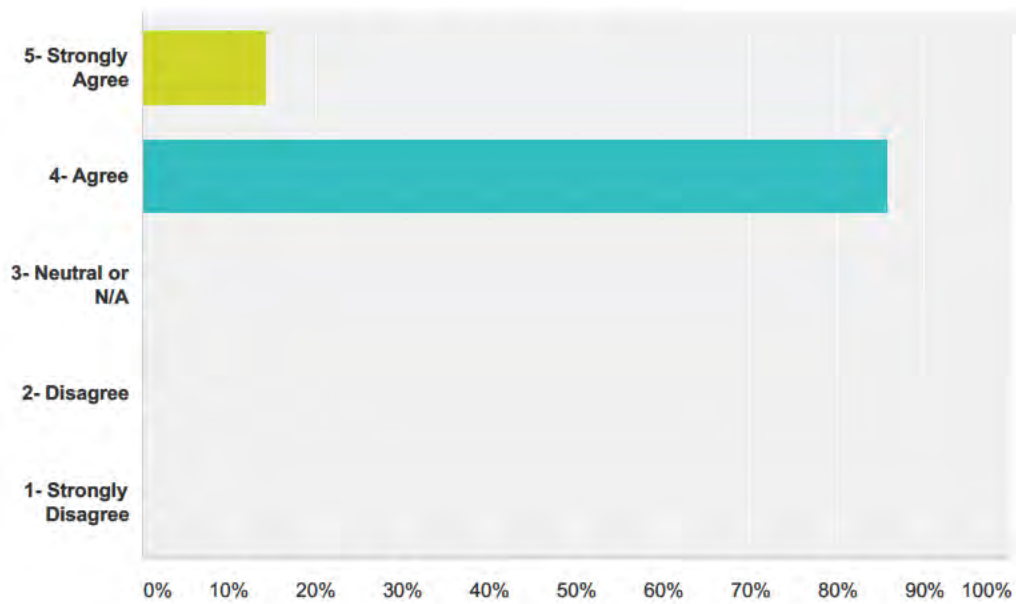


Answer Choices	Responses
5 Strongly Agree	25.00% 2
4 Agree	37.50% 3
3 Neutral or N/A	12.50% 1
2 Disagree	25.00% 2
1 Strongly Disagree	0.00% 0
Total Respondents: 8	

#	Comment	Date
1	Some individuals seem to be privileged to more information and choose to not share when it can in fact be useful for a particular student case	2/6/2014 8 36 AM
2	feel as if some staff members work much harder than other staff members	2/3/2014 5 07 PM

**Q25 I feel respected as a colleague by most staff members.**

Answered: 7 Skipped: 2

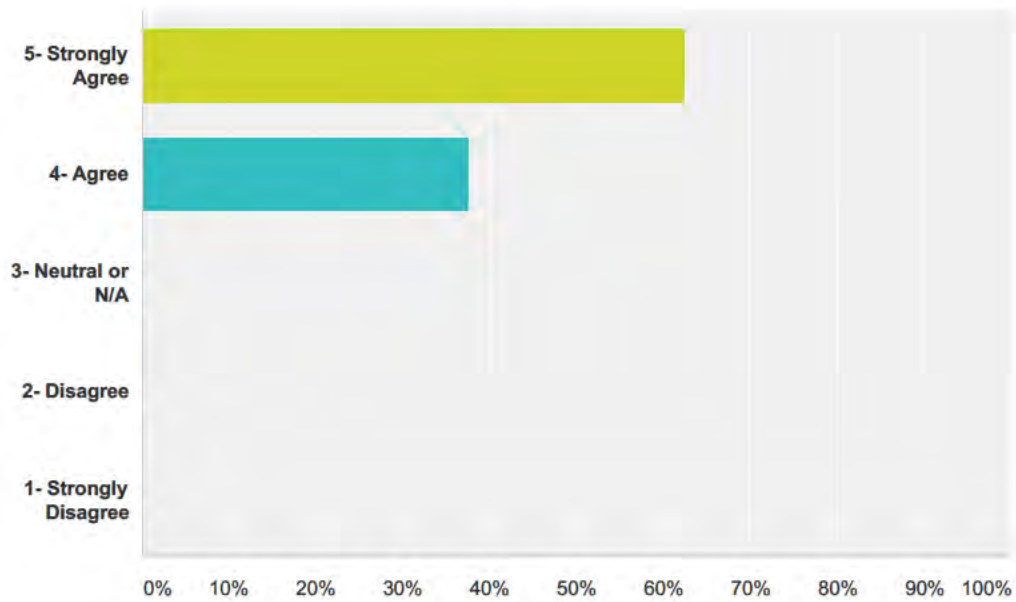


Answer Choices	Responses
5 Strongly Agree	14.29% 1
4 Agree	85.71% 6
3 Neutral or N/A	0.00% 0
2 Disagree	0.00% 0
1 Strongly Disagree	0.00% 0
Total Respondents: 7	

#	Comment	Date
	There are no responses	

## Q26 Staff seem to really care about the students.

Answered: 8 Skipped: 1

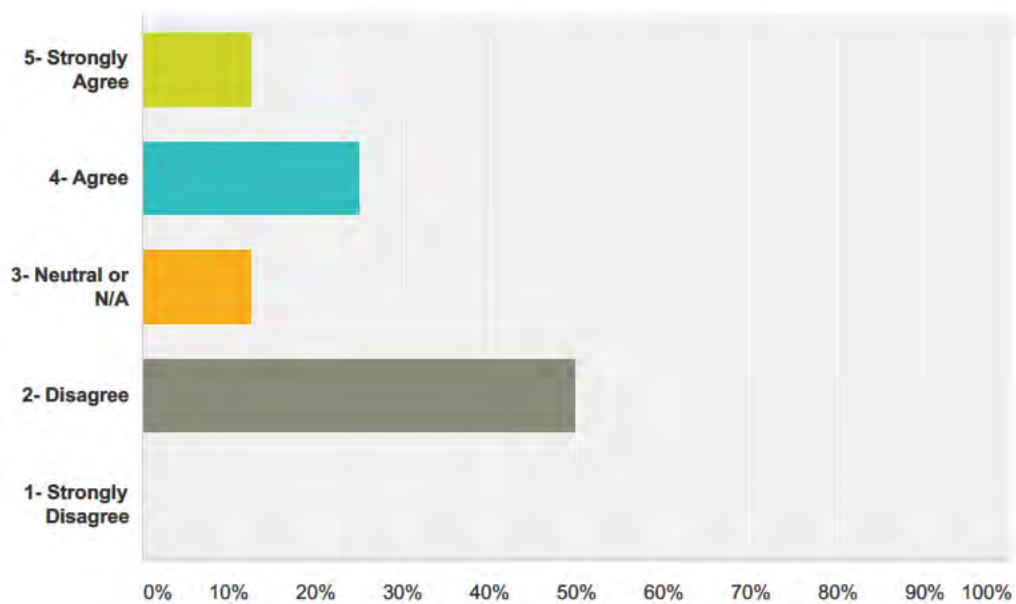


Answer Choices	Responses
5 Strongly Agree	62.50% 5
4 Agree	37.50% 3
3 Neutral or N/A	0.00% 0
2 Disagree	0.00% 0
1 Strongly Disagree	0.00% 0
Total Respondents: 8	

#	Comment	Date
	There are no responses	

### Q27 Teachers new to this school are given a great deal of assistance and support.

Answered: 8 Skipped: 1

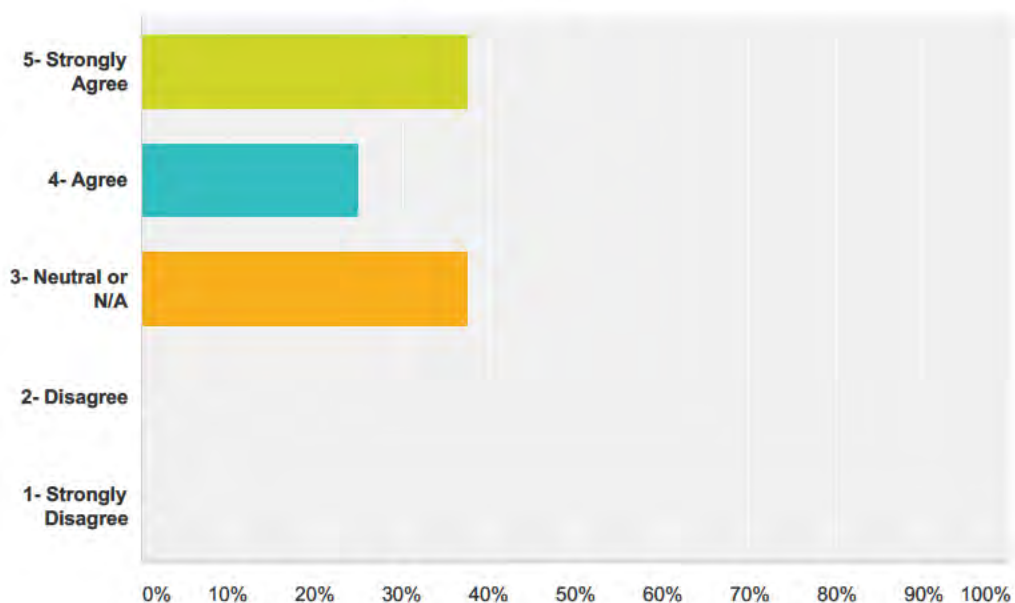


Answer Choices	Responses
5 Strongly Agree	12.50% 1
4 Agree	25.00% 2
3 Neutral or N/A	12.50% 1
2 Disagree	50.00% 4
1 Strongly Disagree	0.00% 0
Total Respondents: 8	

#	Comment	Date
1	am noticing some of the new teachers are struggling with direction	2/6/2014 8 36 AM
2	Many times feel like teachers are on an island Rarely are we observed given support and constructive criticism	2/3/2014 9 51 AM

### Q28 My job frequently requires more work than I think should be expected of me.

Answered: 8 Skipped: 1

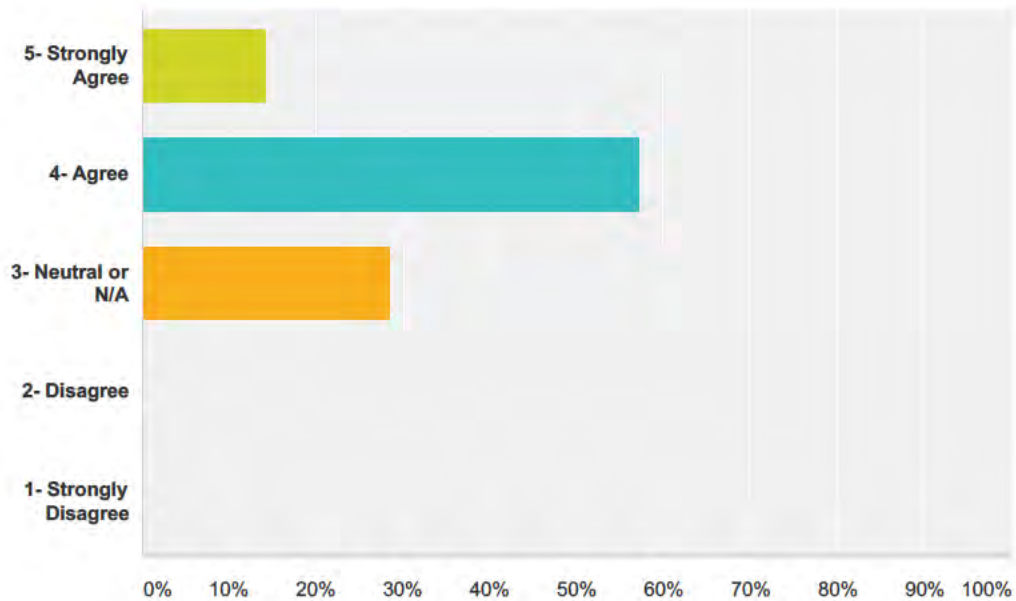


Answer Choices	Responses	
5 Strongly Agree	37.50%	3
4 Agree	25.00%	2
3 Neutral or N/A	37.50%	3
2 Disagree	0.00%	0
1 Strongly Disagree	0.00%	0
Total Respondents: 8		

#	Comment	Date
1	This may occur once in awhile	2/6/2014 8 36 AM
2	Compared to the typical classroom teacher at other ASP RA schools I am the 7 9 grade Mathematics teacher 7 8 grade English teacher Special Education and ESL teacher I do tech support and help run PDs the school website data reporting and assist with admin needs I only get paid as a 3rd year teacher My salary is much lower than many of my peers and I do twice sometimes even more than twice the work I love my job just wish I got paid more for what I do	2/3/2014 5 07 PM
3	Teachers are expected to go above and beyond I always expect to do a little more than what is in my job description	2/3/2014 9 51 AM
4	Financially	1/29/2014 1 55 PM

**Q29 I am fully aware and knowledgeable about my responsibilities highlighted in my job description.**

Answered: 7 Skipped: 2

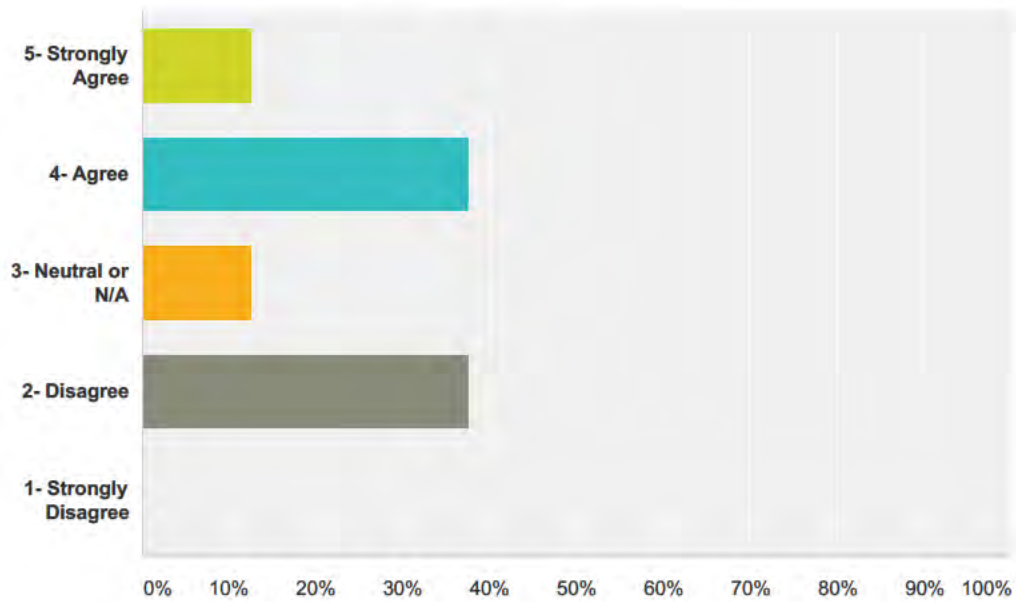


Answer Choices	Responses	
5 Strongly Agree	14.29%	1
4 Agree	57.14%	4
3 Neutral or N/A	28.57%	2
2 Disagree	0.00%	0
1 Strongly Disagree	0.00%	0
Total Respondents: 7		

#	Comment	Date
	There are no responses	

### Q30 My job role matches my job description.

Answered: 8 Skipped: 1

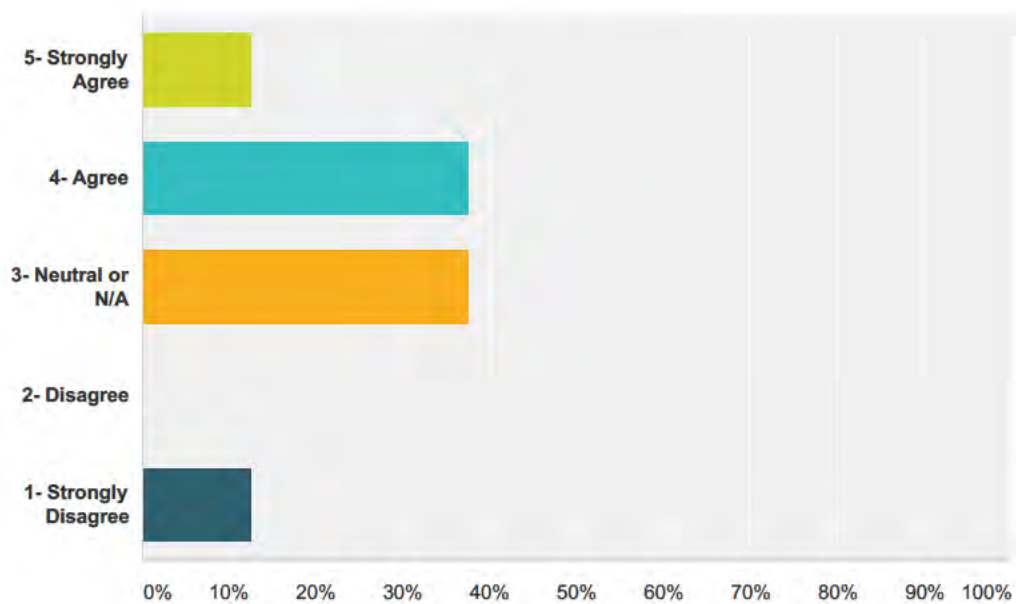


Answer Choices	Responses
5 Strongly Agree	12.50% 1
4 Agree	37.50% 3
3 Neutral or N/A	12.50% 1
2 Disagree	37.50% 3
1 Strongly Disagree	0.00% 0
Total Respondents: 8	

#	Comment	Date
1	Some of the responsibilities taken on by teachers should be done by administration For example planning graduation orientation rostering students and making decisions whether a student should be in school or not	2/3/2014 9 51 AM

### Q31 I receive meaningful feedback on my performance from administration.

Answered: 8 Skipped: 1

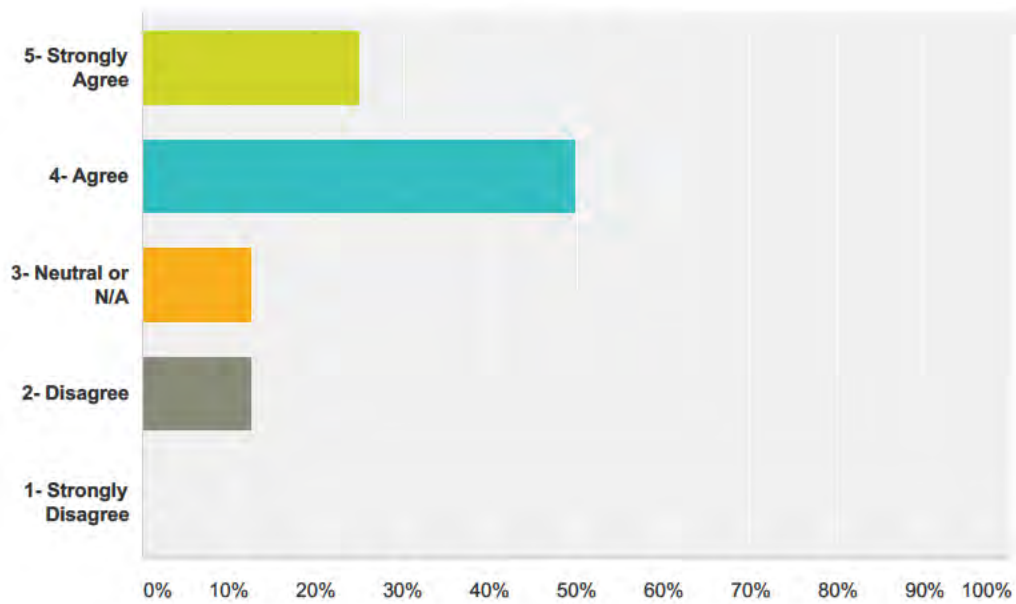


Answer Choices	Responses
5 Strongly Agree	12.50% 1
4 Agree	37.50% 3
3 Neutral or N/A	37.50% 3
2 Disagree	0.00% 0
1 Strongly Disagree	12.50% 1
Total Respondents: 8	

#	Comment	Date
1	have been with ASP RA for 2 years and have been observed once and it by my mentor/coach Administration has NEVER given me any feedback on my performance	2/3/2014 9 51 AM

**Q32 I receive meaningful feedback on my performance from teacher coaches.**

Answered: 8 Skipped: 1

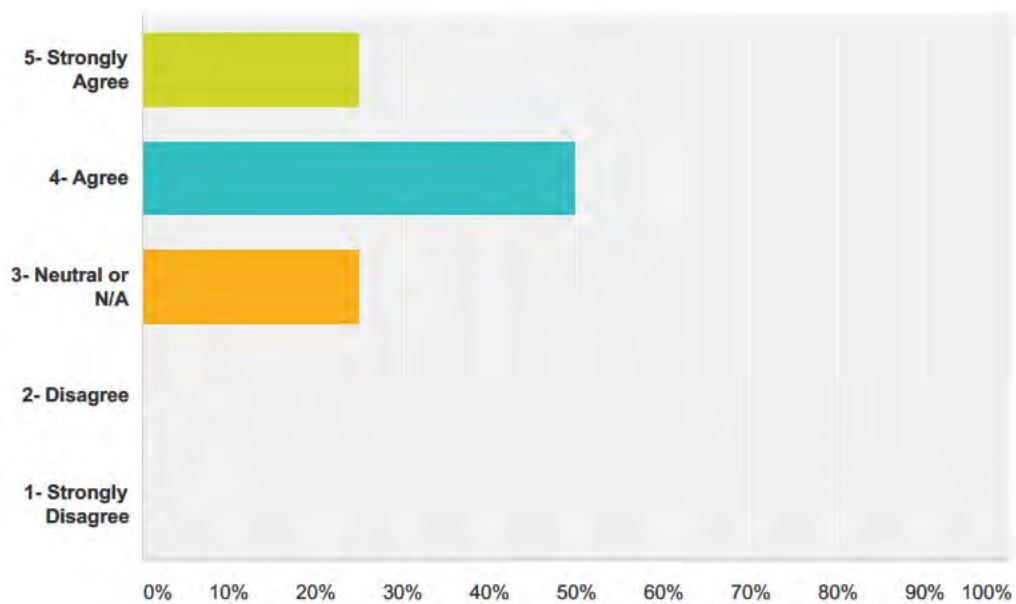


Answer Choices	Responses
5 Strongly Agree	25.00% 2
4 Agree	50.00% 4
3 Neutral or N/A	12.50% 1
2 Disagree	12.50% 1
1 Strongly Disagree	0.00% 0
Total Respondents: 8	

#	Comment	Date
1	feel am only informed if there is a concern	2/6/2014 8 36 AM

### Q33 I receive meaningful feedback on my performance from my peers.

Answered: 8 Skipped: 1

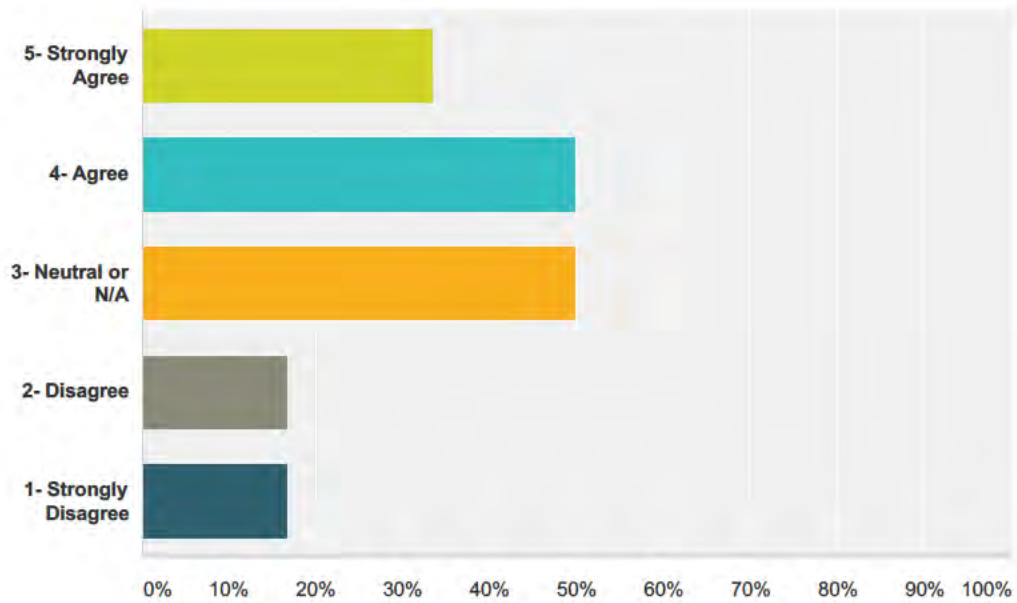


Answer Choices	Responses
5 Strongly Agree	25.00% 2
4 Agree	50.00% 4
3 Neutral or N/A	25.00% 2
2 Disagree	0.00% 0
1 Strongly Disagree	0.00% 0
Total Respondents: 8	

#	Comment	Date
	There are no responses	

**Q34 I receive meaningful feedback on my performance from our department chair (applicable school).**

Answered: 6 Skipped: 3

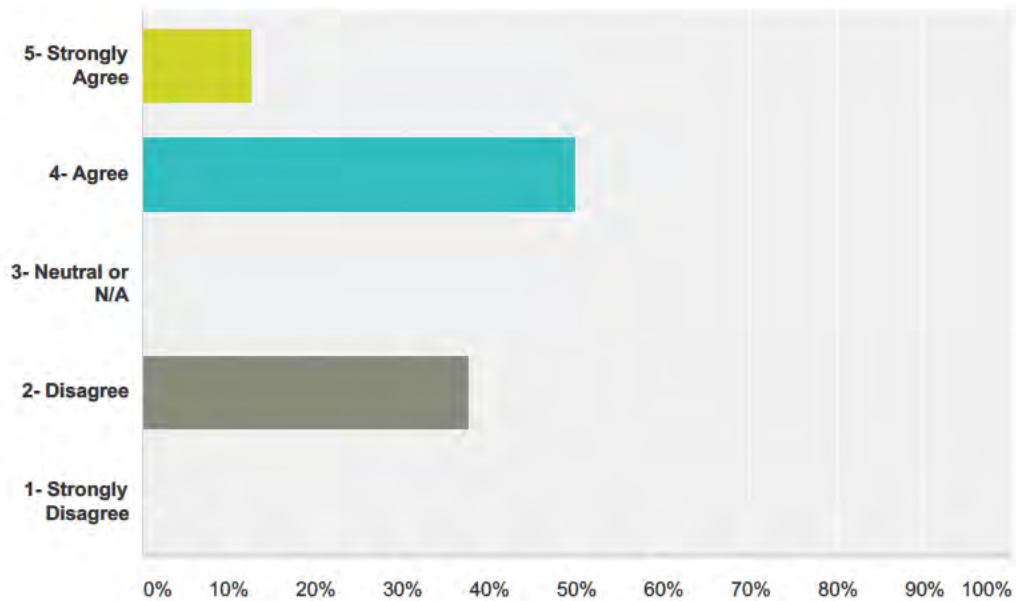


Answer Choices	Responses
5 Strongly Agree	33.33% 2
4 Agree	50.00% 3
3 Neutral or N/A	50.00% 3
2 Disagree	16.67% 1
1 Strongly Disagree	16.67% 1
Total Respondents: 6	

#	Comment	Date
	There are no responses	

**Q35 I understand the organizational hierarchy within my school and who to approach on issues.**

Answered: 8 Skipped: 1

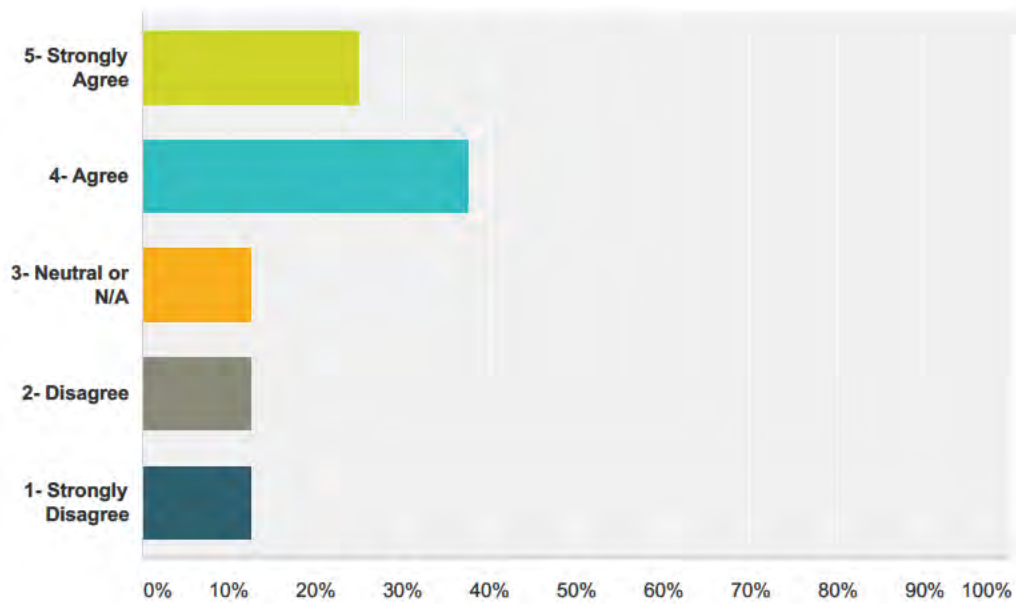


Answer Choices	Responses	
5 Strongly Agree	12.50%	1
4 Agree	50.00%	4
3 Neutral or N/A	0.00%	0
2 Disagree	37.50%	3
1 Strongly Disagree	0.00%	0
Total Respondents: 8		

#	Comment	Date
1	Frequently changes	2/5/2014 11 57 AM
2	t's difficult to get answers from administration when they are rarely present approach my mentor for answers	2/3/2014 9 51 AM

### Q36 I have opportunities to contribute to decision making within my school.

Answered: 8 Skipped: 1

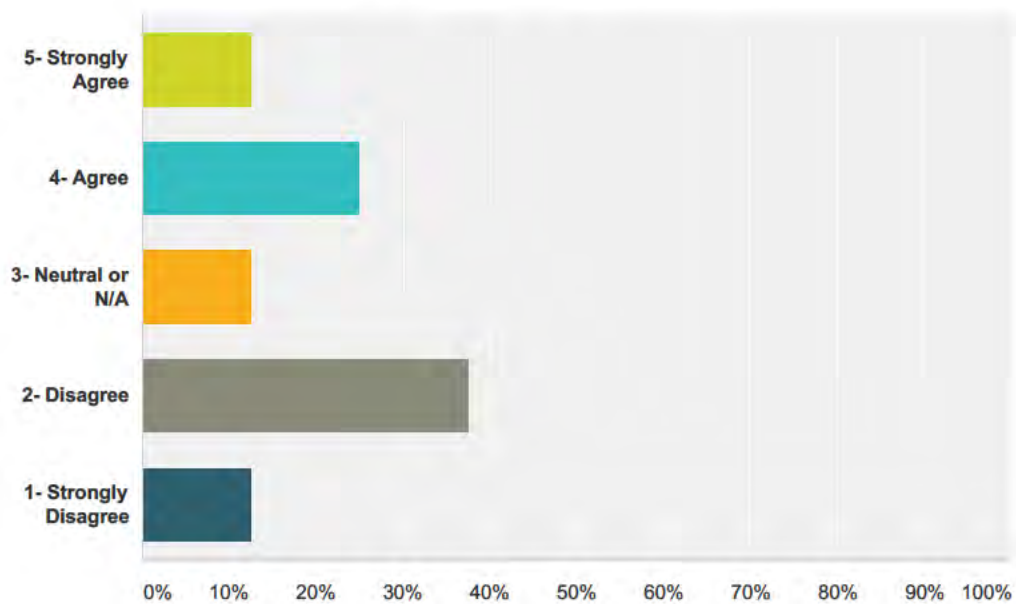


Answer Choices	Responses
5 Strongly Agree	25.00% 2
4 Agree	37.50% 3
3 Neutral or N/A	12.50% 1
2 Disagree	12.50% 1
1 Strongly Disagree	12.50% 1
Total Respondents: 8	

#	Comment	Date
1	For some decision making am involved but it does not seem to be consistent	2/6/2014 8:36 AM

### Q37 It is a waste of time to give my opinion about decisions in this school.

Answered: 8 Skipped: 1

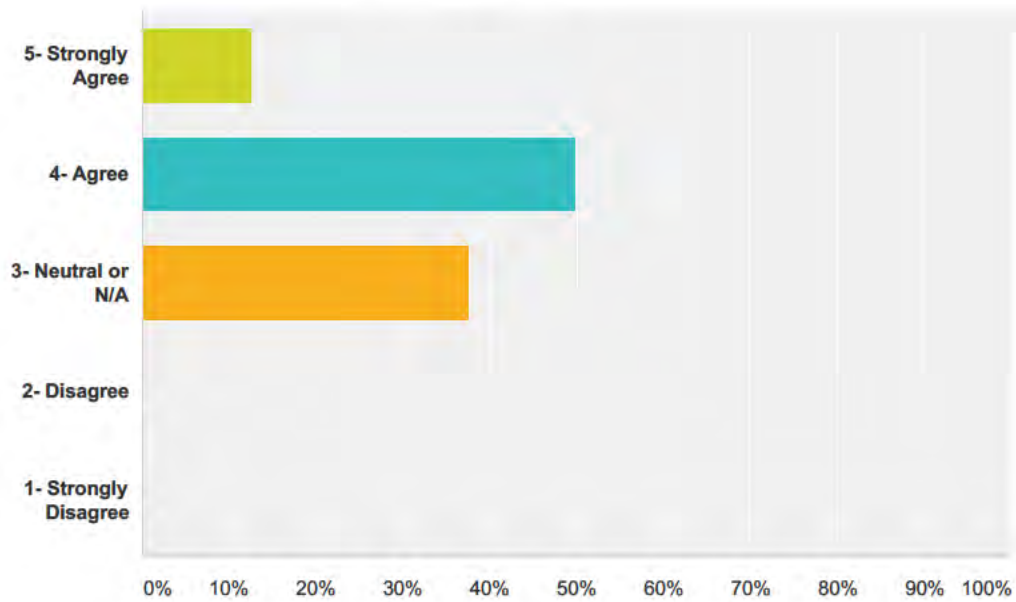


Answer Choices	Responses
5 Strongly Agree	12.50% 1
4 Agree	25.00% 2
3 Neutral or N/A	12.50% 1
2 Disagree	37.50% 3
1 Strongly Disagree	12.50% 1
Total Respondents: 8	

#	Comment	Date
1	Depending on who you give your opinion to will it matter As we are all aware had a very serious incident this year that has frightened me feel the decision was never relayed to the individuals effected by this individual without putting names	2/6/2014 8 36 AM
2	value that ABCCS takes my opinions seriously have helped our administration make many decisions	2/3/2014 5 07 PM
3	A lot of time feel what have to say does not matter As teachers we see many things that need to be changed but when we give our opinion and a possible solution it is not heard	2/3/2014 9 51 AM

**Q38 I am personally recognized for a job well done.**

Answered: 8 Skipped: 1

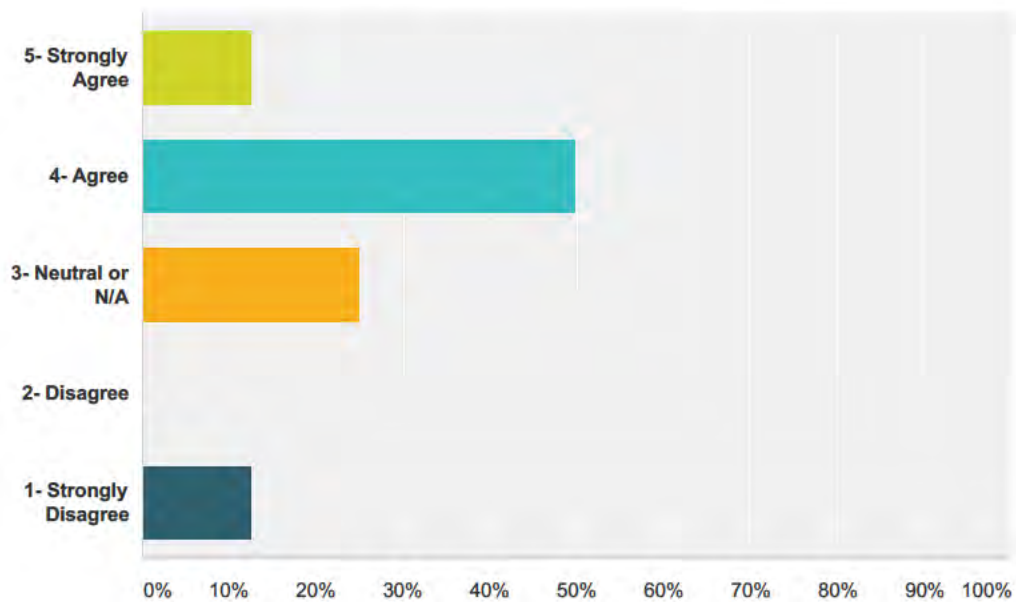


Answer Choices	Responses	
5 Strongly Agree	12.50%	1
4 Agree	50.00%	4
3 Neutral or N/A	37.50%	3
2 Disagree	0.00%	0
1 Strongly Disagree	0.00%	0
Total Respondents: 8		

#	Comment	Date
1	won employee of the month in December 2013	2/3/2014 5 07 PM

### Q39 I feel I have opportunities to use my full abilities to achieve my professional goals.

Answered: 8 Skipped: 1

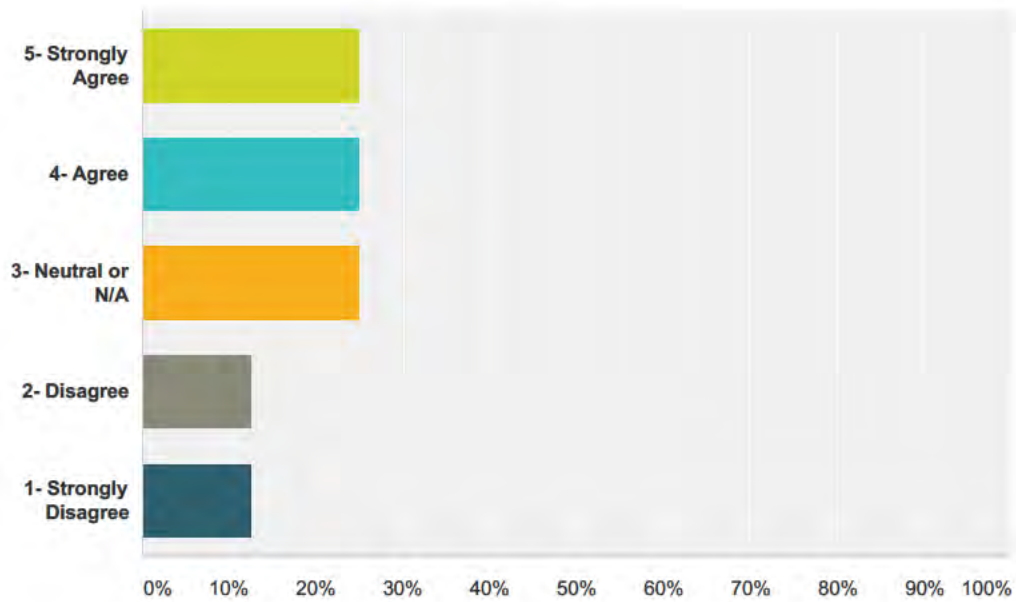


Answer Choices	Responses
5 Strongly Agree	12.50% 1
4 Agree	50.00% 4
3 Neutral or N/A	25.00% 2
2 Disagree	0.00% 0
1 Strongly Disagree	12.50% 1
Total Respondents: 8	

#	Comment	Date
	There are no responses	

**Q40 I am proud to tell others that I work for this district.**

Answered: 8 Skipped: 1

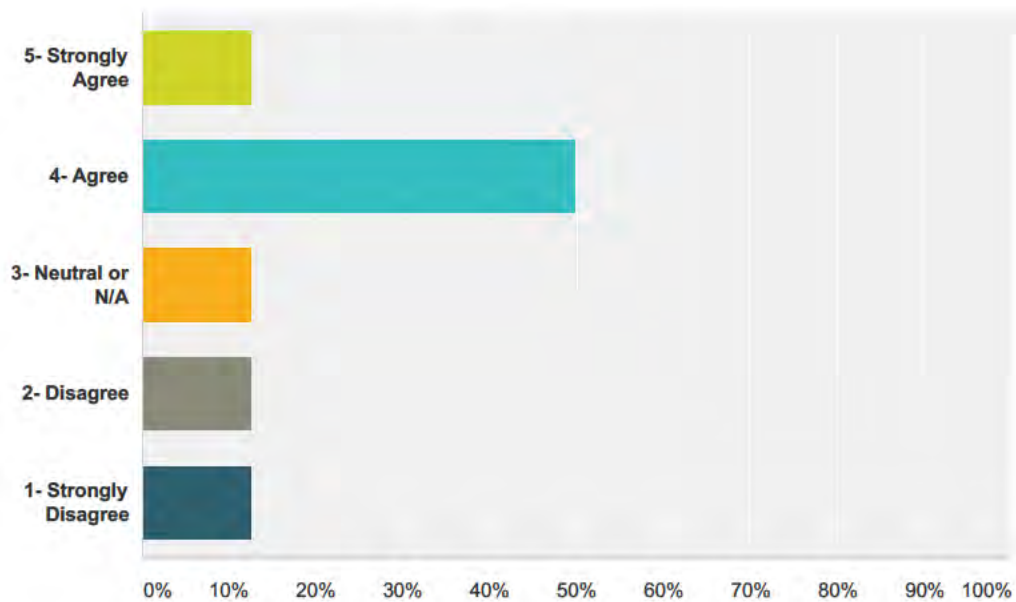


Answer Choices	Responses
5 Strongly Agree	25.00% 2
4 Agree	25.00% 2
3 Neutral or N/A	25.00% 2
2 Disagree	12.50% 1
1 Strongly Disagree	12.50% 1
Total Respondents: 8	

#	Comment	Date
1	'm proud to tell people the mission of the organization and the types of students work with	2/3/2014 9 51 AM

### Q41 I would recommend my school to others in the community.

Answered: 8 Skipped: 1

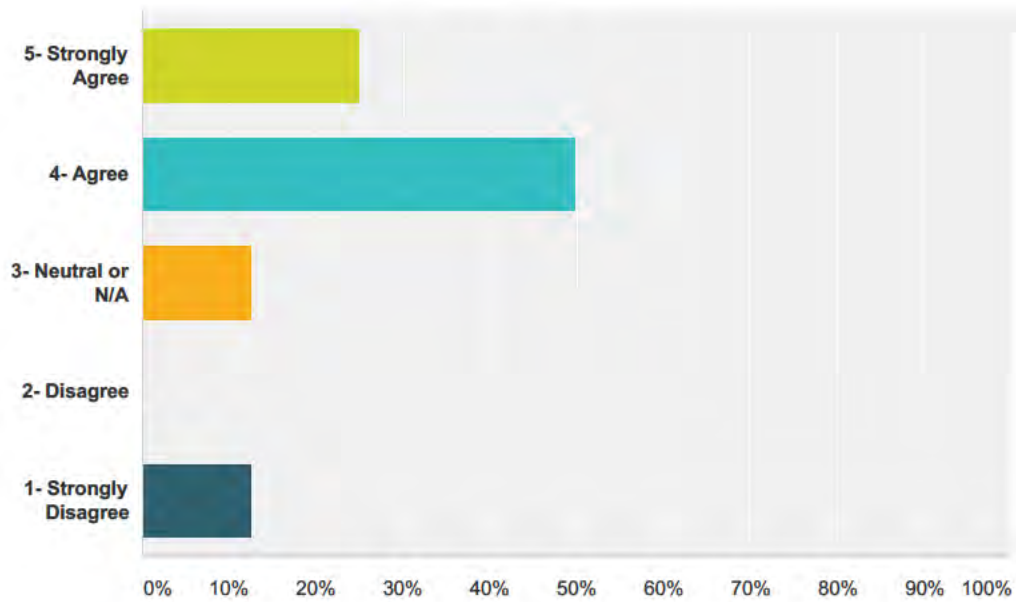


Answer Choices	Responses
5 Strongly Agree	12.50% 1
4 Agree	50.00% 4
3 Neutral or N/A	12.50% 1
2 Disagree	12.50% 1
1 Strongly Disagree	12.50% 1
Total Respondents: 8	

#	Comment	Date
1	have referred over 5 people to work for ASP RA	2/3/2014 5 07 PM
2	wouldn't recommend my school to my peers as a place of employment and 'd be weary to recommend this school to children feel like children need more structure than they receive	2/3/2014 9 51 AM

### Q42 I wouldn't want to work in any other school.

Answered: 8 Skipped: 1



Answer Choices	Responses
5 Strongly Agree	25.00% 2
4 Agree	50.00% 4
3 Neutral or N/A	12.50% 1
2 Disagree	0.00% 0
1 Strongly Disagree	12.50% 1
Total Respondents: 8	

#	Comment	Date
1	All in all the Cyber has grown and it is going in the right direction	2/6/2014 8 36 AM
2	At this time am very happy with my job	2/3/2014 5 07 PM

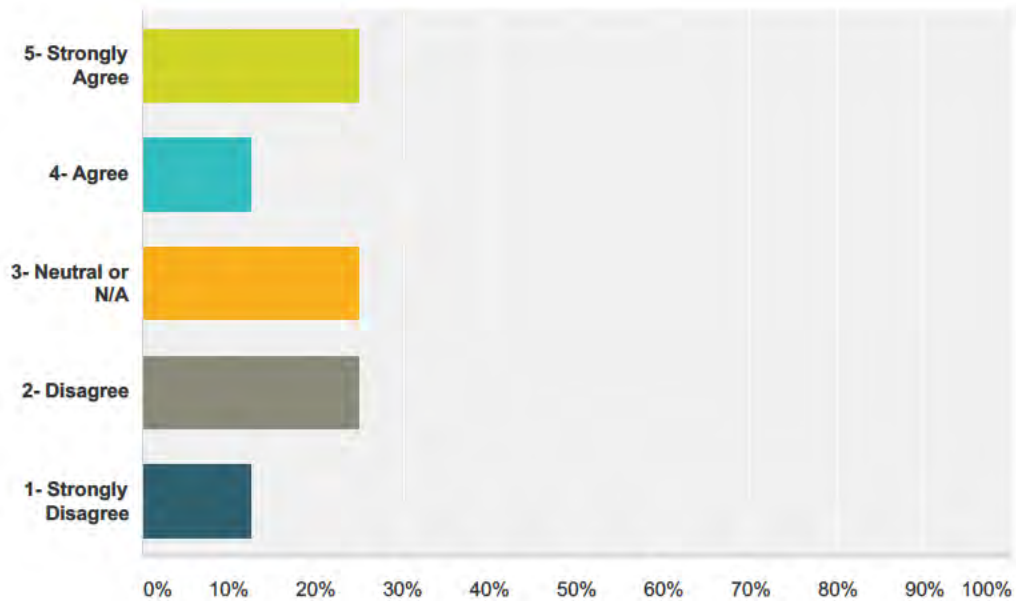
**Q43 General comments, suggestions, questions, praise, concerns pertaining to the work environment**

Answered: 4 Skipped: 5

#	Responses	Date
1	am concerned about the lack of communication t seems that often times information is harbored and one has to hear it just in passing	2/6/2014 8 36 AM
2	Extremely dedicated and hard working staff who are resourceful and flexible on a daily basis when striving to meet student needs	2/3/2014 1 48 PM
3	The heat in our classroom has been very inconsistent making the work environment difficult to teach	2/3/2014 9 51 AM
4	Aspira has not many any kind of investments in its schools Things are falling apart there is no money for materials and supplies and there are constantly cuts	1/29/2014 1 55 PM

**Q44 I am exposed and understand the curriculum framework recently developed for the school.**

Answered: 8 Skipped: 1

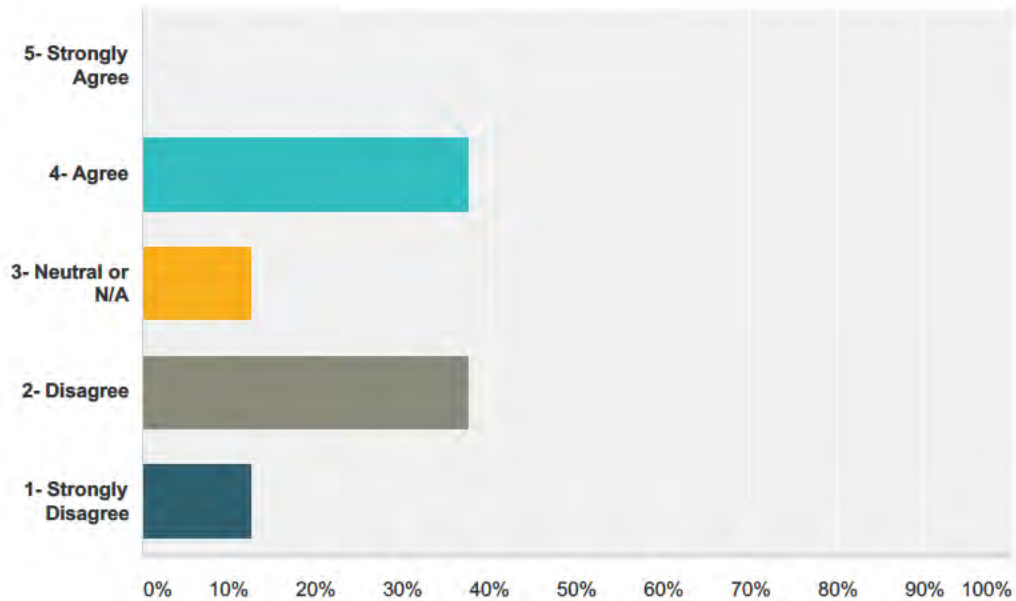


Answer Choices	Responses
5 Strongly Agree	25.00% 2
4 Agree	12.50% 1
3 Neutral or N/A	25.00% 2
2 Disagree	25.00% 2
1 Strongly Disagree	12.50% 1
Total Respondents: 8	

#	Comment	Date
1	Unless am missing something don't think there is anything developed for my subject area However have located some resources and have recently had some things shared with me	2/6/2014 9 04 AM

**Q45 I believe the current curriculum is adequate and will help me achieve instructional targets within the school.**

Answered: 8 Skipped: 1

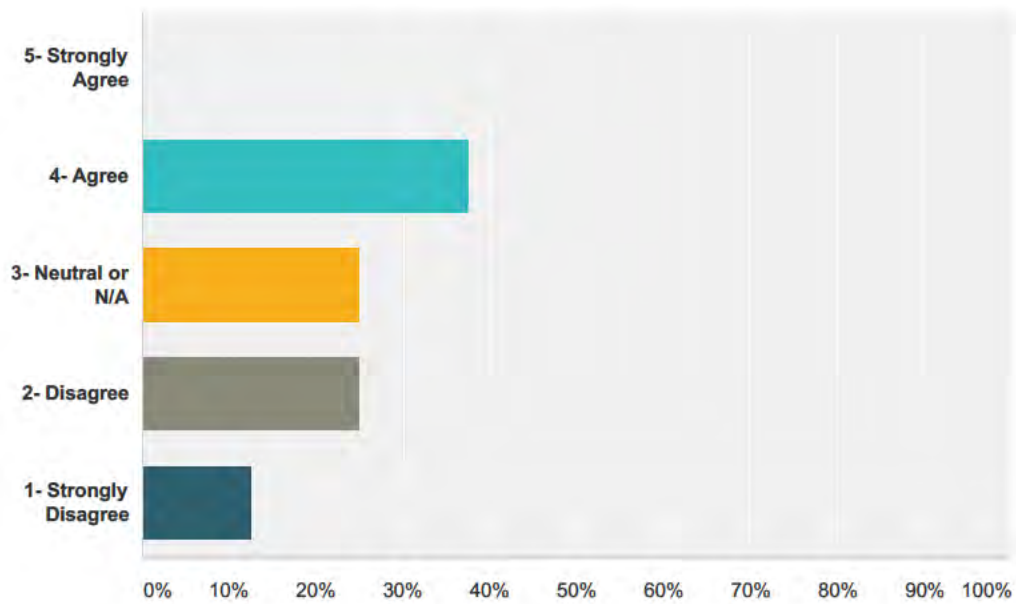


Answer Choices	Responses
5 Strongly Agree	0.00% 0
4 Agree	37.50% 3
3 Neutral or N/A	12.50% 1
2 Disagree	37.50% 3
1 Strongly Disagree	12.50% 1
Total Respondents: 8	

#	Comment	Date
1	The special education and ESL population still need a more accessible platform FVLS is too hard for some students (A+ has been helpful in this way)	2/3/2014 5 24 PM

**Q46 I have the tools I need to carry out my instructional process in my classroom.**

Answered: 8 Skipped: 1

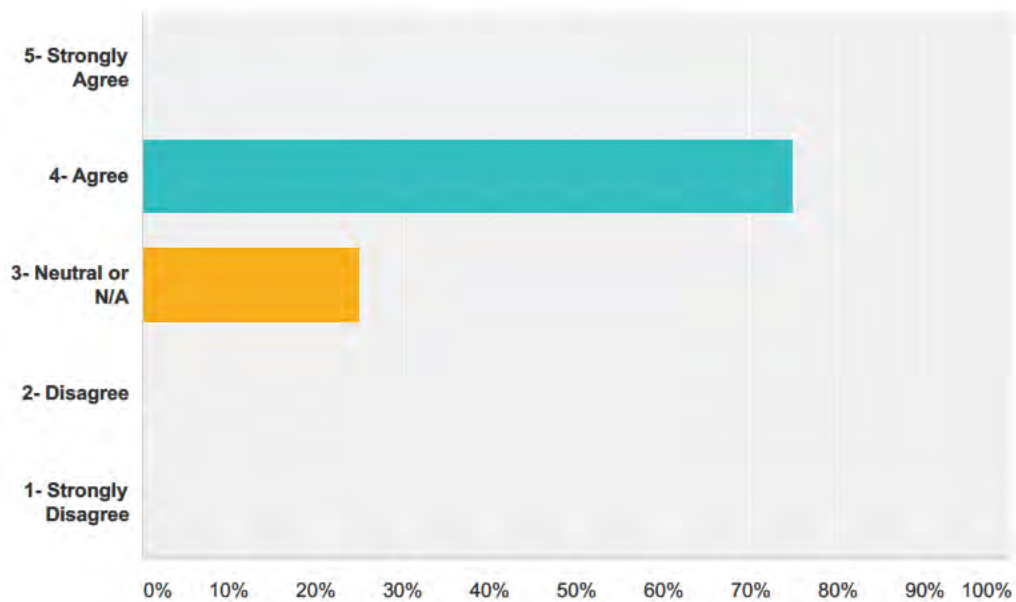


Answer Choices	Responses
5 Strongly Agree	0.00% 0
4 Agree	37.50% 3
3 Neutral or N/A	25.00% 2
2 Disagree	25.00% 2
1 Strongly Disagree	12.50% 1
Total Respondents: 8	

#	Comment	Date
1	would like a document camera See me for specific type	2/3/2014 5 24 PM

### Q47 Teachers have time to meet and talk about teaching and learning.

Answered: 8 Skipped: 1

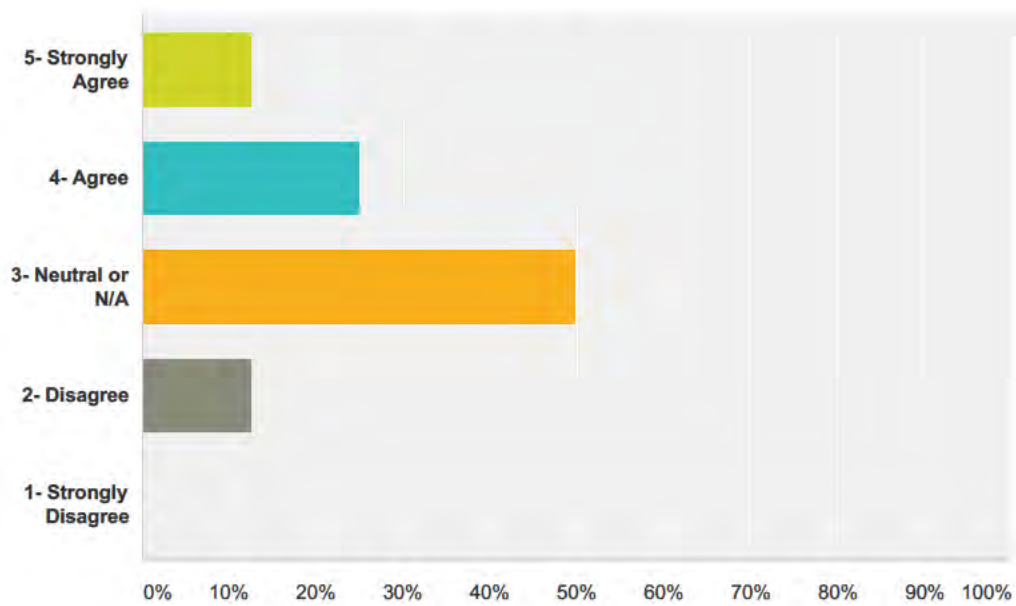


Answer Choices	Responses	
5 Strongly Agree	0.00%	0
4 Agree	75.00%	6
3 Neutral or N/A	25.00%	2
2 Disagree	0.00%	0
1 Strongly Disagree	0.00%	0
Total Respondents: 8		

#	Comment	Date
1	Do not seem to be resolved though	2/5/2014 12 06 PM
2	Sometimes we are not all available to meet on a weekly basis	2/3/2014 5 24 PM

**Q48 I coordinate the content of my courses with other teachers in my department.**

Answered: 8 Skipped: 1

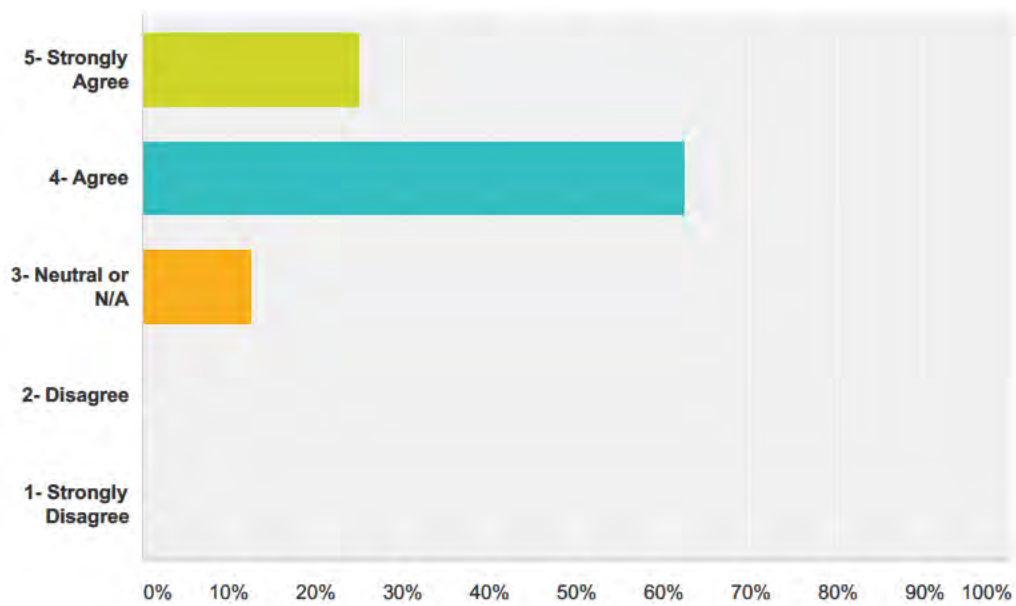


Answer Choices	Responses	
5 Strongly Agree	12.50%	1
4 Agree	25.00%	2
3 Neutral or N/A	50.00%	4
2 Disagree	12.50%	1
1 Strongly Disagree	0.00%	0
Total Respondents: 8		

#	Comment	Date
1	Cross curricular would be a great way to go We need set time to accomplish this task	2/6/2014 9 04 AM

### Q49 In this school, I am encouraged to experiment with instructional methods.

Answered: 8 Skipped: 1

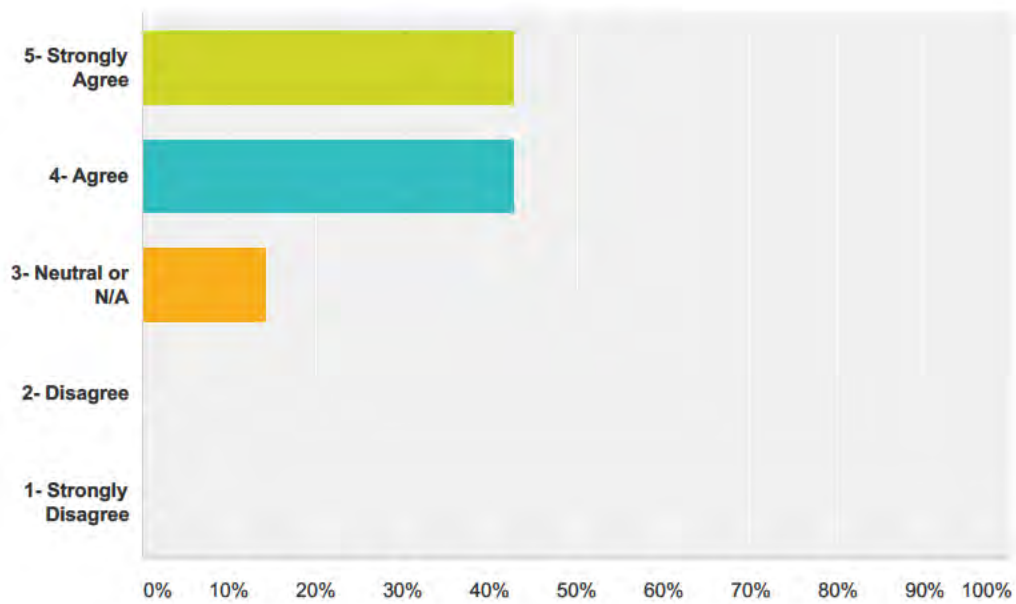


Answer Choices	Responses
5 Strongly Agree	25.00% 2
4 Agree	62.50% 5
3 Neutral or N/A	12.50% 1
2 Disagree	0.00% 0
1 Strongly Disagree	0.00% 0
Total Respondents: 8	

#	Comment	Date
1	feel like am always do this to see what works best	2/6/2014 9 04 AM

### Q50 I have a chance to get to know other teachers in my school.

Answered: 7 Skipped: 2

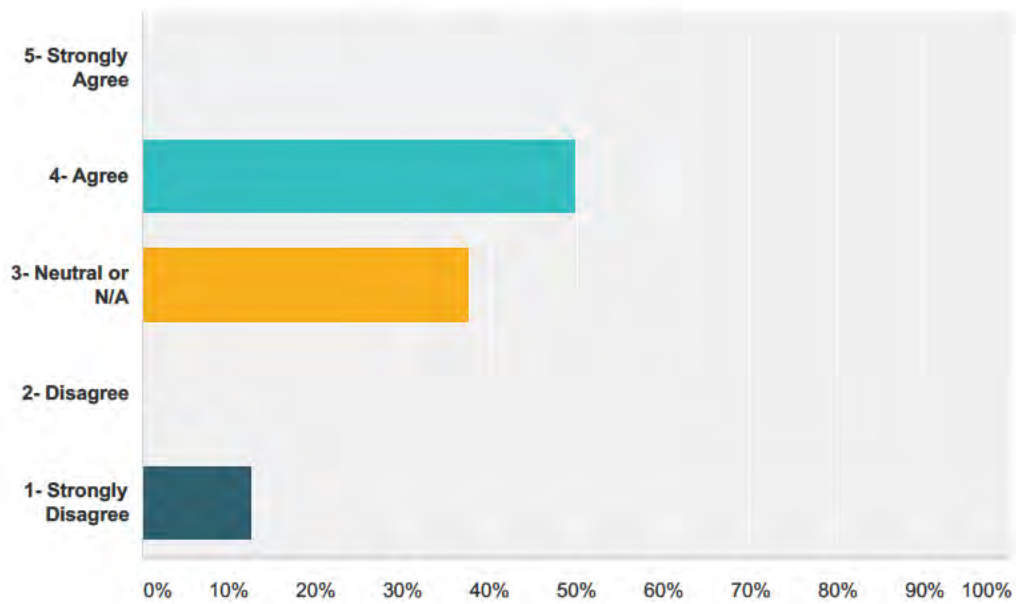


Answer Choices	Responses	
5 Strongly Agree	42.86%	3
4 Agree	42.86%	3
3 Neutral or N/A	14.29%	1
2 Disagree	0.00%	0
1 Strongly Disagree	0.00%	0
Total Respondents: 7		

#	Comment	Date
	There are no responses	

**Q51 I visit other teachers' classrooms to observe their teaching.**

Answered: 8 Skipped: 1

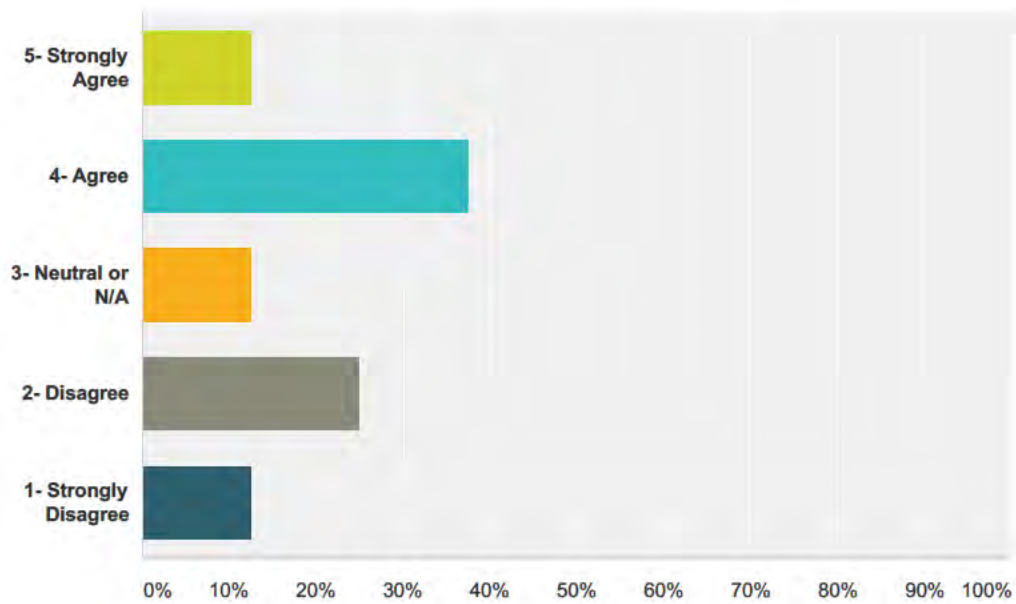


Answer Choices	Responses
5 Strongly Agree	0.00% 0
4 Agree	50.00% 4
3 Neutral or N/A	37.50% 3
2 Disagree	0.00% 0
1 Strongly Disagree	12.50% 1
Total Respondents: 8	

#	Comment	Date
1	did a lot last school year but not this school year Teachers have come to observe me this school year	2/3/2014 5 24 PM

### Q52 I have access to expertise in my subject area from within the district.

Answered: 8 Skipped: 1

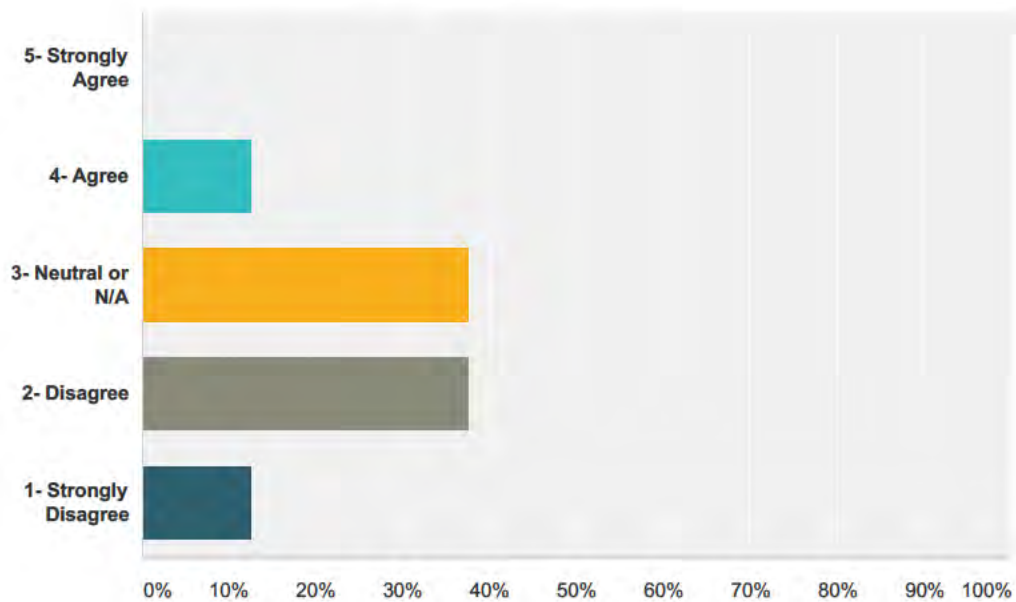


Answer Choices	Responses
5 Strongly Agree	12.50% 1
4 Agree	37.50% 3
3 Neutral or N/A	12.50% 1
2 Disagree	25.00% 2
1 Strongly Disagree	12.50% 1
Total Respondents: 8	

#	Comment	Date
1	Aspira does not allow teachers to attend outside PD	1/29/2014 1 55 PM

**Q53 I have access to expertise in my subject area from outside the district.**

Answered: 8 Skipped: 1

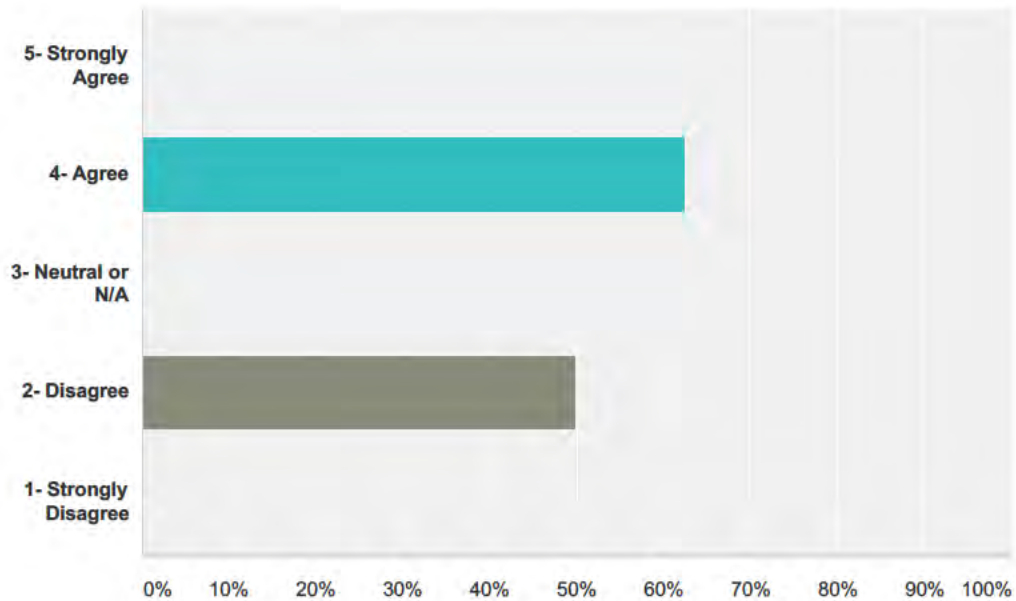


Answer Choices	Responses	
5 Strongly Agree	0.00%	0
4 Agree	12.50%	1
3 Neutral or N/A	37.50%	3
2 Disagree	37.50%	3
1 Strongly Disagree	12.50%	1
Total Respondents: 8		

#	Comment	Date
	There are no responses	

**Q54 Weekly staff development programs in this school permit me to acquire important new skills.**

Answered: 8 Skipped: 1

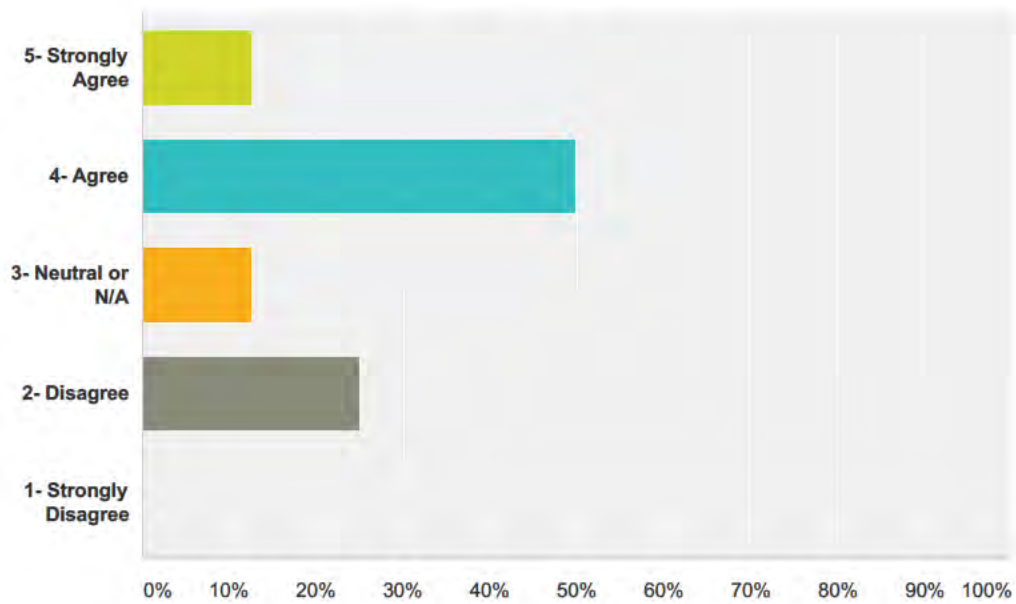


Answer Choices	Responses	
5 Strongly Agree	0.00%	0
4 Agree	62.50%	5
3 Neutral or N/A	0.00%	0
2 Disagree	50.00%	4
1 Strongly Disagree	0.00%	0
Total Respondents: 8		

#	Comment	Date
1	All these new concepts are introduced but no follow up	2/6/2014 9 04 AM

**Q55 Weekly staff development plans are well organized and articulated.**

Answered: 8 Skipped: 1

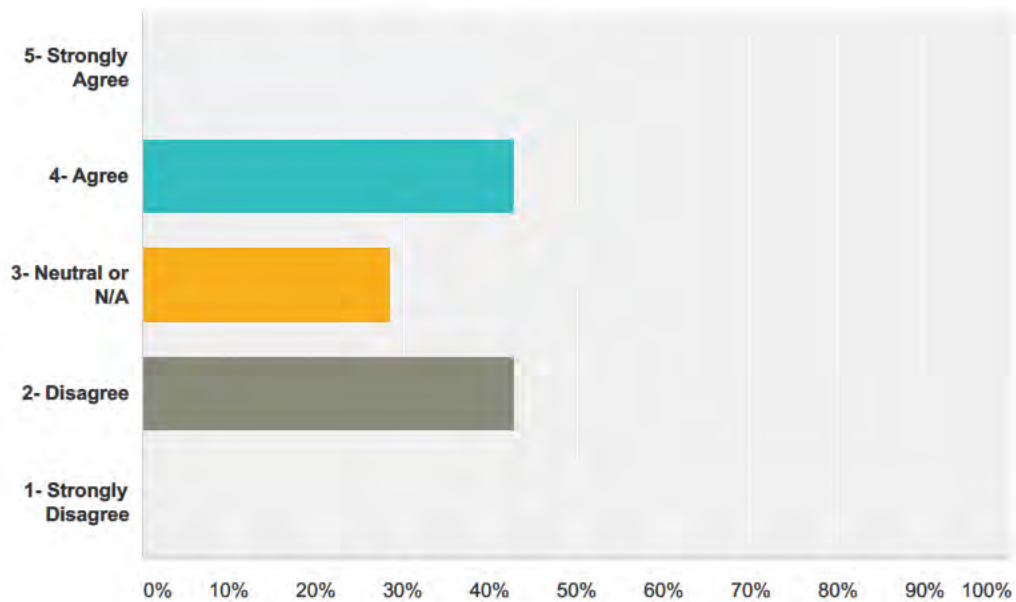


Answer Choices	Responses
5 Strongly Agree	12.50% 1
4 Agree	50.00% 4
3 Neutral or N/A	12.50% 1
2 Disagree	25.00% 2
1 Strongly Disagree	0.00% 0
Total Respondents: 8	

#	Comment	Date
	There are no responses	

**Q56 Weekly staff development plans are an effective use of our time.**

Answered: 7 Skipped: 2

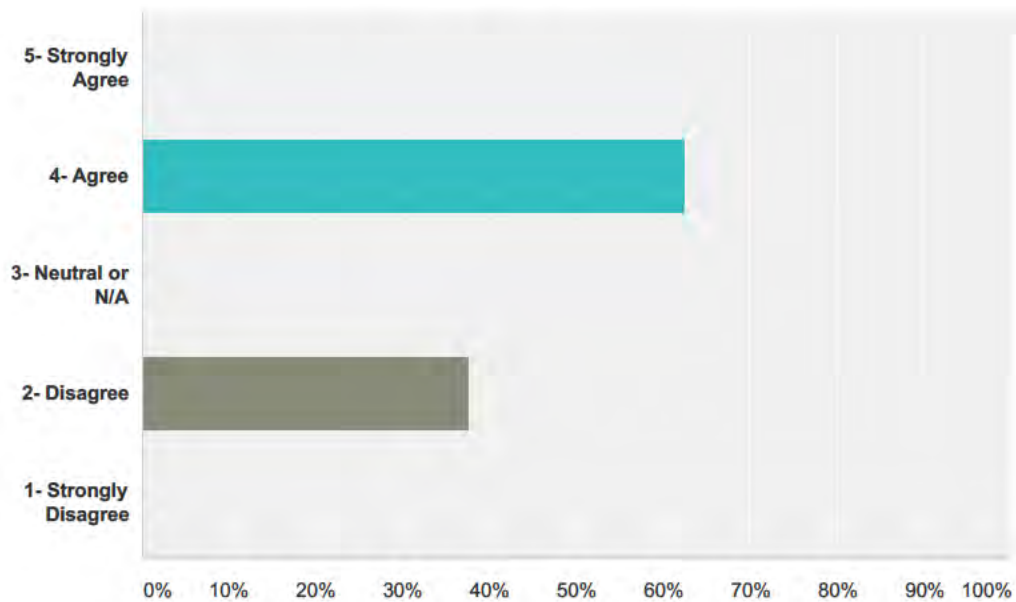


Answer Choices	Responses
5 Strongly Agree	0.00% 0
4 Agree	42.86% 3
3 Neutral or N/A	28.57% 2
2 Disagree	42.86% 3
1 Strongly Disagree	0.00% 0
Total Respondents: 7	

#	Comment	Date
1	As mentioned in #54 it would be effective use of time if there was follow up	2/6/2014 9 04 AM
2	Some of our staff developments should be more specific to the cyber environment	2/3/2014 11 53 AM

### Q57 Should we adopt a different schedule / method for professional development?

Answered: 8 Skipped: 1

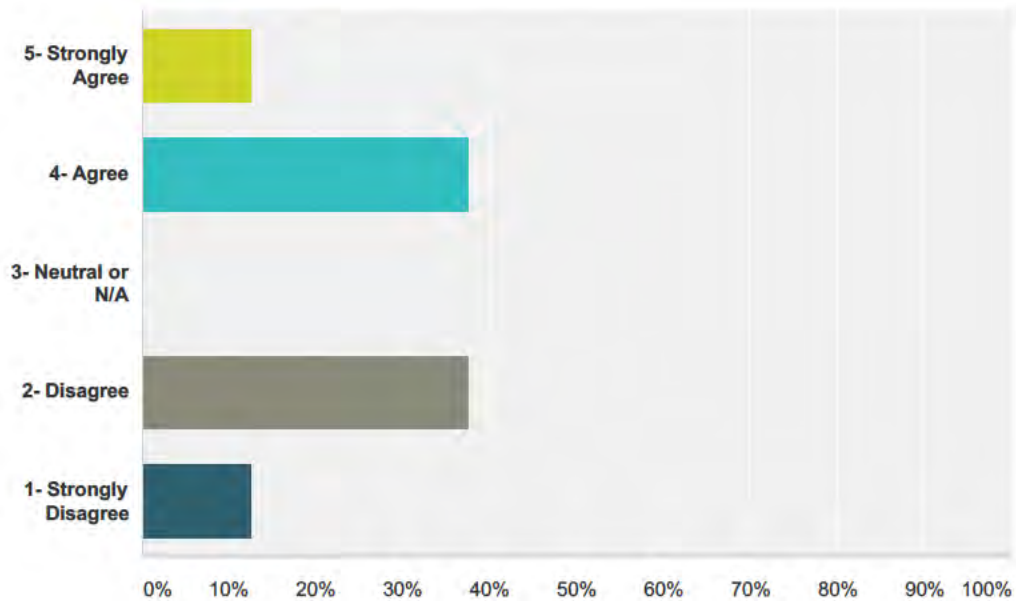


Answer Choices	Responses	
5 Strongly Agree	0.00%	0
4 Agree	62.50%	5
3 Neutral or N/A	0.00%	0
2 Disagree	37.50%	3
1 Strongly Disagree	0.00%	0
Total Respondents: 8		

#	Comment	Date
1	Focusing in on innovative ways to improve the Cyber environment	2/6/2014 9 04 AM
2	ome of our staff developments should be more specific to the cyber environment	2/3/2014 11 53 AM

**Q58 Should we reduce the number of PD's to increase instructional hours or provide for more planning time?**

Answered: 8 Skipped: 1

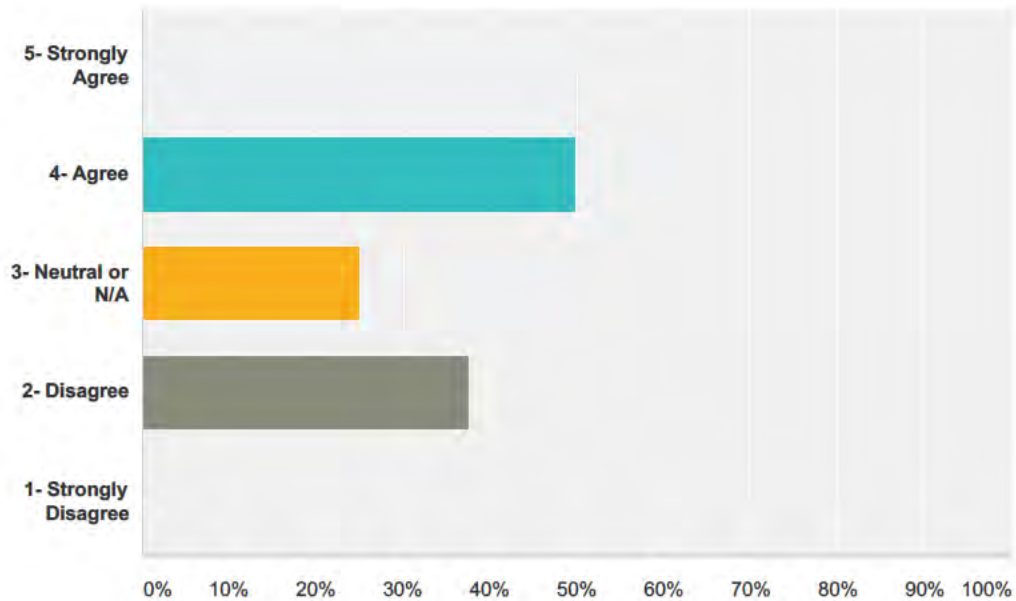


Answer Choices	Responses	
5 Strongly Agree	12.50%	1
4 Agree	37.50%	3
3 Neutral or N/A	0.00%	0
2 Disagree	37.50%	3
1 Strongly Disagree	12.50%	1
Total Respondents: 8		

#	Comment	Date
1	PD's are necessary but would like more instructional hours with my students	2/3/2014 11 53 AM

**Q59 At department meetings, we talk about student performance data and how to raise student achievement.**

Answered: 8 Skipped: 1

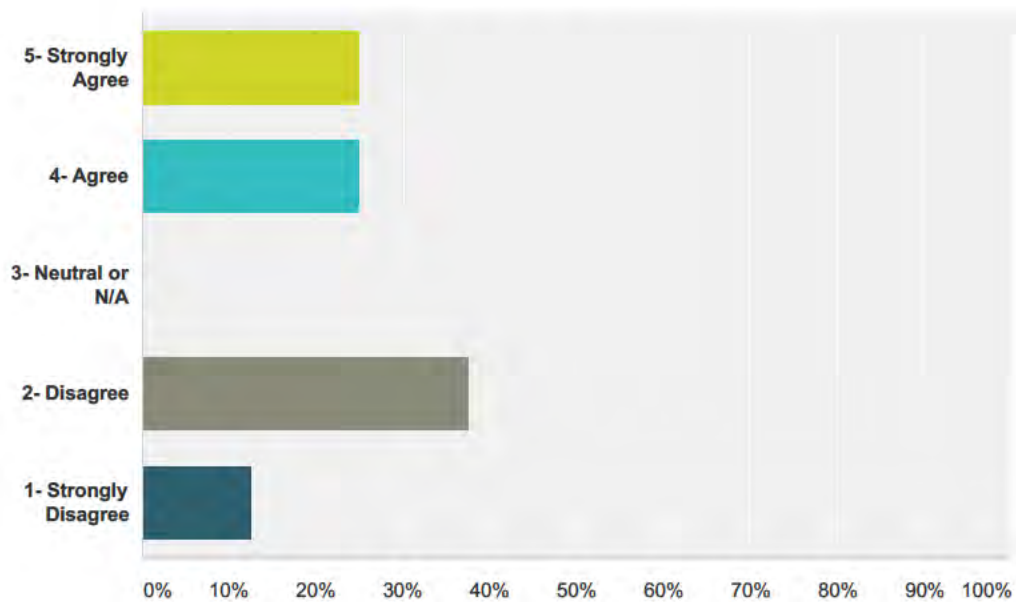


Answer Choices	Responses
5 Strongly Agree	0.00% 0
4 Agree	50.00% 4
3 Neutral or N/A	25.00% 2
2 Disagree	37.50% 3
1 Strongly Disagree	0.00% 0
Total Respondents: 8	

#	Comment	Date
1	GMADE/GRADE Keystone PSSA and the new benchmark (replacing Study Island) results are never shared Understanding the students needs would help us move the school in the right direction	2/6/2014 9 04 AM

### Q60 Should we reduce / eliminate weekly PD's in favor of more instructional time?

Answered: 8 Skipped: 1

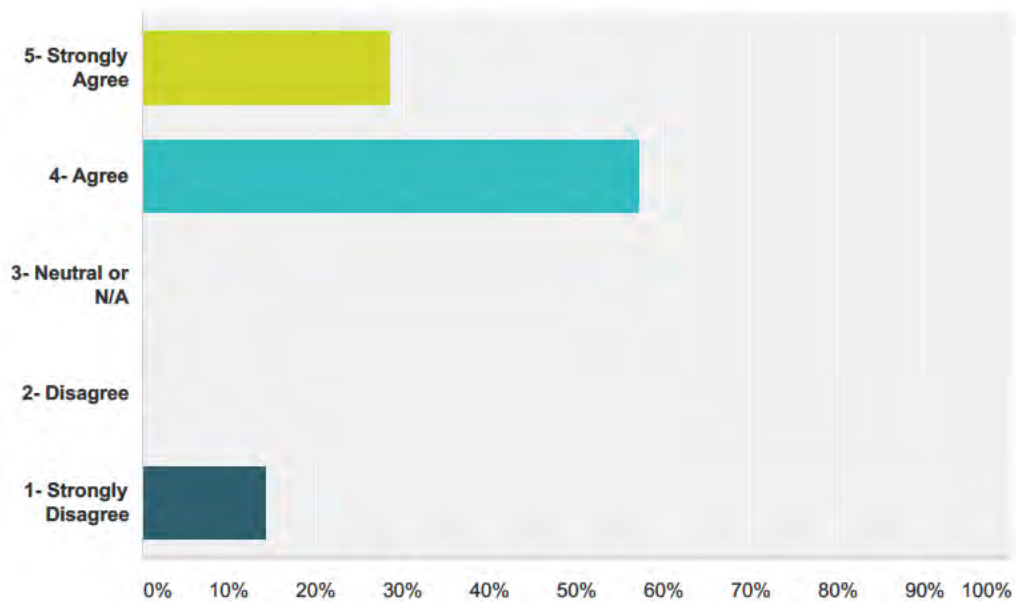


Answer Choices	Responses
5 Strongly Agree	25.00% 2
4 Agree	25.00% 2
3 Neutral or N/A	0.00% 0
2 Disagree	37.50% 3
1 Strongly Disagree	12.50% 1
Total Respondents: 8	

#	Comment	Date
1	Constructive PD pertinent to subject area	2/5/2014 12 06 PM
2	think the current PD schedule is helpful for teachers that need the given training	2/3/2014 5 24 PM
3	think PD's are very important but if had more instructional time it would greatly help our students	2/3/2014 11 53 AM

### Q61 Staff regularly talk about ways to improve student performance.

Answered: 7 Skipped: 2

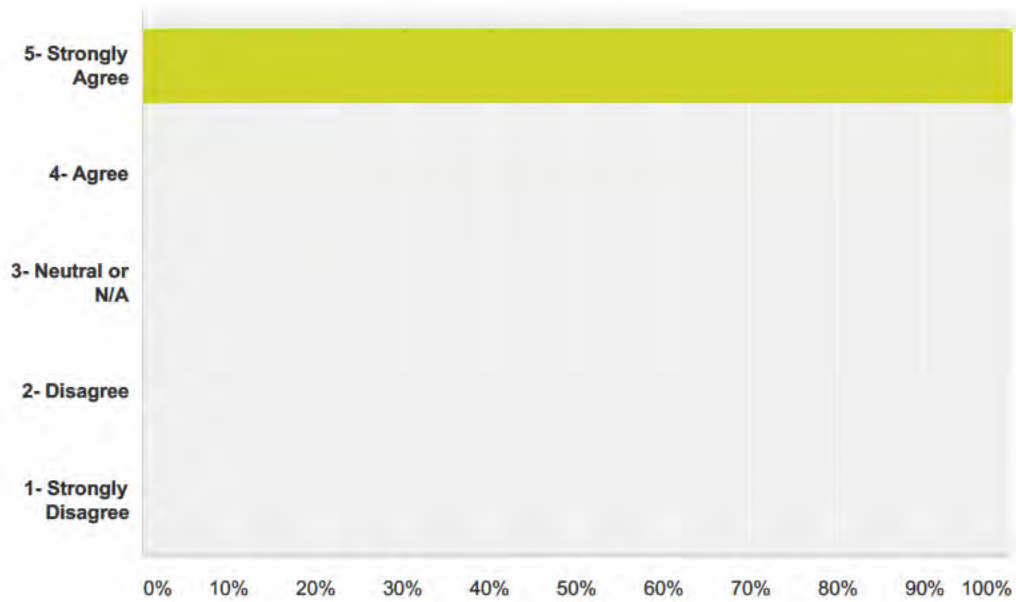


Answer Choices	Responses
5 Strongly Agree	28.57% 2
4 Agree	57.14% 4
3 Neutral or N/A	0.00% 0
2 Disagree	0.00% 0
1 Strongly Disagree	14.29% 1
Total Respondents: 7	

#	Comment	Date
1	This is something I have heard many discuss. We wouldn't be here if we did not want to see our students succeed. We need guidance, direction and an ear that can make us the #1 school.	2/6/2014 9:04 AM
2	Aspira needs to make a commitment to purchasing materials and supplies and seek input from teachers for that.	1/29/2014 1:55 PM

**Q62 Most staff here strive to increase student learning.**

Answered: 8 Skipped: 1

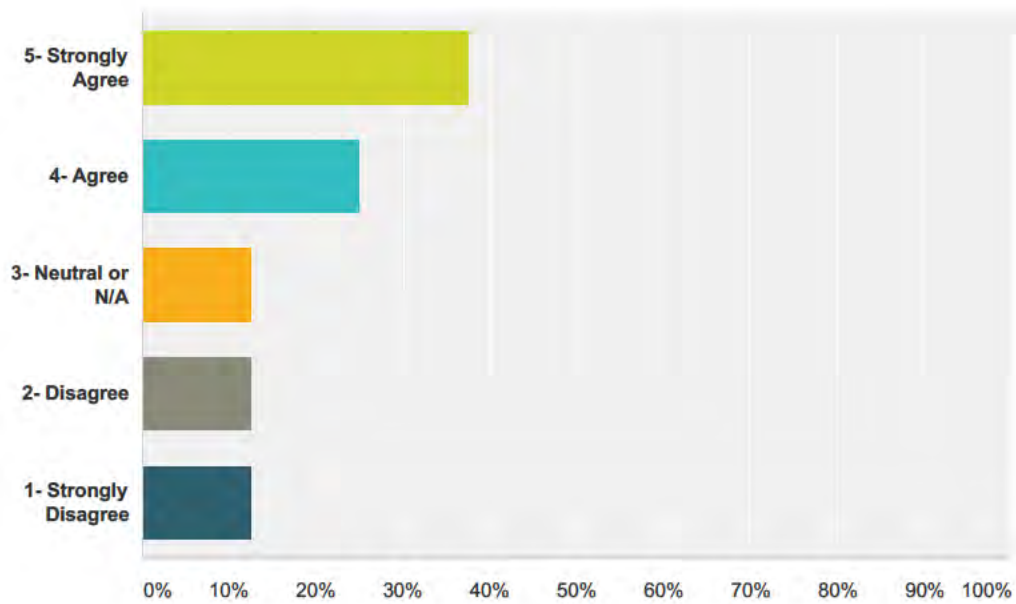


Answer Choices	Responses
5 Strongly Agree	100.00% 8
4 Agree	0.00% 0
3 Neutral or N/A	0.00% 0
2 Disagree	0.00% 0
1 Strongly Disagree	0.00% 0
Total Respondents: 8	

#	Comment	Date
	There are no responses	

**Q63 I have some influence in determining the content of staff development programs.**

Answered: 8 Skipped: 1

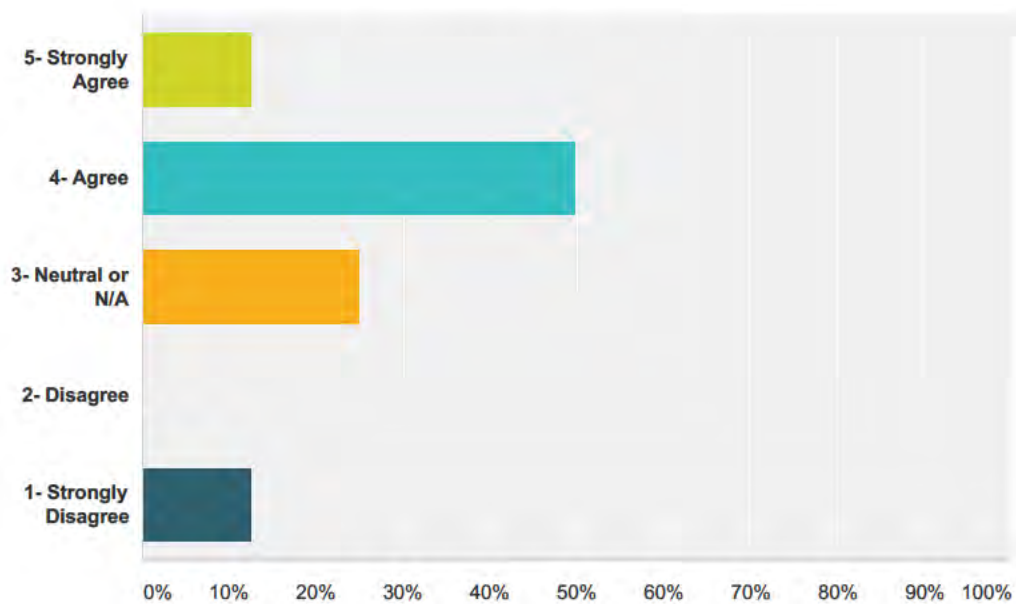


Answer Choices	Responses
5 Strongly Agree	37.50% 3
4 Agree	25.00% 2
3 Neutral or N/A	12.50% 1
2 Disagree	12.50% 1
1 Strongly Disagree	12.50% 1
Total Respondents: 8	

#	Comment	Date
1	No follow up	2/6/2014 9 04 AM

### Q64 Staff have opportunities to be involved in making academic decisions.

Answered: 8 Skipped: 1

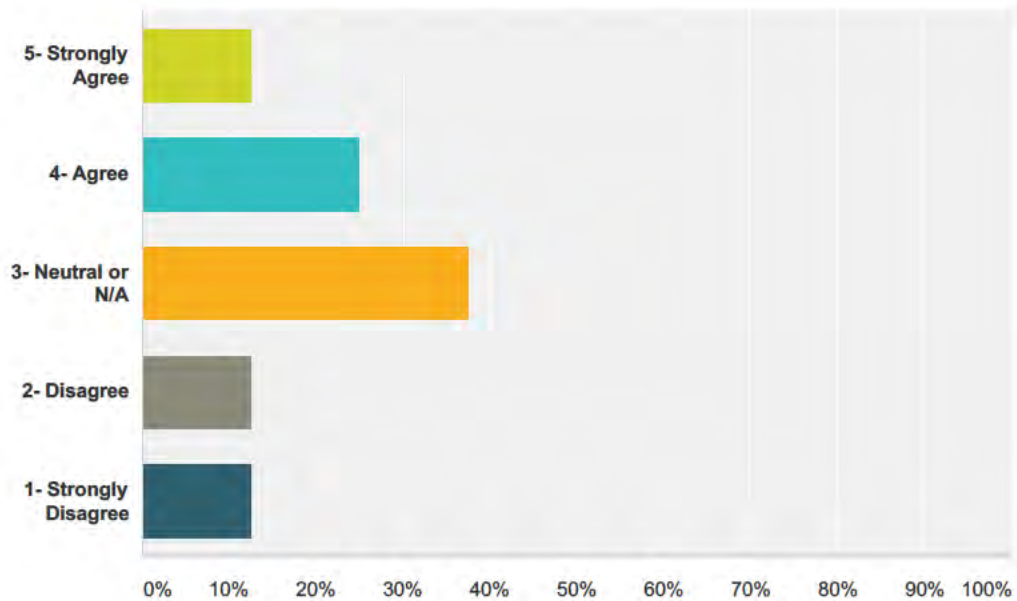


Answer Choices	Responses
5 Strongly Agree	12.50% 1
4 Agree	50.00% 4
3 Neutral or N/A	25.00% 2
2 Disagree	0.00% 0
1 Strongly Disagree	12.50% 1
Total Respondents: 8	

#	Comment	Date
	There are no responses	

**Q65 I believe I am ready to support and drive Common Core requirements in my school.**

Answered: 8 Skipped: 1

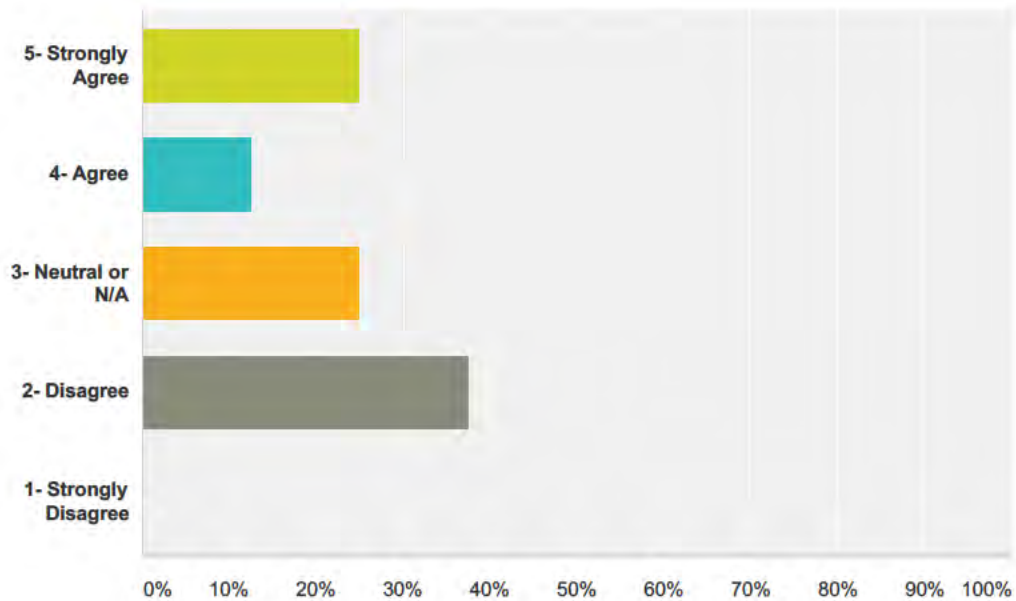


Answer Choices	Responses
5 Strongly Agree	12.50% 1
4 Agree	25.00% 2
3 Neutral or N/A	37.50% 3
2 Disagree	12.50% 1
1 Strongly Disagree	12.50% 1
Total Respondents: 8	

#	Comment	Date
1	Whats that	1/29/2014 1 55 PM

**Q66 I have access to student data to improve my instructional process and strategies.**

Answered: 8 Skipped: 1

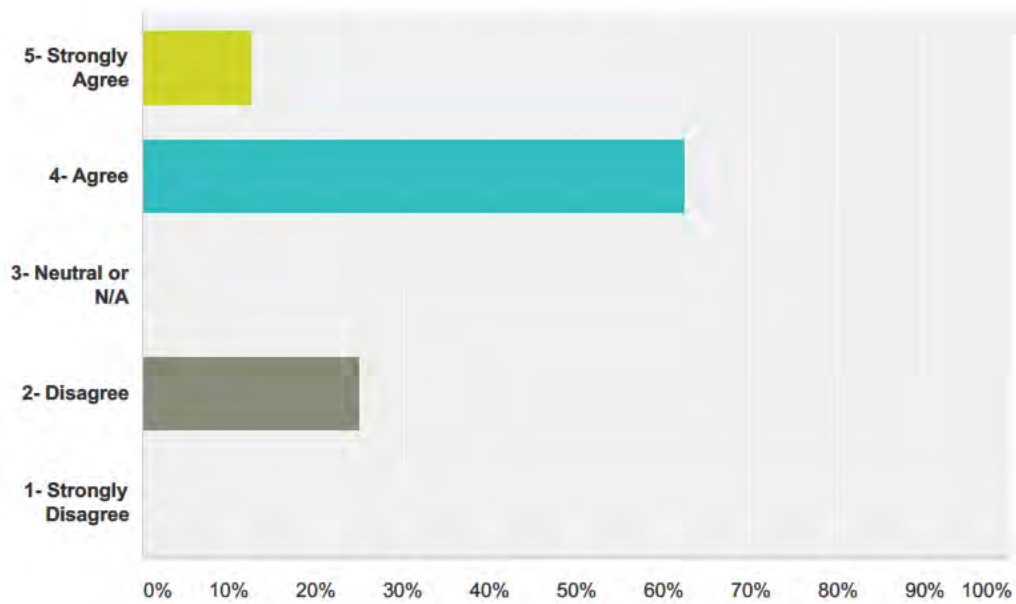


Answer Choices	Responses
5 Strongly Agree	25.00% 2
4 Agree	12.50% 1
3 Neutral or N/A	25.00% 2
2 Disagree	37.50% 3
1 Strongly Disagree	0.00% 0
Total Respondents: 8	

#	Comment	Date
1	f we had the data and direction we wold be able to improve student progress (see #59)	2/6/2014 9 04 AM
2	do but am not sure if other teachers also have the same access	2/3/2014 5 24 PM

### Q67 Teachers help maintain discipline in the entire school, not just their classrooms.

Answered: 8 Skipped: 1

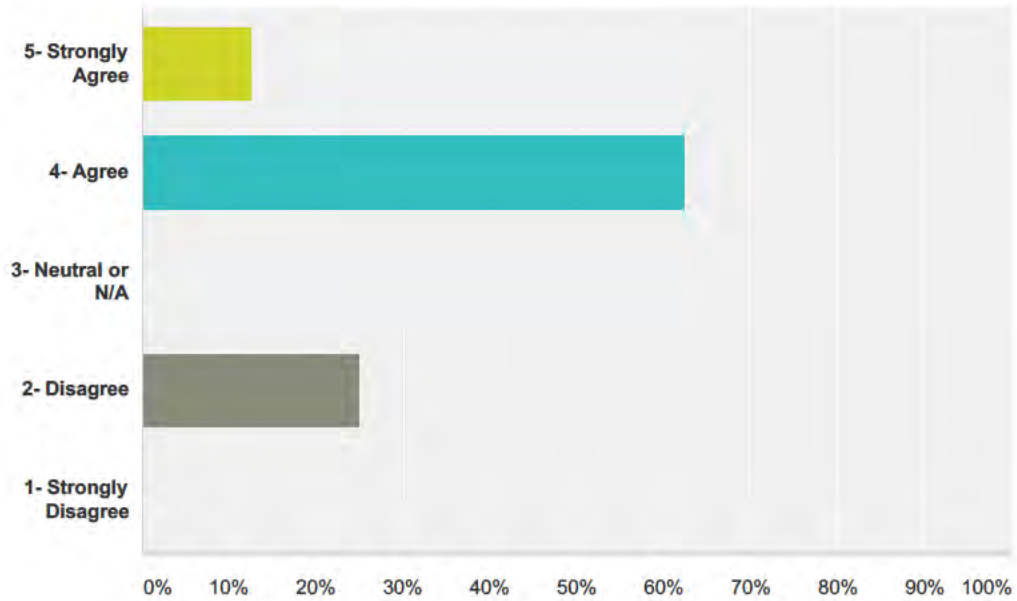


Answer Choices	Responses
5 Strongly Agree	12.50% 1
4 Agree	62.50% 5
3 Neutral or N/A	0.00% 0
2 Disagree	25.00% 2
1 Strongly Disagree	0.00% 0
Total Respondents: 8	

#	Comment	Date
1	f the students are in the building notice they are unsupervised	2/6/2014 9 04 AM

**Q68 In this school, teachers and administration are in close agreement on school discipline.**

Answered: 8 Skipped: 1

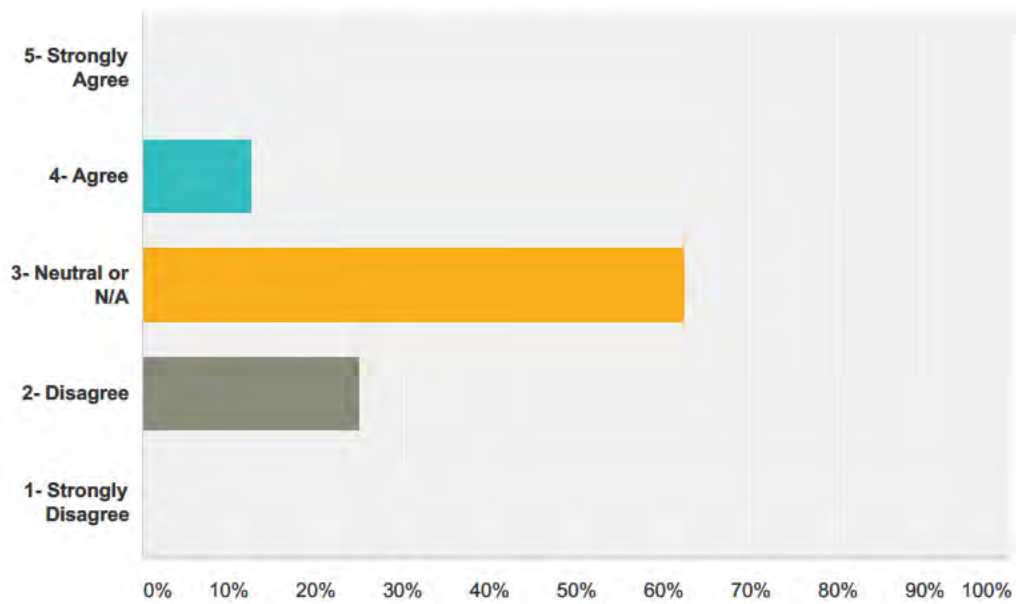


Answer Choices	Responses	
5 Strongly Agree	12.50%	1
4 Agree	62.50%	5
3 Neutral or N/A	0.00%	0
2 Disagree	25.00%	2
1 Strongly Disagree	0.00%	0
Total Respondents: 8		

#	Comment	Date
	There are no responses	

**Q69 In my school we use data walls to track student progress.**

Answered: 8 Skipped: 1

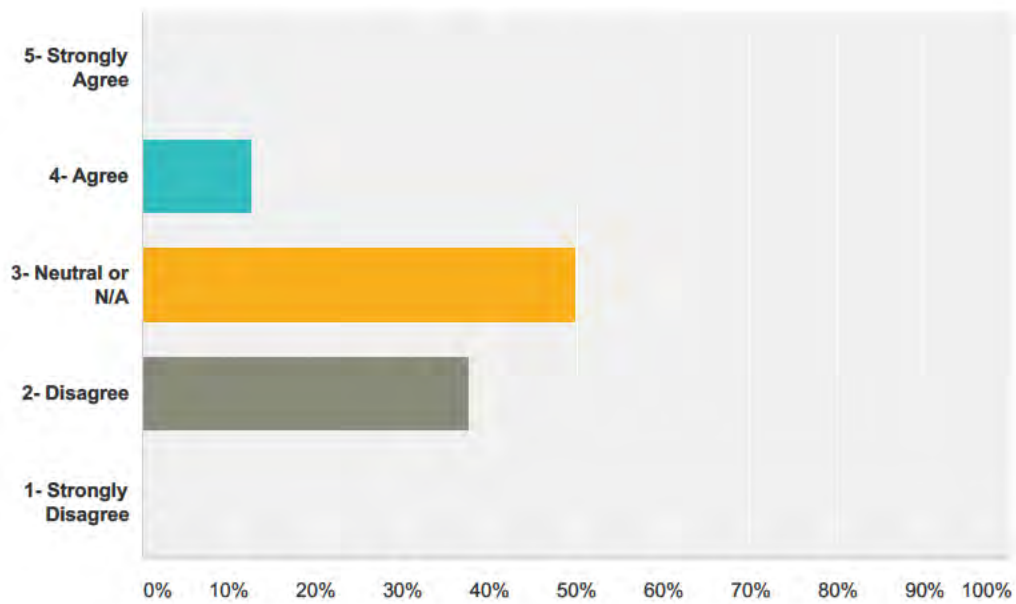


Answer Choices	Responses
5 Strongly Agree	0.00% 0
4 Agree	12.50% 1
3 Neutral or N/A	62.50% 5
2 Disagree	25.00% 2
1 Strongly Disagree	0.00% 0
Total Respondents: 8	

#	Comment	Date
1	We are in the process of doing this	2/3/2014 5 24 PM

**Q70 I am aware and support the school's restorative practices.**

Answered: 8 Skipped: 1

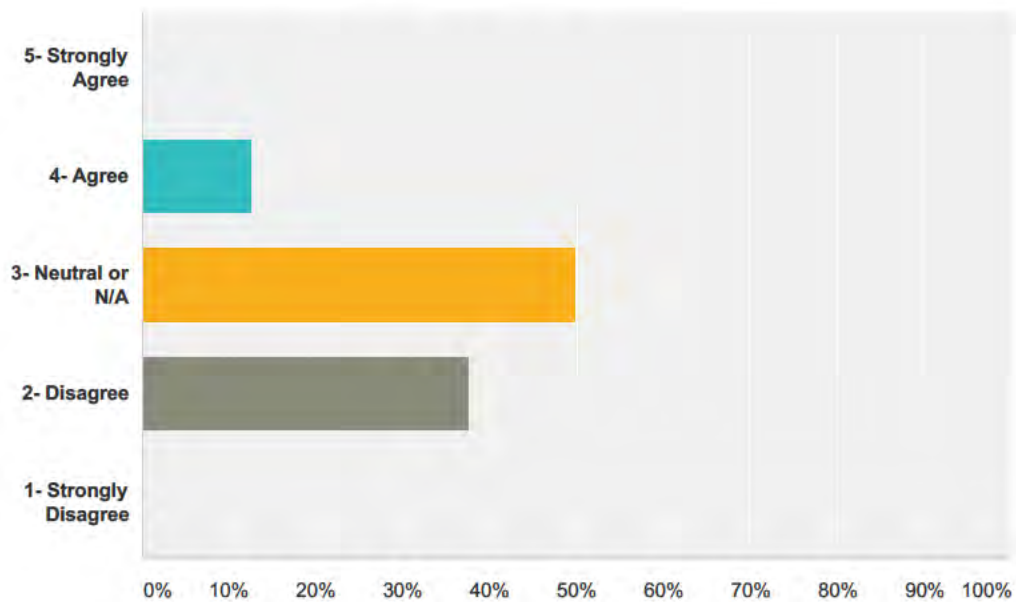


Answer Choices	Responses
5 Strongly Agree	0.00% 0
4 Agree	12.50% 1
3 Neutral or N/A	50.00% 4
2 Disagree	37.50% 3
1 Strongly Disagree	0.00% 0
Total Respondents: 8	

#	Comment	Date
1	can't support because don't know what the restorative practice is all about	2/6/2014 9 04 AM
2	Was not aware that we had this in place	2/5/2014 12 06 PM
3	support all of my school's practices but am not aware of my school's restorative practices	2/3/2014 11 53 AM

### Q71 At my school we employ restorative practices effectively.

Answered: 8 Skipped: 1

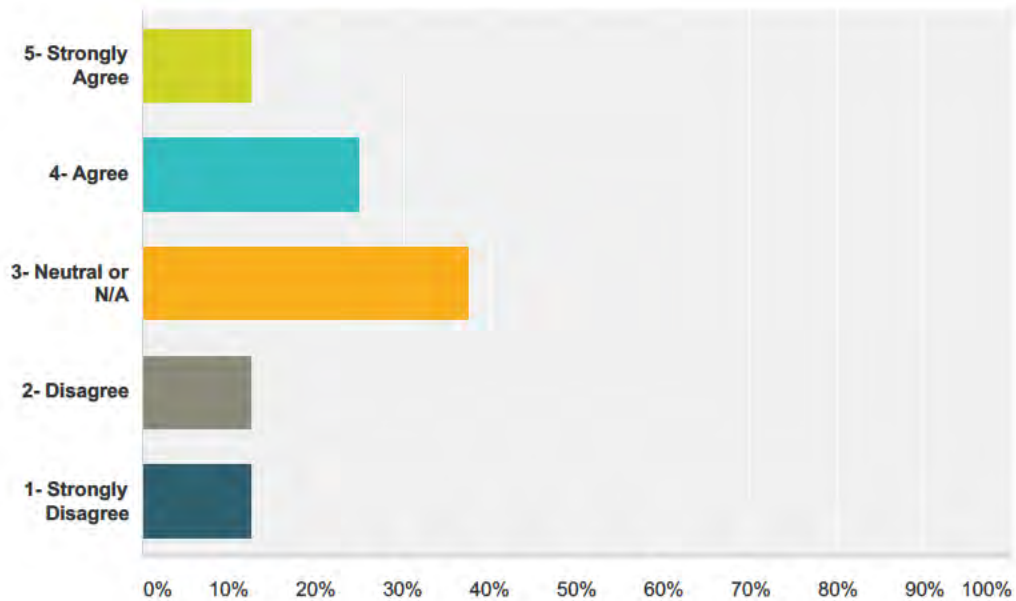


Answer Choices	Responses
5 Strongly Agree	0.00% 0
4 Agree	12.50% 1
3 Neutral or N/A	50.00% 4
2 Disagree	37.50% 3
1 Strongly Disagree	0.00% 0
Total Respondents: 8	

#	Comment	Date
1	See #70 response	2/6/2014 9 04 AM
2	am unclear on my school's restorative practices	2/3/2014 11 53 AM

**Q72 I am fully aware of my school's "School Improvement Plan" (SIP) and know how I contribute to it.**

Answered: 8 Skipped: 1

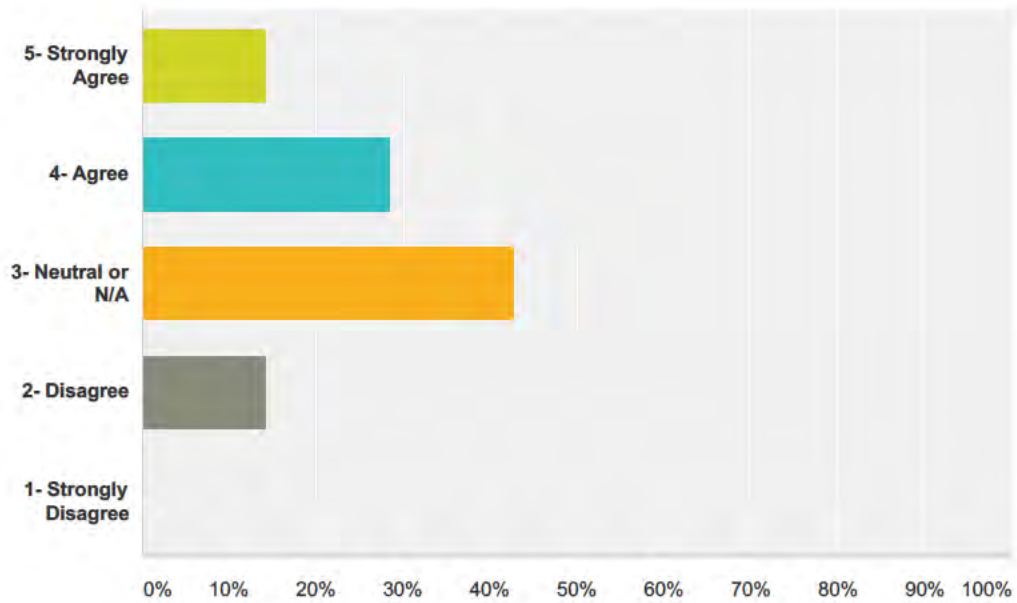


Answer Choices	Responses
5 Strongly Agree	12.50% 1
4 Agree	25.00% 2
3 Neutral or N/A	37.50% 3
2 Disagree	12.50% 1
1 Strongly Disagree	12.50% 1
Total Respondents: 8	

#	Comment	Date
1	have seen it and worked with the S P	2/6/2014 9 04 AM

**Q73 I believe our school improvement plan addresses the overall objectives of my school.**

Answered: 7 Skipped: 2

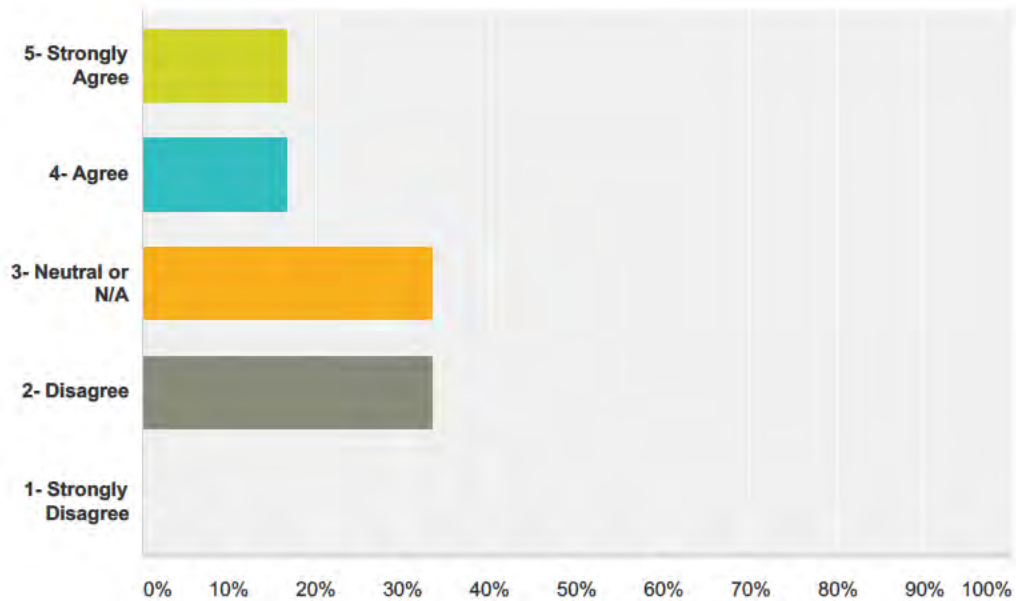


Answer Choices	Responses
5 Strongly Agree	14.29% 1
4 Agree	28.57% 2
3 Neutral or N/A	42.86% 3
2 Disagree	14.29% 1
1 Strongly Disagree	0.00% 0
Total Respondents: 7	

#	Comment	Date
	There are no responses	

**Q74 I believe our school improvement plan addresses the critical issues identified within my school.**

Answered: 6 Skipped: 3

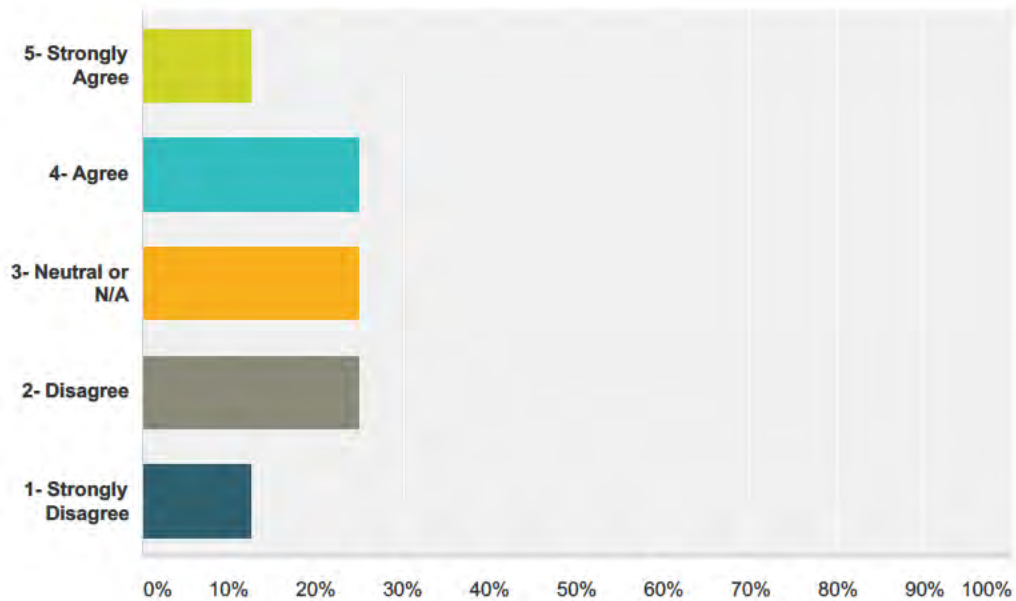


Answer Choices	Responses
5 Strongly Agree	16.67% 1
4 Agree	16.67% 1
3 Neutral or N/A	33.33% 2
2 Disagree	33.33% 2
1 Strongly Disagree	0.00% 0
Total Respondents: 6	

#	Comment	Date
	There are no responses	

**Q75 I understand what resources and funding are directed towards my school's improvement plans.**

Answered: 8 Skipped: 1

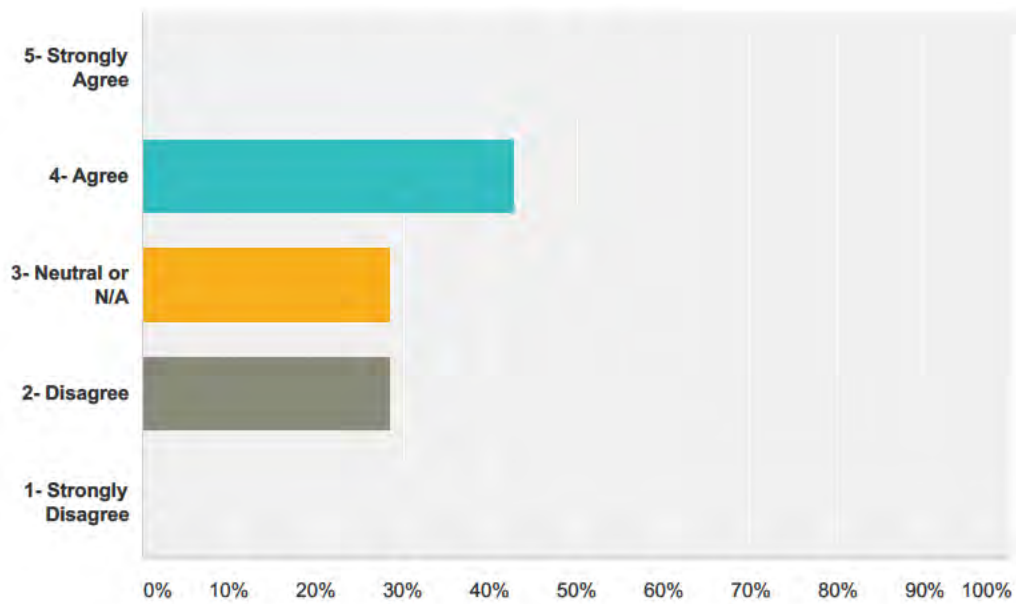


Answer Choices	Responses	
5 Strongly Agree	12.50%	1
4 Agree	25.00%	2
3 Neutral or N/A	25.00%	2
2 Disagree	25.00%	2
1 Strongly Disagree	12.50%	1
Total Respondents: 8		

#	Comment	Date
1	Are they truly allocated to the resources we are stating feel like always here the same thing there is no money	2/6/2014 9 04 AM
2	This does not happen having a copy machine and paper does not qualify for resources technology programs books student learning systems	1/29/2014 1 55 PM

### Q76 I receive proper support for my ELL students at my school.

Answered: 7 Skipped: 2

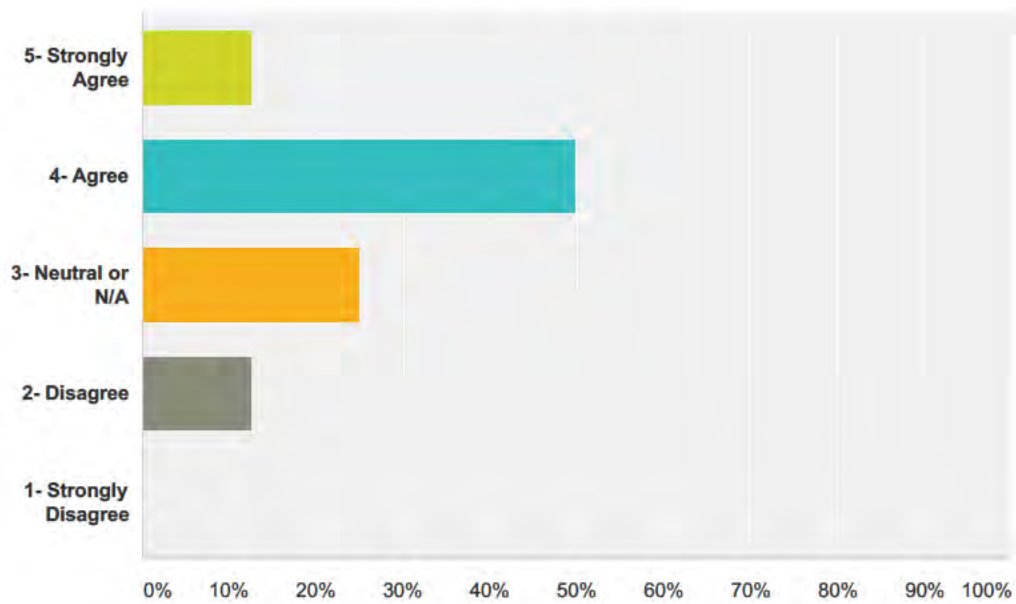


Answer Choices	Responses
5 Strongly Agree	0.00% 0
4 Agree	42.86% 3
3 Neutral or N/A	28.57% 2
2 Disagree	28.57% 2
1 Strongly Disagree	0.00% 0
Total Respondents: 7	

#	Comment	Date
1	feel as if receive much more support this year compared to last year	2/3/2014 5 24 PM
2	n/a	1/29/2014 1 55 PM

**Q77 I receive proper support for SPED students in my school.**

Answered: 8 Skipped: 1



Answer Choices	Responses
5 Strongly Agree	12.50% 1
4 Agree	50.00% 4
3 Neutral or N/A	25.00% 2
2 Disagree	12.50% 1
1 Strongly Disagree	0.00% 0
Total Respondents: 8	

#	Comment	Date
1	feel as if receive much more support this year compared to last year	2/3/2014 5 24 PM

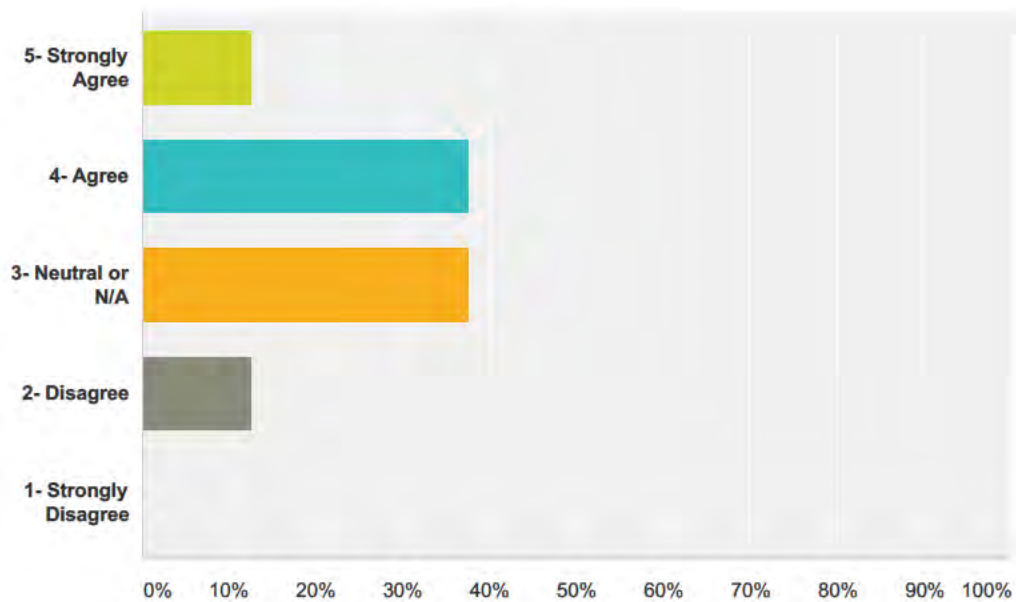
**Q78 General comments, suggestions, questions, praise, concerns pertaining to the support of academics.**

Answered: 4 Skipped: 5

#	Responses	Date
1	As look back Cyber has grown over the years in a positive way We still need work on communication policies and procedures Just having a select few with this information does not help a teacher	2/6/2014 9 04 AM
2	My peers and administrators do an excellent job of both informing me of and supporting me in meeting school objectives	2/3/2014 1 55 PM
3	want to know how can improve as an educator	2/3/2014 11 53 AM
4	t seems like teachers are providing all of the work for the curriculum what about matching books or other forms of materials who at Aspira is required or qualified to make that kind of decision?	1/29/2014 1 55 PM

### Q79 Providing the best education for your students.

Answered: 8 Skipped: 1

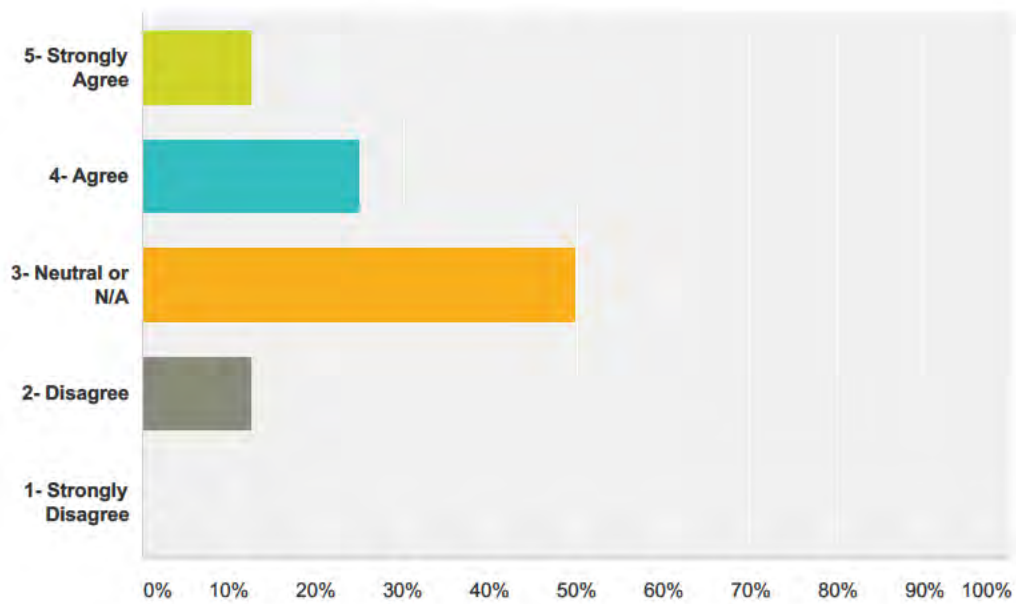


Answer Choices	Responses
5 Strongly Agree	12.50% 1
4 Agree	37.50% 3
3 Neutral or N/A	37.50% 3
2 Disagree	12.50% 1
1 Strongly Disagree	0.00% 0
Total Respondents: 8	

#	Comment	Date
1	Some of our students have 2 classes at once so it is difficult for them to stay current in classes	2/3/2014 12 35 PM
2	Despite Aspira	1/29/2014 1 54 PM

### Q80 Having time to review homework you assign.

Answered: 8 Skipped: 1

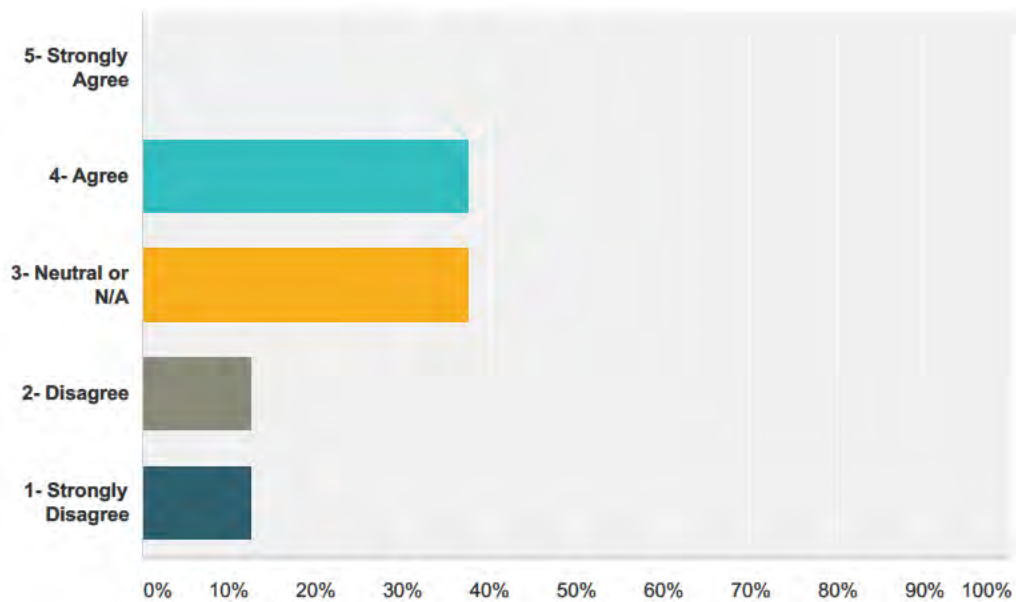


Answer Choices	Responses
5 Strongly Agree	12.50% 1
4 Agree	25.00% 2
3 Neutral or N/A	50.00% 4
2 Disagree	12.50% 1
1 Strongly Disagree	0.00% 0
Total Respondents: 8	

#	Comment	Date
	There are no responses	

### Q81 Assisting students who have been absent or behind.

Answered: 8 Skipped: 1

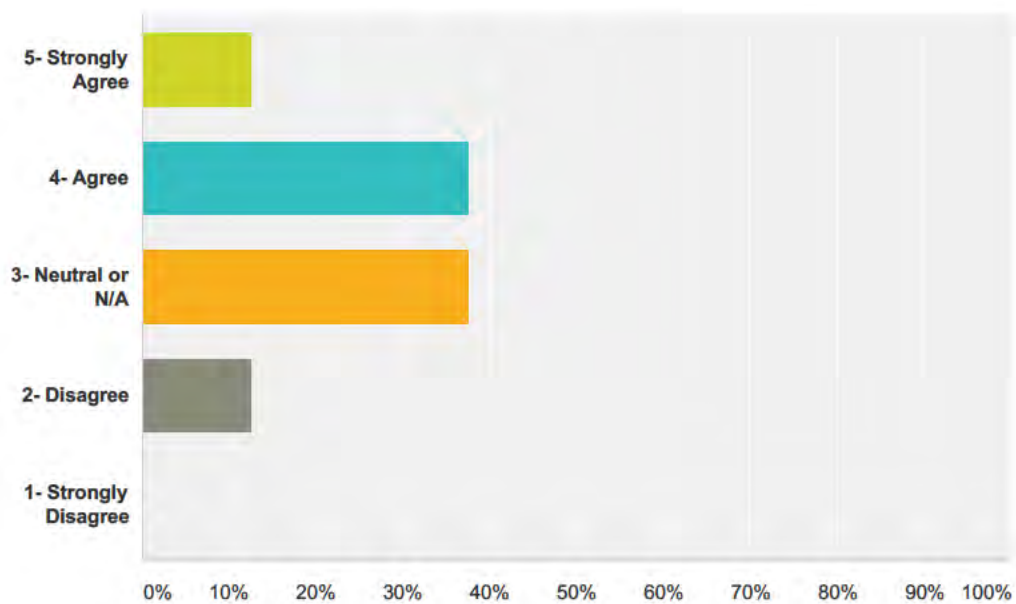


Answer Choices	Responses
5 Strongly Agree	0.00% 0
4 Agree	37.50% 3
3 Neutral or N/A	37.50% 3
2 Disagree	12.50% 1
1 Strongly Disagree	12.50% 1
Total Respondents: 8	

#	Comment	Date
1	For the few diligent students they do reach out and appreciate the one on one tutoring	2/6/2014 9 21 AM
2	Due to my schedule and my duties have difficulty finding time to keep up with phone calls	2/3/2014 5 38 PM

### Q82 Helping lower-achieving students to experience success.

Answered: 8 Skipped: 1

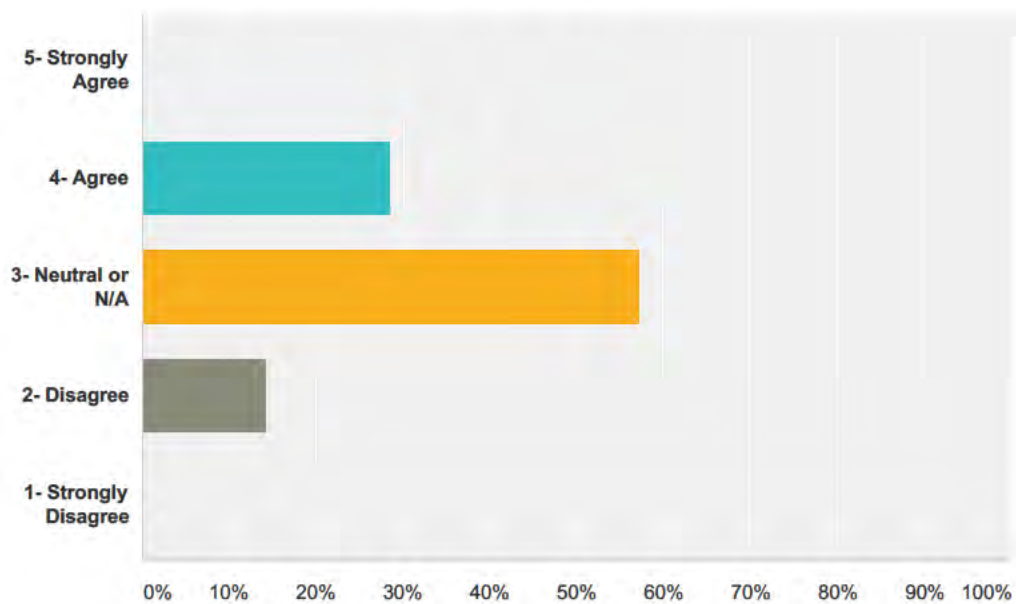


Answer Choices	Responses	
5 Strongly Agree	12.50%	1
4 Agree	37.50%	3
3 Neutral or N/A	37.50%	3
2 Disagree	12.50%	1
1 Strongly Disagree	0.00%	0
Total Respondents: 8		

#	Comment	Date
	There are no responses	

### Q83 Reducing the number of students tardy to class (excluding first hour).

Answered: 7 Skipped: 2

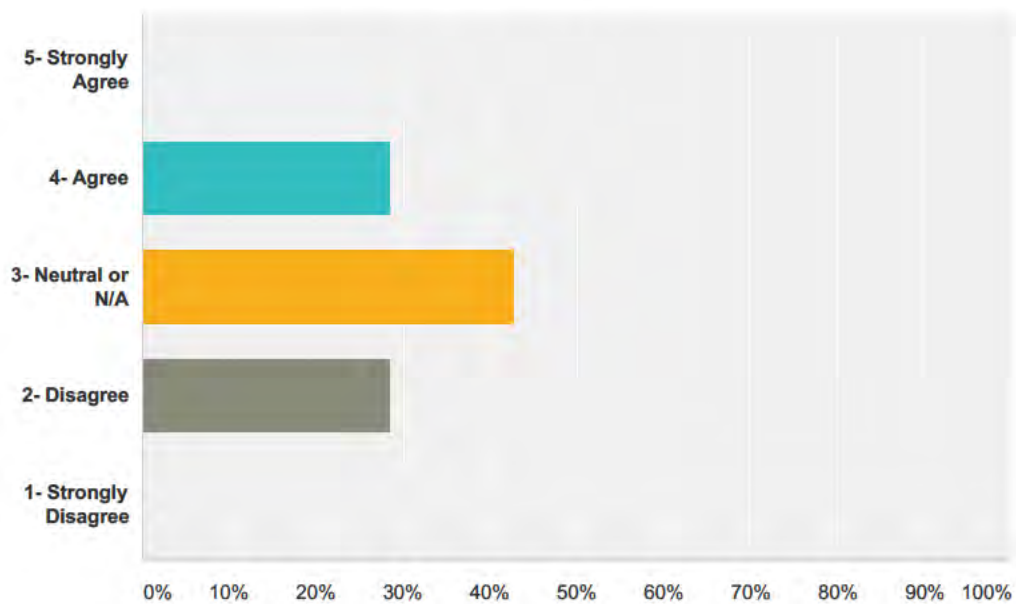


Answer Choices	Responses
5 Strongly Agree	0.00% 0
4 Agree	28.57% 2
3 Neutral or N/A	57.14% 4
2 Disagree	14.29% 1
1 Strongly Disagree	0.00% 0
Total Respondents: 7	

#	Comment	Date
	There are no responses	

### Q84 Reduce the number of students tardy to the first section.

Answered: 7 Skipped: 2

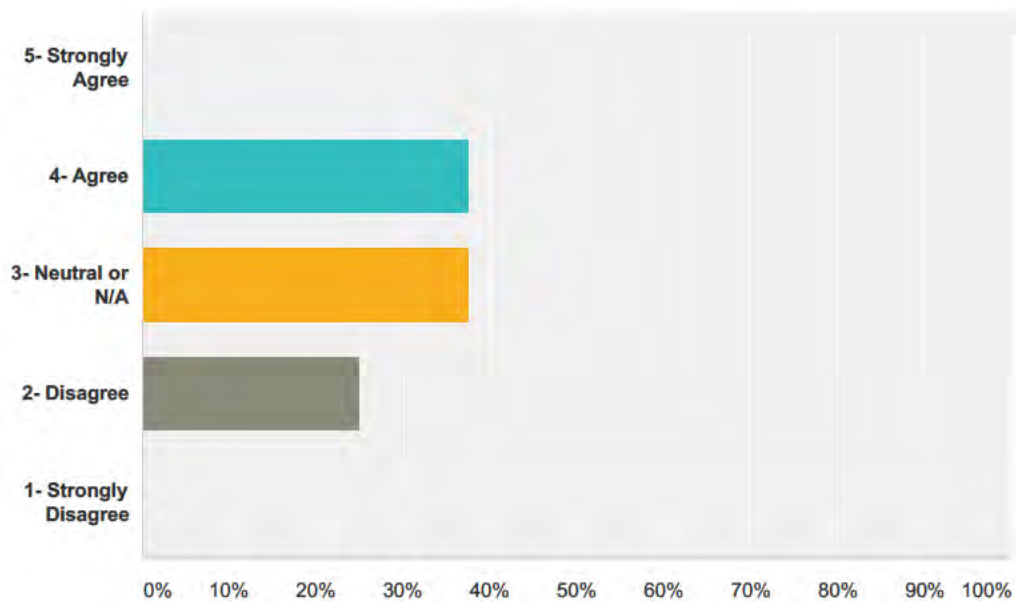


Answer Choices	Responses	
5 Strongly Agree	0.00%	0
4 Agree	28.57%	2
3 Neutral or N/A	42.86%	3
2 Disagree	28.57%	2
1 Strongly Disagree	0.00%	0
Total Respondents: 7		

#	Comment	Date
	There are no responses	

### Q85 Having adequate time to prepare for teaching.

Answered: 8 Skipped: 1

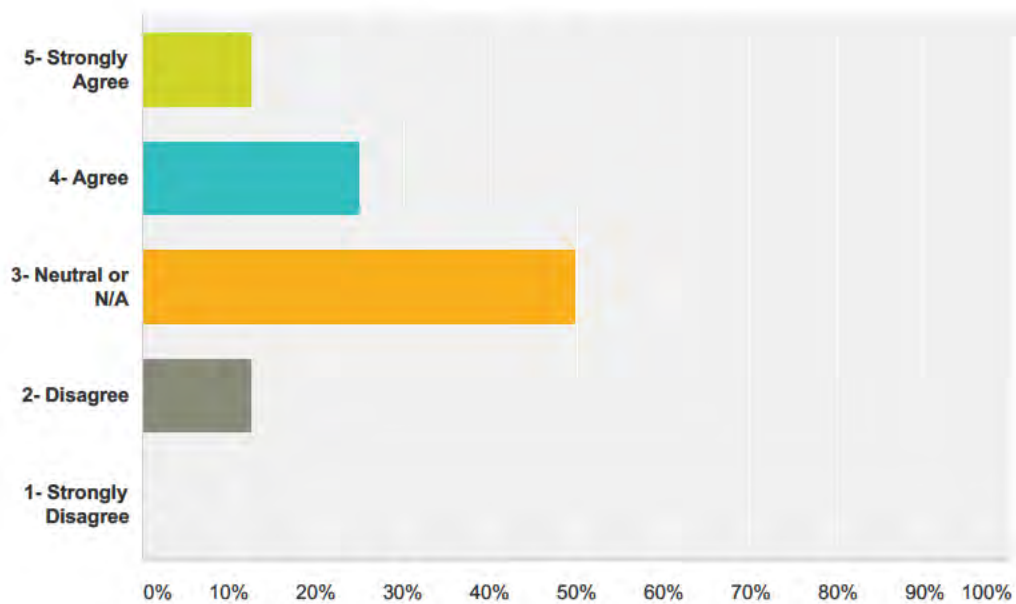


Answer Choices	Responses
5 Strongly Agree	0.00% 0
4 Agree	37.50% 3
3 Neutral or N/A	37.50% 3
2 Disagree	25.00% 2
1 Strongly Disagree	0.00% 0
Total Respondents: 8	

#	Comment	Date
1	Sometimes feel pressed for time because am always looking for innovative ways to capture the students attention	2/6/2014 9 21 AM

### Q86 Helping students have positive feelings about their school experience.

Answered: 8 Skipped: 1

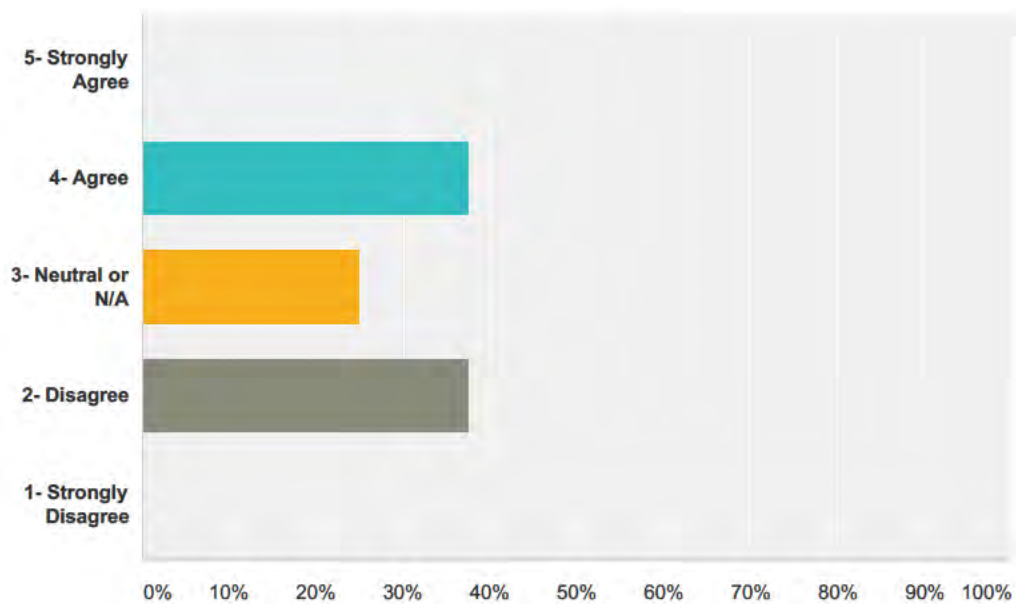


Answer Choices	Responses	
5 Strongly Agree	12.50%	1
4 Agree	25.00%	2
3 Neutral or N/A	50.00%	4
2 Disagree	12.50%	1
1 Strongly Disagree	0.00%	0
Total Respondents: 8		

#	Comment	Date
	There are no responses	

### Q87 Having formal meeting time to spend on curriculum, pedagogy, and assessment.

Answered: 8 Skipped: 1

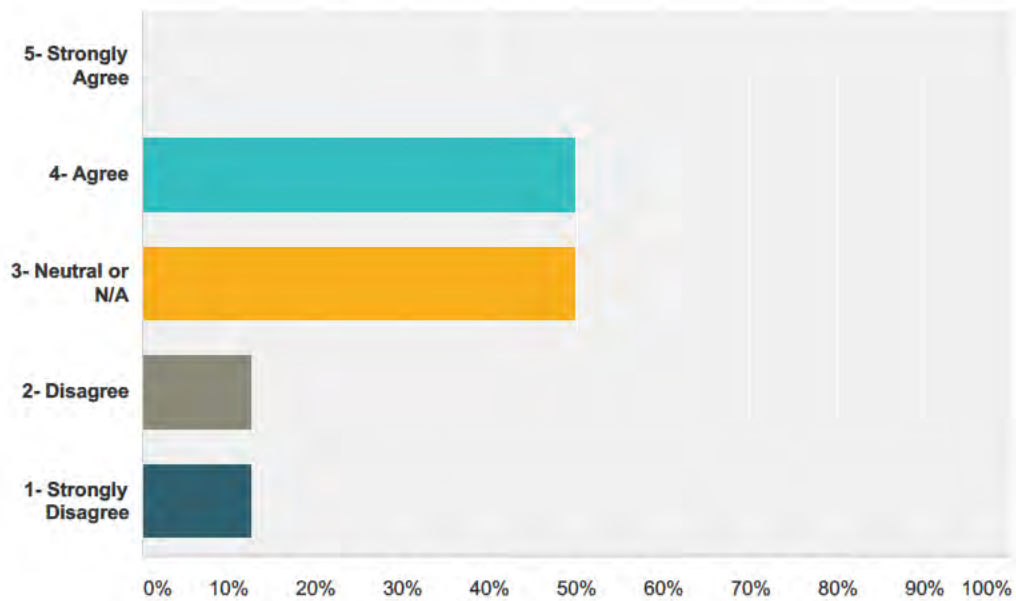


Answer Choices	Responses
5 Strongly Agree	0.00% 0
4 Agree	37.50% 3
3 Neutral or N/A	25.00% 2
2 Disagree	37.50% 3
1 Strongly Disagree	0.00% 0
Total Respondents: 8	

#	Comment	Date
	There are no responses	

### Q88 Keeping the workload manageable.

Answered: 8 Skipped: 1

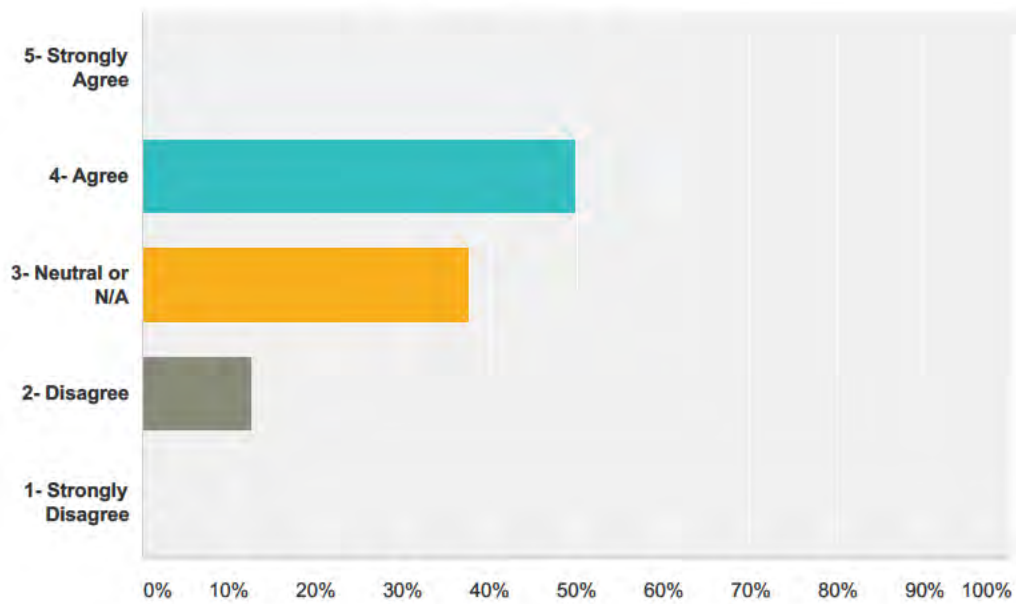


Answer Choices	Responses
5 Strongly Agree	0.00% 0
4 Agree	50.00% 4
3 Neutral or N/A	50.00% 4
2 Disagree	12.50% 1
1 Strongly Disagree	12.50% 1
Total Respondents: 8	

#	Comment	Date
1	It would be more manageable if were updated periodically when new students are arriving. Often times find the various platforms do not match i.e. PS and FLVS	2/6/2014 9:21 AM
2	At times my workload is overwhelming but manage to get everything complete	2/3/2014 5:38 PM

### Q89 Knowing individual students strengths and weaknesses.

Answered: 8 Skipped: 1

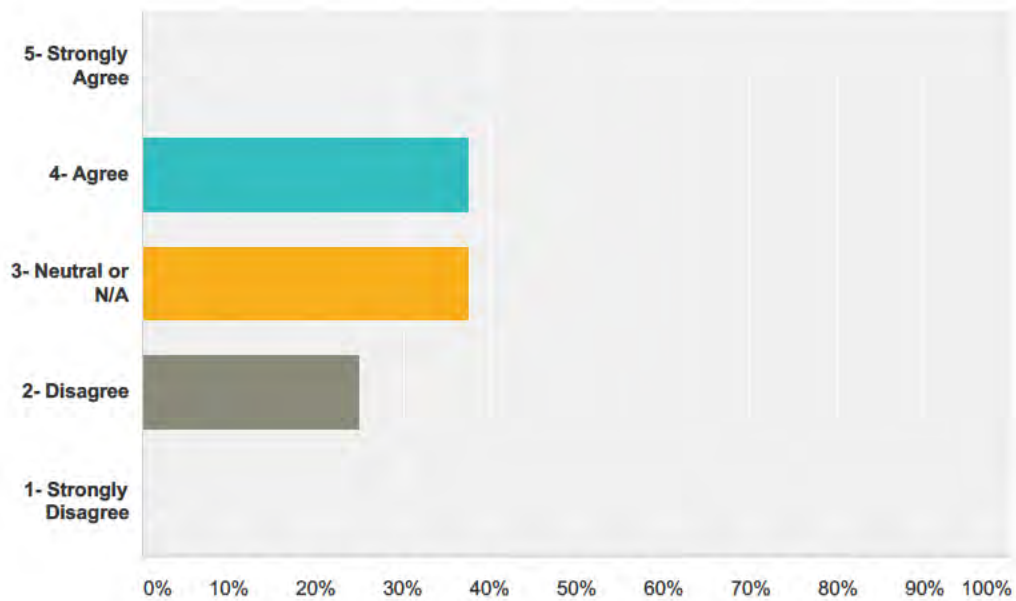


Answer Choices	Responses
5 Strongly Agree	0.00% 0
4 Agree	50.00% 4
3 Neutral or N/A	37.50% 3
2 Disagree	12.50% 1
1 Strongly Disagree	0.00% 0
Total Respondents: 8	

#	Comment	Date
	There are no responses	

## Q90 Individualizing instruction.

Answered: 8 Skipped: 1

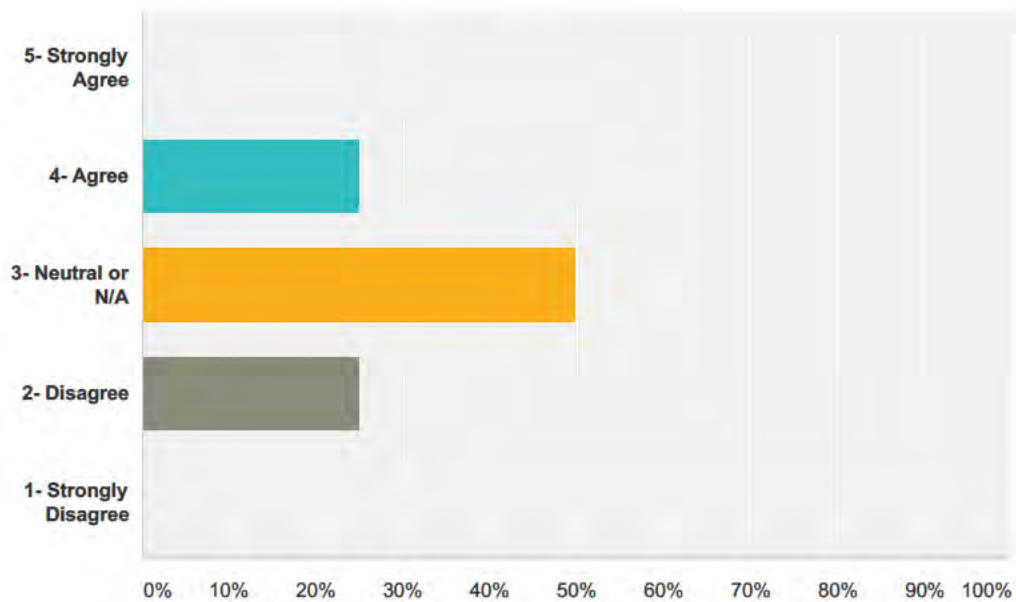


Answer Choices	Responses
5 Strongly Agree	0.00% 0
4 Agree	37.50% 3
3 Neutral or N/A	37.50% 3
2 Disagree	25.00% 2
1 Strongly Disagree	0.00% 0
Total Respondents: 8	

#	Comment	Date
	There are no responses	

### Q91 Making the day less tiring and more sane.

Answered: 8 Skipped: 1

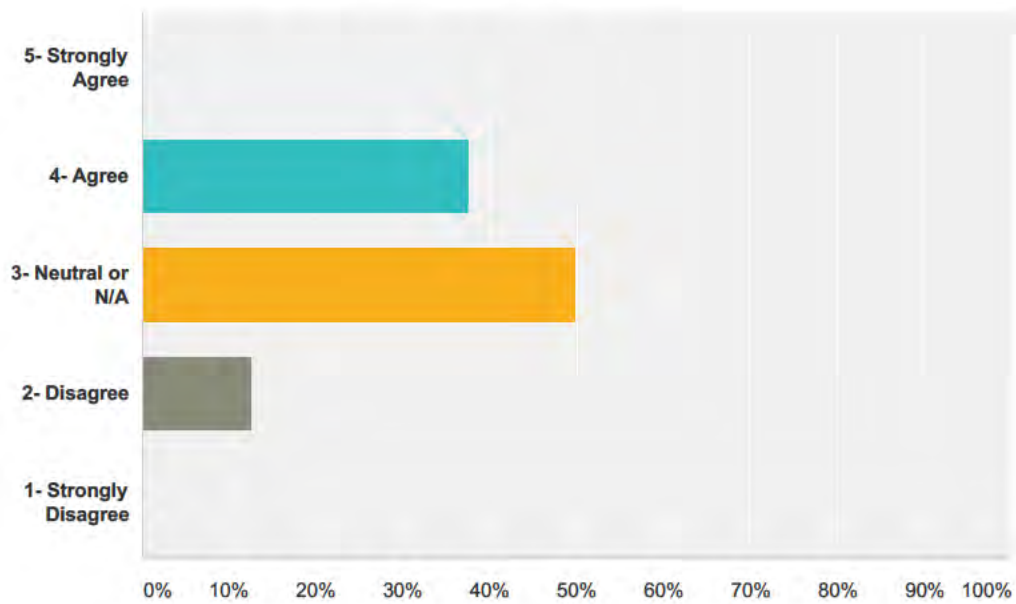


Answer Choices	Responses	
5 Strongly Agree	0.00%	0
4 Agree	25.00%	2
3 Neutral or N/A	50.00%	4
2 Disagree	25.00%	2
1 Strongly Disagree	0.00%	0
Total Respondents: 8		

#	Comment	Date
1	am not tired however as mentioned previously if the communication improved this would be conducive to a productive work environment	2/6/2014 9 21 AM

**Q92 Having sufficient and useful in-service to improve my teaching.**

Answered: 8 Skipped: 1

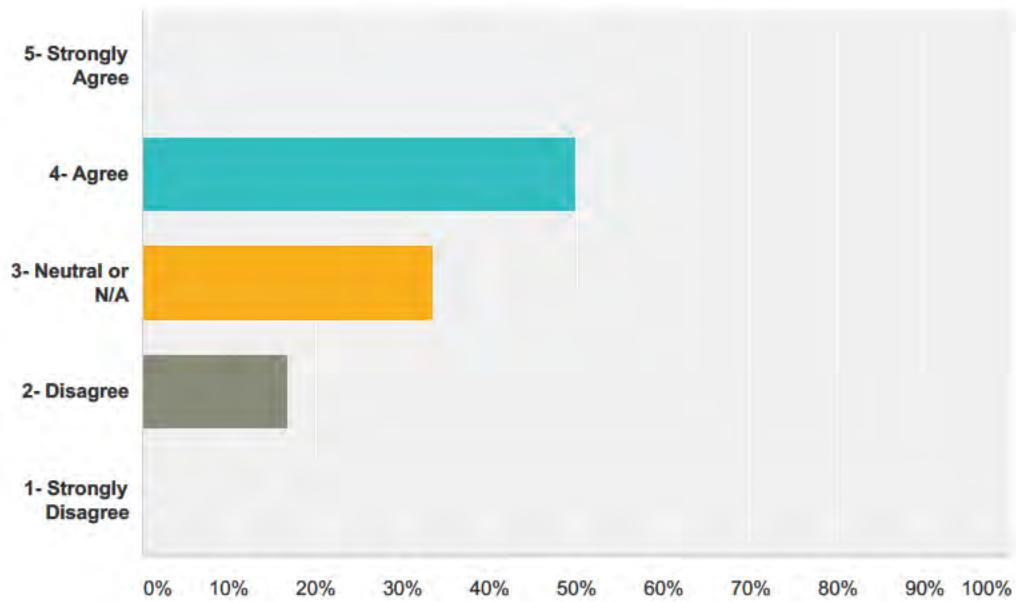


Answer Choices	Responses
5 Strongly Agree	0.00% 0
4 Agree	37.50% 3
3 Neutral or N/A	50.00% 4
2 Disagree	12.50% 1
1 Strongly Disagree	0.00% 0
Total Respondents: 8	

#	Comment	Date
1	As long as it relates to a Cyber environment	2/6/2014 9 21 AM

**Q93 Being able to teach the content required by the district curriculum.**

Answered: 6 Skipped: 3

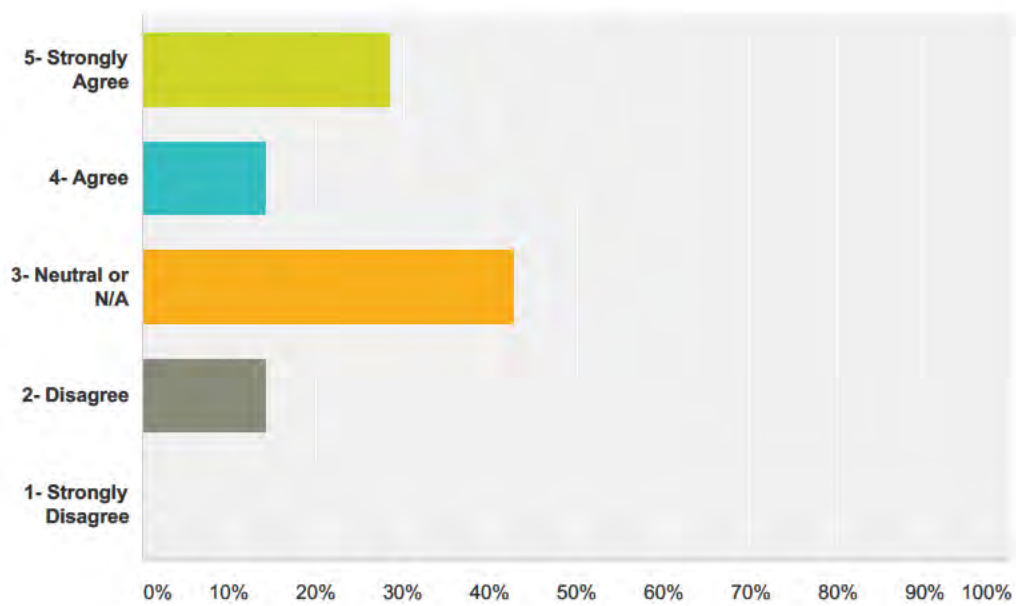


Answer Choices	Responses
5 Strongly Agree	0.00% 0
4 Agree	50.00% 3
3 Neutral or N/A	33.33% 2
2 Disagree	16.67% 1
1 Strongly Disagree	0.00% 0
Total Respondents: 6	

#	Comment	Date
1	The curriculum is not complete	1/29/2014 1 54 PM

### Q94 Using more alternative assessment approaches.

Answered: 7 Skipped: 2

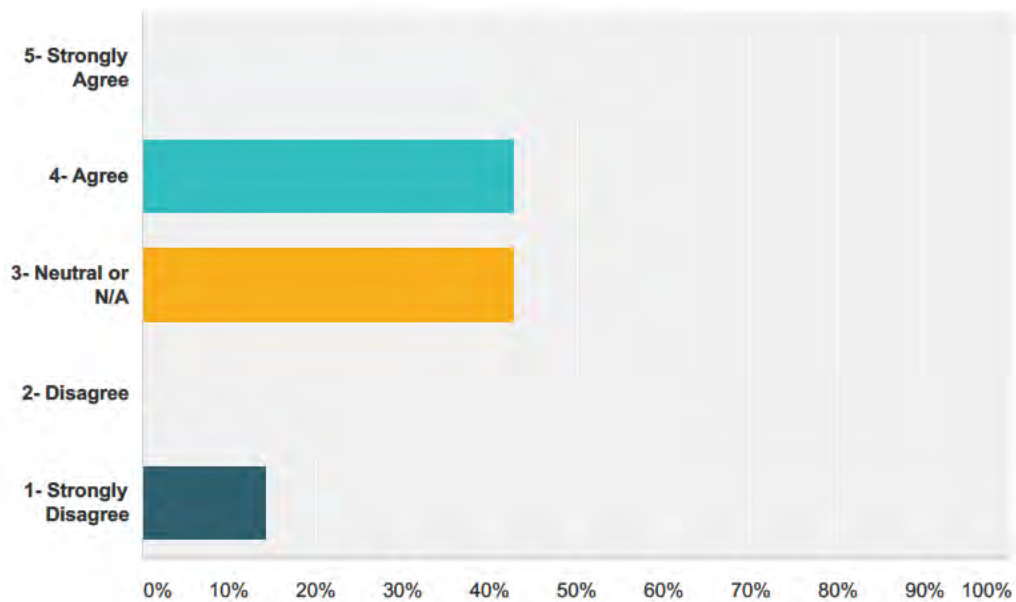


Answer Choices	Responses
5 Strongly Agree	28.57% 2
4 Agree	14.29% 1
3 Neutral or N/A	42.86% 3
2 Disagree	14.29% 1
1 Strongly Disagree	0.00% 0
Total Respondents: 7	

#	Comment	Date
1	Those would be	1/29/2014 1 54 PM

### Q95 Having students who are focused and ready to learn.

Answered: 7 Skipped: 2

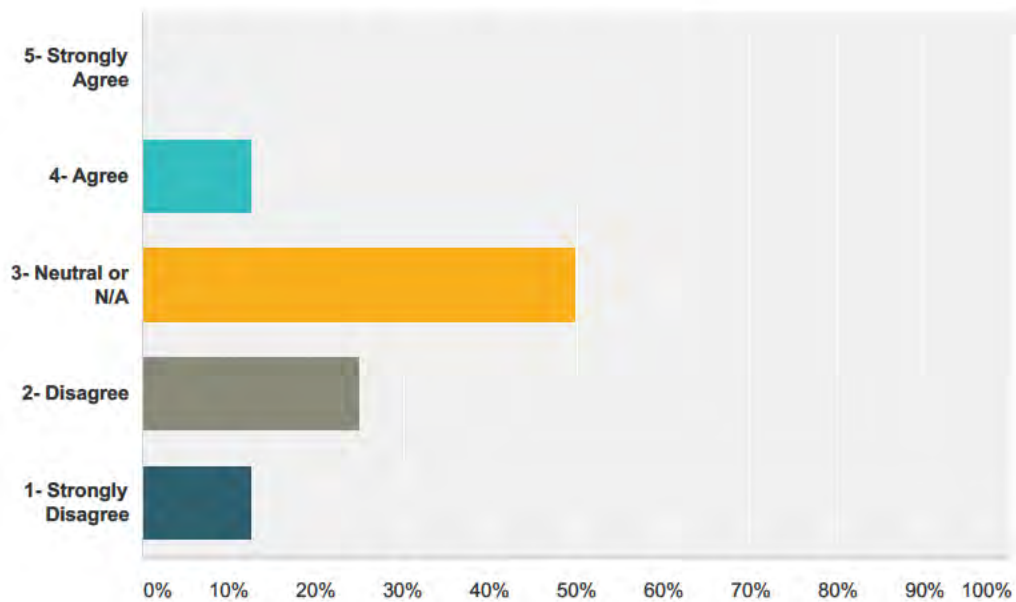


Answer Choices	Responses
5 Strongly Agree	0.00% 0
4 Agree	42.86% 3
3 Neutral or N/A	42.86% 3
2 Disagree	0.00% 0
1 Strongly Disagree	14.29% 1
Total Respondents: 7	

#	Comment	Date
1	Very few are are focused The student and home facilitator (HF) need to be better educated f the HF were adequately prepared and understood their responsibility we would have better results	2/6/2014 9 21 AM

### Q96 Allow the students to pursue subject matters that interest them.

Answered: 8 Skipped: 1

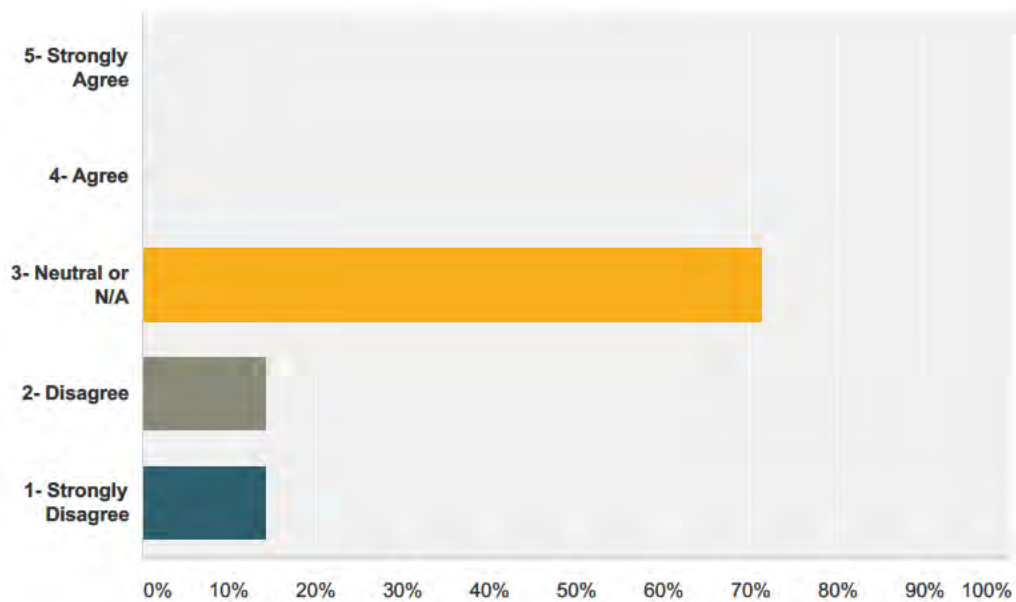


Answer Choices	Responses	
5 Strongly Agree	0.00%	0
4 Agree	12.50%	1
3 Neutral or N/A	50.00%	4
2 Disagree	25.00%	2
1 Strongly Disagree	12.50%	1
Total Respondents: 8		

#	Comment	Date
1	don't think we have enough with the current platform	2/6/2014 9 21 AM
2	More elective options	2/3/2014 5 38 PM

### Q97 Allows teachers to teach an array of electives.

Answered: 7 Skipped: 2

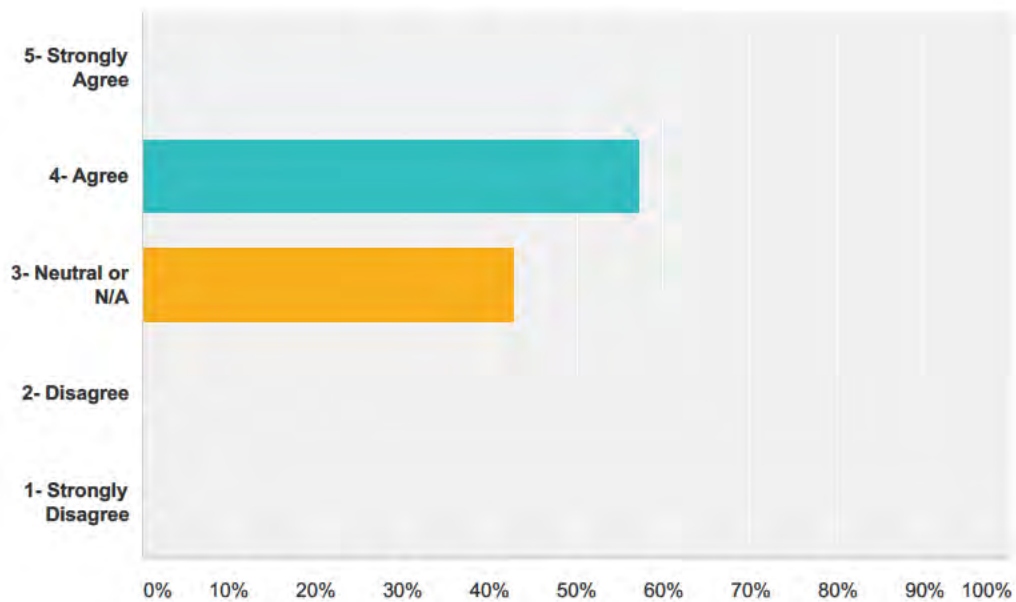


Answer Choices	Responses
5 Strongly Agree	0.00% 0
4 Agree	0.00% 0
3 Neutral or N/A	71.43% 5
2 Disagree	14.29% 1
1 Strongly Disagree	14.29% 1
Total Respondents: 7	

#	Comment	Date
1	More teachers are needed	2/3/2014 5 38 PM
2	Our program does not offer an array of electives	2/3/2014 12 35 PM
3	hahahhahahahaha	1/29/2014 1 54 PM

### Q98 Using classroom activities which require higher level thinking.

Answered: 7 Skipped: 2

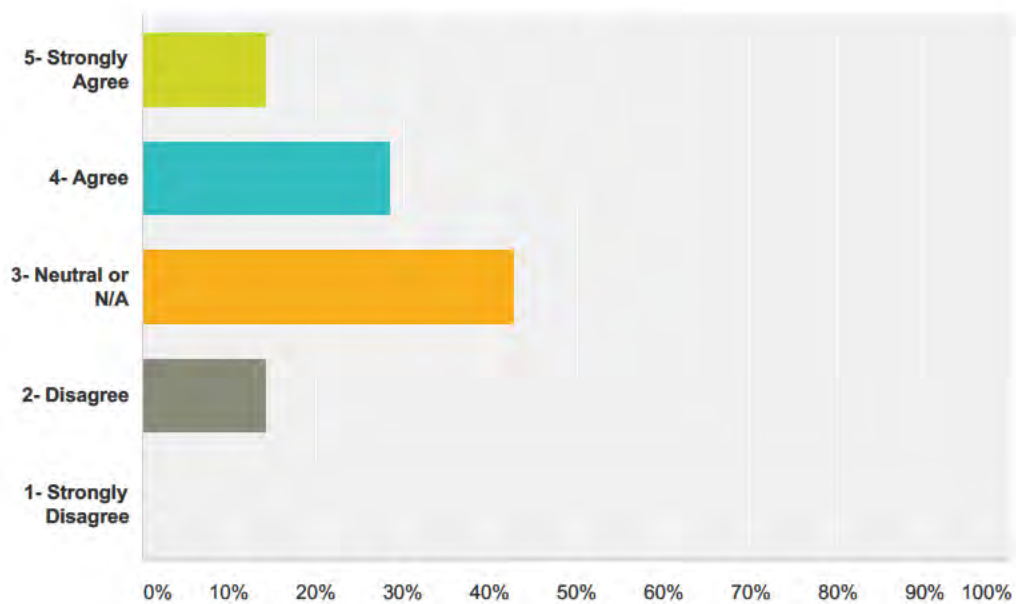


Answer Choices	Responses
5 Strongly Agree	0.00% 0
4 Agree	57.14% 4
3 Neutral or N/A	42.86% 3
2 Disagree	0.00% 0
1 Strongly Disagree	0.00% 0
Total Respondents: 7	

#	Comment	Date
1	F teachers spend the money for it	1/29/2014 1 54 PM

### Q99 Providing students opportunity for enrichment and advanced study.

Answered: 7 Skipped: 2

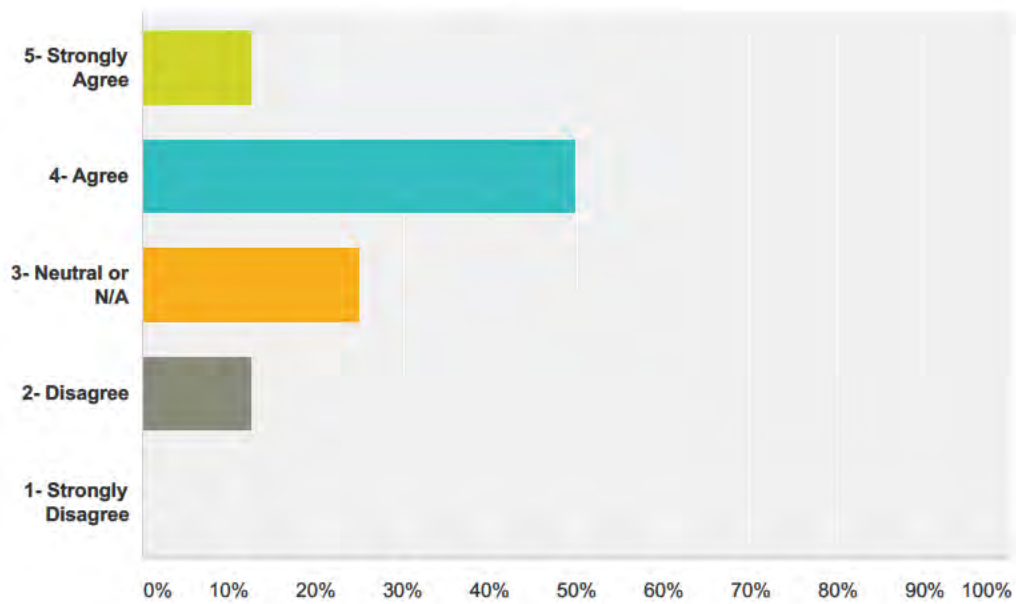


Answer Choices	Responses	
5 Strongly Agree	14.29%	1
4 Agree	28.57%	2
3 Neutral or N/A	42.86%	3
2 Disagree	14.29%	1
1 Strongly Disagree	0.00%	0
Total Respondents: 7		

#	Comment	Date
	There are no responses	

### Q100 Getting high quality work from students.

Answered: 8 Skipped: 1

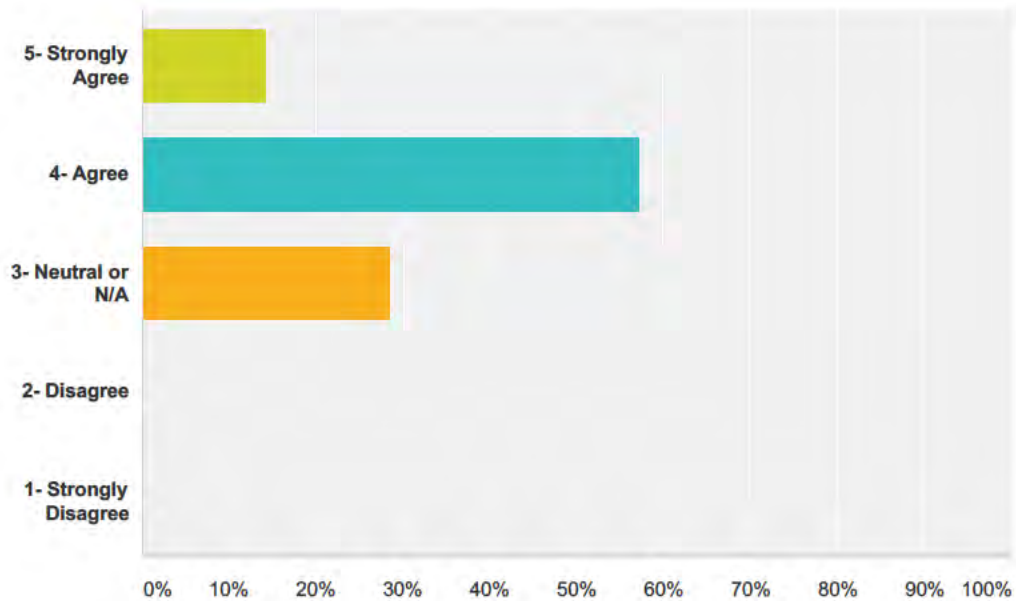


Answer Choices	Responses
5 Strongly Agree	12.50% 1
4 Agree	50.00% 4
3 Neutral or N/A	25.00% 2
2 Disagree	12.50% 1
1 Strongly Disagree	0.00% 0
Total Respondents: 8	

#	Comment	Date
	There are no responses	

**Q101 Teaching students how to directly  
apply the concepts and processes to real-  
world work or daily life.**

Answered: 7 Skipped: 2

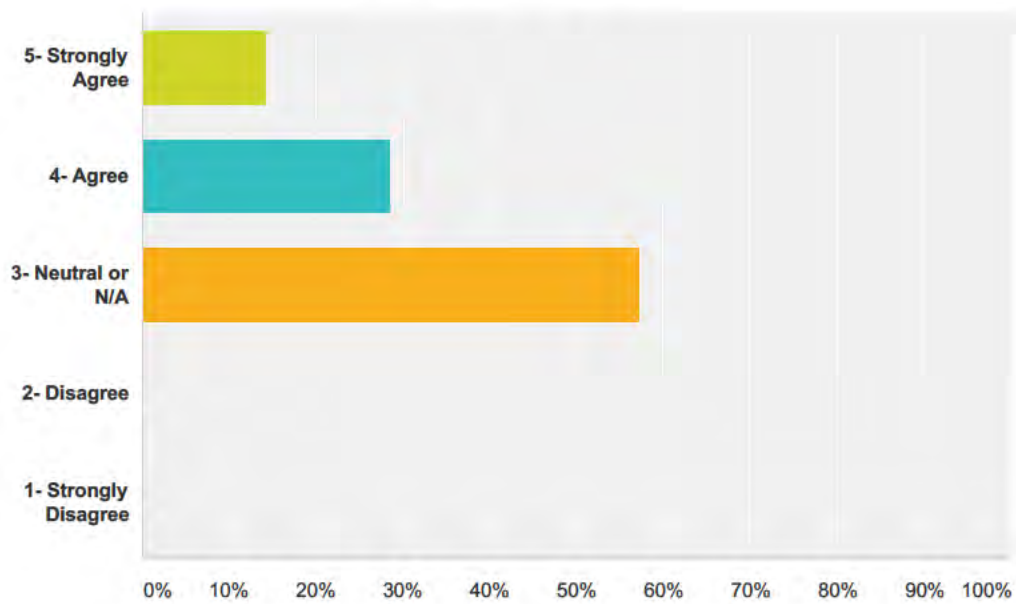


Answer Choices	Responses	
5 Strongly Agree	14.29%	1
4 Agree	57.14%	4
3 Neutral or N/A	28.57%	2
2 Disagree	0.00%	0
1 Strongly Disagree	0.00%	0
Total Respondents: 7		

#	Comment	Date
1	The certification should prepare them for that especially for those that will take and pass	2/6/2014 9 21 AM

### Q102 Keeping class disruptions to a minimum.

Answered: 7 Skipped: 2

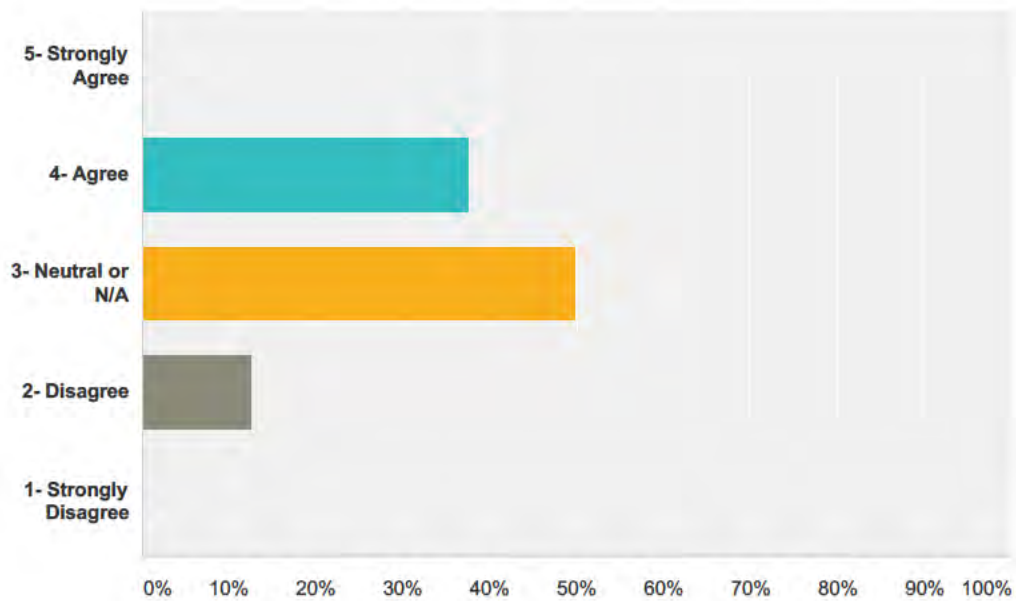


Answer Choices	Responses
5 Strongly Agree	14.29% 1
4 Agree	28.57% 2
3 Neutral or N/A	57.14% 4
2 Disagree	0.00% 0
1 Strongly Disagree	0.00% 0
Total Respondents: 7	

#	Comment	Date
	There are no responses	

## Q103 Improving my morale.

Answered: 8 Skipped: 1

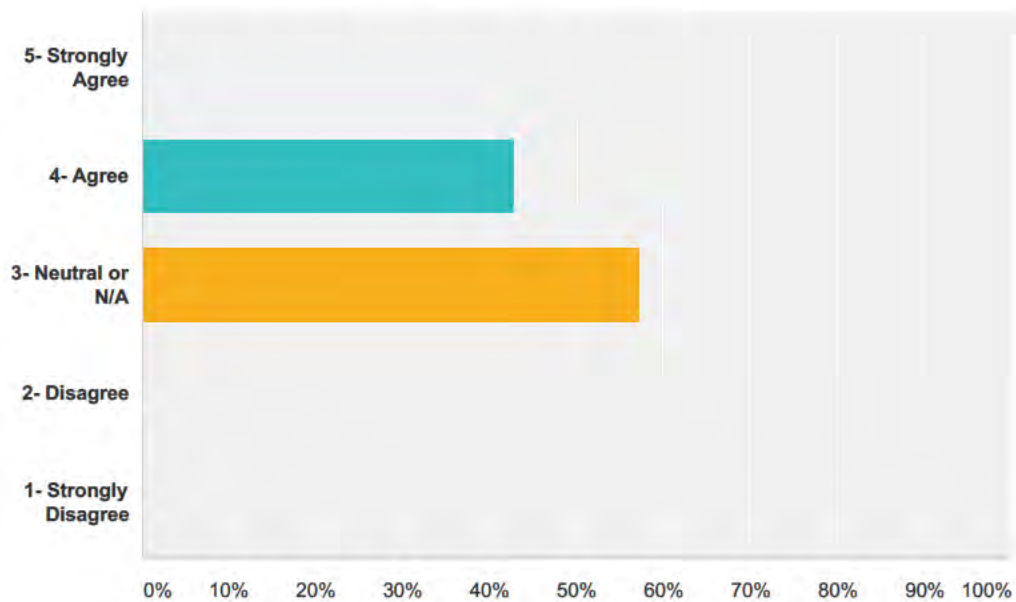


Answer Choices	Responses
5 Strongly Agree	0.00% 0
4 Agree	37.50% 3
3 Neutral or N/A	50.00% 4
2 Disagree	12.50% 1
1 Strongly Disagree	0.00% 0
Total Respondents: 8	

#	Comment	Date
1	This can be contagious if one is surrounded by others that can bring it down is of concern There is a lot of negativity and individuals on power trips that contribute for an unhealthy environment	2/6/2014 9 21 AM

### Q104 Using a diversity of instructional delivery methods or styles.

Answered: 7 Skipped: 2

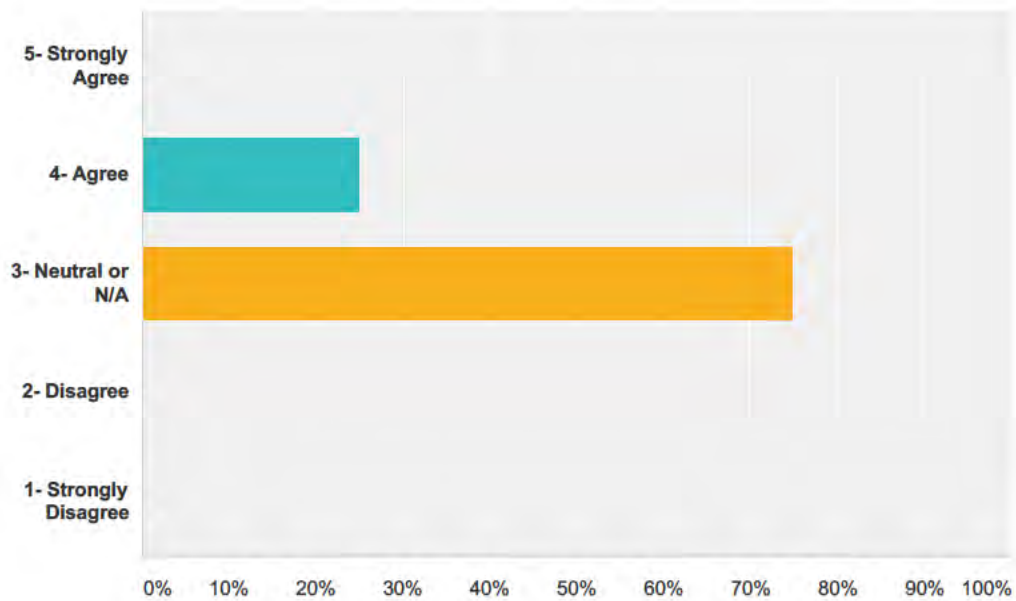


Answer Choices	Responses
5 Strongly Agree	0.00% 0
4 Agree	42.86% 3
3 Neutral or N/A	57.14% 4
2 Disagree	0.00% 0
1 Strongly Disagree	0.00% 0
Total Respondents: 7	

#	Comment	Date
	There are no responses	

**Q105 Limiting disciplinary referrals.**

Answered: 8 Skipped: 1

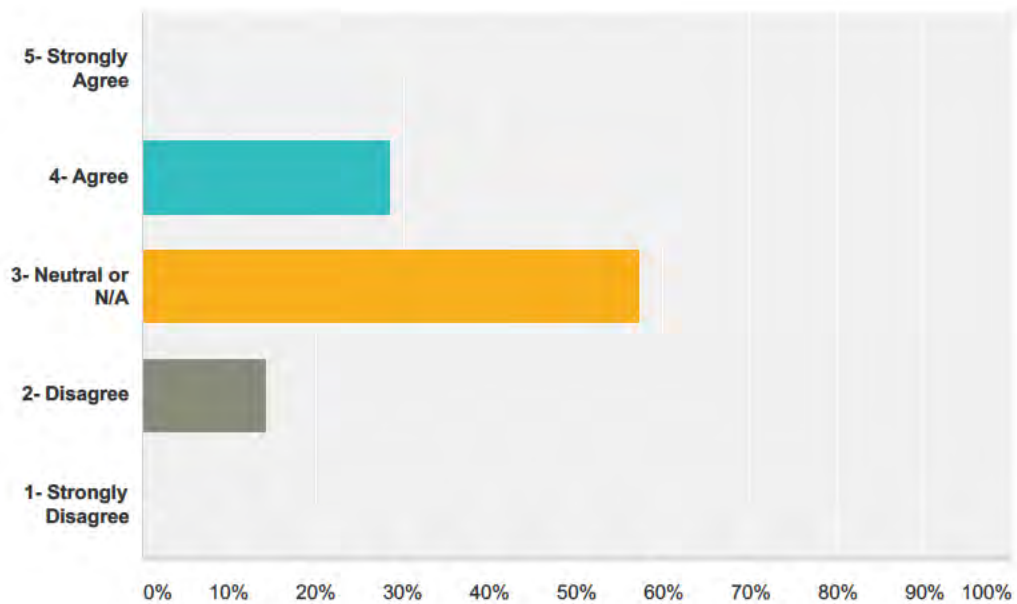


Answer Choices	Responses	
5 Strongly Agree	0.00%	0
4 Agree	25.00%	2
3 Neutral or N/A	75.00%	6
2 Disagree	0.00%	0
1 Strongly Disagree	0.00%	0
Total Respondents: 8		

#	Comment	Date
	There are no responses	

### Q106 Using teaching strategies which involve students in active and hands-on learning.

Answered: 7 Skipped: 2

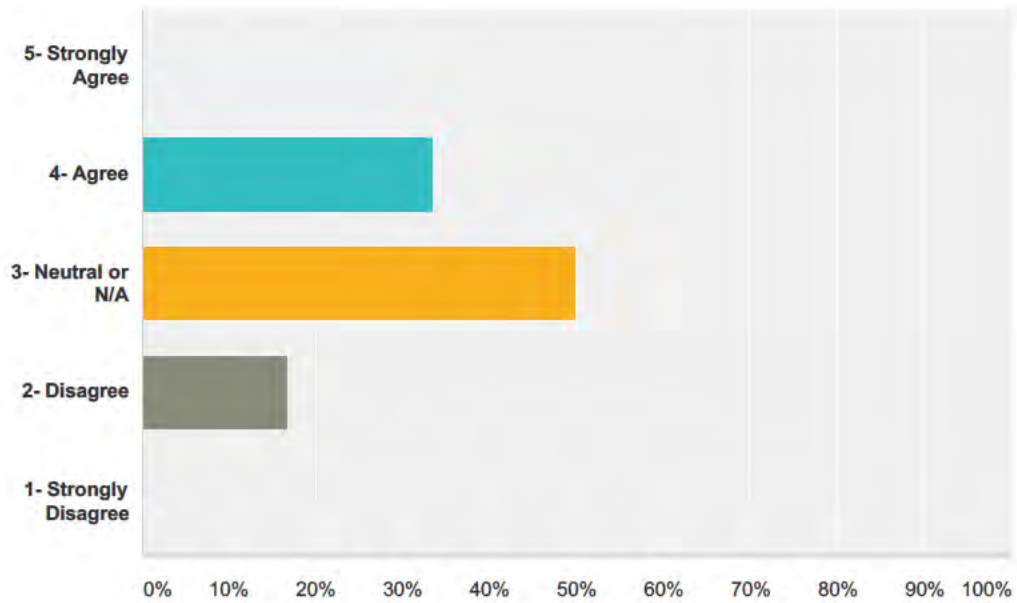


Answer Choices	Responses
5 Strongly Agree	0.00% 0
4 Agree	28.57% 2
3 Neutral or N/A	57.14% 4
2 Disagree	14.29% 1
1 Strongly Disagree	0.00% 0
Total Respondents: 7	

#	Comment	Date
	There are no responses	

**Q107 Using teaching strategies which involve students in active and hands-on learning.**

Answered: 6 Skipped: 3

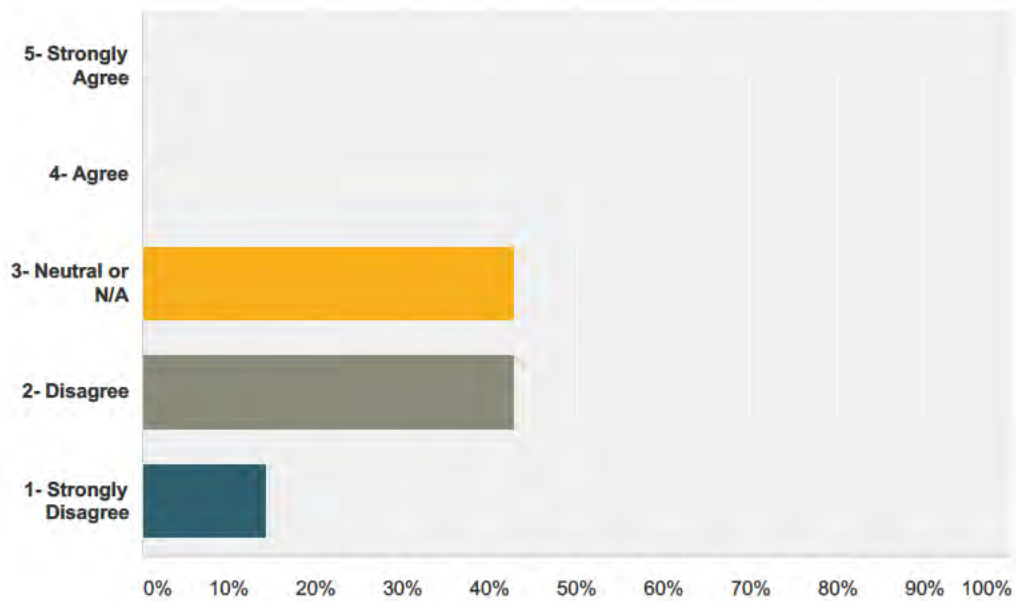


Answer Choices	Responses	
5 Strongly Agree	0.00%	0
4 Agree	33.33%	2
3 Neutral or N/A	50.00%	3
2 Disagree	16.67%	1
1 Strongly Disagree	0.00%	0
Total Respondents: 6		

#	Comment	Date
	There are no responses	

## Q108 Reducing absences.

Answered: 7 Skipped: 2

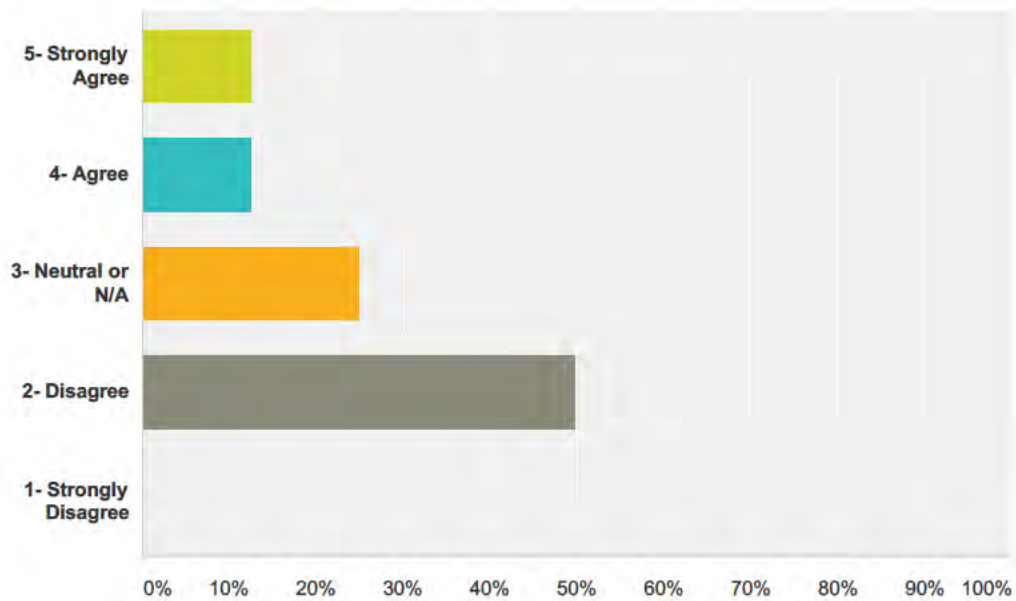


Answer Choices	Responses
5 Strongly Agree	0.00% 0
4 Agree	0.00% 0
3 Neutral or N/A	42.86% 3
2 Disagree	42.86% 3
1 Strongly Disagree	14.29% 1
Total Respondents: 7	

#	Comment	Date
1	This needs a lot of work and enforce the policy	2/6/2014 9 21 AM

**Q109 Improve accuracy of record keeping.**

Answered: 8 Skipped: 1

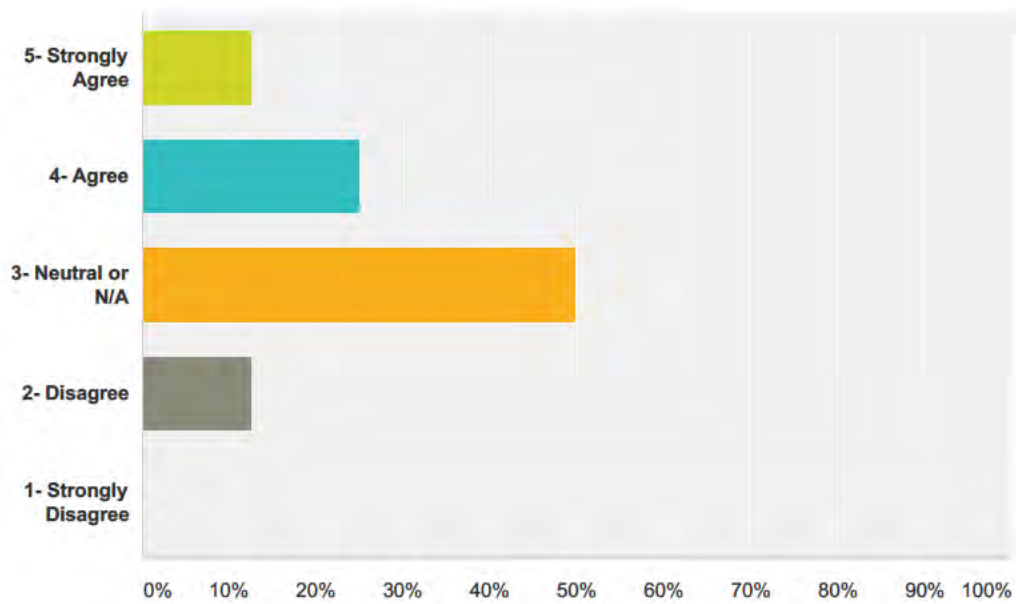


Answer Choices	Responses	
5 Strongly Agree	12.50%	1
4 Agree	12.50%	1
3 Neutral or N/A	25.00%	2
2 Disagree	50.00%	4
1 Strongly Disagree	0.00%	0
<b>Total Respondents: 8</b>		

#	Comment	Date
	There are no responses	

**Q110 Accommodating the needs of special education students.**

Answered: 8 Skipped: 1



Answer Choices	Responses
5 Strongly Agree	12.50% 1
4 Agree	25.00% 2
3 Neutral or N/A	50.00% 4
2 Disagree	12.50% 1
1 Strongly Disagree	0.00% 0
Total Respondents: 8	

#	Comment	Date
	There are no responses	

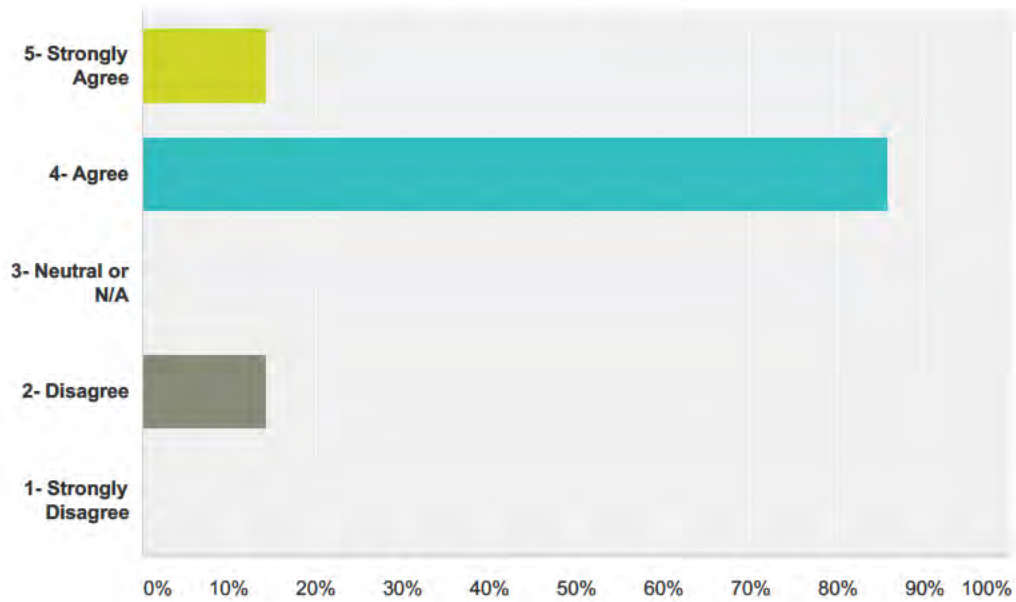
**Q111 General comments, suggestions,  
questions, praise, concerns pertaining to  
the adequacy of the master schedule /  
rostering.**

Answered: 0 Skipped: 9

#	Responses	Date
	There are no responses	

**Q112 This school makes a good effort to reach out to the community.**

Answered: 7 Skipped: 2

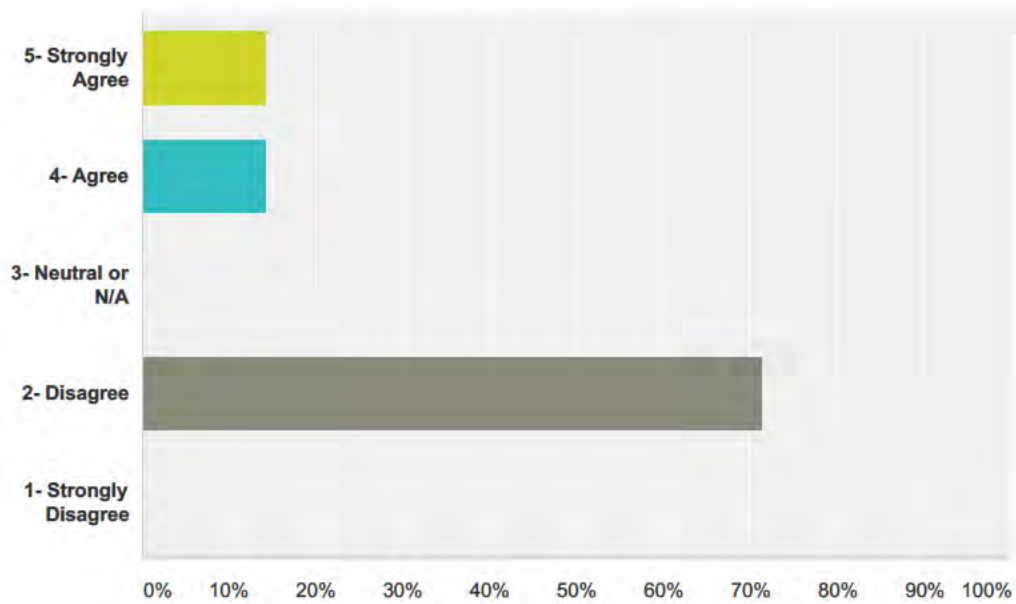


Answer Choices	Responses
5 Strongly Agree	14.29% 1
4 Agree	85.71% 6
3 Neutral or N/A	0.00% 0
2 Disagree	14.29% 1
1 Strongly Disagree	0.00% 0
Total Respondents: 7	

#	Comment	Date
	There are no responses	

**Q113 Parents are partners with the school in enhancing their child's learning.**

Answered: 7 Skipped: 2

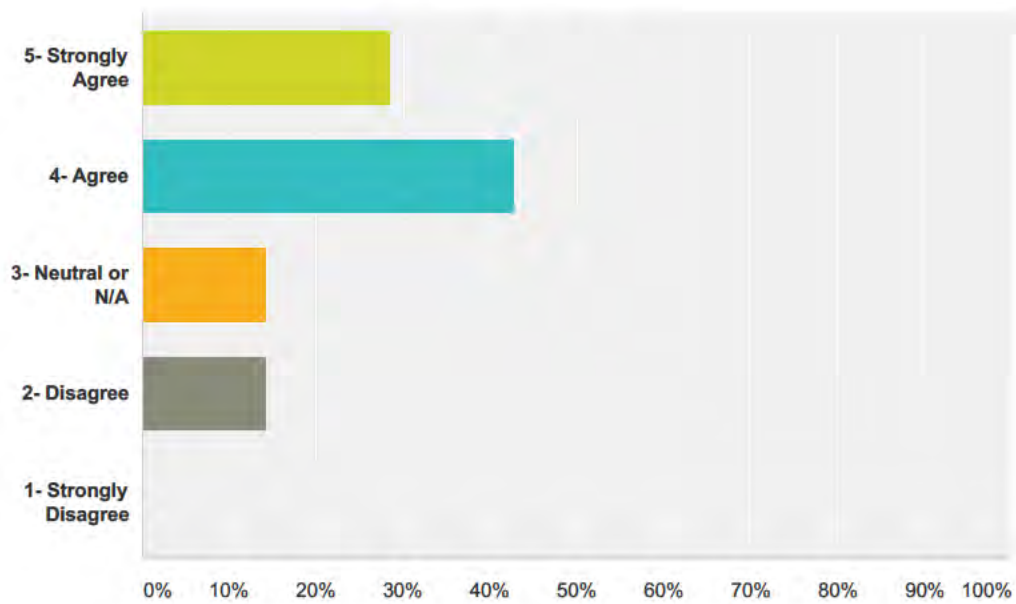


Answer Choices	Responses	
5 Strongly Agree	14.29%	1
4 Agree	14.29%	1
3 Neutral or N/A	0.00%	0
2 Disagree	71.43%	5
1 Strongly Disagree	0.00%	0
Total Respondents: 7		

#	Comment	Date
1	Very little parent involvement Can count on one hand those parents that are proactive	2/6/2014 9 32 AM
2	wish we had stronger parental involvement	2/3/2014 12 38 PM

**Q114 My school policies on contact with parents are clear.**

Answered: 7 Skipped: 2

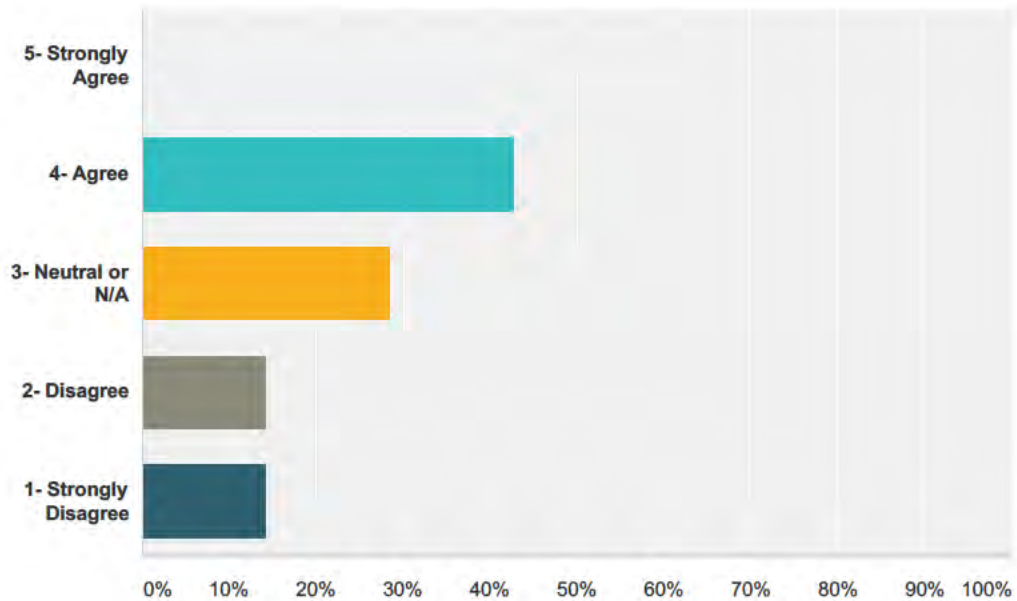


Answer Choices	Responses
5 Strongly Agree	28.57% 2
4 Agree	42.86% 3
3 Neutral or N/A	14.29% 1
2 Disagree	14.29% 1
1 Strongly Disagree	0.00% 0
Total Respondents: 7	

#	Comment	Date
1	don't want to sound negative but we need to follow up so we can be successful	2/6/2014 9 32 AM

**Q115 My school policies on contact with parents are manageable with my other responsibilities.**

Answered: 7 Skipped: 2

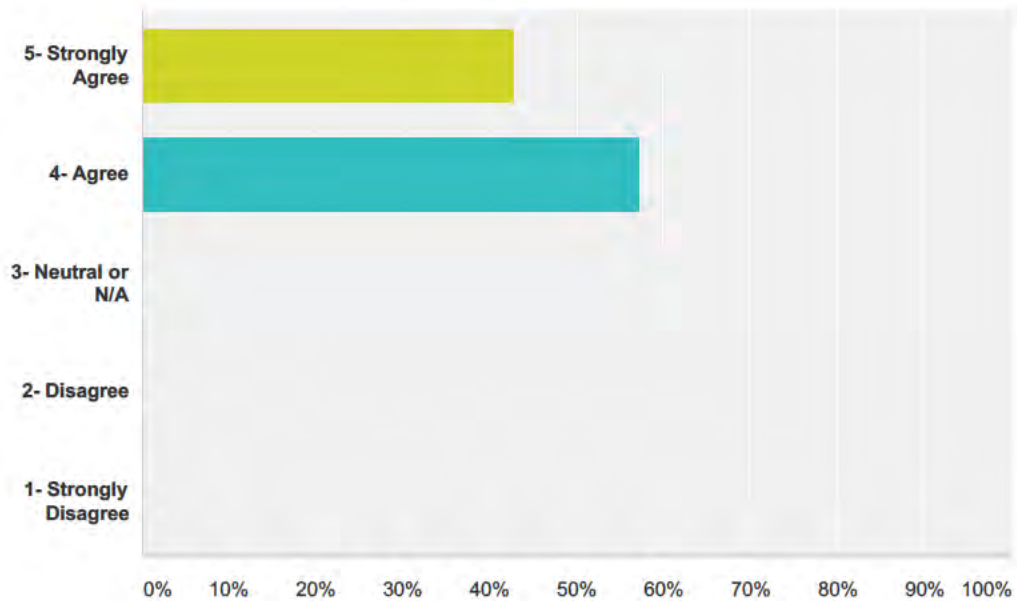


Answer Choices	Responses
5 Strongly Agree	0.00% 0
4 Agree	42.86% 3
3 Neutral or N/A	28.57% 2
2 Disagree	14.29% 1
1 Strongly Disagree	14.29% 1
Total Respondents: 7	

#	Comment	Date
1	This is extremely time consuming	2/6/2014 9 32 AM

**Q116 I am able to use the bilingual staff in my school to assist me with parent contact (if needed).**

Answered: 7 Skipped: 2

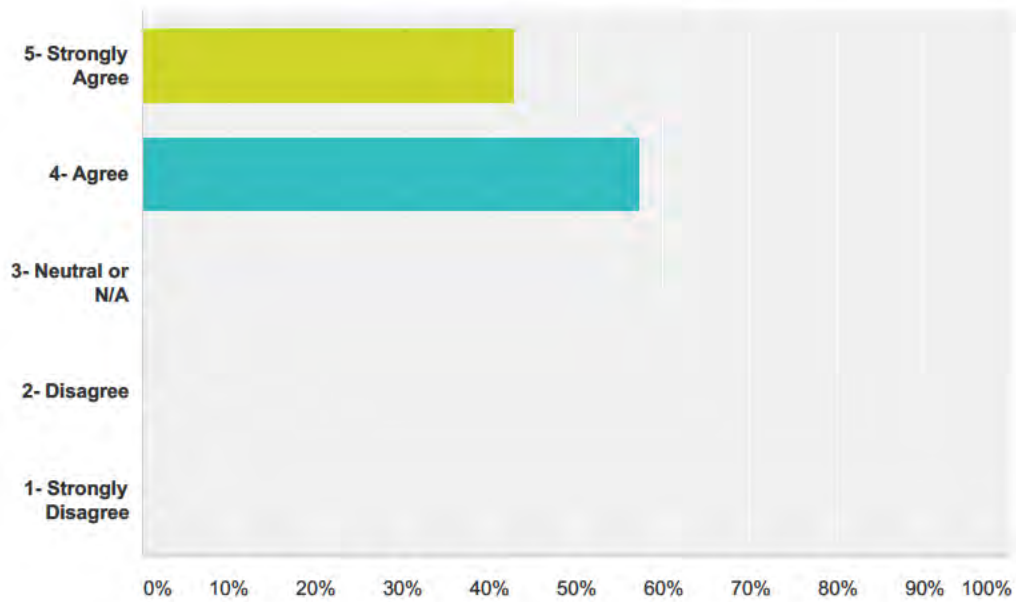


Answer Choices	Responses	
5 Strongly Agree	42.86%	3
4 Agree	57.14%	4
3 Neutral or N/A	0.00%	0
2 Disagree	0.00%	0
1 Strongly Disagree	0.00%	0
Total Respondents: 7		

#	Comment	Date
	There are no responses	

**Q117 If I need to contact a parent that speaks another language I can do so.**

Answered: 7 Skipped: 2

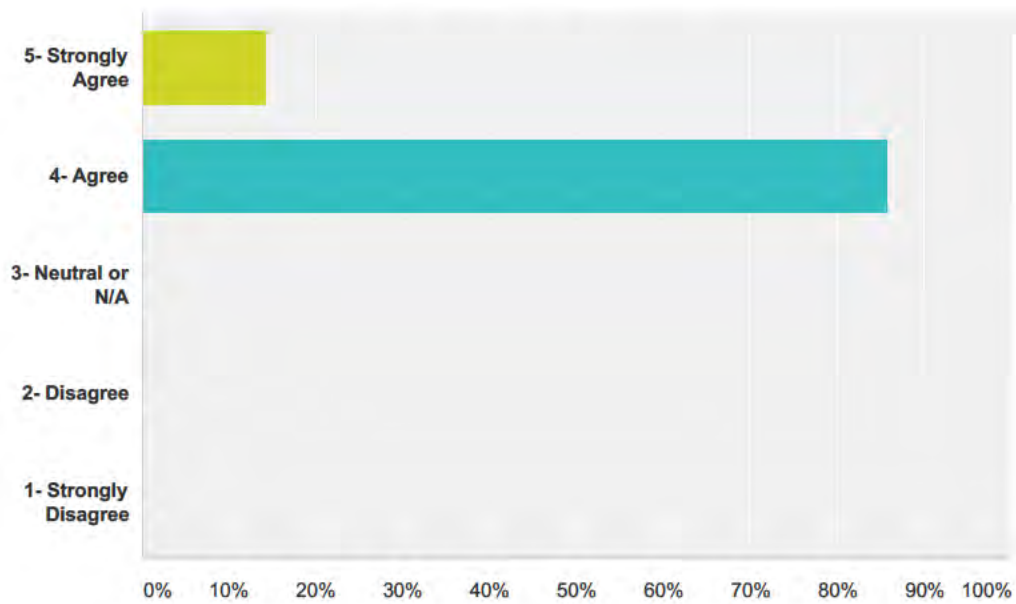


Answer Choices	Responses
5 Strongly Agree	42.86% 3
4 Agree	57.14% 4
3 Neutral or N/A	0.00% 0
2 Disagree	0.00% 0
1 Strongly Disagree	0.00% 0
Total Respondents: 7	

#	Comment	Date
1	With help of bilingual staff	2/3/2014 6 50 PM

**Q118 If a parent requests information I know how to direct their inquiry.**

Answered: 7 Skipped: 2

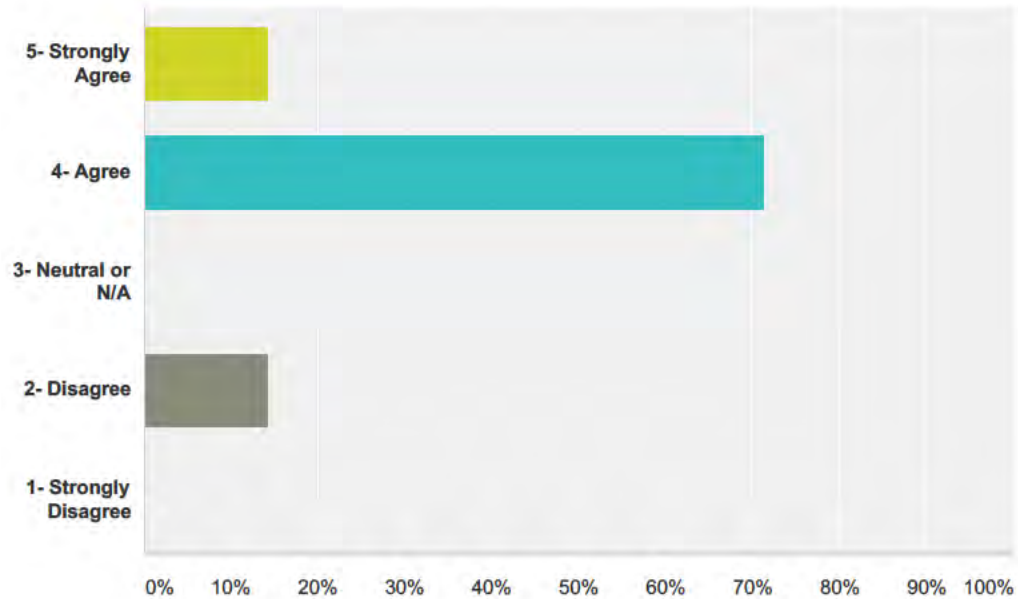


Answer Choices	Responses	
5 Strongly Agree	14.29%	1
4 Agree	85.71%	6
3 Neutral or N/A	0.00%	0
2 Disagree	0.00%	0
1 Strongly Disagree	0.00%	0
Total Respondents: 7		

#	Comment	Date
	There are no responses	

**Q119 If a parent has a concern or praise about the school I know how to direct their inquiry.**

Answered: 7 Skipped: 2

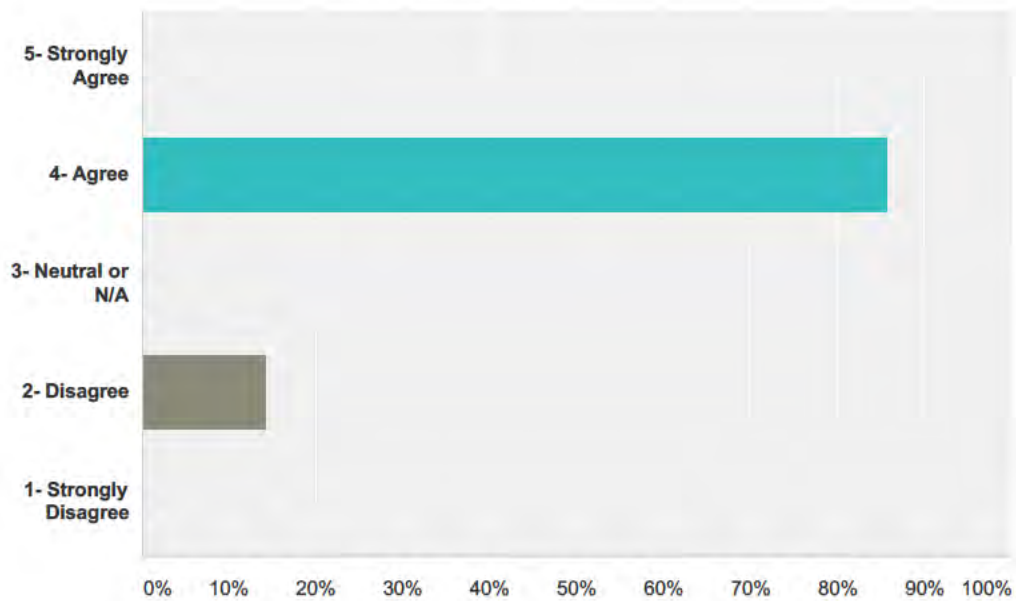


Answer Choices	Responses	
5 Strongly Agree	14.29%	1
4 Agree	71.43%	5
3 Neutral or N/A	0.00%	0
2 Disagree	14.29%	1
1 Strongly Disagree	0.00%	0
Total Respondents: 7		

#	Comment	Date
	There are no responses	

**Q120 I communicate regularly with parents.**

Answered: 7 Skipped: 2

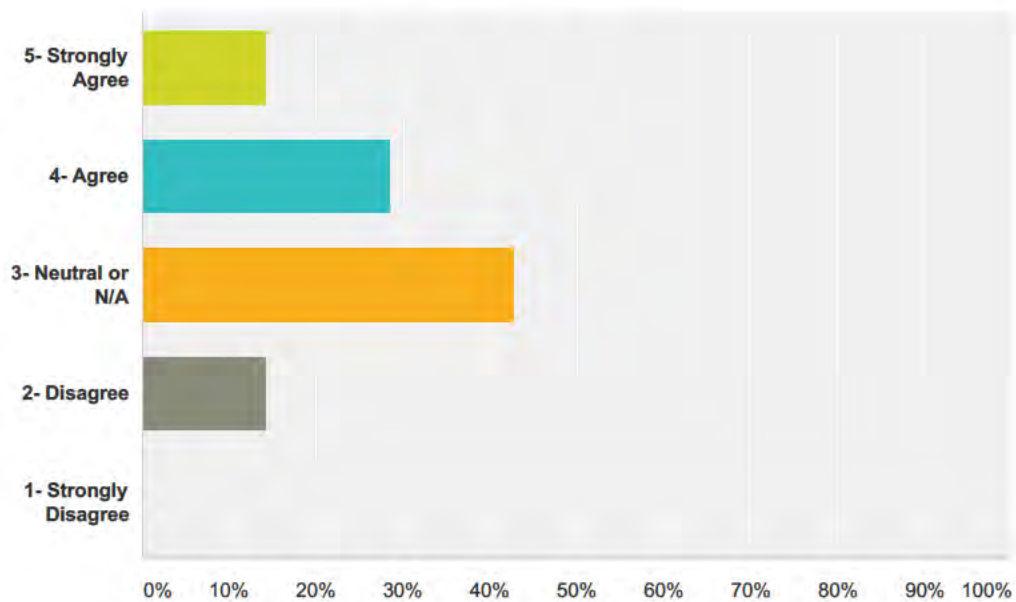


Answer Choices	Responses	
5 Strongly Agree	0.00%	0
4 Agree	85.71%	6
3 Neutral or N/A	0.00%	0
2 Disagree	14.29%	1
1 Strongly Disagree	0.00%	0
<b>Total Respondents: 7</b>		

#	Comment	Date
1	As much as time permits	2/6/2014 9 32 AM
2	f they answer telephone	2/5/2014 12 13 PM

### Q121 Parents understand my expectations of my classroom.

Answered: 7 Skipped: 2

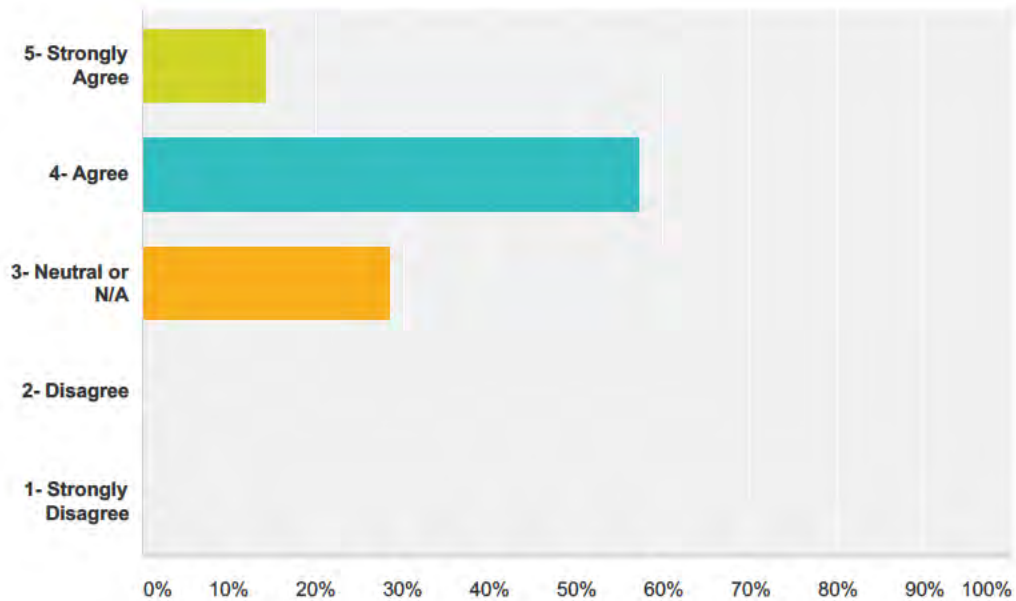


Answer Choices	Responses
5 Strongly Agree	14.29% 1
4 Agree	28.57% 2
3 Neutral or N/A	42.86% 3
2 Disagree	14.29% 1
1 Strongly Disagree	0.00% 0
Total Respondents: 7	

#	Comment	Date
	There are no responses	

**Q122 I understand and support the need to maintain an updated parent and student portal.**

Answered: 7 Skipped: 2

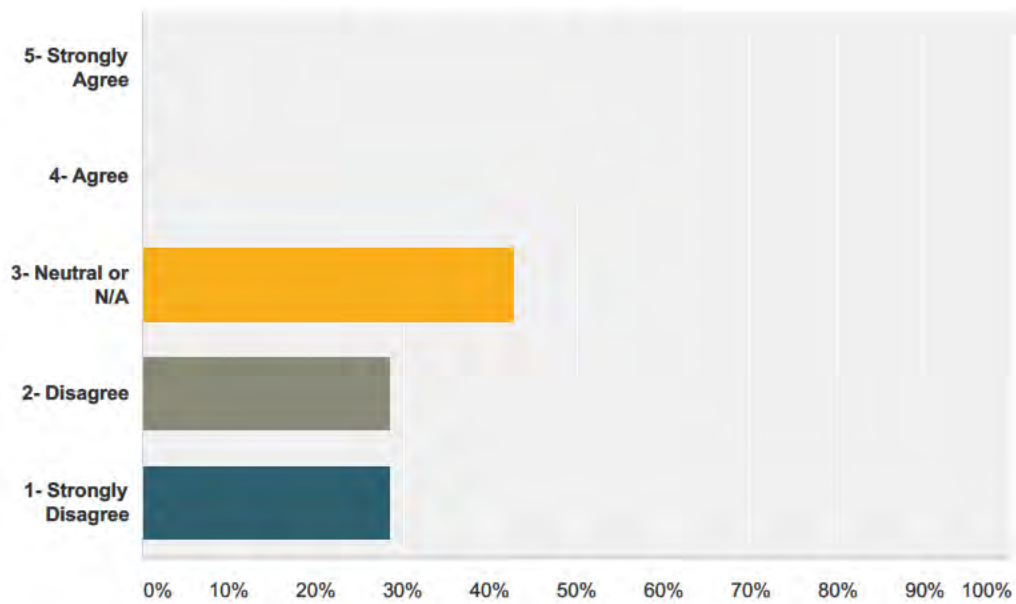


Answer Choices	Responses
5 Strongly Agree	14.29% 1
4 Agree	57.14% 4
3 Neutral or N/A	28.57% 2
2 Disagree	0.00% 0
1 Strongly Disagree	0.00% 0
Total Respondents: 7	

#	Comment	Date
1	Has not been rolled out	2/6/2014 9 32 AM

### Q123 My students regularly use the student portal in PowerSchool.

Answered: 7 Skipped: 2

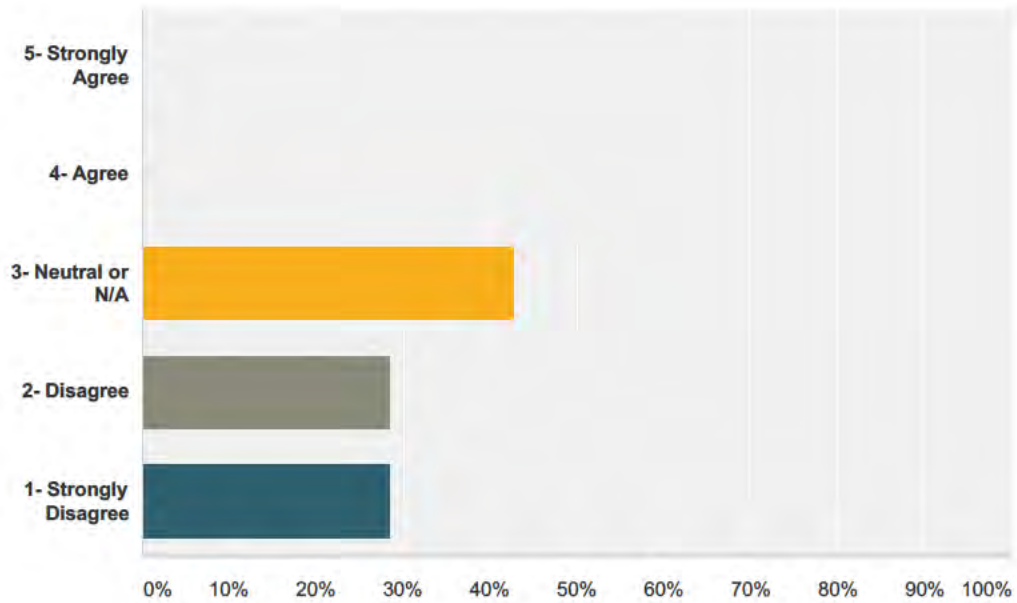


Answer Choices	Responses
5 Strongly Agree	0.00% 0
4 Agree	0.00% 0
3 Neutral or N/A	42.86% 3
2 Disagree	28.57% 2
1 Strongly Disagree	28.57% 2
Total Respondents: 7	

#	Comment	Date
1	Has not been rolled out	2/6/2014 9 32 AM

**Q124 My students' parents are fully aware and regularly using the parent portal in PowerSchool.**

Answered: 7 Skipped: 2

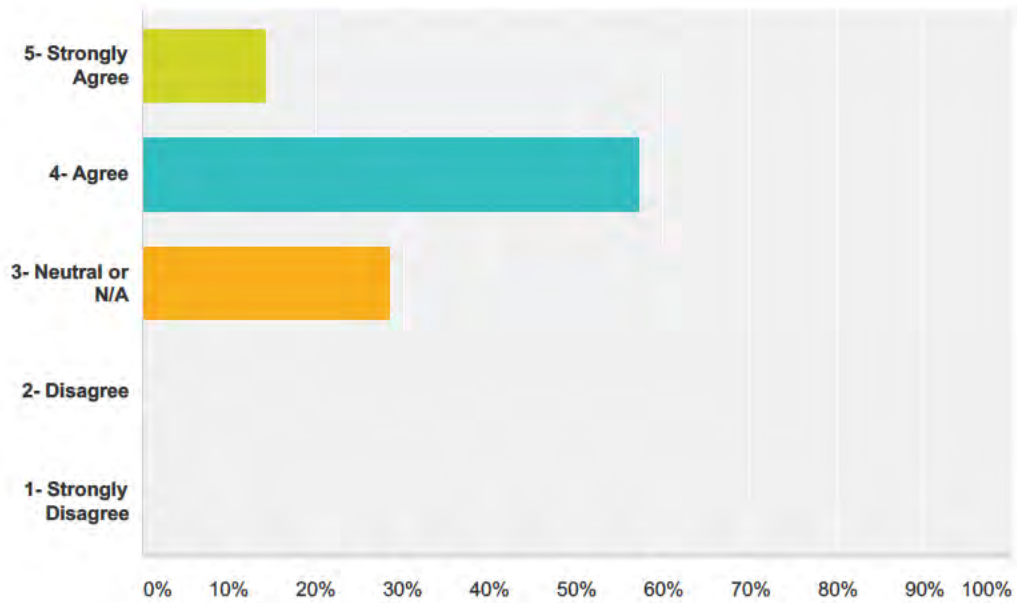


Answer Choices	Responses
5 Strongly Agree	0.00% 0
4 Agree	0.00% 0
3 Neutral or N/A	42.86% 3
2 Disagree	28.57% 2
1 Strongly Disagree	28.57% 2
Total Respondents: 7	

#	Comment	Date
1	Has not been rolled out	2/6/2014 9 32 AM

**Q125 I am familiar with the contents and information currently in place within the school website.**

Answered: 7 Skipped: 2

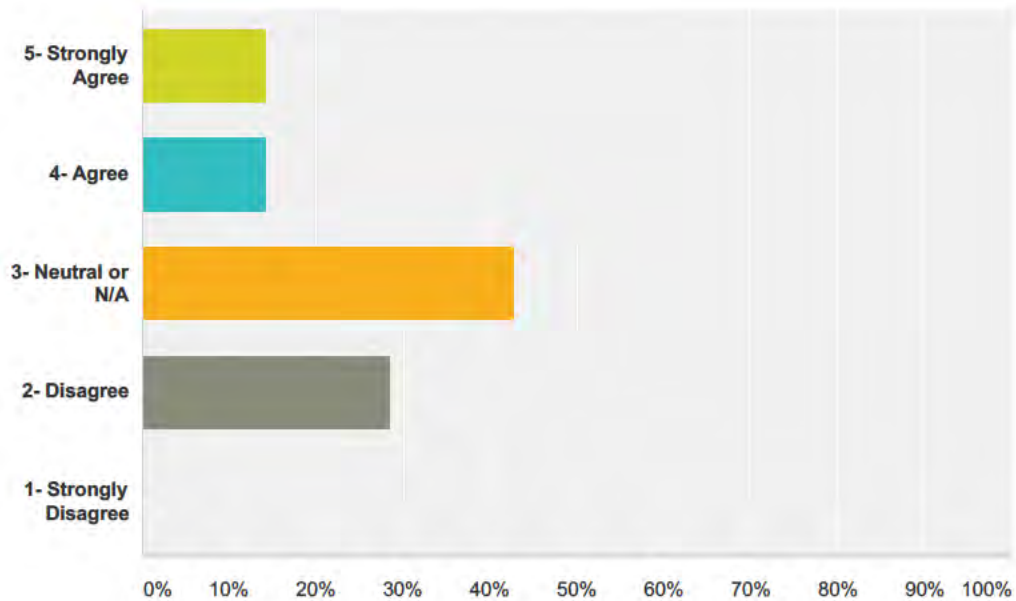


Answer Choices	Responses
5 Strongly Agree	14.29% 1
4 Agree	57.14% 4
3 Neutral or N/A	28.57% 2
2 Disagree	0.00% 0
1 Strongly Disagree	0.00% 0
Total Respondents: 7	

#	Comment	Date
1	operate the school website	2/3/2014 5 40 PM

**Q126 I believe the current school website is an enabler to improve communications with my school's stakeholders.**

Answered: 7 Skipped: 2

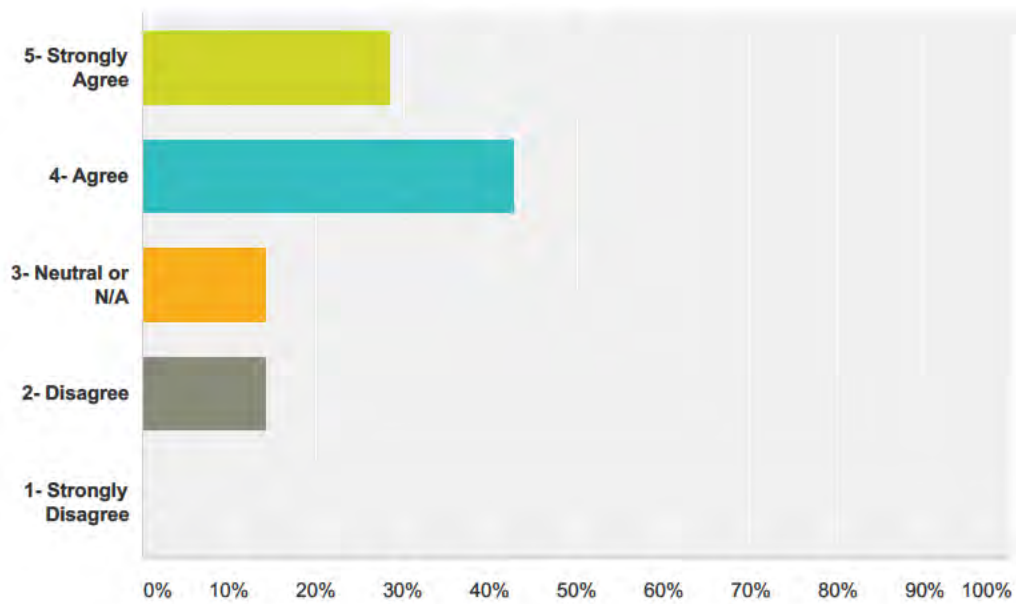


Answer Choices	Responses
5 Strongly Agree	14.29% 1
4 Agree	14.29% 1
3 Neutral or N/A	42.86% 3
2 Disagree	28.57% 2
1 Strongly Disagree	0.00% 0
Total Respondents: 7	

#	Comment	Date
1	t will be once it is communicated to all	2/6/2014 9 32 AM

**Q127 The counselors at my school provide excellent support as required.**

Answered: 7 Skipped: 2

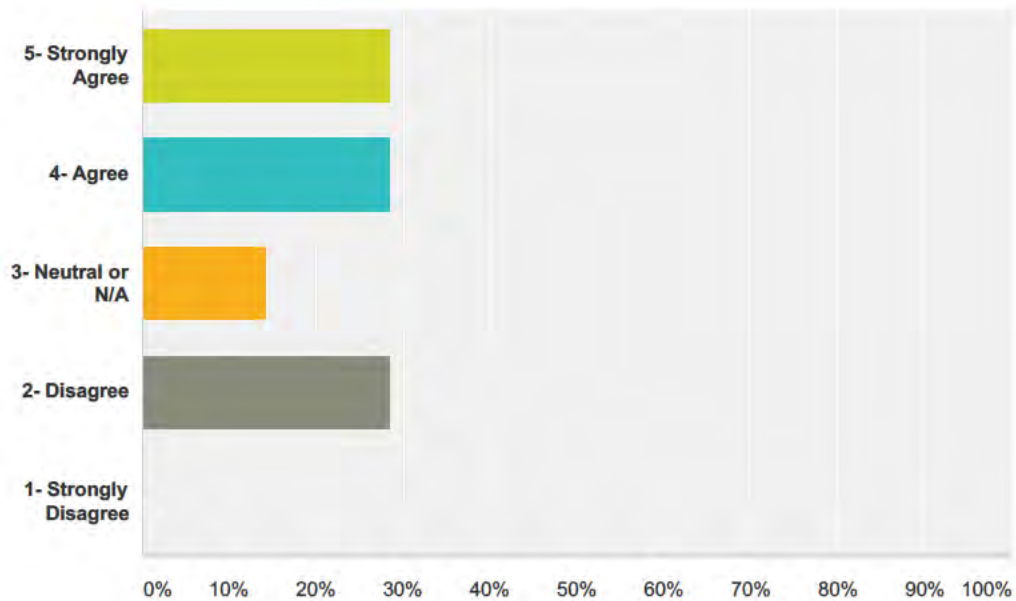


Answer Choices	Responses
5 Strongly Agree	28.57% 2
4 Agree	42.86% 3
3 Neutral or N/A	14.29% 1
2 Disagree	14.29% 1
1 Strongly Disagree	0.00% 0
Total Respondents: 7	

#	Comment	Date
1	When not pulled to do other tasks	2/6/2014 9 32 AM

**Q128 The services provided by the counselors at my school are appropriate for our school population.**

Answered: 7 Skipped: 2

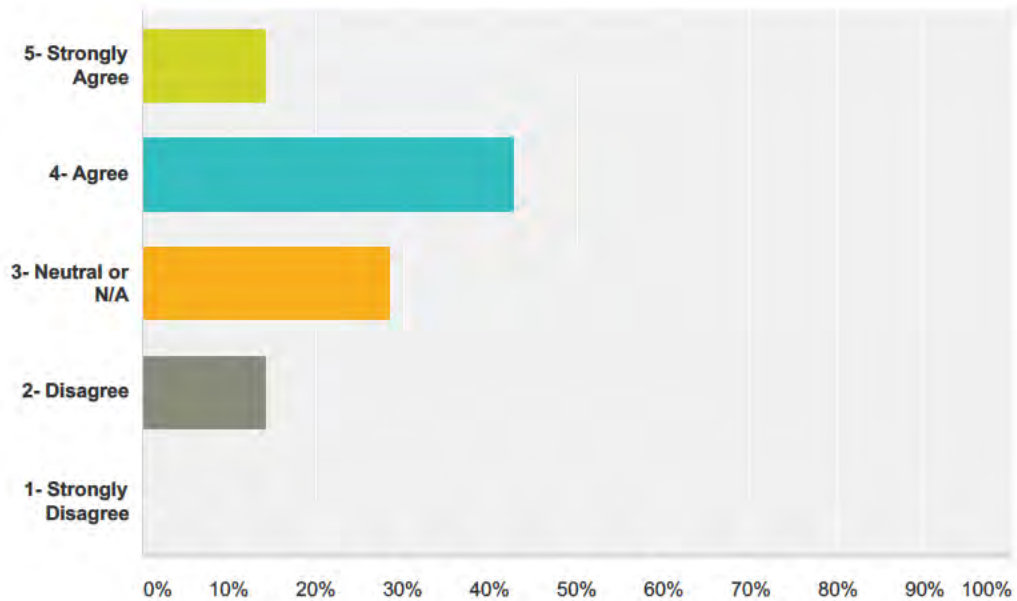


Answer Choices	Responses
5 Strongly Agree	28.57% 2
4 Agree	28.57% 2
3 Neutral or N/A	14.29% 1
2 Disagree	28.57% 2
1 Strongly Disagree	0.00% 0
Total Respondents: 7	

#	Comment	Date
1	Seem to be in limbo now	2/6/2014 9 32 AM

**Q129 I am familiar with the counseling services and tools currently available at my school.**

Answered: 7 Skipped: 2



Answer Choices	Responses
5 Strongly Agree	14.29% 1
4 Agree	42.86% 3
3 Neutral or N/A	28.57% 2
2 Disagree	14.29% 1
1 Strongly Disagree	0.00% 0
Total Respondents: 7	

#	Comment	Date
	There are no responses	

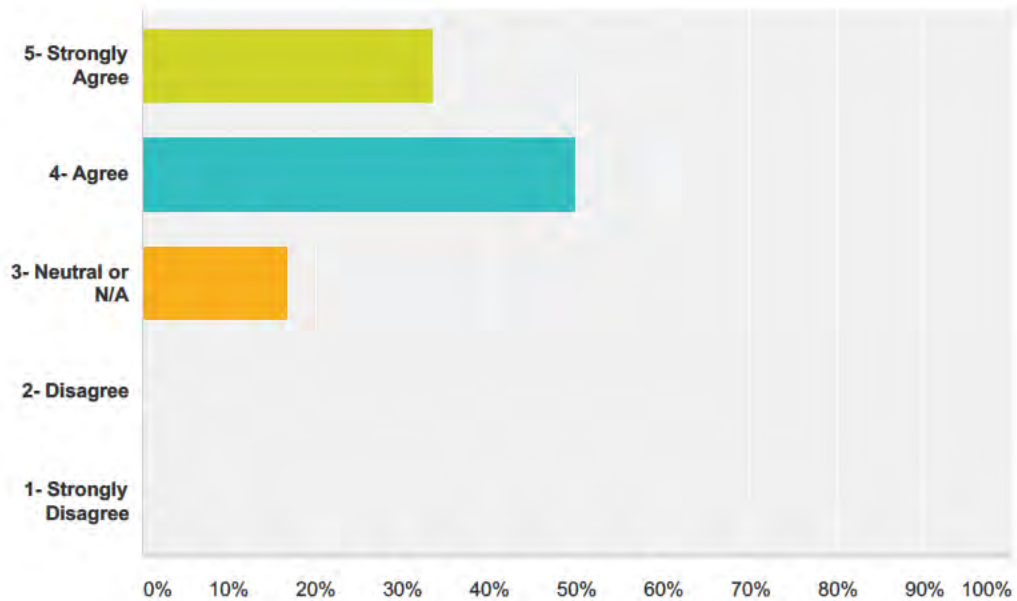
**Q130 General comments, suggestions, questions, praise, concerns pertaining to outreach, parenting, counseling.**

Answered: 2 Skipped: 7

#	Responses	Date
1	The counselor was displaced due to renovations Once relocated then had to give up computer to accommodate a new teacher No private office to discuss issues the students may have	2/6/2014 9 32 AM
2	'm not sure parents and students know about the school's portal	2/3/2014 12 38 PM

**Q131 My classroom is set up appropriately  
and in working order to enable the  
instruction process.**

Answered: 6 Skipped: 3

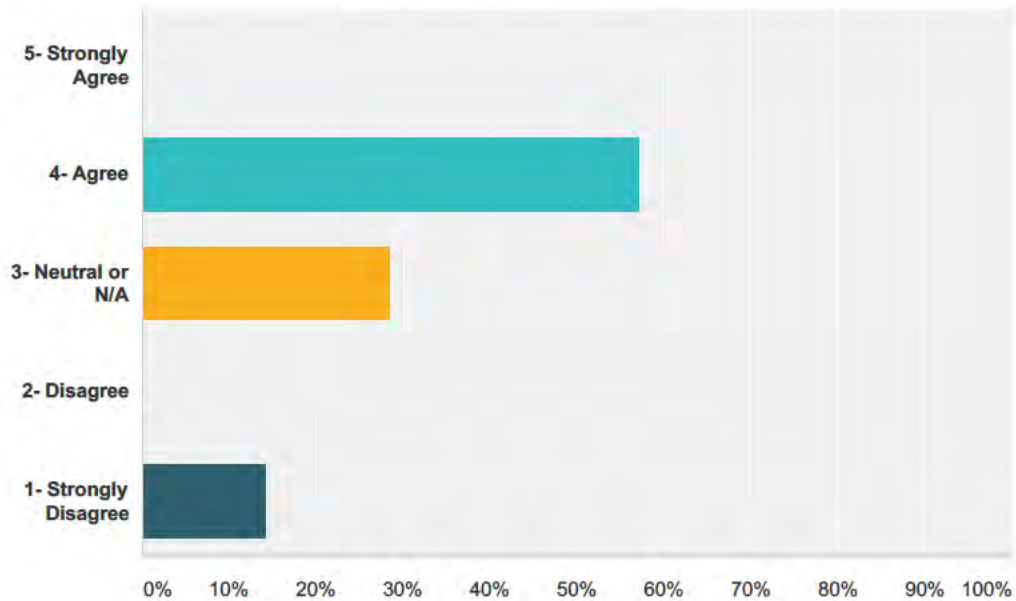


Answer Choices	Responses	
5 Strongly Agree	33.33%	2
4 Agree	50.00%	3
3 Neutral or N/A	16.67%	1
2 Disagree	0.00%	0
1 Strongly Disagree	0.00%	0
Total Respondents: 6		

#	Comment	Date
	There are no responses	

**Q132 I have the standard technology available in my classroom (Laptop, Mimio, Projector)**

Answered: 7 Skipped: 2

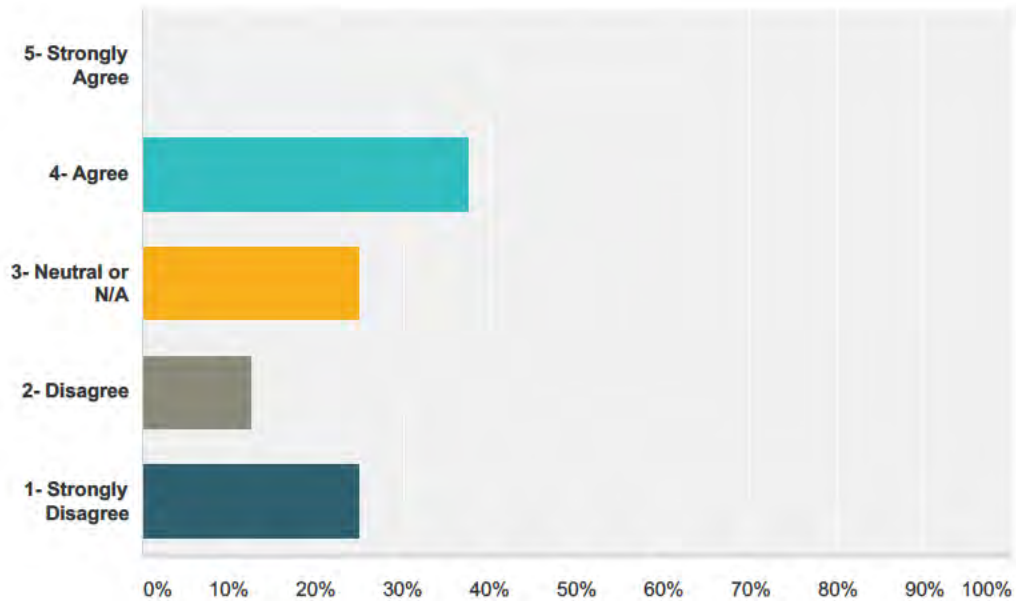


Answer Choices	Responses
5 Strongly Agree	0.00% 0
4 Agree	57.14% 4
3 Neutral or N/A	28.57% 2
2 Disagree	0.00% 0
1 Strongly Disagree	14.29% 1
Total Respondents: 7	

#	Comment	Date
1	would like a document camera	2/3/2014 5 41 PM
2	Laptops are old outdated and do not work No training on Mimio other then how to turn on	1/29/2014 1 54 PM

**Q133 My classroom has appropriate environmental conditions to facilitate the instruction process.**

Answered: 8 Skipped: 1

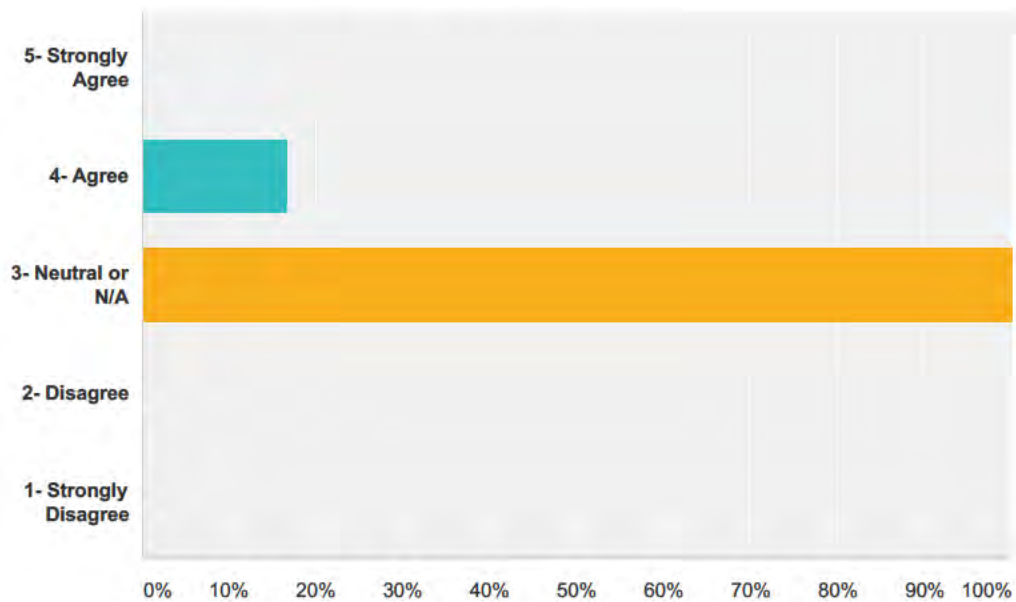


Answer Choices	Responses
5 Strongly Agree	0.00% 0
4 Agree	37.50% 3
3 Neutral or N/A	25.00% 2
2 Disagree	12.50% 1
1 Strongly Disagree	25.00% 2
Total Respondents: 8	

#	Comment	Date
1	My classroom is ALWAYS very cold and it has been on going problem	2/3/2014 5 41 PM

### Q134 Student lockers are in good condition and appropriately used.

Answered: 6 Skipped: 3

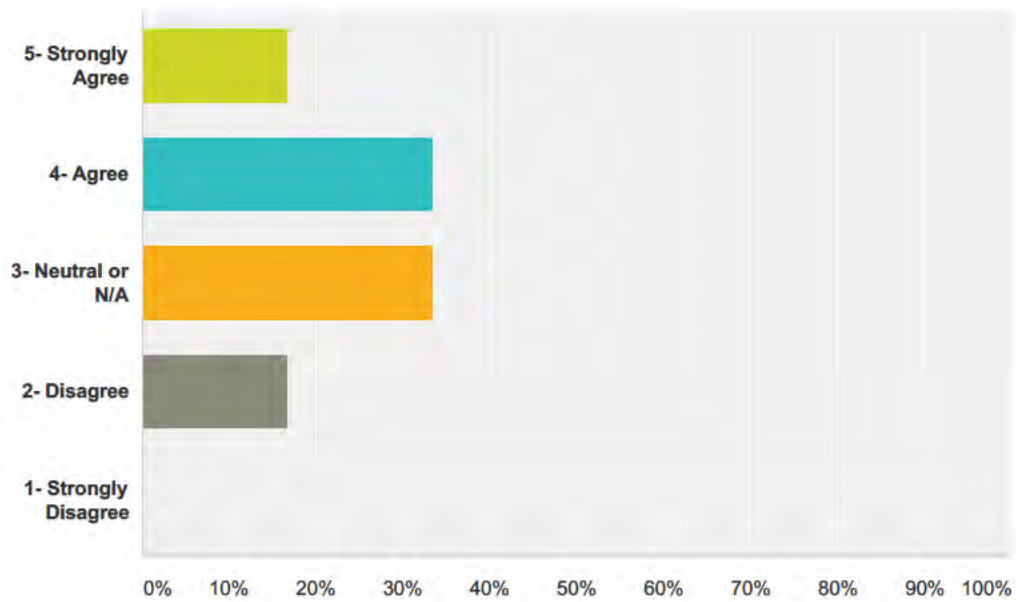


Answer Choices	Responses
5 Strongly Agree	0.00% 0
4 Agree	16.67% 1
3 Neutral or N/A	100.00% 6
2 Disagree	0.00% 0
1 Strongly Disagree	0.00% 0
Total Respondents: 6	

#	Comment	Date
	There are no responses	

**Q135 Classroom furniture is appropriate and in good shape.**

Answered: 6 Skipped: 3

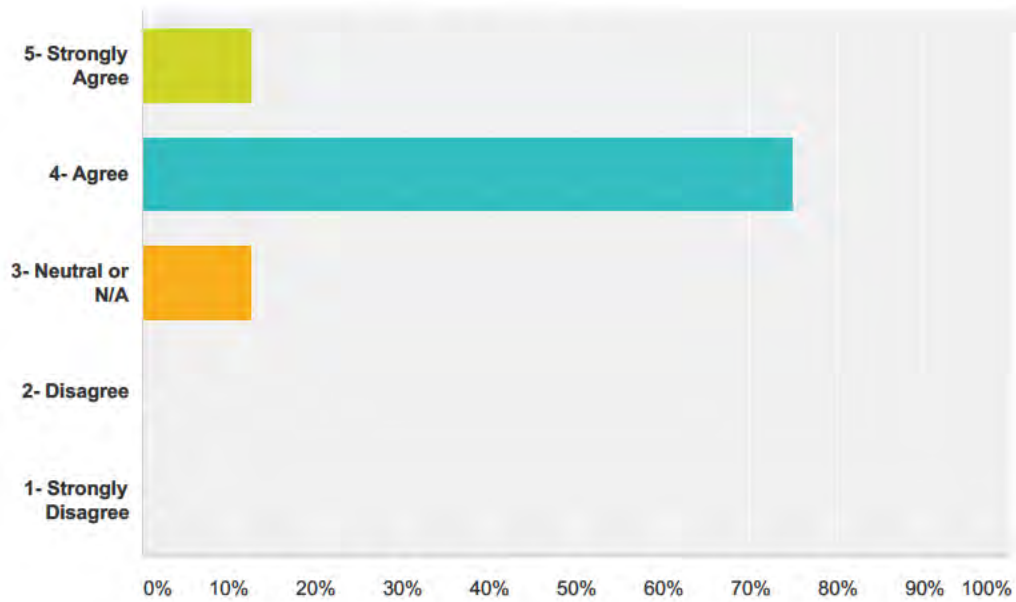


Answer Choices	Responses	
5 Strongly Agree	16.67%	1
4 Agree	33.33%	2
3 Neutral or N/A	33.33%	2
2 Disagree	16.67%	1
1 Strongly Disagree	0.00%	0
Total Respondents: 6		

#	Comment	Date
	There are no responses	

**Q136 I know how to proceed with my school's facility request process.**

Answered: 8 Skipped: 1

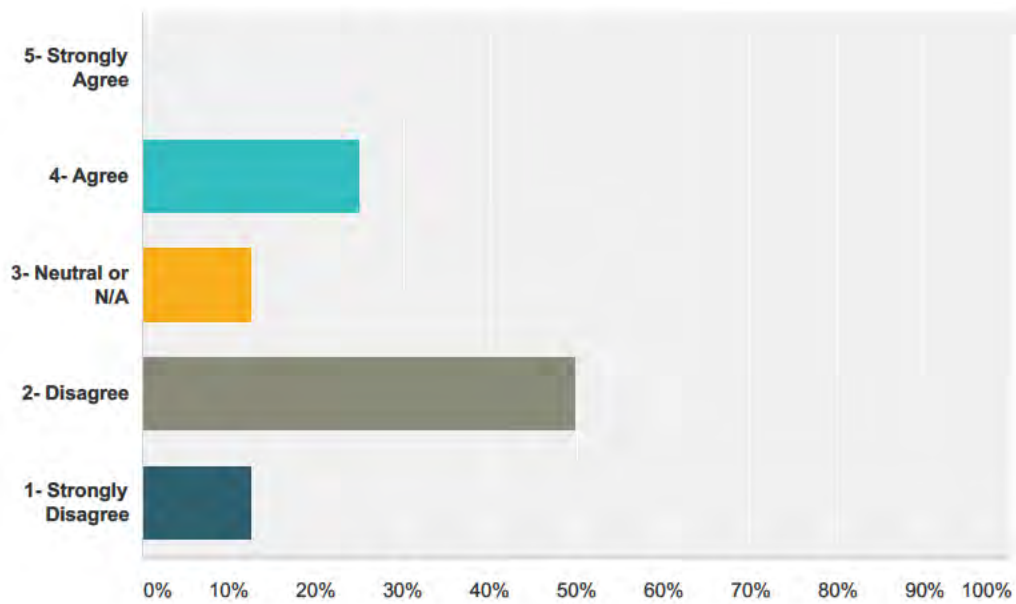


Answer Choices	Responses	
5 Strongly Agree	12.50%	1
4 Agree	75.00%	6
3 Neutral or N/A	12.50%	1
2 Disagree	0.00%	0
1 Strongly Disagree	0.00%	0
Total Respondents: 8		

#	Comment	Date
	There are no responses	

### Q137 My facility requests have been resolved in a timely manner.

Answered: 8 Skipped: 1



Answer Choices	Responses
5 Strongly Agree	0.00% 0
4 Agree	25.00% 2
3 Neutral or N/A	12.50% 1
2 Disagree	50.00% 4
1 Strongly Disagree	12.50% 1
Total Respondents: 8	

#	Comment	Date
	There are no responses	

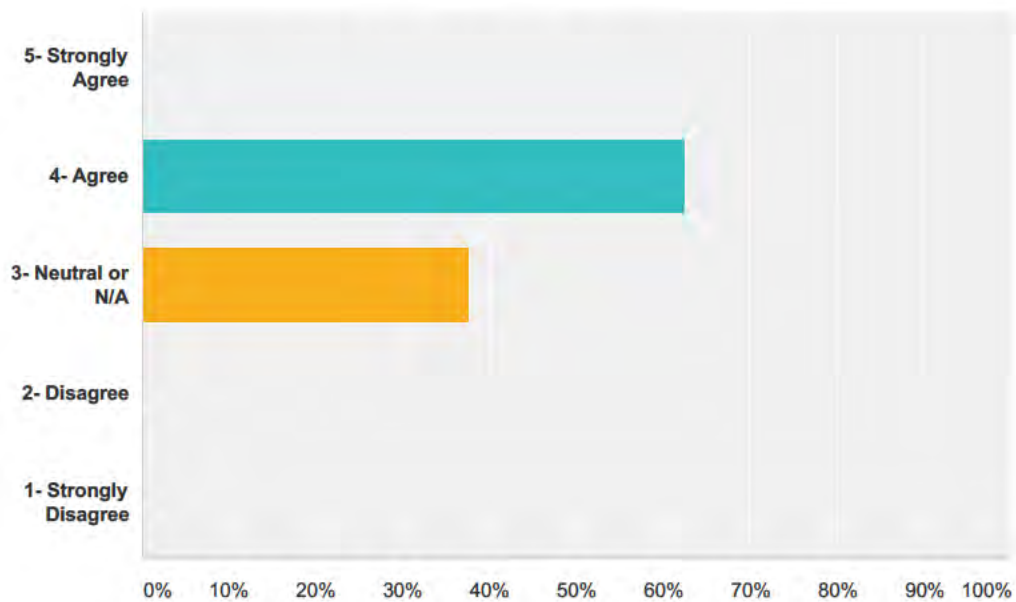
**Q138 General comments, suggestions,  
questions, praise, concerns pertaining to  
facilities.**

Answered: 2 Skipped: 7

#	Responses	Date
1	The ticket system works but the work is never done until months later or in crisis mode This creates a negative environment because some individuals get annoyed and feel by telling of us we can fix the problem	2/6/2014 9 34 AM
2	the internet sucks and hardly works at the school	1/29/2014 1 54 PM

### Q139 I believe the quality of the food service is appropriate in my school.

Answered: 8 Skipped: 1

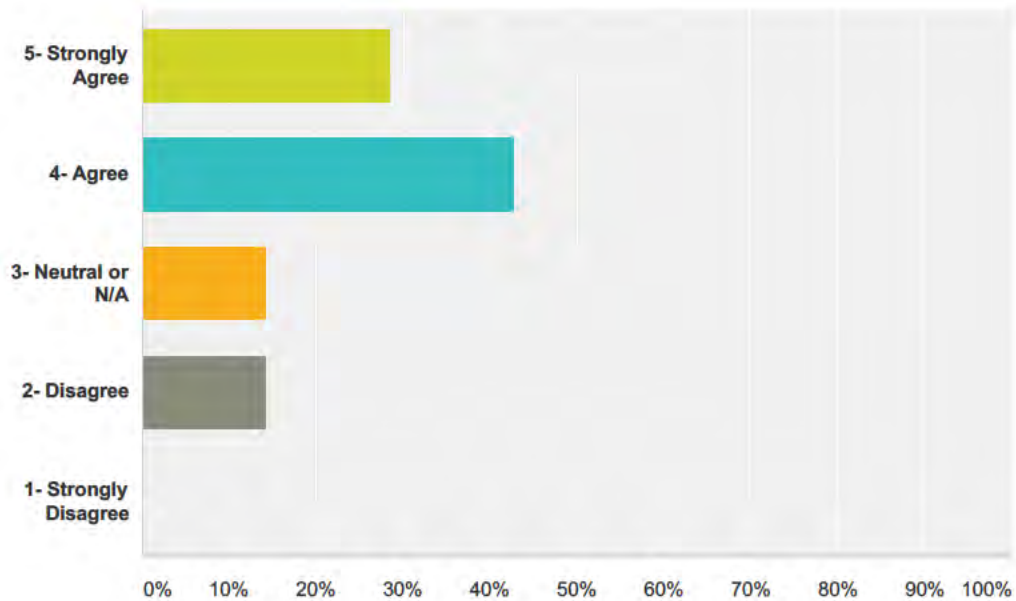


Answer Choices	Responses	
5 Strongly Agree	0.00%	0
4 Agree	62.50%	5
3 Neutral or N/A	37.50%	3
2 Disagree	0.00%	0
1 Strongly Disagree	0.00%	0
Total Respondents: 8		

#	Comment	Date
1	We receive our food from other ASP RA schools	2/3/2014 5 43 PM

**Q140 I take advantage of the meals provided by the food service on a regular basis.**

Answered: 7 Skipped: 2



Answer Choices	Responses
5 Strongly Agree	28.57% 2
4 Agree	42.86% 3
3 Neutral or N/A	14.29% 1
2 Disagree	14.29% 1
1 Strongly Disagree	0.00% 0
Total Respondents: 7	

#	Comment	Date
1	appreciate the efforts of staff that retrieve the lunch	2/6/2014 9 35 AM
2	wish we had as many options for food as the other ASP RA schools do	2/3/2014 5 43 PM
3	Yep that way do not have to spend my low wages on bringing food to work	1/29/2014 1 54 PM

## Teacher Survey 2014

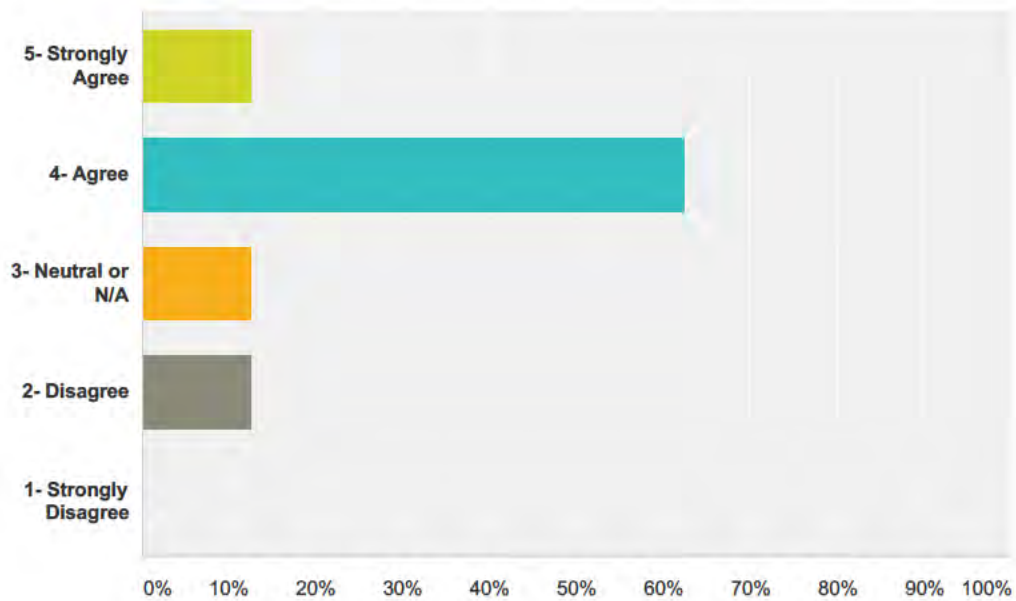
### **Q141 General comments, suggestions, questions, praise, concerns pertaining to food services.**

Answered: 1   Skipped: 8

#	Responses	Date
1	Just one thing would be to check the expiration dates prior to distributing	2/6/2014 9 35 AM

## Q142 I feel safe at my school.

Answered: 8 Skipped: 1

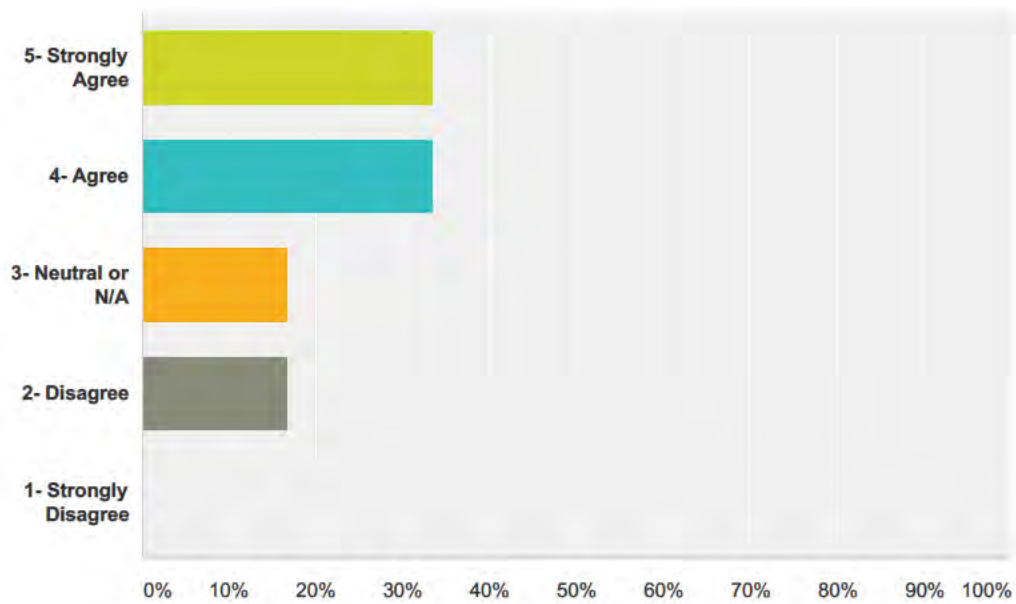


Answer Choices	Responses	
5 Strongly Agree	12.50%	1
4 Agree	62.50%	5
3 Neutral or N/A	12.50%	1
2 Disagree	12.50%	1
1 Strongly Disagree	0.00%	0
Total Respondents: 8		

#	Comment	Date
	There are no responses	

### Q143 The school STM's are providing good support to my school.

Answered: 6 Skipped: 3

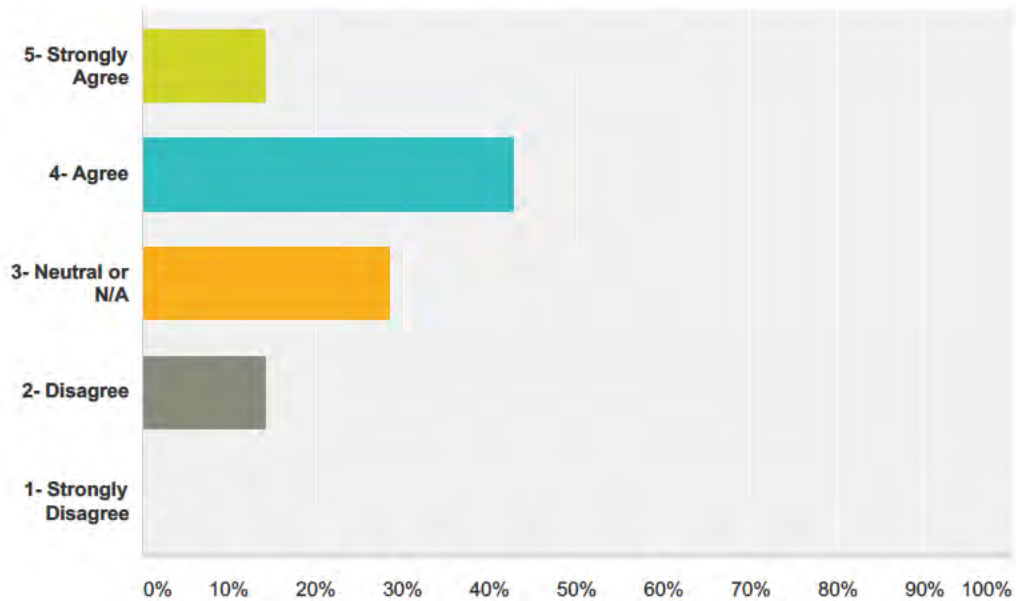


Answer Choices	Responses
5 Strongly Agree	33.33% 2
4 Agree	33.33% 2
3 Neutral or N/A	16.67% 1
2 Disagree	16.67% 1
1 Strongly Disagree	0.00% 0
Total Respondents: 6	

#	Comment	Date
	There are no responses	

**Q144 I receive proper support for implementing my school's behavior management program.**

Answered: 7 Skipped: 2

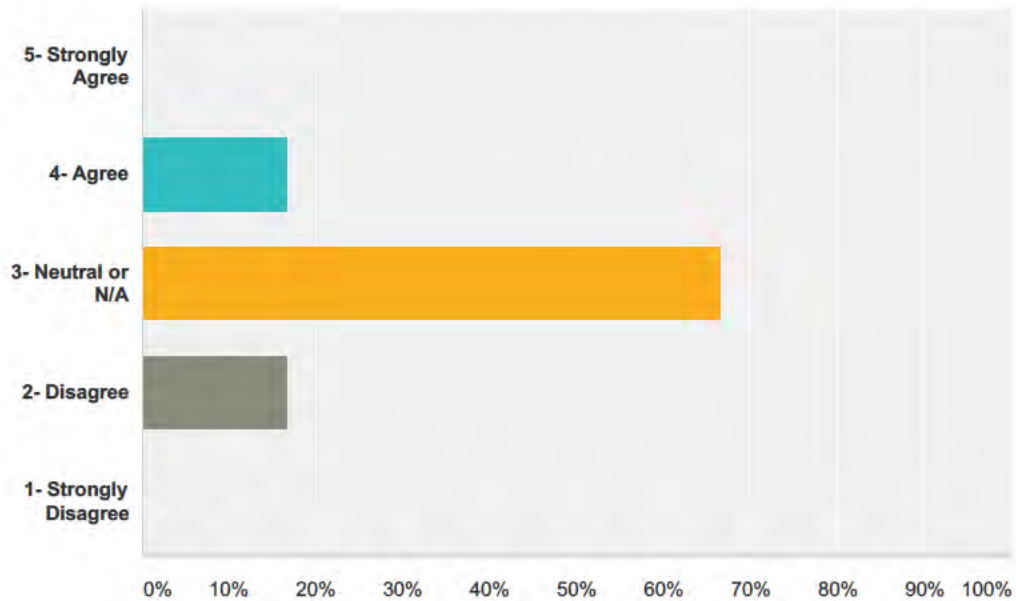


Answer Choices	Responses	
5 Strongly Agree	14.29%	1
4 Agree	42.86%	3
3 Neutral or N/A	28.57%	2
2 Disagree	14.29%	1
1 Strongly Disagree	0.00%	0
Total Respondents: 7		

#	Comment	Date
1	don't know that this program entails	2/6/2014 9 36 AM

**Q145 I believe that the school's behavior management program is achieving its goals.**

Answered: 6 Skipped: 3

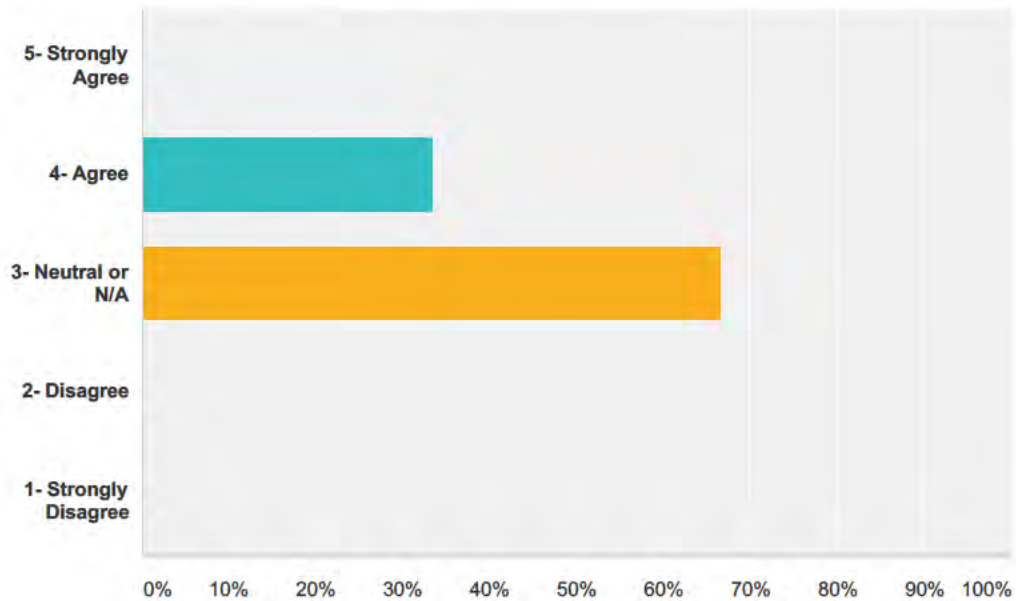


Answer Choices	Responses
5 Strongly Agree	0.00% 0
4 Agree	16.67% 1
3 Neutral or N/A	66.67% 4
2 Disagree	16.67% 1
1 Strongly Disagree	0.00% 0
Total Respondents: 6	

#	Comment	Date
1	don't know that this program entails	2/6/2014 9 36 AM

**Q146 At my school the behavior management programs is having a positive impact on student behavior.**

Answered: 6 Skipped: 3

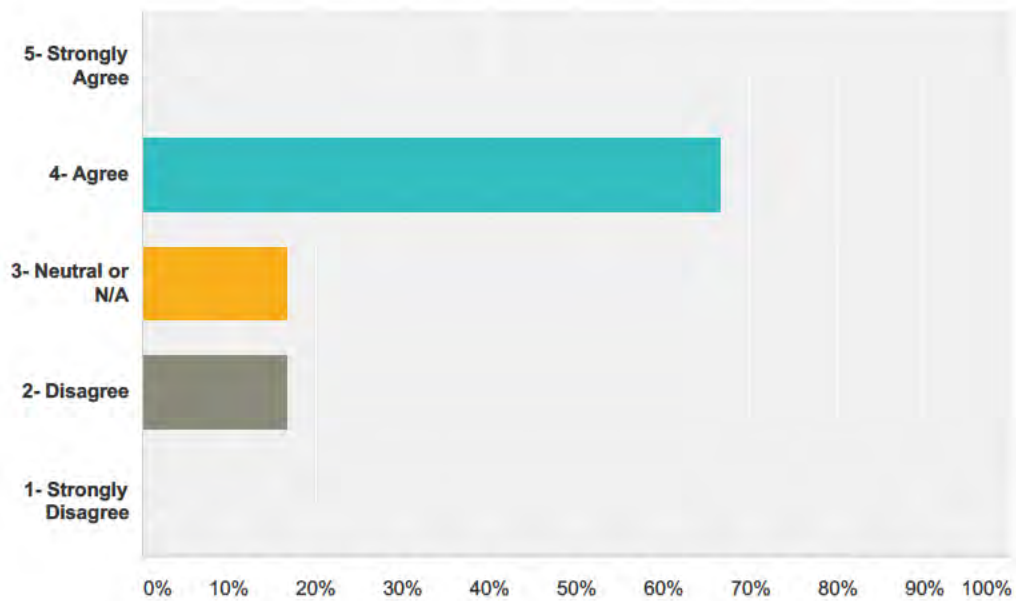


Answer Choices	Responses
5 Strongly Agree	0.00% 0
4 Agree	33.33% 2
3 Neutral or N/A	66.67% 4
2 Disagree	0.00% 0
1 Strongly Disagree	0.00% 0
Total Respondents: 6	

#	Comment	Date
1	don't know that this program entails	2/6/2014 9 36 AM

## Q147 I feel students are safe at my school.

Answered: 6 Skipped: 3

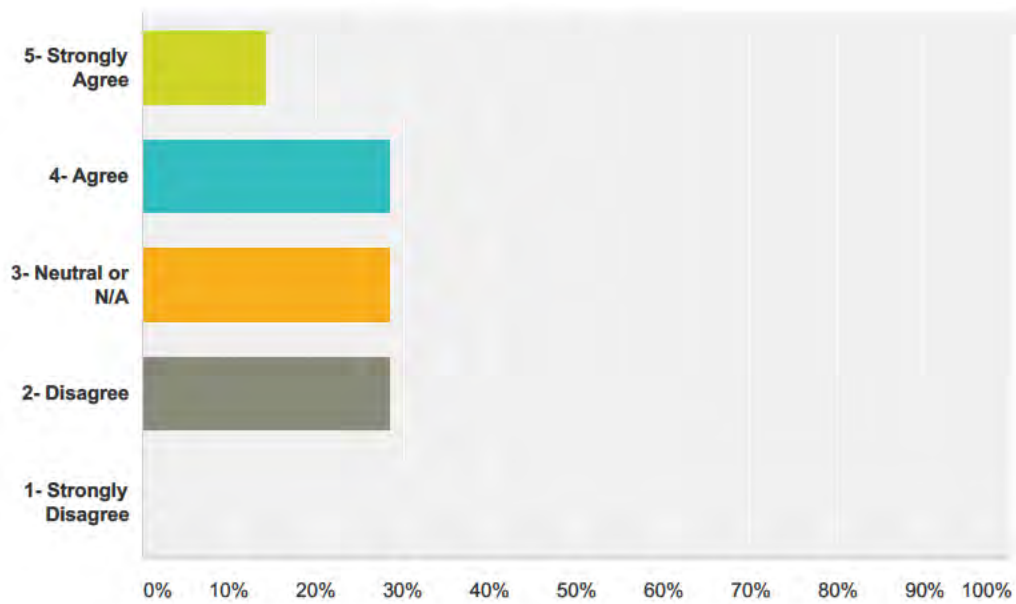


Answer Choices	Responses
5 Strongly Agree	0.00% 0
4 Agree	66.67% 4
3 Neutral or N/A	16.67% 1
2 Disagree	16.67% 1
1 Strongly Disagree	0.00% 0
Total Respondents: 6	

#	Comment	Date
	There are no responses	

### Q148 I am fully aware of the school's discipline plans.

Answered: 7 Skipped: 2

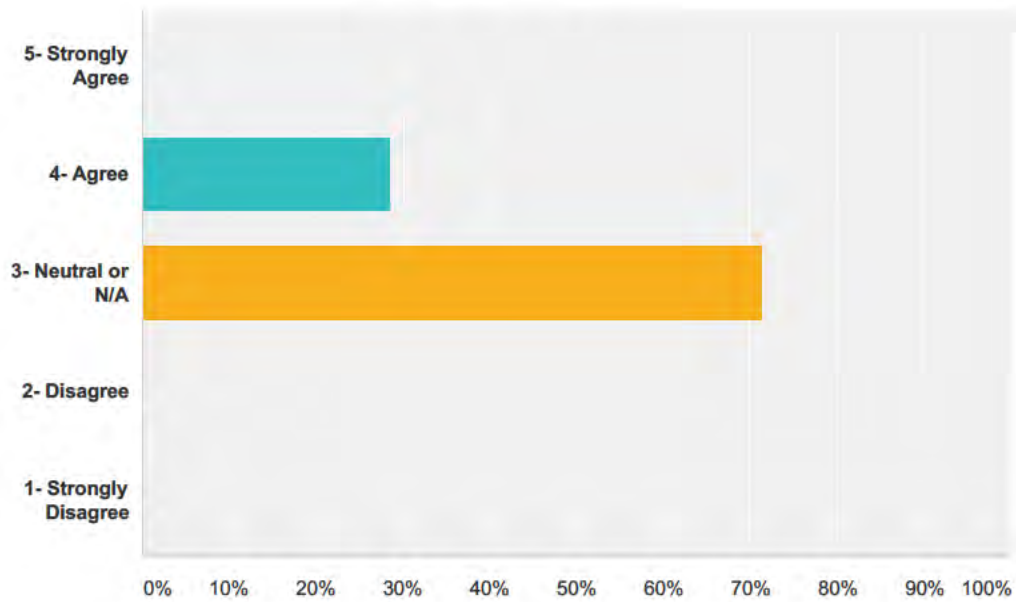


Answer Choices	Responses
5 Strongly Agree	14.29% 1
4 Agree	28.57% 2
3 Neutral or N/A	28.57% 2
2 Disagree	28.57% 2
1 Strongly Disagree	0.00% 0
Total Respondents: 7	

#	Comment	Date
1	As mentioned previously different rules for different students and no communication	2/6/2014 9 36 AM

**Q149 I get good support from my school's Dean.**

Answered: 7 Skipped: 2

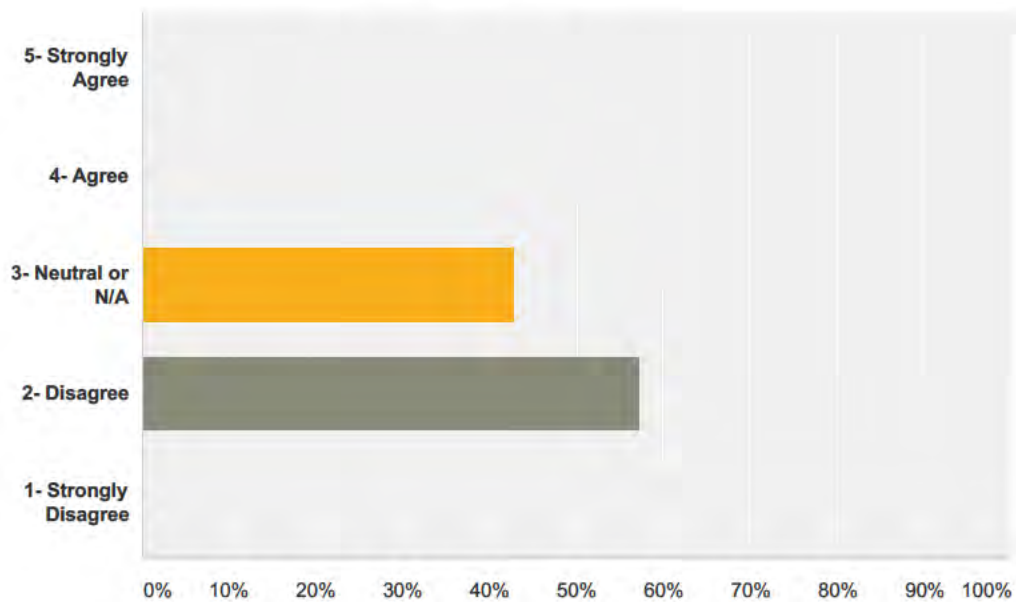


Answer Choices	Responses	
5 Strongly Agree	0.00%	0
4 Agree	28.57%	2
3 Neutral or N/A	71.43%	5
2 Disagree	0.00%	0
1 Strongly Disagree	0.00%	0
Total Respondents: 7		

#	Comment	Date
1	We don't have a Dean	2/3/2014 12 44 PM

**Q150 My students frequently receive out of school suspension.**

Answered: 7 Skipped: 2

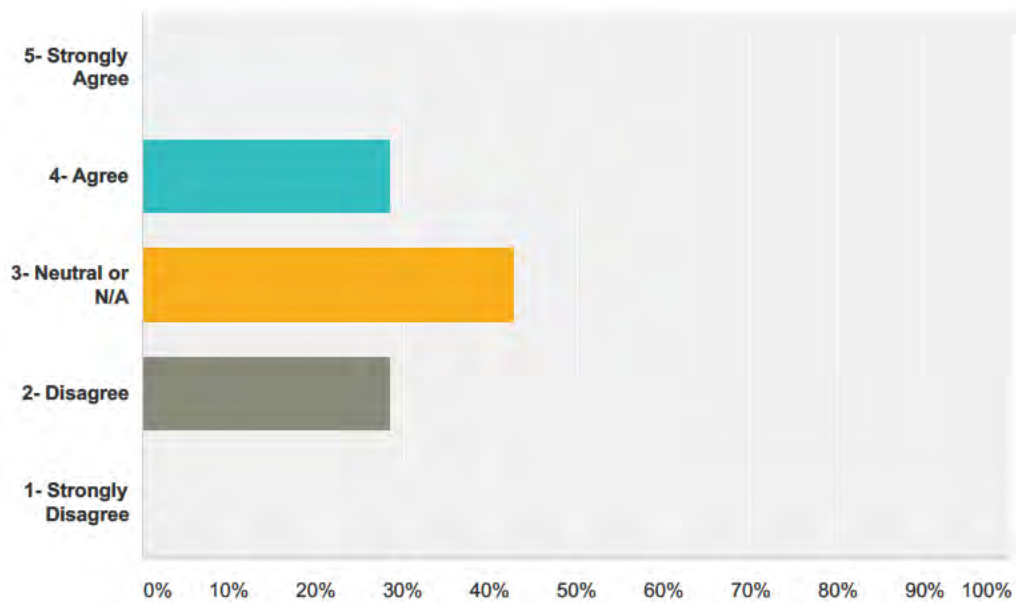


Answer Choices	Responses
5 Strongly Agree	0.00% 0
4 Agree	0.00% 0
3 Neutral or N/A	42.86% 3
2 Disagree	57.14% 4
1 Strongly Disagree	0.00% 0
Total Respondents: 7	

#	Comment	Date
1	As mentioned previously different rules for different students and no communication	2/6/2014 9 36 AM
2	Really don't know	2/5/2014 12 16 PM

### Q151 My school has an appropriate in school suspension program.

Answered: 7 Skipped: 2

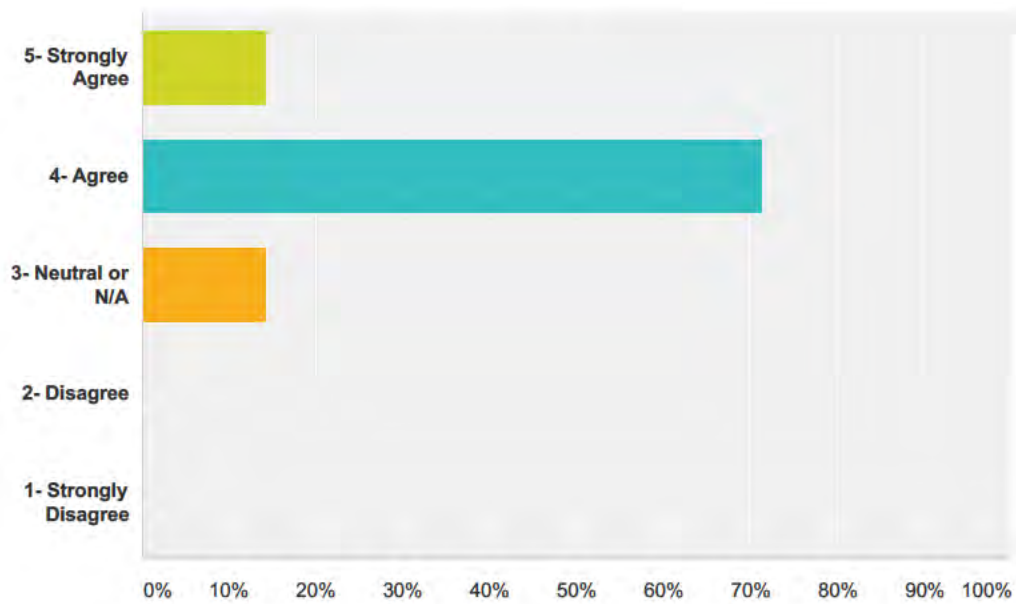


Answer Choices	Responses
5 Strongly Agree	0.00% 0
4 Agree	28.57% 2
3 Neutral or N/A	42.86% 3
2 Disagree	28.57% 2
1 Strongly Disagree	0.00% 0
Total Respondents: 7	

#	Comment	Date
1	As mentioned previously different rules for different students and no communication	2/6/2014 9 36 AM

**Q152 My school currently has a positive climate for learning.**

Answered: 7 Skipped: 2

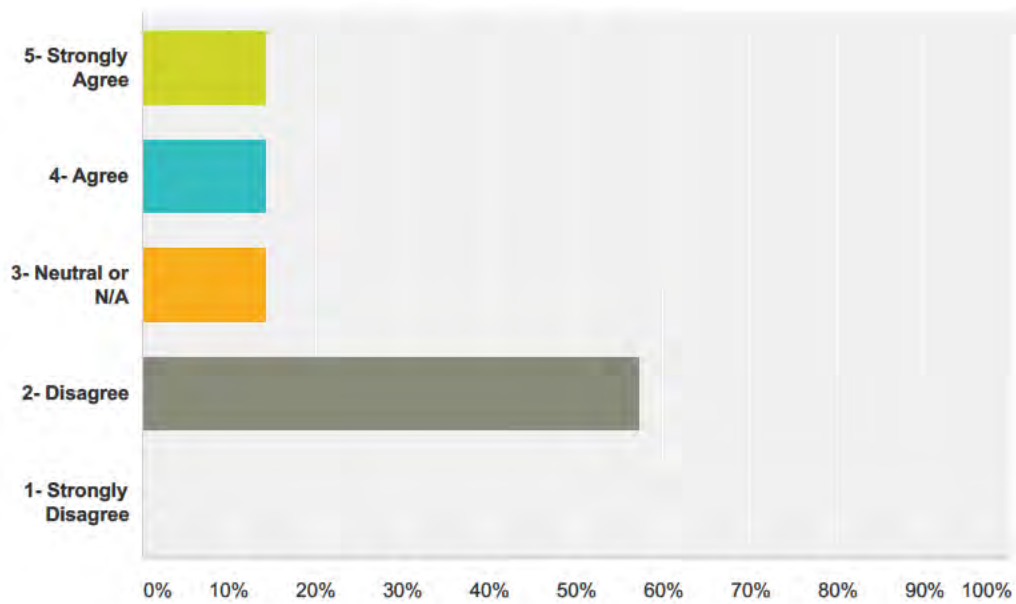


Answer Choices	Responses
5 Strongly Agree	14.29% 1
4 Agree	71.43% 5
3 Neutral or N/A	14.29% 1
2 Disagree	0.00% 0
1 Strongly Disagree	0.00% 0
Total Respondents: 7	

#	Comment	Date
	There are no responses	

### Q153 I am fully aware of the school's emergency plans.

Answered: 7 Skipped: 2

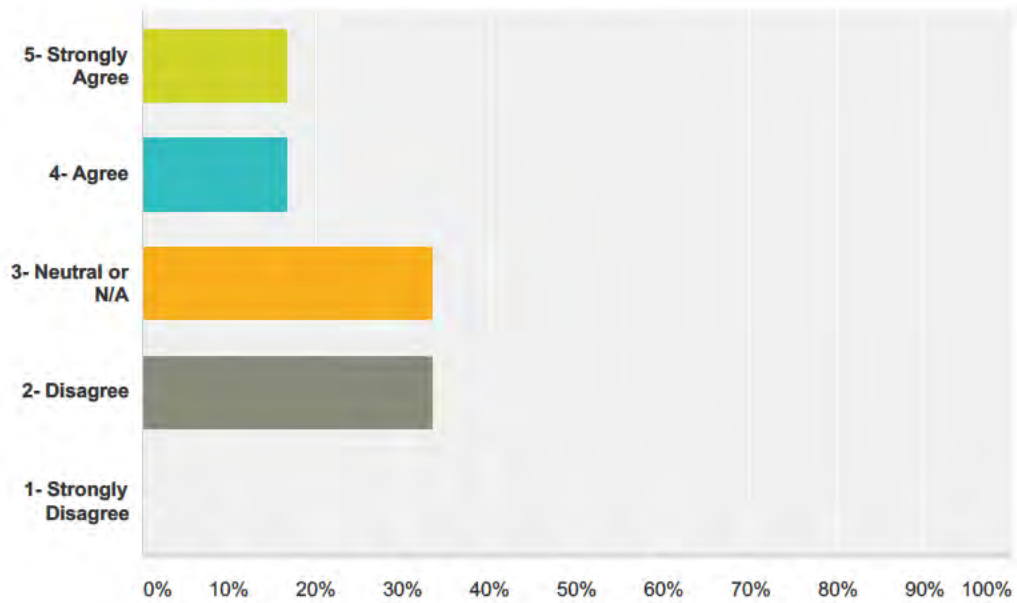


Answer Choices	Responses
5 Strongly Agree	14.29% 1
4 Agree	14.29% 1
3 Neutral or N/A	14.29% 1
2 Disagree	57.14% 4
1 Strongly Disagree	0.00% 0
Total Respondents: 7	

#	Comment	Date
	There are no responses	

**Q154 If there is an emergency in my classroom I know how to receive assistance.**

Answered: 6 Skipped: 3

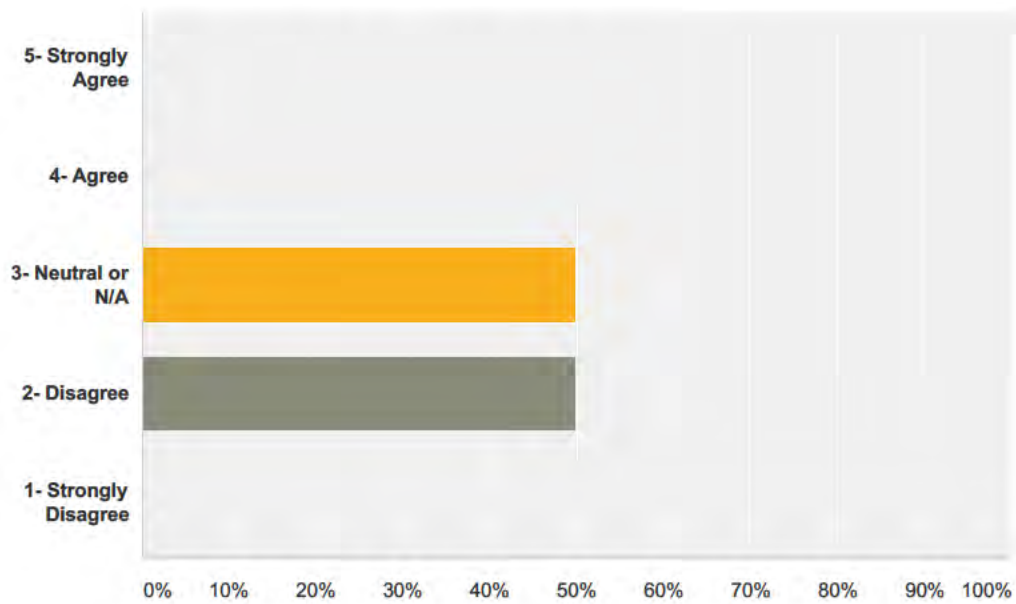


Answer Choices	Responses
5 Strongly Agree	16.67% 1
4 Agree	16.67% 1
3 Neutral or N/A	33.33% 2
2 Disagree	33.33% 2
1 Strongly Disagree	0.00% 0
Total Respondents: 6	

#	Comment	Date
	There are no responses	

### Q155 At my school we practice our emergency drills appropriately.

Answered: 8 Skipped: 1

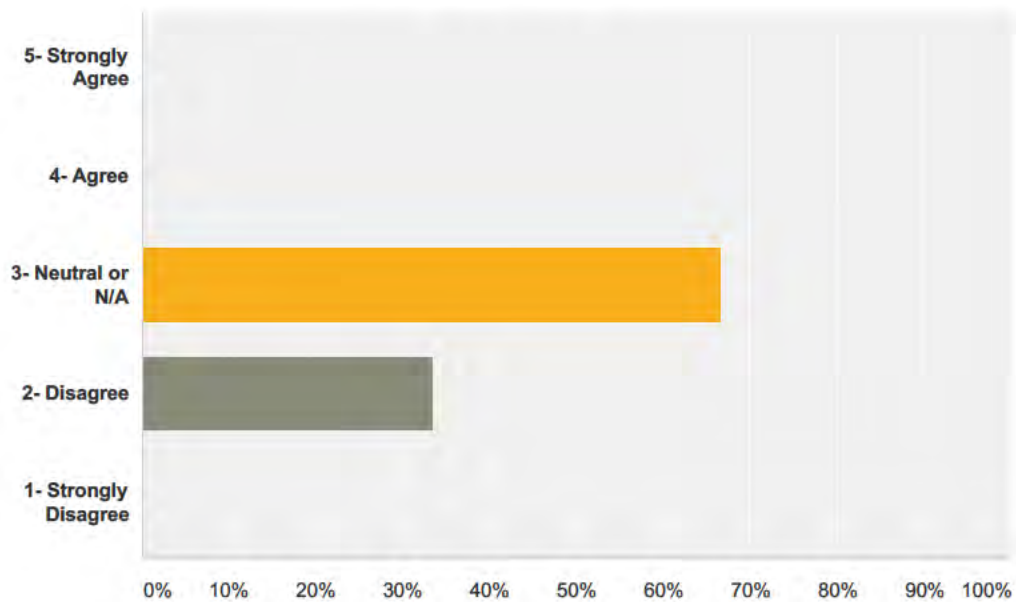


Answer Choices	Responses
5 Strongly Agree	0.00% 0
4 Agree	0.00% 0
3 Neutral or N/A	50.00% 4
2 Disagree	50.00% 4
1 Strongly Disagree	0.00% 0
Total Respondents: 8	

#	Comment	Date
1	No fire drill this year	2/6/2014 9 36 AM

**Q156 I believe my students are prepared for crises and emergencies.**

Answered: 6 Skipped: 3

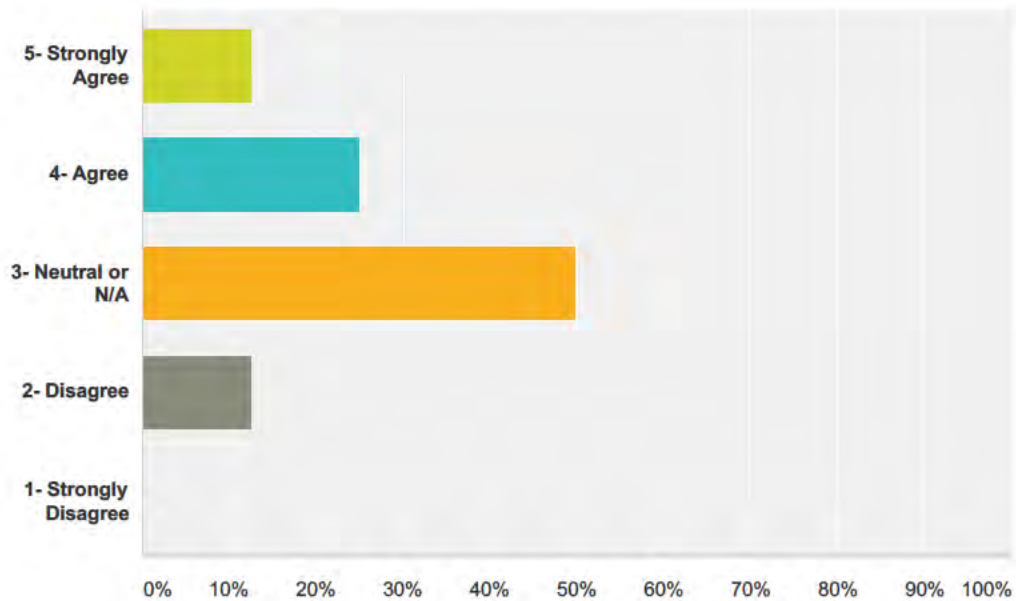


Answer Choices	Responses	
5 Strongly Agree	0.00%	0
4 Agree	0.00%	0
3 Neutral or N/A	66.67%	4
2 Disagree	33.33%	2
1 Strongly Disagree	0.00%	0
Total Respondents: 6		

#	Comment	Date
1	Students do not come to the school often it would be hard to practice emergency procedures with all of them	2/3/2014 5 46 PM

**Q157 If a student has a personal or family emergency I know the process and how to direct them.**

Answered: 8 Skipped: 1

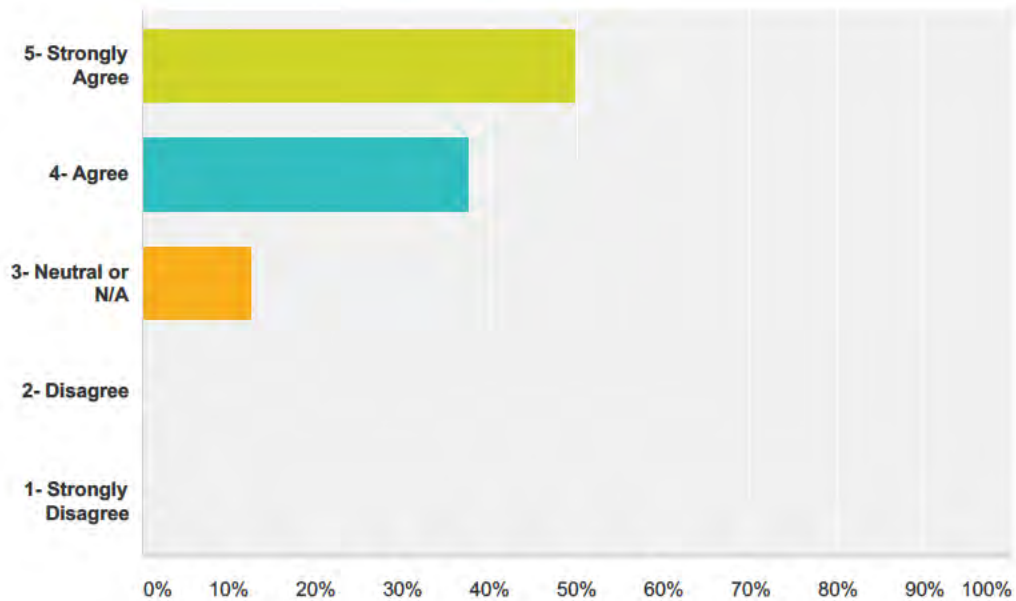


Answer Choices	Responses	
5 Strongly Agree	12.50%	1
4 Agree	25.00%	2
3 Neutral or N/A	50.00%	4
2 Disagree	12.50%	1
1 Strongly Disagree	0.00%	0
Total Respondents: 8		

#	Comment	Date
	There are no responses	

**Q158 I understand my role and responsibilities as a mandated reporter of abuse in the state of Pennsylvania.**

Answered: 8 Skipped: 1

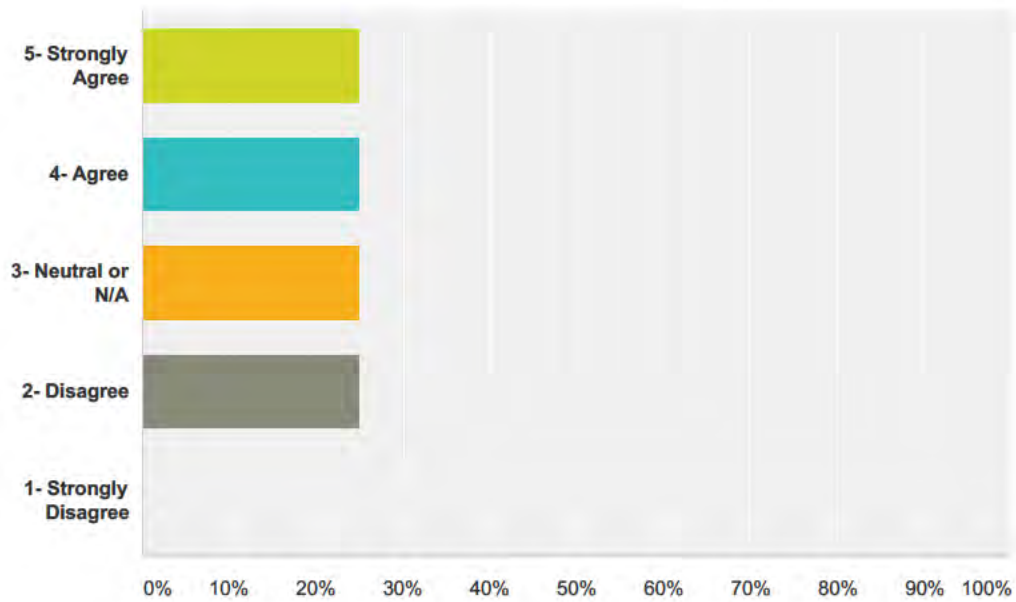


Answer Choices	Responses
5 Strongly Agree	50.00% 4
4 Agree	37.50% 3
3 Neutral or N/A	12.50% 1
2 Disagree	0.00% 0
1 Strongly Disagree	0.00% 0
Total Respondents: 8	

#	Comment	Date
1	We need follow up	2/6/2014 9 36 AM

**Q159 I am aware of the school's Anti Truancy plans and protocols.**

Answered: 8 Skipped: 1

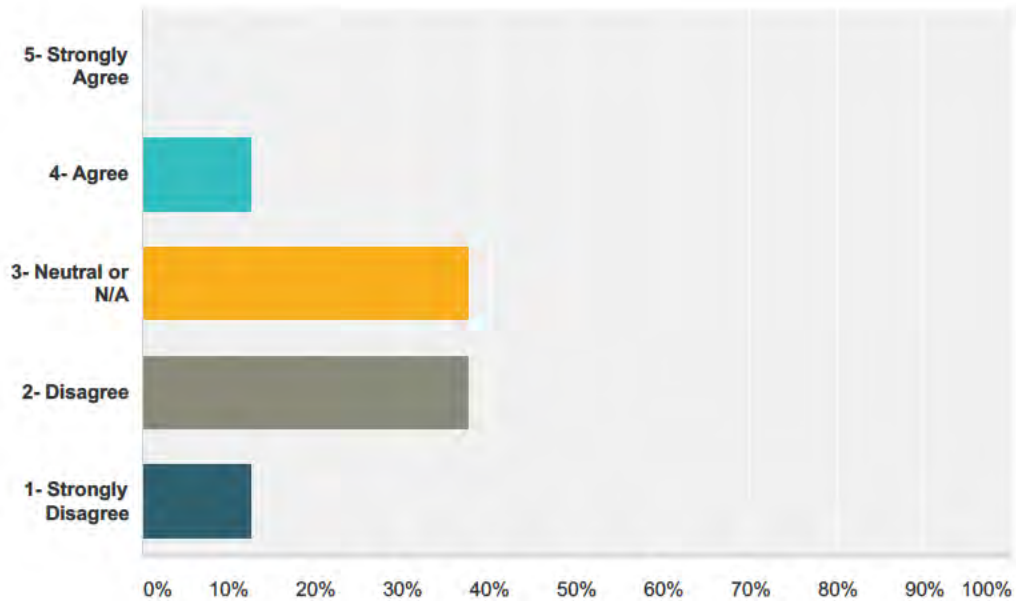


Answer Choices	Responses
5 Strongly Agree	25.00% 2
4 Agree	25.00% 2
3 Neutral or N/A	25.00% 2
2 Disagree	25.00% 2
1 Strongly Disagree	0.00% 0
Total Respondents: 8	

#	Comment	Date
1	We need follow up	2/6/2014 9 36 AM

**Q160 I believe our school's anti truancy plans are effective and producing improved results.**

Answered: 8 Skipped: 1

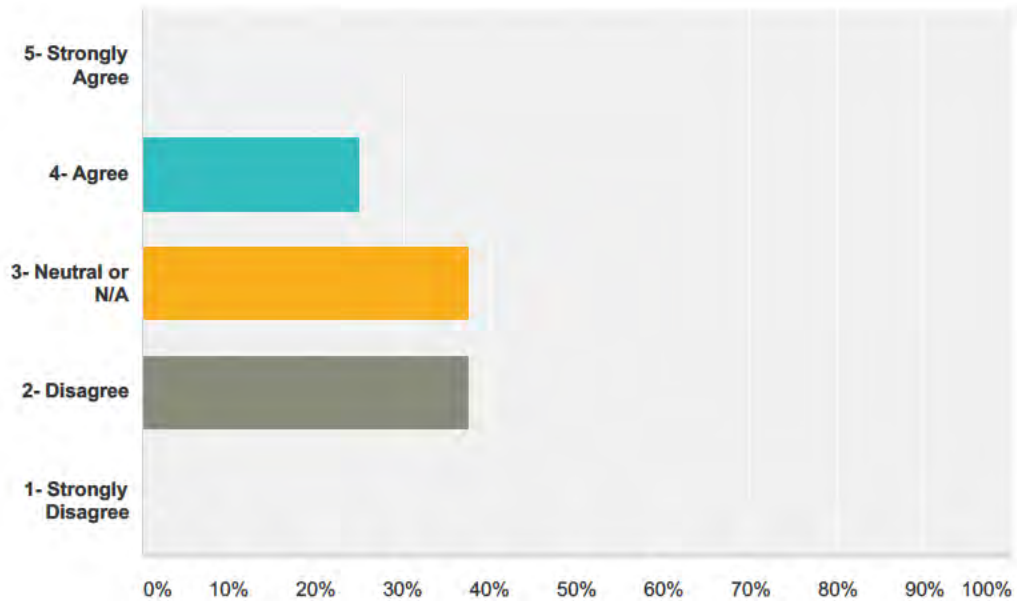


Answer Choices	Responses
5 Strongly Agree	0.00% 0
4 Agree	12.50% 1
3 Neutral or N/A	37.50% 3
2 Disagree	37.50% 3
1 Strongly Disagree	12.50% 1
Total Respondents: 8	

#	Comment	Date
1	Better follow up	2/6/2014 9 36 AM

**Q161 I get good support from my school's available resources to address truancy issues in my class.**

Answered: 8 Skipped: 1

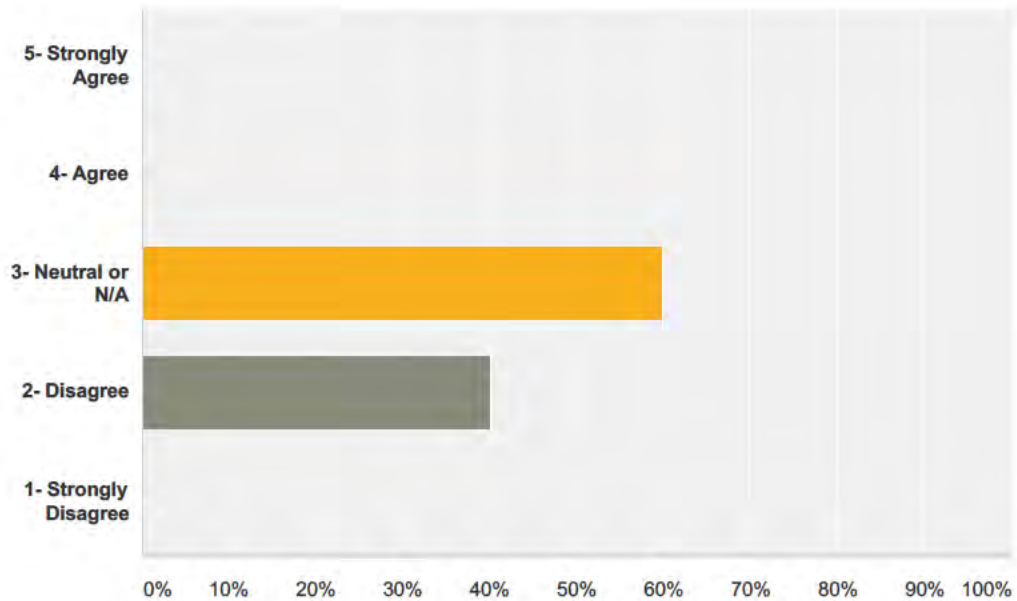


Answer Choices	Responses	
5 Strongly Agree	0.00%	0
4 Agree	25.00%	2
3 Neutral or N/A	37.50%	3
2 Disagree	37.50%	3
1 Strongly Disagree	0.00%	0
Total Respondents: 8		

#	Comment	Date
1	Never sure if there has been follow up	2/6/2014 9 36 AM

**Q162 I get good support from my school's available nursing resources to address health issues in my school.**

Answered: 5 Skipped: 4



Answer Choices	Responses
5 Strongly Agree	0.00% 0
4 Agree	0.00% 0
3 Neutral or N/A	60.00% 3
2 Disagree	40.00% 2
1 Strongly Disagree	0.00% 0
Total Respondents: 5	

#	Comment	Date
	There are no responses	

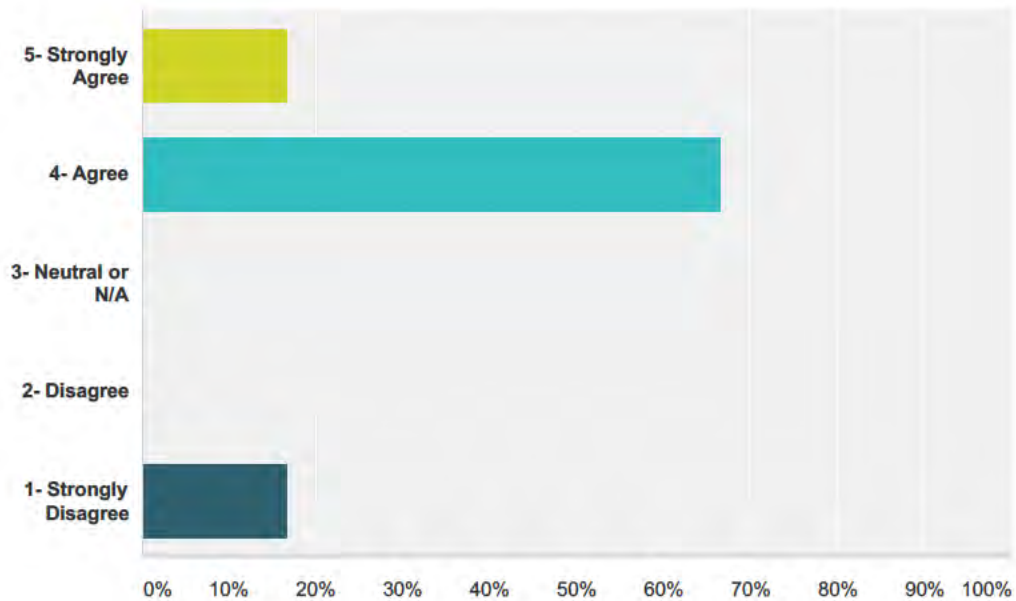
**Q163 General comments, suggestions,  
questions, praise, concerns pertaining to  
security, discipline and truancy.**

Answered: 0 Skipped: 9

#	Responses	Date
	There are no responses	

**Q164 I am fully aware of my school's after school programs and activities (clubs, sports, etc.).**

Answered: 6 Skipped: 3

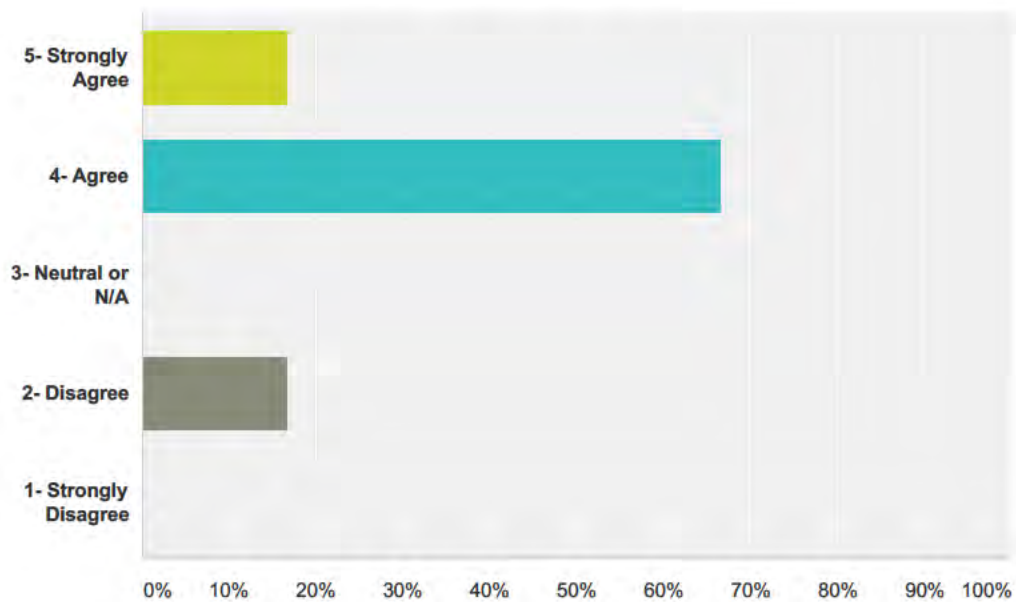


Answer Choices	Responses
5 Strongly Agree	16.67% 1
4 Agree	66.67% 4
3 Neutral or N/A	0.00% 0
2 Disagree	0.00% 0
1 Strongly Disagree	16.67% 1
Total Respondents: 6	

#	Comment	Date
	There are no responses	

### Q165 My school's policies on extra curricular activities are clear to me.

Answered: 6 Skipped: 3

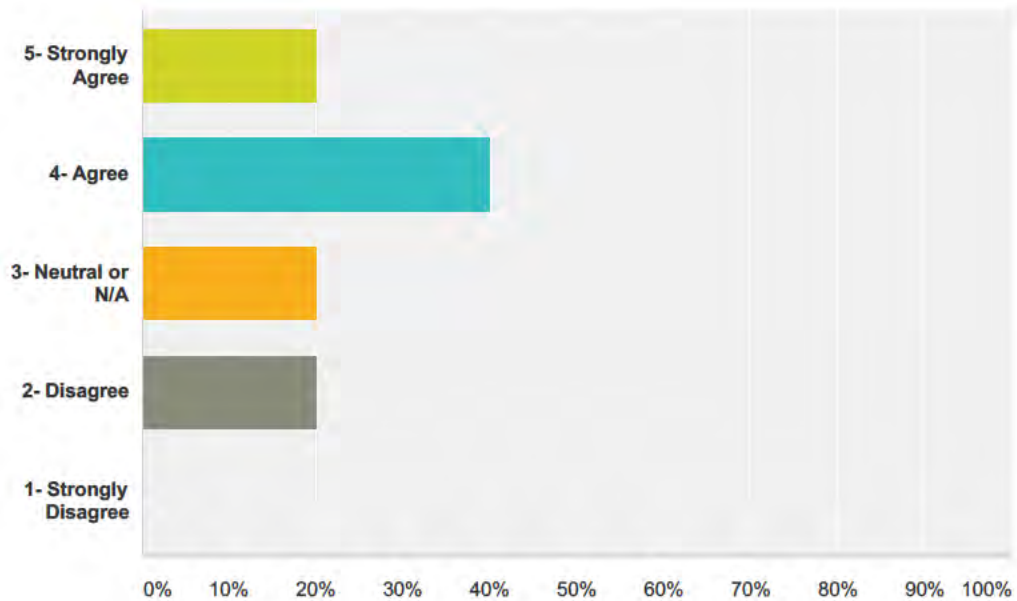


Answer Choices	Responses	
5 Strongly Agree	16.67%	1
4 Agree	66.67%	4
3 Neutral or N/A	0.00%	0
2 Disagree	16.67%	1
1 Strongly Disagree	0.00%	0
Total Respondents: 6		

#	Comment	Date
	There are no responses	

**Q166 The current program offering provides an appropriate outlet to increase school interest and motivation.**

Answered: 5 Skipped: 4

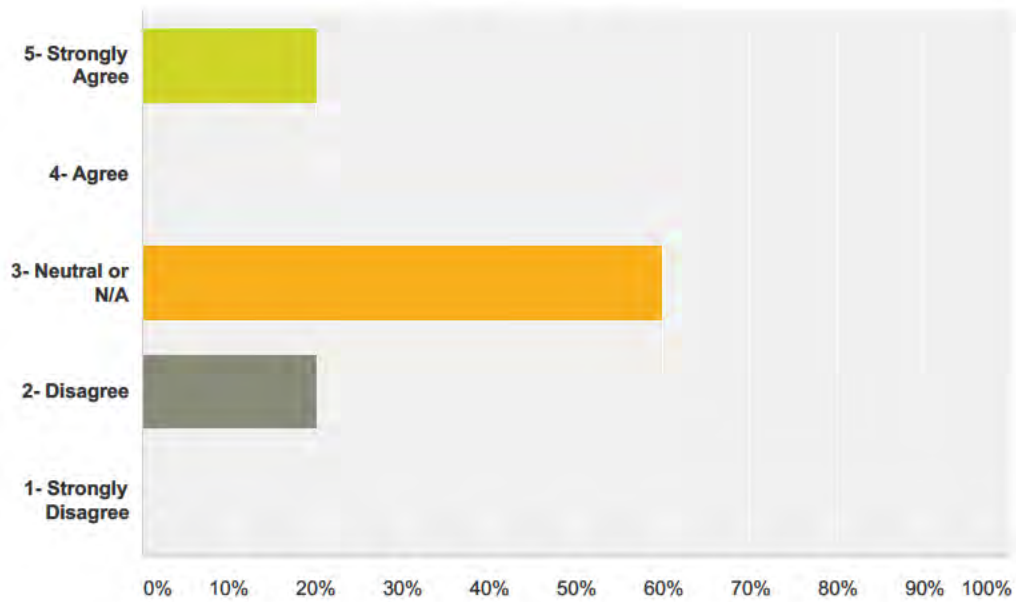


Answer Choices	Responses	
5 Strongly Agree	20.00%	1
4 Agree	40.00%	2
3 Neutral or N/A	20.00%	1
2 Disagree	20.00%	1
1 Strongly Disagree	0.00%	0
Total Respondents: 5		

#	Comment	Date
1	Aware that staff is involved in an ongoing effort to add to events and activities that will increase interest and motivation	2/3/2014 2 07 PM

**Q167 I participate in after school activities regularly.**

Answered: 5 Skipped: 4



Answer Choices	Responses
5 Strongly Agree	20.00% 1
4 Agree	0.00% 0
3 Neutral or N/A	60.00% 3
2 Disagree	20.00% 1
1 Strongly Disagree	0.00% 0
Total Respondents: 5	

#	Comment	Date
1	am the moderator of a club	2/3/2014 5 47 PM

**Q168 General comments, suggestions,  
questions, praise, concerns pertaining to  
extra curricular programs & clubs.**

Answered: 0 Skipped: 9

#	Responses	Date
	There are no responses	

**Q169 Please feel free to add additional comments you deem important towards driving improvements at your school's.**

Answered: 3 Skipped: 6

#	Responses	Date
1	trust this is truly confidential was very honest in the hopes that can be a part of moving ASP R A Cyber in the right direction if there is any point that needs clarification would be happy to elaborate Thanks for your interest in my opinions Diane	2/6/2014 9 45 AM
2	feel that all staff and administration are involved in multiple efforts to increase effectiveness in many areas feel that am a valued part of the team in improving efforts to add to our professional development increase parental involvement and to increase student interest and engagement in school activities and instruction	2/3/2014 2 13 PM
3	For some reason there seems to be a lack of materials and resources for the school The curriculum is not done teachers are not allowed to contribute and suggestions or needs to the students they serve All decisions made at Aspira are top down from central admin where nobody seems to have any kind of teaching experience and the decisions are poorly made Aspira takes money and resources and the schools get nothing No significant investments have been made at the schools and it seems that no matter how inept Aspira brass is nobody there is held responsible	1/29/2014 1 54 PM



**(C-31) Preliminary Notice**  
**COMMONWEALTH OF PENNSYLVANIA**  
**OFFICIAL NOTICE OF CHILD'S THIRD ILLEGAL ABSENCE**

\_\_\_\_\_, 20\_\_\_\_

**PARENT/GUARDIAN NAME:** \_\_\_\_\_

**ADDRESS:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

You are hereby notified, as required by law, that \_\_\_\_\_, a child in your charge, was illegally absent from school on:

SEPTEMBER	_____
OCTOBER	_____
NOVEMBER	_____
DECEMBER	_____
JANUARY	_____
FEBRUARY	_____
MARCH	_____
APRIL	_____
MAY	_____
JUNE	_____

These illegal absences are in addition to any other absences that have occurred but were excused. Illegal absences, such as those on the dates listed above, are in violation of the compulsory attendance provision of the Public School Code of Laws of Pennsylvania.

If your child is six (6) years of age or in grades 1-3 and has ten (10) or more illegal absences, you, as the parent, guardian or person in control, may be referred to the Department of Human Services (DHS) for truancy. If your child is in grades 4-12 and is under the age of seventeen (17), you may be referred to Truancy Court. If your child is referred to DHS or to Truancy Court, a DHS agency provider will be assigned to your case and will begin home visits. If the attendance does not improve or you do not participate in the voluntary services offered by the DHS provider, your case may be referred to the District Attorney's office for prosecution.

You are encouraged to contact your school's attendance designee to discuss ways to improve your child's attendance: *School Attendance Designee* \_\_\_\_\_ *Telephone* \_\_\_\_\_

For your information, portions of Sections 1326, 1327, 1330, 1333 and 1394 of the school law are printed upon the reverse side of this notice.

EXTRACT FROM ACT OF GENERAL ASSEMBLY OF  
THE COMMONWEALTH OF PENNSYLVANIA  
(Act of March 10, 1949, P. L. 30)

Section 1326-27. The term “compulsory school age,” as hereinafter used, shall mean the period of a child’s life from the time the child’s parents elect to have the child enter school, which shall be not later than at the age of eight (8) years, until the age of seventeen (17) years. Every child of compulsory school age having a legal residence in this Commonwealth as provided in this article, and every migratory child of compulsory school age, is required to attend a day school in which the subjects and activities prescribed by the State Board of Education are taught in the English language. Every parent, guardian, or other person having control or charge of any child or children of compulsory school age is required to send such child or children to a day school in which the subjects and activities prescribed by the State Board of Education are taught in the English language. Such child or children shall attend such school continuously through the entire term, during which the public schools in their respective districts shall be in session.

In 2008, Pennsylvania legislature passed a law that allows the School District of Philadelphia (as a first class district) to lower the compulsory school age to six (6). In December 2008, the School Reform Commission passed Policy 201 which states that the compulsory age of District students is age six (6) on or before September 1, with the exception of students that are home schooled where the compulsory school age is eight (8) years.

Section 1333. Every parent, guardian, or person in parental relation, having control or charge of any child or children of compulsory school age, who shall fail to comply with the provisions of this act regarding compulsory attendance, shall on summary conviction thereof, be sentenced to pay a fine, for the benefit of the school district in which such offending person resides, not exceeding three hundred dollars (\$300) and pay court costs or be sentenced to complete a parenting education program offered and operated by a local school district, medical institution or other community resources, and, in default of the payment of such fine and costs or completion of the parenting program by the person so offending, shall be sentenced to the county jail for a period not exceeding five (5) days. In lieu of or in addition to any other sentence imposed under this section, the district justice may order the parent, guardian or person in parental relation to perform community service in the school district in which the offending child resides for a period not to exceed six (6) months.

Any child...who fails to comply with the compulsory attendance provisions of this act and is habitually truant...may be referred by the school district for services or possible disposition as a dependent child as defined under 42 Pa.C.S. § 6302.

Section 1330. The provisions of this act requiring regular attendance shall not apply to any child who has attained the age of sixteen (16) years, and who holds an employment certificate issued according to law.

Section 1394. Any person or persons accepting service from, or engaging or employing, any child between eight (8) and eighteen (18) years of age while the public schools are in session, without having on file for such child an employment certificate...shall be guilty of a misdemeanor, and, upon conviction, shall for a first offense be sentenced to pay a fine of not less than ten dollars (\$10) or more than twenty-five dollars (\$25), or to undergo imprisonment in the county jail for ten (10) days, or both, at the discretion of the court, and for a subsequent offense shall be sentenced to pay a fine of not less than twenty dollars (\$20) or more than fifty dollars (\$50), or to undergo imprisonment in the county jail for ninety (90) days, or both, at the discretion of the court.



## Truancy Referral Form

DATE: \_\_\_\_\_ REFERRED BY: \_\_\_\_\_

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_

Student ID: \_\_\_\_\_ Grade: \_\_\_\_\_ Room/Book#” \_\_\_\_\_

Address: \_\_\_\_\_ Zip: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Home No.: \_\_\_\_\_ Work No.: \_\_\_\_\_

**TOTAL ABSENCES** \_\_\_\_\_ **TOTAL UNEXCUSED ABSENCES** \_\_\_\_\_

**\*\*ATTACH ATTENDANCE RECORD OR LIST OF ACTUAL DAYS ABSENT.  
INDICATE THOSE DAYS THAT ARE *UNEXCUSED*.**

**Please list the actions/interventions taken to address this issue with the student and parent/guardian:**

**DATE:            NATURE OF CONTACT:            NOTES:**

--	--	--

**DATE:            NATURE OF CONTACT:            NOTES:**

--	--	--

**Please return this form to the school office or the  
Truancy Liaison Worker.**



## ASPIRA SCHOOLS

### Job Description

**TITLE:** Truancy Liaison  
**FLSA Status:** Exempt

**Created/Updated:** 1/13  
**Reports to:** School Principal

#### Position Summary:

The Truancy Liaison reports to the Principal/School Director of ASPIRA Charter School and is responsible to assist families and to act as a conduit for the information flow for truancy issues and court procedures and policies. The Truancy Liaison participates in the development and implementation of a plan to improve school attendance and school performance and links the services that will improve the families' ability to achieve the identified goals.

#### I. ESSENTIAL DUTIES AND RESPONSIBILITIES

The following is an explanation of the duties of the Truancy Liaison. It includes the major highlights of the requirements of the position. There should be a clear understanding that the duties outlined below are not all encompassing. Additional responsibilities may be assigned to the Truancy Liaison as required.

- A. Support the children and families in a manner that fosters independence, growth and development and will facilitate the youth and families achieving their identified goals.
- B. Accurately assess the strengths, supports, and requirements of the identified students, families and communities in which they live.
- C. Enforces compulsory school attendance laws by counseling parents who are in violation.
- D. Maintain consistent communication through monthly school visits and home visits with families and provide ongoing support to students as needed.
- E. Provide direct support as well as referrals to appropriate agencies for additional services to achieve goals. Ensure that referrals are completed promptly and firm that a linkage between the family and provider s secured.
- F. Network with school personnel to identify student's needs and to identify resources available for students and their families at the individual school sites.
- G. Participate in multi-disciplinary team meeting in the development, implementation and evaluation of a plan to increase school attendance and increase school performance.
- H. Provide case management services for youth and their families via the District Attorney's Truancy Program (Project Go).
- I. Provide home and school visits to students and their families to assess barriers to school attendance and case management needs.
- J. Monitor school attendance and compliance with the recommendation made by District Attorney's Truancy Program (Project Go).
- K. Provide link to parent education groups for the families of the student who attend District Attorney's Truancy Program (Project Go).
- L. Holds truancy information sessions for the advisory committee and develops the plan for the student, parents, and the school to follow.
- M. Updates school principals and staff and provides recommendations.
- N. Acts as liaison between students and their families and school personnel.
- O. Facilitates conferences, identifies problems and recommends solutions.
- P. Collaborates with community services and develops resources for programs.
- Q. Presents truancy program to the community and school groups.
- R. Prepares and writes reports and miscellaneous correspondence.



### ASPIRA SCHOOLS

- S. Participates in and collaborates with a variety of committees, professional associations, boards, and/or other related groups.
- T. Become familiar with and stay current with available youth services in the community including programs in churches and community centers.
- U. Develop and maintain effective working relationships with individuals from a variety of cultural and ethnic backgrounds.
- V. Demonstrates awareness and acceptance of cultural differences of clients, staff and community contacts.

## II. PROFESSIONALISM

### A. Interpersonal/Teamwork

- 1. Maintains positive and professional relationships with colleagues, children and parents.
- 2. Contributes as a team member and actively collaborates with others to meet the mission and goals of ASPIRA Charter School.

### B. Work Habits

- 1. Knowledgeable and supportive of ASPIRA Charter School policies and procedures, including those in the Policy and Procedure Manual, and implements them consistently.
- 2. Knowledgeable of laws, regulations, and standards pertinent to his or her work and demonstrates compliance.
- 3. Demonstrates integrity by striving for safe and effective service delivery, as well as accurate, timely and complete documentation.
- 4. Contributes to maintaining a 'Culture of Safety' for students, parents, colleagues and visitors.
- 5. Reports to work, as well as all meetings and appointments, in a timely manner.
- 6. Dresses appropriately and professionally based on scheduled activities of the given day. Strives to serve as a role model to clients.

### C. Professional Development

- 1. Participates in individual supervision as scheduled by supervisor.
- 2. Accepts and follows suggestions, directives, and requests to perform additional duties willingly and flexibly.
- 3. Consults his or her supervisor or others, as appropriate, for collaborative problem solving.
- 4. Exercises sound judgment, knowledge, and creativity in decision making.
- 5. Takes on personal development and building a learning environment.
- 6. Completes and demonstrates competency in all mandatory trainings as identified by the organization including knowledge of child and adolescent growth and development.
- 7. Participates in additional trainings as identified in supervision or by external licensing, contractual, and accreditation organizations.

## IV. QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

### A. Education, Training and Experience

Bachelor's Degree in Criminal Justice, Social Work or related field is preferred; degree from accredited university or college is required.



## ASPIRA SCHOOLS

Bilingual (Spanish and English) preferred

A minimum of two years work experience in education/prevention, advocacy, and/or work in the school system.

Strong clinical, verbal and communication skills.

**B. Certificates, Licenses, and Registrations**

Valid PA State Driver's License

**C. Ongoing Training and Credentialing**

### V. WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

A. The Truancy Liaison will work indoors, outdoors, on campus and off campus with frequent stressful situations.

B. There is a 37.5 hour **plus** work week that includes occasional weekend and evening work.

### Physical and Environmental Requirements of the Job

The physical activities of this position involve:

Description of Activity	Activity	Check (✓)
Necessary to maintain physical equilibrium to prevent falling of self, others or objects being carried	Balancing	✓
Ascending or descending ladders, stairs, ramps, etc	Climbing	✓
Moving along in a prone position	Crawling	✓
Lowering of the body stance by bending the knees and spine	Crouching	✓
Using primarily fingers to perform action rather than the whole arm or hand, i.e.: typing	Fingering	✓
Clutching with fingers or arms and maintaining hold	Grasping	✓
Bending knees to come to rest on knee or knees	Kneeling	✓
Moving objects from a lower to higher position or moving objects along a horizontal level but from position to position	Lifting	✓
Exerting force upon an object in order to draw, drag or tug objects toward the source of the force in a sustained motion	Pulling	✓
Pressing against an object with force in order to thrust object forward, downward or outward in a sustained motion	Pushing	✓
Stretching of arms and/or legs	Reaching	✓
Tedious repeating movement	Repetitive Movement	✓
Supporting oneself on the feet in an erect position especially for a prolonged period of time	Standing	✓
Bending the body forward and downward by bending at the waist	Stooping	✓

An individual in this position will be required to carry or lift weights in this range:



### ASPIRA SCHOOLS

	Up to 10 pounds	
	11 to 24 pounds	
	25 to 34 pounds	✓
	35 to 50 pounds	
	51 to 74 pounds	
	75 to 100 pounds	
	Weight in excess of 100 pounds	

**The sensory and communicative activities essential to the performance of this position include:**

Perceiving through physical contact, especially with the fingertips, i.e.: temperature	Feeling	✓
The power to perceive sound with no less than a 40 decibel loss at 500 Hz, 1000 Hz and 2,000 Hz with or without correction; ability to make fine discrimination in sound	Hearing	✓
To apprehend images through the use of eyes	Seeing	✓
Perceiving with the olfactory senses	Smelling	
Expressing or exchanging ideas by means of the spoken word	Speaking	✓
Perceiving through gustatory senses in order to differentiate between certain characteristics, i.e.: sweet, sour	Tasting	

**An individual in this position will be exposed to:**

Inside environmental conditions	
Outside environmental conditions	
Inside and outside environmental conditions	✓
Extreme cold; temperatures below 32 degrees for more than 1 hour at a time	
Extreme heat; temperatures above 100 degrees or more than 1 hour at a time	
Bloodborne pathogens	
Physical hazards (i.e.: working in close proximity to electric current)	
Chemical hazards	
Respiratory hazards	
Constant vibrating motion	

\*\*\*\*\*

This certifies that I have received a copy of my job description. I have reviewed the **Truancy Liaison** job description with my supervisor or a representative from the Human Resources Office and I understand and accept the expectations and duties of my job as outlined in the job description.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Employee print name

\_\_\_\_\_  
Supervisor or Human Resources Representative

\_\_\_\_\_  
Date



## TRUANCY INTERVENTION CHECKLIST

School Name: \_\_\_\_\_ Student Name: \_\_\_\_\_

All documentation referenced in this checklist must be copied and placed in the student's truancy intervention folder. Upon completion, the checklist and folder must be approved by the Principal's designee. No student may be referred to DHS/Truancy Court without appropriate documentation of all intervention efforts. The list below consists of the minimum information that must accompany a truancy referral. Additional supporting documentation may also be included.

### INTERVENTIONS

	Telephone Calls to Parent/Guardian (attach telephone log and comments)
	"3-Day Letter" (Preliminary Legal Notice, C-31) mailed after 3 <sup>rd</sup> unexcused absence (attach copy)
	Parent Conference (attach sign-in sheet and comments)
	Home Visit(s) and School Visit(s) (attach home visit log)
	Truancy Elimination Contract (attach contract with a minimum of three interventions)
	Individual Intervention through RTI – Tier II (attach student support log)
	10 or more unexcused absences DA Referral
	Other (attach all documentation)

### RECOMMENDATION

	Continue with School-based Interventions
	Refer to Truancy Court
	Refer to DHS

School Representative Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## TRUANCY FILE

	Demographics
	Truancy Case Notes (PowerSchool)
	Log Entries (Disciplinary Actions – PowerSchool)
	C-31 or Notice of Absences
	Telephone Call Log
	Home Visit and School Visit Log
	Truancy Elimination Contract
	DA Referral Letter
	DA Contract Letter
	Truancy Referral Form
	Official Notice of Illegal Absences (AOR Letter)
	Re-Enrollment Form
	Daily Report(s)
	Parent or Doctor's Notes
	Other Documents

**Student Name:** \_\_\_\_\_

**Student ID:** \_\_\_\_\_



## RTI Checklist

### Meeting Checklist

Teacher Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Section: \_\_\_\_\_

Home Language: \_\_\_\_\_ ESOL Level: \_\_\_\_\_ Bilingual Program: \_\_\_\_\_

Number of Absences this School year: \_\_\_\_\_ Attendance Concern? \_\_\_\_ Yes \_\_\_\_ No

Reason for Referral: \_\_\_\_\_

Student/Group Strengths: \_\_\_\_\_

Parent/Guardian contact made on: \_\_\_\_\_ Response? \_\_\_\_\_

Educational: What is/are the current levels in Reading? \_\_\_\_\_ Math? \_\_\_\_\_

Did student(s) attend summer or transition program? Yes \_\_\_\_\_ No \_\_\_\_\_

#### Resources currently being provided (✓check all that apply):

<input type="checkbox"/> Speech/Hearing	<input type="checkbox"/> Mentoring	<input type="checkbox"/> Wrap-around/TSS
<input type="checkbox"/> School Counseling	<input type="checkbox"/> Special Education Team	<input type="checkbox"/> Peer Mediation
<input type="checkbox"/> Leadership Opportunities	<input type="checkbox"/> Tutoring/Bilingual	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Agency Services:	<input type="checkbox"/> ESOL	

Interventions previously tried (✓check all that apply)	Successful?	Yes ✓	No ✓
<input type="checkbox"/> Provided modified instruction or materials		_____	_____
<input type="checkbox"/> Spoke privately to student(s) to explain concerns		_____	_____
<input type="checkbox"/> Held conference with parents		_____	_____
<input type="checkbox"/> Sent home notices regarding concerns, in home language		_____	_____
<input type="checkbox"/> Gave student(s) individualized attention/support		_____	_____
<input type="checkbox"/> Changed student(s) seat		_____	_____
<input type="checkbox"/> Used performance based assessments		_____	_____
<input type="checkbox"/> Set up behavior management program		_____	_____
<input type="checkbox"/> Utilized homework assignment sheet/daily report		_____	_____
<input type="checkbox"/> Assigned peer tutor or bilingual tutor		_____	_____
<input type="checkbox"/> Helped student(s) before/after school		_____	_____
<input type="checkbox"/> Conferred with counselor		_____	_____
<input type="checkbox"/> Held conference with nurse		_____	_____
<input type="checkbox"/> if ELL, enlisted support of bilingual or ESOL staff		_____	_____
<input type="checkbox"/> Other (describe): _____		_____	_____

**To be completed by Tier 1 Facilitator**

Physical: Vision [date(s) & result(s)] \_\_\_\_\_

Hearing [date(s) & result(s)] \_\_\_\_\_

Medications/other relevant medical data: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



**Aviso Preliminar (C-31)**  
**ESTADO DE PENNSILVANIA**  
**ESTA ES UNA NOTIFICACIÓN LEGAL**

\_\_\_\_\_ del 20\_\_\_\_

**NOMBRE DEL PADRE/ENCARGADO/Parent/Guardian Name:** \_\_\_\_\_

**DIRECCIÓN/Address:** \_\_\_\_\_

Por la presente se le notifica, como lo exige la ley, que \_\_\_\_\_ (Student Name) , un menor a su cargo, faltó a la escuela, sin excusa, en:

SEPTIEMBRE/September \_\_\_\_\_

OCTUBRE/October \_\_\_\_\_

NOVIEMBRE/November \_\_\_\_\_

DICIEMBRE/December \_\_\_\_\_

ENERO/January \_\_\_\_\_

FEBRERO/February \_\_\_\_\_

MARZO/March \_\_\_\_\_

ABRIL/April \_\_\_\_\_

MAYO/May \_\_\_\_\_

JUNIO/June \_\_\_\_\_

Estas ausencias son adicionales a cualquier otra ausencia que haya sido excusada. Las ausencias sin excusa, como las de las fechas indicadas, violan la cláusula de asistencia compulsoria del Código de Leyes de las Escuelas Públicas de Pensilvania.

Una ausencia injustificada constituye una ofensa bajo el Código de Escuelas Públicas para la cual se pueden imponer multas contra el padre, encargado u otra persona en control o a cargo del estudiante, etc. Si este menor no regresa a la escuela dentro de los próximos tres (3) días, o vuelve a ausentarse ilegalmente, usted como padre, encargado o persona en control, etc., será acusado ante el tribunal apropiado o referido para servicios del Departamento de Servicios Sociales, sin aviso adicional por parte de las autoridades escolares.

Si su hijo/a está en los grados 1-3 y tiene diez (10) o más ausencias ilegales/sin excusa; usted, como padre, encargado o persona en control, será referido al Departamento de Servicios Sociales (DHS). Si su hijo/a está en los grados 4-12, usted será referido a la Corte del Ausentismo Escolar. Si su hijo/a es referido al DHS o a la corte, una agencia proveedora DHS será asignada a su caso e iniciará visitas a la casa. Si la asistencia no mejora, su caso puede ser mandado a la Corte de Familias en la Calle Vine # 1801.

Para su información, se han imprimido porciones de las Secciones 1326, 1327, 1330, 1333 y 1394 de la ley escolar, al otro lado de esta notificación

EXTRACTO DE LEY DE LA ASAMBLEA GENERAL DEL  
ESTADO DE PENNSILVANIA  
(Ley del 10 de marzo del 1949, P. L. 30)

Sección 1326-27. El término “edad escolar compulsoria”, como se usa de aquí en adelante, significará el periodo de la vida de un menor desde que sus padres eligen que entre a la escuela, que no deberá ser después de los ocho (8) años de edad, hasta los diecisiete (17) años. A todo menor en edad escolar compulsoria que tenga residencia legal en este Estado, como lo provee este artículo, y cada menor inmigrante de edad escolar compulsoria, se le requiere asistir a una escuela diurna en la que las materias y actividades prescritas por la Junta Estatal de Educación se enseñen en el idioma inglés. A todo padre, encargado u otra persona a cargo o en control de cualquier menor o menores en edad escolar compulsoria, se le requiere enviar a tal menor o menores a una escuela diurna en la cual las materias y actividades prescritas por la Junta Estatal de Educación se enseñen en el idioma inglés. Tal menor o menores deberán asistir a tal escuela durante todo el tiempo en el cual las escuelas públicas de sus respectivos distritos estén en sesión.

Section 1333. Todo padre, encargado o persona con relación de padre, que tenga control o esté a cargo de cualquier menor o menores en edad escolar compulsoria, que no cumpla con las estipulaciones de esta ley en cuanto a la asistencia compulsoria, será como consecuencia, sentenciado a pagar una multa, para beneficio del distrito escolar en el cual la persona resida, de no más de trescientos dólares (\$300) y a pagar los gastos del tribunal, o será sentenciado a cumplir con un programa de educación para la crianza de sus hijos, ofrecido y operado por un distrito escolar local, institución médica u otro recurso comunitario. Si no paga la multa y costos, ni completa el programa de educación para la crianza de sus hijos; será sentenciado a la cárcel del condado por un periodo de no más de cinco (5) días.

Como alternativa o además de cualquier otra sentencia impuesta bajo esta sección, el juez del distrito puede ordenarle al padre, encargado o persona con relación de padre, que preste servicio comunitario en el distrito escolar en que reside el menor en violación, por un periodo que no excederá seis (6) meses.

Cualquier menor... que no cumpla con las estipulaciones de asistencia compulsoria de esta ley y que tenga el hábito de faltar a la escuela... puede ser referido por el distrito escolar para recibir servicios o posible disposición como menor dependiente, como se define bajo 42 Pa.C.S. §6302.

Sección 1330. Las estipulaciones de esta ley que requieren asistencia regular, no se le aplicarán a ningún menor que haya cumplido dieciséis (16) años y que tenga un certificado de empleo emitido de acuerdo a la ley.

Sección 1394. Cualquier persona o personas que acepten servicio de, o que se relacionen con o empleen a cualquier menor entre los ocho (8) y los dieciocho (18) años de edad, mientras las escuelas públicas estén en sesión, sin tener en sus archivos un certificado de empleo para ese menor... serán culpables de un delito menor, y, una vez convictos, serán sentenciados por la primera ofensa a pagar una multa no menor de diez dólares (\$10) ni mayor de veinticinco dólares (\$25), o a ir a la cárcel del condado por diez (10) días, o ambos, a discreción del tribunal; y por alguna ofensa posterior, deberá ser sentenciado a pagar una multa no menor de veinte (\$20) dólares ni mayor de cincuenta dólares (\$50), o a ir a la cárcel del condado por noventa (90) días, o ambos, a discreción del tribunal.



## Re-Enrollment Notification Form

Name of Charter School: \_\_\_\_\_

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

Charter School Contact Person: \_\_\_\_\_

Telephone: \_\_\_\_\_

### I. Student Information:

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ MI: \_\_\_\_\_

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

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

County: \_\_\_\_\_ Home Telephone: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_

### II. Parent or Guardian Information: *Student lives with:*

[ ] Mother [ ] Father [ ] Legal Guardian [ ] Foster Parents [ ] Other Adult: \_\_\_\_\_  
(Relationship)

Complete Parent or Guardian Name and Address Information as Applicable:

Parent / Guardian First and Last Name: \_\_\_\_\_

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

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Telephone: (\_\_\_\_) \_\_\_\_\_ Work Telephone: (\_\_\_\_) \_\_\_\_\_

Cell: (\_\_\_\_) \_\_\_\_\_

Signature of Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_





## OFFICIAL NOTICE OF ILLEGAL ABSENCES

Date: \_\_\_\_\_

Dear Parent/Guardian of: \_\_\_\_\_

According to State law, it is the responsibility of the parent or guardian of a school age child to ensure that the child attends school. Pennsylvania Public School Code (§11.24) states that any student absent from school for 10 consecutive days without written documentation must be removed from active enrollment. This letter is to notify you that the student in your care: \_\_\_\_\_,

**has been absent from school from \_\_\_\_\_ to \_\_\_\_\_ and that we have not received any written documentation as to the reason for this absence.**

In order for your child to return to school and have them restored to our active enrollment, a parent/guardian must come to the school and meet with the principal or their designee. You and your child will be required to meet with our truancy liaison to discuss truancy elimination.

In order to fulfill your obligation you must respond to this notice within five business days of its receipt. Failure to comply with this requirement will result in the student listed as "Whereabouts Unknown" and they will be officially dropped from our enrollment. Please feel free to contact the school office if you have any questions or concerns. Thank you for your prompt attention to this matter.

Sincerely,

School Principal



## AVISO OFICIAL DE AUSENCIAS ILEGALES

Fecha: \_\_\_\_\_

Estimado Padre/Encargado: \_\_\_\_\_

Segun la ley estatal, es la responsabilidad del padre o encargado de un niño de edad escolar para asegurar que el niño asiste a la escuela. Código de escuela pública de Pensilvania (§11.24) afirma que cualquier estudiante ausente de la escuela por 10 días consecutivo sin documentación escrita debe quitarse de la lista activa de la escuela. Esta carta es para informarle que el estudiante en su cuidado: \_\_\_\_\_, ha estado ausente de la escuela de \_\_\_\_\_ a \_\_\_\_\_ y que no hemos recibido ninguna documentación escrita sobre la razón de esta ausencia.

Para que su hijo regrese a la escuela y tenerlos restaurado a nuestra matrícula active, usted, el padre o encargado, debe venir a la escuela y reunirse con el director o su designado. Se requerirá que usted y su hijo se encuentren con nuestro oficial escolar de la ausencia sin permiso para hablar de la eliminación de la ausencia sin permiso.

A fin de cumplir con su obligación debe responder a este aviso dentro de los cinco días siguientes a su recepción. El incumplimiento de esta obligación dará lugar a el estudiante como "paradero desconocido" y se retira oficialmente de nuestra matrícula. Por favor, no dude en ponerse en contacto con la oficina de la escuela si usted tiene cualquier pregunta o inquietud. Gracias por su pronta atención a este asunto.

Sinceramente,

Principal Escolar



Student Name: \_\_\_\_\_ Parent/Guardian's Name: \_\_\_\_\_

School Name: \_\_\_\_\_ Student Address: \_\_\_\_\_

## HOME VISIT AND SCHOOL VISIT LOG

DATE	TYPE OF VISIT (Home or School)	PERSONS PRESENT	TITLE	SIGNATURE

- Home Visit 2 times per month at minimum.
- School Visit once a month at minimum to obtain a student's attendance record and to meet with a teacher, principal or counselor.
- School Visit for a conference with a parent, teacher, principal or counselor can be substituted for (1) home visit.



# DAILY REPORT

The Daily Report helps students with more one on one help, support, and intervention; holds students accountable on a daily basis; provides structure, routine, consistency, and organization; promotes self responsibility; improves students' grades and accountability; increases student motivation and effort; and improves school/home communication.

Student Name: \_\_\_\_\_

Week Ending: \_\_\_\_\_

Days	1 <sup>st</sup> Period	2 <sup>nd</sup> Period	3 <sup>rd</sup> Period	4 <sup>th</sup> Period	5 <sup>th</sup> Period	6 <sup>th</sup> Period	7 <sup>th</sup> Period	8 <sup>th</sup> Period
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## District Attorney – “PROJECT GO” CHARTER SCHOOL REFERRAL FORM

Date of Referral: \_\_\_\_\_

Youth Name: \_\_\_\_\_

Youth's Date of Birth: \_\_\_\_\_

Youth's SS#: \_\_\_\_\_

School: \_\_\_\_\_

Parent/Guardian's Name: \_\_\_\_\_

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

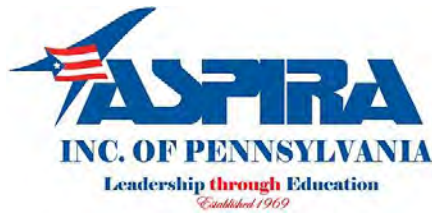
Zip Code: \_\_\_\_\_ Phone #: \_\_\_\_\_

Name & Title of Referrer: \_\_\_\_\_

Phone #: \_\_\_\_\_ Email: \_\_\_\_\_

Additional Notes:

# ASPIRA Bilingual Cyber Charter School



## Emergency Plan

Located at:	Mailing Address:
4322 N. 5 <sup>th</sup> Street, 2 <sup>nd</sup> Floor _____	SAME _____
Philadelphia, PA 19140 _____	_____
Township/Borough/City ___Philadelphia_____	County___Philadelphia_____

**Revision Date: March 17, 2014**

## Foreword

This emergency plan describes the procedures that will be used by ASPIRA Bilingual Cyber Charter School to provide for the care and well-being of the children under our care and our staff. This emergency plan for this facility is meant to provide the following:

“Shelter of Children during an emergency including shelter in place and shelter at locations away from the facility premises.”

*Identify in place location:*

1. **ASPIRA’s 1<sup>st</sup> Floor Cafeteria**

*Identify away locations:*

2. **Antonia Pantoja Charter School, 4101 N. American Street, Phila, PA 19140, 215-329-2733.**
3. **Esperanza High School, 301 W. Hunting Park Ave. , Phila., PA 19140, tel. 215-457-3667**

“Evacuation of children from the facility building and evacuation of children to a location from the facility premises. The evacuation routes and evacuation plans to exit building may be the as the required by 3270.94 (f) and (g) and 3280.94 (f) and g.”

**See Appendices for Evacuation Diagrams and Maps and Routes**

“A method for facility persons to contact parents as soon as reasonably possible when an emergency situation arises.”

“ A method for facility persons to inform parents that the emergency has ended and to provide instructions as to how parents can safely be reunited with their children.”

**See Appendices for Parent-Child Reunification Plan**

The plan relies on the organization and procedures that are followed on a day-to-day basis. The intent is not to introduce new ways of doing things during high-stress situations.

Much of the information that is needed to implement a plan like this one should be treated as sensitive. The exact locations of shelters and assembly areas and routes to be taken during an evacuation may be useful information to potential criminals. For this reason, parts of the plan will not be released to the general public. Important details from the plan are sent home with parents in orientation materials and periodic mailings. The entire plan is available for parents to review in the facility.

The plan itself is organized into three parts; the “Basic Emergency Plan”, a series of checklists and a series of supporting documents. The basic emergency plan provides overall concepts and assignment of responsibility. It does contain relative amounts of detail. The detail in the

attachments and checklists should be confidential. The information in the checklists is arranged by function, recognizing that the evacuation planned for a HAZMAT spill will work just as well for a winter storm (and is practiced during scheduled times each year).

Public safety officials should be aware of the provisions of this plan. The Department of Public Welfare Licensing representative will also review the plan when inspecting the facility. The responsibility of the academic institution is to maintain and implement the plan. A current copy of the plan will be provided to the county emergency management agency.

## **Table of Contents**

### **Basic Emergency Plan (Part I)**

1. Purpose
2. Situation and Assumptions
3. Concept of Operations
4. Organization and Responsibilities
5. Plan Development, Maintenance and Distribution
6. Concurrence
7. Record of Changes

### **Emergency Checklists/Evacuation Routes, and Diagrams (Part II)**

1. Direction and Control Operations
2. Protective Actions
3. Emergency Support Functions

### **Communication with Parents/Caregivers (Part III)**

1. Parent-Child reunification
2. Communication with Parents/Guardians

### **Emergency Procedures for Before and After School Hours (Part IV)**

1. Emergency Procedures for Before and After School Hours

### **Supplemental Documents (Part V)**

## **Basic Emergency Plan**

### **1. Purpose**

Our purpose is to provide for the protection of children and staff in the event of a natural, technological, or human imposed emergency or disaster. To assure coordination and cooperation with local and county **government and emergency** services

### **2. Situation and Assumptions**

ASPIRA Bilingual Cyber Charter School is located at 4322 N. 5<sup>th</sup> Street, Philadelphia, PA 19140, 2<sup>nd</sup> Floor and normally has 12-20 children onsite and 13 staff. Normal Operating hours for the facility are 8:00am-4:00 pm. The facility assumes responsibility for the health and safety of the children attending the facility.

The facility is located in Hunting Park, Philadelphia, Pennsylvania whose emergency management agency will be the primary source of governmental assistance during an emergency.

Assistance during emergencies will be dispatched through the Philadelphia County 9-1-1 and be coordinated by the Philadelphia Office of Emergency Management, tel. 3-1-1. The facility may be subject to multiple hazards situations and emergencies:

- Child Abuse
- Flood
- Blizzard
- Wind
- Hurricane
- HAZMAT Spill
- Power Outage
- Domestic Violence
- Intruder
- Bomb Threat

### **3. Concept of Operations**

Direction and Control—the facility director will assume responsibility for emergency actions until the arrival of emergency service personnel. The facility director will gather and record information necessary to determine appropriate emergency actions.

In an emergency, day care staff and resources will be focused on providing for the safety and well being of children and staff in the absence of the facility director, the following facility persons will take charge:

Orlando Rendon, cell phone: 215-768-3602

Andy Perez, phone: 215-539-7404

Regular drills on emergency plans, procedures, and duties will be conducted to:

- Provide training for staff, including substitutes
- Orient children on emergency procedures and responsibilities
- Develop skills needed for a real emergency
- Accountability
- Children will be released to adults designated by the parent.

In case of an evacuation, attendance will be taken at the assembly area upon boarding and exiting the emergency transport vehicles and upon the arrival at the relocation facility:

Antonia Pantoja Charter School, 4101 N. American Street, Philadelphia, PA 19140, 215-455-1300

Esperanza High School, 301 W. Hunting Park Avenue, Philadelphia, PA 19140, 215-457-3667

#### **4. Organization and Responsibilities**

Facility Director will:

- Be familiar with emergency plans for the area (Hunting Park, Philadelphia, Pennsylvania)
- Ensure agreements of assistance are current with relocation facilities and transportation providers
- Determine a course of action to be taken during an emergency
- Maintain this plan in a current and usable state
- Notify parents to tune to local media for information during the emergency
- Ensure that parents are aware of what is happening to their children
- Keep the staff aware of the status of the emergency
- Determine the number and types of transportation needed if evacuation or relocation is required
- Take children's emergency records to the evacuation/relocation site

Staff will:

- Review and assist in keeping plans and checklists current
- Maintain supervision of children until they are released to parents or guardians
- Perform special assignments as specified in the plan checklists (Part II)

Parents are requested to:

- Be familiar with plans and procedures for ensuring safety of the children
- Tune to designated local media for information and instructions during an emergency situation.

## **5. Plan Development, Maintenance, and Distribution**

The legal entity operator of ASPIRA Children, Youth, and Family Services is responsible for:

- The development, execution, and maintenance of the emergency plan
- Annual review and update of the plan
- Distribute the Emergency Plan to:
  - Philadelphia County Emergency Management Agency, 105 South 7<sup>th</sup> Street, Philadelphia, PA 19106, tel. 215-931-5500
  - 25<sup>th</sup> District Police, 3901 Whitaker Avenue, Philadelphia, PA, 19124, tel. 215-686-3250
  - Engine 55/Ladder 22, 115 West Luzerne St., Philadelphia, PA 19140, tel. 215-685-9192

## **6. Concurrence With Outside Resources**

We have examined this plan and are aware of requirements.

DATE	ORGANIZATION	SIGNATURE	DATE PLAN RECEIVED	COPY NUMBER

## **7. Record of Changes**

DATE OF CHANGE	SUMMARY OF CHANGE	SIGNATURE OF PERSON MAKING CHANGE	DATE CHANGE DISTRIBUTED

**This plan supersedes all previously developed emergency plans**

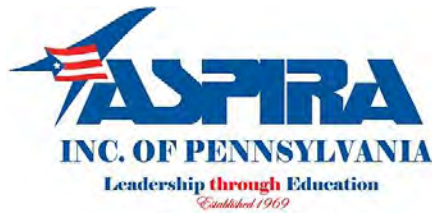
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**Signature of facility operator**

---

**Date**

# **ASPIRA Bilingual Cyber Charter School**



## **Emergency Plan**

### **Part II**

#### **Checklists/Routes/Maps/Shelter in Place**

### **CHECKLIST A: DIRECTION AND CONTROL OPERATIONS**

*The direction and control activities outlined in this annex apply to all emergency situations. Some of the activities, to include annotating when tasks are completed, may be assigned to individual staff. It is important that each person know what (s)he is responsible to do.*

<b>Completed or N/A</b>	<b>Item</b>
	<b>Senior On-site Facility Person</b> <i>This designates the person</i>
	<b>Alfredo Calderon</b> is in charge of the facility
	<b>Orlando Rendon</b> is 2nd in charge of the facility
	<b>Andres Perez</b> is 3 <sup>rd</sup> in charge of the facility
	<b>Considerations for Protective Action Decision</b> <i>Evacuation may not be the best decision. Sudden occurrences (explosions, tornadoes, etc.), violent storms/weather conditions, hazardous materials events and an armed intruder or suspicious person outside may make sheltering options the best choice.</i>
	Monitor Weather Radio.
	Gather information from sources in the facility about the emergency.
	Gather information from County/Local EMA & Emergency Services about the emergency.
	Consider: Is there time to evacuate?
	Consider: Is it safe outside?
	Consider: Is there time to send the children home?
	Consider: Are the children's homes in a danger area?
	Consider: Can the children & staff be safe inside the building?
	Consider: How long will this event last?
	Identify children whose homes are not in safe areas.
	Identify the appropriate protective action.
	Notify parents and staff of protective action decision.
	<b>Modified Activities</b> <i>Emergencies may not affect those protected inside the facility, but may require adjustment of schedule, early dismissal or cancellation of certain activities.</i>
	Cancel all out-of building activities.
	Determine the extent of cancellations and schedule modifications.
	Make provisions to keep those children whose homes are not in a safe area.

## **Checklist B: Protective Actions**

Procedures to accomplish one of four pre-planned protective actions; immediate shelter,

Immediate evacuation, shelter in place or evacuation to relocation facility at:

Antonia Pantoja Charter School, 4101 Hunting Park Avenue, Phila., PA 19140, tel. 215-329-2733

<b>Completed or N/A</b>	<b>Item</b>
	<b>Lockdown</b>
	Sound alarm (What will the signal be? Siren) to lock all doors & shelter children at facility.
	Notify 9-1-1.
	Police search building to find intruder.
	Notify parents.
	Sound "All-Safe" signal (What will the signal be? A Bull-Horn).
<b>COMPLETED OR N/A</b>	<b>ITEM</b>
	<b>Immediate Shelter</b>
	Alarm sounded
	Doors to closets and utility spaces designated as shelters unlocked
	Staff moved their children to the closest shelter areas
	Outside air intakes for HVAC closed
	Utilities turned off to avoid fire/explosion (if situation warrants)
	Closed windows, blinds, drapes & doors to block debris from becoming missiles
	9-1-1 notified
	Staff take attendance as soon as the immediate hazard passes
	Staff maintains control of the children in his/her group until instructed to move to another location
	Emergency services arrive on-site and briefed
	Search of building revealed no hazards
	"All Safe" signal, <b>HOLDING GREEN CARD</b> , "GREEN" stated over electronic communication devices
	<b>Immediate Evacuation</b>
	Alarm Sounded
	Ensure that the pre-designated assembly area
	Evacuation Monitors posted in hallways and at doors.
	<div> Name: Sheila Ramos Location: A- Side Hallways </div> <div> Name: Yolanda Cooper Location: B – Side Hallways </div>

	Staff will lead children in an orderly fashion out of the building to the designated assembly area.
	Staff take attendance as soon as the children arrive in the assembly area
	9-1-1 notified
	Staff maintain control of their group until instructed to return to classroom, or to another location
	Building searched to ensure that everyone is out Search Team Members: Alfredo Calderon Orlando Rendon Martha Sierra Safety Team Members
	Emergency services arrived on-site and were briefed
	Search of building revealed no hazards
	"All Safe" signal, announcement "GREEN" through radio sounded
	Emergency services briefed regarding final status

COMPLETED or N/A	Shelter in Place
	<b><i>Shelters In Place Locations:</i></b> <b>ASPIRA – 1<sup>st</sup> Floor Cafeteria</b>
	Ensure that designated shelter areas are ready to receive and shelter children and staff
	Take attendance to establish accountability for all children and staff
	Remain in place and await further instructions from designated staff person
	Notify 9-1-1
	Staff move their group to the pre-designated shelter area
	Staff maintain control of their group until instructed to move to another location
	Close windows, blinds, drapes, and doors to impede debris from becoming missiles
	Close air intakes for HVAC
	Reduce all other sources of external air
	Staff take attendance as soon as they arrive in shelter areas
	Time permitting, place food and beverages in closed containers
	Emergency arrive on-site and briefed
	Provide meals to sheltered children and staff if the duration of the emergency warrants
	Search of building revealed no hazards
	"All Safe" signal, announcement "GREEN" through radio sounded

	<b>Evacuation to a Relocation Facility</b>
	<b><i>Shelters Away Facilities:</i></b> Antonia Pantoja Charter School, 4101 N. American Street, Philadelphia, PA 19140, tel. 215-329-2733  Esperanza High School, 301 W. Hunting Park Avenue, Philadelphia, PA 19140, tel. 215-457-3667) notified
	Take attendance for accountability and to determine exact number of transport seats needed
	Transportation arrives at the facility
	Philadelphia Office of Emergency Management, tel. 3-1-1 notified of shortage in transportation resources
	Each driver given a map to Relocation facility (Antonia Pantoja, 4101 N. American Street, Philadelphia, PA 19140, tel. 215-329-2733) in case vehicles get separated. Attach appropriate maps to this checklist
	9-1-1 notified
	Transportation departs for Relocation Facility
	Post "Notice of Relocation"
	Children arrive at Relocation Facility and move to areas designated for their use
	Staff retain supervision and accountability for all children
	Attendance taken and numbers reported to designated staff person
	Parents notified of the relocation of children

### **CHECKLIST C: EMERGENCY SUPPORT FUNCTIONS**

*Procedures to accomplish functions required to support emergency action.*

<b>Completed or N/A</b>	<b>Item</b>
	<b>Building Security</b>
	Lock facilities, leaving only one entry/exit point.
	Staff checkpoints to ensure there are no intruders (see diagram).
	<b>Communications</b>
	<b>Get information on hazards</b>
	Monitor weather radio to find out about emergencies.
	Monitor local radio/TV stations to stay aware the progress of an emergency
	<b>Communicate with parents</b>
	Use land-line telephone (primary means of communication).
	Make backup communication system available (cell phones).
	Time permitting post current facility status on the facility website (if available.)
	Use text messaging and social networking sites to notify parents

	<b>Communicate within the facility</b>
	Sound appropriate alarm for Protective Action decided (evacuate immediately, shelter or evacuate to host).
	Establish contact with relocation facility as soon as evacuation is considered.
	<b>Go Kits</b>
	Contain emergency contact information and pick-up authorizations for all of the children.
	Contain medication and other equipment (with instructions for use) for the children and staff.
	Contain special medical information, including allergies on children and staff.
	Contain first aid supplies.
	Contain water & snacks for everyone (time permitting).
	Contain important business records (second priority)
	<b>Medical Emergencies</b>
	Render first aid as needed/feasible.
	Brief Ambulance/EMS personnel when they arrive.
	<b>Medical Procedures</b>
	Review list of special needs children (lists in "go-kit").
	Ensure individual staff are with children with special needs.
	Take all medication to be moved if children relocate (in go-kit).
	Take first aid supplies to accompany the children (first aid supplies in "go-kit").
	Examine all children/staff for injuries after emergency has passed.
	Establish and maintain log of any medication administered.
	<b>Public Utilities</b>
	Shut off Electricity manually.
	Shut off Water manually.
	Shut off Gas manually.
	<b>Important Records</b> <i>When possible, important records, including business records should be backed up regularly and stored in a secure site away from the facility.</i>
	Put emergency contact information and parental permissions, etc in "Go-Kit".
	Put business records (license, employee training, lease, etc.) in "Go-Kit".
	Put records relating to special needs
	<b>Recovery</b>
	Develop a plan based on damage survey to clean up the center and make it safe for reoccupation.
	Begin clean-up and repair.
	Keep records of costs for insurance reasons

**ASPIRA, Inc. of PA**  
**4322 N. 5<sup>th</sup> Street, 1st Floor**  
**Philadelphia, PA 19140**

**FIRE EVACUATION PROCEDURE – A- SIDE**

1. If you discover a fire or smell smoke: follow R.A.C.E.  
  
**REMOVE** - Remove anyone from immediate danger  
**ALARM** - Sound the alarm; know the location of the closest fire alarm pull station and how to operate it.  
**CONTAIN** - Close the door to the room on fire  
**EVACUATE** - Use primary or secondary exit route
2. The Director/Assistant Director will immediately notify the Fire Department by 9-1-1.
3. Feel the door that leads from the classroom/office, etc. before opening it. If it is hot or smoke is seeping in, do not open. If you become trapped and cannot reach an exit, keep the door closed and seal off any cracks. Use any available telephone to call the Fire Department, dial 9-1-1 and give the name and location of the building. If the door is cool, open cautiously and proceed with evacuation procedure.
4. **LEAVE AT ONCE!** Students and staff will leave through the nearest exit in accordance with the evacuation procedure.
5. If caught in smoke or heat, stay low where the air is better. Take short breaths (through nose) until you reach the exit.
6. **DISABLED PERSONS:** A responsible person will be assigned to assist any disabled children, or adults in the event of a fire.
7. When exiting the building, please meet at the designated meeting area, away from the building as not to interfere with the Fire Department apparatus or personnel.
8. Remember to take attendance/roll book; a roll call and head count will be conducted to account for all persons in the building.

Designated Meeting Area: Corner of 5<sup>th</sup> and Bristol

**IMPORTANT:** Fire exit doors are to be kept closed at all times to prevent the spread of smoke throughout the School Building. If at any time, you observe fire exit doors being tied or propped open, please report it to the School Principal or Facilities Officer.

---

Authorized Signature

---

Date

**ASPIRA, Inc. of PA**  
**4322 N. 5<sup>th</sup> Street, 1st Floor**  
**Philadelphia, PA 19140**  
**FIRE EVACUATION PROCEDURE – B - SIDE**

1. If you discover a fire or smell smoke: follow R.A.C.E.  
  
**REMOVE** - Remove anyone from immediate danger  
**ALARM** - Sound the alarm; know the location of the closest fire alarm pull station and how to operate it.  
**CONTAIN** - Close the door to the room on fire  
**EVACUATE** - Use primary or secondary exit route
2. The Director/Assistant Director will immediately notify the Fire Department by 9-1-1.
3. Feel the door that leads from the classroom/office, etc. before opening it. If it is hot or smoke is seeping in, do not open. If you become trapped and cannot reach an exit, keep the door closed and seal off any cracks. Use any available telephone to call the Fire Department, dial 9-1-1 and give the name and location of the building. If the door is cool, open cautiously and proceed with evacuation procedure.
6. **LEAVE AT ONCE!** Students and staff will leave through the nearest exit in accordance with the evacuation procedure.
7. If caught in smoke or heat, stay low where the air is better. Take short breaths (through nose) until you reach the exit.
6. **DISABLED PERSONS:** A responsible person will be assigned to assist any disabled children, or adults in the event of a fire.
9. When exiting the building, please meet at the designated meeting area, away from the building as not to interfere with the Fire Department apparatus or personnel.

Remember to take attendance/roll book; a roll call and head count will be conducted to account for all persons in the building.

Designated Meeting Area: Corner of 5<sup>th</sup> and Cayuga

**IMPORTANT:** Fire exit doors are to be kept closed at all times to prevent the spread of smoke throughout the ASPIRA Building. If at any time, you observe fire exit doors being tied or propped open, please report it to the Director or Administrator.

---

Authorized Signature

---

Date

# ASPIRA, Inc. of Pennsylvania

## Shelter-in-Place

Revised: May, 2013

### Introduction

ASPIRA, Inc of PA has developed a “Shelter-In-Place” plan in the event of a natural, weather or manmade disaster that may prohibit our students and staff from leaving the building. The faculty and staff at our schools have been trained on how to react in this situation. The safety and welfare of students and staff are the primary concern of this plan. This plan is to be used as the official reference guide on how to react and what to do in the event that a Shelter-In-Place command is given. The main objective is to move students and staff to designated safe locations that will protect them until the disaster is declared over. Each school has developed a plan that conforms to its specific needs. The Shelter-In-Place plan is implemented when directed by the Philadelphia police and/or fire department or other Federal, State or local agency.

### Goals

- To safeguard the lives of our students and staff
- To implement a fast, safe, efficient and effective Shelter-In-Place plan
- To communicate and relay information to students, staff, parents and the appropriate outside resources (police, fire department agencies and school officials)
- To demonstrate what to do and how to react during the Shelter-In-Place plan
- To be trained and to be familiar with the plan.

### Emergency Planning Committee

Name	Position	Phone Number
Mr. Alfredo Calderon	Chief Executive Officer	215-455-1300
Mr. Orlando Rendon	Chief Operations Officer	215-455-1300
Martha Sierra	Chief Programs Officer	215-455-1300
Mr. Andres Perez,	CEO of ACES/ Chief Facilities Officer	215-455-1300

### **Command Center**

The liaison between the Philadelphia police, fire department and other school personnel will be the disaster drill coordinator. The location of the main command center will be the Chief Operations office. The location of the back-up command center will be the school cafeteria.

### **Chain of Command**

The following designated persons in priority order will be in charge of the Shelter-In-Place plan:

Mr. Orlando Rendon, Coordinator

Mr. Alfredo Calderon, Designee

Mr. Andres Perez, Designee

Mrs. Martha Sierra, Designee

Dr. Lucila Paramo

Ms. Roxanne Green

Mr. Juan Santiago

Mr. Richard Martinez

Mr. Luis Peña

Ms. Marisol Morales

George Robles

### **Shelter-In-Place Locations:**

ASPIRA 1st Floor Cafeteria

### **Communication**

In the event of an emergency covered by this plan, the primary mode of communication will be through the program's PA System. An assigned Administrative Assistant will make the following announcement three times:

**"SHELTER-IN-PLACE"**

**(pause)**

**"SHELTER-IN-PLACE"**

**(pause)**

**"SHELTER-IN-PLACE"**

**(pause)**

**"DESIGNATED AREA – ASPIRA 1<sup>st</sup> Cafeteria "**

In the event the program's PA system or telephone system is not operating, the following communication plan will be implemented:

- The Coordinator or designee will arrange for the hand-delivery of a notice to each program space declaring "SHELTER-IN-PLACE" and directing teachers to escort their students to the School cafeteria or designated area.

- Administrative Assistants will alert 1 floor rooms. Coordinator will alert portables/Mobile classrooms and service providers. Program Director will alert the 2-3 floor.
- The designated individuals will give the designated area each classroom declaring “SHELTER-IN-PLACE” and directing staff to escort their students and visitors to their designated Shelter-in-Place location.

**Communication for the hearing impaired will be implemented as follows:**

Because Principals, faculty and staff are aware of students and staff with particular special needs, they will be accommodated on a case-by-case individual plan.

**Internal Communication**

Each floor has a plan for internal communications (two-way radio, in-house phone system and cell phones). At least one type of communication must be in each designated area.

**District Office, All Other Staff, Bus Drivers**

All Directors and staff will take their cell phone to the shelter-in-place location.

**External Communications**

If a Shelter-in-Place is needed, a voice mail message will be recorded on the ASPIRA Main Agency phone system at (1-215-455-1300). Additionally, an announcement will be posted on the ASPIRA’s web page ([www.aspirapennsylvania.org](http://www.aspirapennsylvania.org)).

The voice mail system and web site will contain the following message:

**“Please be aware that ASPIRA, Inc. of Pennsylvania has been advised by local authorities that it should activate an shelter-in-place plan. Please trust that your children will be safe throughout the duration (1-3 hours) of a Shelter-in-Place event.**

**ASPIRA’s personnel will take the student’s personal information and may attempt to contact parents and/or guardians if necessary. Parents and guardians should refrain from coming to the program site to pick up their children. In all probability, the main streets leading to our building may become congested and dangerous.**

**It is to the advantage of the parents or guardians to stay at the emergency number that you provided to the school so that we can contact you with further information. Additional information can be obtained by contacting the Emergency Management Agency at 311 or visiting their web site at [www.Phila.gov](http://www.Phila.gov).”**

When the “all clear” is given, students may be sent home or resume regular program activities. The

“all clear” will be given only after receiving this command from the Philadelphia police or fire department or Local Emergency Planning Committee (LEPC).

## **General School Rules**

The following are general school rules for what to do if a Shelter-In-Place plan is implemented:

1. REMAIN CALM
2. Get everyone inside the school. Lock all exterior doors.
3. Turn off all heating and cooling ventilation systems.
4. Shut all windows, doors, drapes and window shades.
5. Surround windows with duct tape and place wet towels under the doors.
6. Do not stand near a window or door.
7. Take the battery operated radio from the Shelter-In-Place survival kit and set it to KYW- 1060 AM.
8. The Shelter-In-Place plan will be individualized for each site with non-ambulatory students.
9. Each site will have a survival kit. The survival kit will be placed in each office and transported to the shelter-in-place location. The survival kits will be monitored and maintained by the school nurse. The kit will include:
  - Battery operated radio
  - Towels
  - Duct Tape
  - Flashlights
  - Toilet paper and paper towels
  - Basic first aid kit
  - Gallon jug of water for medical purposes only
10. Members of the Medical Emergency Response Team (MERT) will assist the nurse in medical emergencies.
11. In the event that the local authority declares that our shelter-in-place plan should be extended beyond 3 hours, ASPIRA Administration is prepared to offer snacks, water and other nourishments to our students and staff.

## **Designated Area**

Each program site will be assigned a designated area which to report. The designated area(s) should be the largest room(s) within the program building that is/are closest to the ground, adjacent to a bathroom and, if possible, centrally located (for example, gymnasium, cafeteria or auditorium).

When Shelter-In-Place is announced:

### **DO**

- Shut all windows and doors
- Bring roll book
- Take attendance in designated area
- Bring keys (house, car, etc)
- Move directly to the designated area in a quiet and orderly fashion
- Make sure the middle of the stairwell is open for any emergencies
- Follow the specific plan for seating in the designated area
- Follow their standard fire drill procedures when traveling to the designated area if possible

## **DON'T**

- Bring book bags
- Bring jackets
- Run

## **Duties and Responsibilities**

### • ***Program Director/designee***

- Clear students and staff to shelter area.
- Contact Disaster Drill Coordinator when Shelter-in-Place is completed.

### • ***Custodians***

- Make sure hallways and classrooms are clear.
- Lock all exterior doors.

### • ***Building Engineer / Custodial Staff***

- Turn off heating and cooling ventilation system.

### • ***School Nurse/designee***

- Bring essential medication and log book to the designated area.
- Bring survival kit to the designated area.
- Dispense essential medication as needed.

### • ***School Administrative Assistants***

- Immediately after being notified by the Disaster Drill Coordinator of a Shelter-In-Place emergency, inform the principal/designee.
- Announce "Shelter-In-Place" three times over the public address system and announcing designated areas.
- Take student emergency cards to the designated areas.
- Take all 2-way radios to Shelter-in-Place designated area.

## **AFTER ESSENTIAL FUNCTIONS ARE COMPLETED, ALL PERSONNEL WILL REPORT TO DESIGNATED AREAS AND ASSIST AS NEEDED.**

### **"All Clear"**

Staff and students are not to leave their designated areas until they receive direct instructions from the disaster drill coordinator or designee that Shelter-In-Place is over.

If the "all clear" occurs after normal dismissal time, staff is to follow the standard school procedure for emergency dismissals.

## **After Normal Hours (Afterschool Programs/Community Events)**

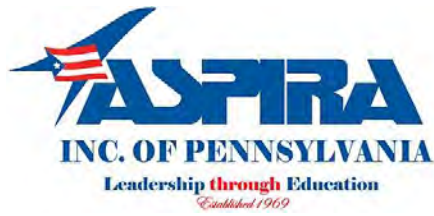
If the command for shelter-in-place is received after normal school hours, the disaster drill coordinator will institute the same procedures stated above. Every effort will be taken to protect our students, staff and visitors should this occur.

## **Semi-Annual Shelter in Place Drills**

Semi-Annual drills twice a year will be conducted: February, 2013 and August, 2013.

If you have any questions please call: ASPIRA, Inc. of Pennsylvania at 215-455-1300.

# **ASPIRA Bilingual Cyber Charter School**



## **Emergency Plan**

### **Part III**

## **Communication Plan for Parents/Caregivers**

# Parent Child Reunification

When an emergency occurs in a school, each school follows its predetermined Emergency Plan. In some instances, students and staff will be evacuated from the school. At times, it may be necessary to move the students to another location in the vicinity of the school. In other instances, they may go on a Lockdown or Shelter-in-Place which limits the movement of people inside and outside of the school building.

Most Times, students will remain in school for the rest of the day following an emergency. This will be done only if it has been determined that the school building is safe. There are times when students may need to be dismissed early or a parent/guardian decides to pick the student up from the school early. It is critical to the safety of the students that staff and parents/guardians follow proper protocol when dismissing a student after an emergency.

## PARENT REUNIFICATION AREA

Parents/guardians should look for the designated Parent/Child Reunification Area. In non-major emergencies, this will often be the school office. In major emergencies, police and emergency personnel will assist parents with locating this area when it is safe to do so.

## PREAUTHORIZED EMERGENCY PICK UP

Students will only be released to an adult who has been pre-designated by the parent as an emergency pick up contact for that student. If it is necessary for students to leave school following an emergency, school staff will follow an orderly plan to make sure that each child is released at a specified location on campus to a pre-authorized adult.

## STUDENTS REMAINING AT SCHOOL

If a parent or designee cannot pick up children for an extended period of time following an emergency, students will remain under staff supervision until the parent/designee arrives at school. If necessary, students may be moved to another school or off-campus for greater safety.



## Please keep your student's information up to date...

The safety of students in an emergency is the greatest priority.

Please be sure your child's emergency Information (home address, telephone, where to contact parents during the day, names of persons other than yourself who have permission to pick up your child) is always up to date.

Contact the school office to make any changes to emergency contact Information or if you have any questions regarding the school Emergency's Plan.

## Emergency Communications – How Will Parents be Notified if an Incident Occurs at an ASPIRA School?

Parents/Guardians should monitor local radio and television stations as well as the ASPIRA Inc. of Pennsylvania website [www.aspirapennsylvania.org](http://www.aspirapennsylvania.org) for details related to major emergencies at school. ASPIRA's schools will utilize both Spanish Language and English speaking media in order to communicate with parents which will be updated on a as needed basis, with the most complete and accurate information available.

Our first priority is to ensure all students are safe, accounted for, and under adult supervision. During an emergency, lines also experience heavy use and may be difficult to access. Please try to leave the phone lines open to allow the school to use them to obtain any necessary emergency assistance. Call may be placed to the office of ASPIRA, Inc. of Pennsylvania at 215-455-1300. Message will be posted when it is safe for parents/guardians to proceed to the school to pick up children.

***Helpful Hints for Parental Responses to a School Emergency:***

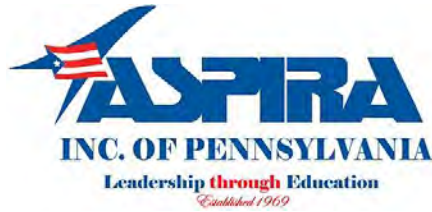
- Remain calm, follow procedures, and cooperate with school and public safety officials.
- Remain close to the phone listed as your emergency contact number.
- Please do not call the school. It is essential to keep phone lines open so school officials can make outgoing emergency calls.
- Tune in to radio or television stations designated to carry ASPIRA Schools and Programs emergency information. See “Emergency Communications” section below.
- Obtain current information about the incident from the ASPIRA’s website at [www.aspirapennsylvania.org](http://www.aspirapennsylvania.org).
- Please do not go to the school immediately. As we have learned from past school emergencies, one of our greatest challenges is how to manage an onslaught of parents and concerned citizens rushing to the scene to “help.”
- Understand that emergency pickup procedures are different than routine pick-up procedures. In the event you are notified to pick up your child at school or at the designated family reunification site, bring a photo identification card. If you must send someone else to pick up your child, be sure it is someone who is listed on school records as an authorized individual and they are in possession of a photo ID. Your child will not be released to anyone who is unauthorized or who cannot provide appropriate identification.
- Follow emergency procedures. If you are asked to pick up your child, you will be asked to follow the checkout procedure established for emergencies.
- The reunification system was developed to ensure the safety of students and it is vital that the procedure be followed.
- Remain in designated areas at the family reunification site.

Be patient. It is essential that the family reunification procedure be carried out in an orderly manner so we can protect and account for all of our students.

## **Recovery after a Crisis**

Our school administrators understand that a traumatic event in a school or in the community can have an emotional impact on staff and students. ASPIRA works close to a trained team of counselors, social workers, and psychologists who can respond to the school during and after a critical incident to provide assistance.

# ASPIRA Bilingual Cyber Charter School



## Emergency Plan

### Part IV

#### Emergency Procedures for Before and After School Hours

# **Emergency Procedures for Before and After School Hours**

## **Situation Description**

ASPIRA's Safety Emergency Response Plan and Management Guide has been developed to ensure the safety and security of all occupants including those who participate in before and after hour programs.

Since the operating days and times of these programs occur outside of normal school hours which could result in limited to no response by ASPIRA's Safety Team; making it necessary for the program director/facilitator to be familiar with the response plan and protocols.

## **Preparedness**

Because the safety of building occupants is of the highest priority, we are providing you with the following guidelines.

- The building administrator, or a member of ASPIRA's Safety Team, must review its Emergency Response Plan and Management Guide with the program director/facilitator to ensure their understanding of the individualized building plan along with his or her responsibilities during an emergency.
- Existing response protocols should be reviewed to ensure their functionality during off hours. Adjustment to these protocols may be necessary to accommodate certain programs.
- Program staff that may be present during these before and after hour programs must be aware that limited to no response by ASPIRA's Safety Team is probable and they may have to assume roles not normally assigned.
- Practice with all program participants so they are familiar with response protocols.
- Facility directors and staff should prepare a listing of individuals requiring special assistance and their specific needs, as this information could aid timely actions of first responders.
- Review all information in the building emergency plan with staff members. Emphasize the importance of occupant supervision in the event of an emergency.
- School Emergency Procedure Guides (6 Step Incident Notification) must be available for use during before and after school activities.

## **Program Director/Facilitator Responsibilities**

Due to the potentially limited resources available during a before or after hour program the director/facilitator must be prepared to respond to an emergency and may have the following responsibilities:

- Take steps necessary to ensure the safety of program participants, staff, and other occupants in the implementation of Emergency Response Protocols;
- Determine whether to implement Universal Emergency Procedures (evacuation; alert status; shelter in place; severe weather/safe area; drop, cover, and hold; lockdown)/See Attachment;
- Initiate response actions and call 911 to alert emergency services, as needed;
- Render first aid if needed. Program staff should be trained and certified in first aid and CPR;
- Work with emergency service personnel (depending on the incident, community agencies such as police or fire department may have jurisdiction for investigations, rescue procedures, etc.);
- Account for program participants, staff, and other occupants on sign-in/attendance sheets when relocated or as emergency procedures dictate;
- Report any missing or injured occupants to emergency response personnel.
- Contact the building owner's representative (in the case of a school this is usually the principal).
- Record emergency information and response actions for later reporting and possible investigations.

## **Handling Emergency Procedures**

In the event that the Incident Commander is not available, the program director/facilitator will decide which Universal Emergency Response Procedures to implement, based on the situation.

There are four basic procedures that can be used in responding to various emergencies:

- Evacuation
- Alert Status
- Lockdown
- Shelter-in-Place
- Severe Weather Safe Area
- Drop, Cover, and Hold
- 

*Note: For additional information, one can refer to the Universal Emergency Response Chart for details.*

- Activate the building's fire alarm system at nearest fire alarm pull station if building *Evacuation* is necessary (or initiate the Secondary Evacuation Warning protocol if alarm is not functional).
- In the event of a **Bomb Threat**, cellular phones and walkie-talkies should not be used as they may activate an explosive device, however, hard wired public address systems are permissible.
- Program participants must follow directions as outlined in the appropriate response procedure.
- Program participants should go to the designated emergency location or evacuation locations. Do not stop for participants/staff belongings.
- Call 911 to alert Emergency Responders that the building's alarm system is sounding, the occupants are responding to an emergency, and that follow-up calls will be made once the nature of the emergency is known. *Note: School alarms do not have a direct connection to Philadelphia Fire Department, so you must dial 911.*
- Assist individuals needing special assistance in responding or exiting the building.
- Assigned persons should check restrooms, locker rooms, storage areas, and other areas that may be occupied to assure that everyone is responding appropriately to the emergency.
- During an emergency, the program director/facilitator should report to the Command Post identified in the school's emergency response plan (typically near the main vehicular entrance to the building) to meet emergency responders, if possible.
- The Incident Commander (Emergency Responders) gives the all clear when the incident is resolved or the building can be reentered.

The following information must be provided to ASPIRA Safety Team for inclusion in their planning initiatives (update when necessary).

ASPIRA k-5 Hostos Afterschool Program							
Program Name	ASPIRA k-5 Hostos Afterschool Program						
Program Location:	6301 N. 2 <sup>nd</sup> Street (M Exit –North Side) Philadelphia, PA 19120						
Days of Operation	Sun	Mon	Tues	Wed	Thu	Fri	Sat
	N/A	X	X	X	X	X	N/A
Start Time	Monday, Tuesday, and Thursday (2:45 pm); Wednesday – (1:15 pm); Friday (2:45 pm)						



	Philadelphia, PA 19140						
Days of Operation	Sun	Mon	Tues	Wed	Thu	Fri	Sat
	N/A	X	X	X	X	X	
Start Time	Monday - Friday (3:00 pm)						
Finish Time	Monday - Friday (6:00 pm)						
Director/Facilitator	Roxanne Green						
Contact Number	25-455-1300						
Alternate Director/Contact	Marta Sierra						
Alternate Contact Number	215-455-1300						
ASPIRA SOL (9th -12 <sup>th</sup> Grade) at Olney Charter							
Program Name	Olney Student Success Center						
Program Location:	100 W. Duncannon Avenue Philadelphia, PA 19120						
Days of Operation	Sun	Mon	Tues	Wed	Thu	Fri	Sat
	N/A	X	X	X	X	X	
Start Time	Monday - Friday (3:00 pm)						
Finish Time	Monday - Friday (5:00 pm)						
Director/Facilitator	Karla Brown						
Contact Number	215-456-3014						
Alternate Director/Contact	Lisette Agosto Cintron						
Alternate Contact Number							

## Before and After Hour Programs

### Emergency Checklist

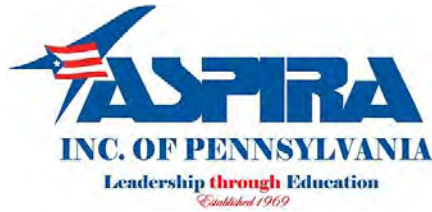
Depending on Assistance Needed, Call:	
Police, Fire and EMS Emergency	911
Poison Control Center	800-222-1222
Children's Crisis Services  All referrals for children are coordinated through the Einstein Medical Center	215-951-8300
Suicide and Crisis Intervention Hotline (Youth and Adults)	215-686-4420
Maintenance	215-539-7404

ASPIRA Administrative Office	215-455-1300
ASPIRA Safety Team	215-768-3622

Although each situation is different, the following is intended as a general listing of actions to consider when faced with an emergency or critical incident as an after or before hour program director/facilitator:

- Remain Calm. Verify information and obtain Program Emergency Procedures Flipchart.
- Determine whether to call 911 and which Universal Emergency Response Procedures to implement.
- Initiate response actions following the procedures outlined in the School Emergency Procedures Flipchart.
- Account for program participants and staff; render first aid if necessary.
- Program Director/Facilitator or designee reports to the Command Post (identified in the Program Emergency Response Plan) to meet emergency responders.
- Contact the building owner's representative (typically the school principal).
- Document actions taken for reporting to the School Emergency Response Team.

# ASPIRA Bilingual Cyber Charter School



## Emergency Plan

### Part V

### Supplemental Forms

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**ATTACHMENT 1 – NOTIFICATION PHONE LIST**

SCHOOL AGED CARE FACILITY/OFFICE/AGENCY	TELEPHONE #	E-MAIL
<b>Name of Facility Director</b> <b>___Andres Perez_____</b>	<b>(Primary) -215-539-7404</b>  <b>(Office) 215-455-1300</b>  <b>(Home)</b>	<a href="mailto:aperez@aspirapa.org">aperez@aspirapa.org</a>
<b>Facility Staff Roster</b>		
<b>Staff member ___Alfredo Calderon_____</b>	<b>(Primary)215-768-3593</b>  <b>(Office)215-455-1300</b>  <b>(Home)</b>	<a href="mailto:acalderon@aspirapa.org">acalderon@aspirapa.org</a>
<b>Staff member ___Orlando Rendon_____</b>	<b>(Primary)215-768-3602</b>  <b>(Office)215-455-1300</b>  <b>(Home)</b>	<a href="mailto:orendon@aspirapa.org">orendon@aspirapa.org</a>
<b>City Emergency Management Agency</b>	<b>311</b>	
<b>Local Emergency Services Emergency Number</b>	<b>9-1-1</b>	
<b>Local Emergency Services Non-emergency number</b>	<b>311</b>	
<b>Child Care facility Relocation Facility</b>	<b>Esperanza High School</b>  <b>Pantoja Charter School</b>	
<b>Facility Transportation Provider(s)</b> <b>ASPIRA Transportation</b>	<b>(Primary)267-249-2392</b>  <b>(Office)215-329-2733</b>  <b>(Home)</b>	

---

**ATTACHMENT 2 – PARENT/GUARDIAN ROSTER**

NAME	TELEPHONE #	E-MAIL

### **ATTACHMENT 3 – TRANSPORTATION ASSETS**

If it becomes necessary to relocate the children to a safer location, the following transportation will be used.

Number of children/staff who will need to be moved \_\_\_\_\_

Amount of supplies/records that will need to be moved \_\_\_\_\_

Vehicles that will be used.

1. Owner \_\_\_\_\_ Type of vehicle \_\_\_\_\_

Driver \_\_\_\_\_ # of passengers (including driver) \_\_\_\_\_

Normal location of vehicle \_\_\_\_\_

Means of contacting owner \_\_\_\_\_

Alternate means

\_\_\_\_\_  
\_\_\_\_\_

2. Owner \_\_\_\_\_ Type of vehicle \_\_\_\_\_

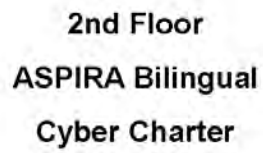
Driver \_\_\_\_\_ # of passengers (including driver) \_\_\_\_\_

Normal location of vehicle \_\_\_\_\_

Means of contacting owner \_\_\_\_\_

Alternate means \_\_\_\_\_

*(Provide sketch of facility floorplan and identify internal shelter areas, staffed checkpoints and assembly areas.)*



**ATTACHMENT 5 – EVACUATION PLAN MAP TO RELOCATION CENTER**

**DRAWING OF EVACUATION ROUTE FROM \_\_ASPIRA, Inc. of PA FACILITY, 4322 N. 5<sup>th</sup> Street,  
\_\_\_\_Philadelphia\_\_\_\_ COUNTY TO \_\_4101 N. American  
Street\_\_\_\_, \_\_Philadelphia\_\_\_\_, COUNTY**

*(Provide sketch or map from Cyber Charter to relocation center)*



**ATTACHMENT 6 – MEMORANDUM OF AGREEMENT (MOA) WITH RELOCATION FACILITIES**

(Memorandum of Understanding from Antonia Pantoja Charter School to ASPIRA Cyber.)

**Antonia Pantoja Charter School**

**4101 N. American Street**

**Philadelphia, PENNSYLVANIA 19140**

Dr. Lucila Paramo, Principal  
ASPIRA Bilingual Cyber Charter School  
4322 N. 5<sup>th</sup> Street, 2<sup>nd</sup> Floor  
Philadelphia, Pennsylvania 19140

Dear Dr. Paramo:

This letter is to acknowledge your request for the use of the facilities of Antonia Pantoja Charter School, in the event an emergency shelter is needed. Antonia Pantoja Charter School hereby grants you permission to use the facility as an emergency shelter, in the event of a required evacuation of your center. You and your staff will remain responsible for the care, welfare, safety, and release of the children from your program site. Please be prepared to provide any necessary items and documentation for the youth in your care.

Please feel **free** to **contact** me if you have **any** questions or concerns.

Sincerely,

Sandra Gonzalez, Principal  
Antonia Pantoja Charter School

**4322 N. 5<sup>th</sup> Street, Philadelphia, PA 19122**  
**Phone: 215-455-1300 - Fax: 215-455-6310**



**ASPIRA, Inc. of Pennsylvania**  
4322 N. 5th Street, 3rd Floor  
Philadelphia, Pennsylvania 19140

Phone: 215.455.1300  
Fax: 215.455.6310  
Web: [www.aspirapa.org](http://www.aspirapa.org)

Parent (s)/Guardian (s) of (child's name):

This letter is to assure you of our concern for the safety and welfare of children attending **ASPIRA of Pennsylvania**. Our Emergency Plan provides for response to all types of emergencies. Depending on the nature of the emergency, we will use one of the following protective actions:

- *Immediate evacuation:* Students are evacuated to a safe area on the grounds of the facility in the event of a fire, etc. In case of inclement weather, we may then proceed indoors at a neighborhood school.
- *In-place sheltering:* Sudden occurrences, weather or hazardous materials related, may dictate that taking cover inside the building is the best immediate response.
- *Evacuation:* Total evacuation of the facility may become necessary if there is a danger in the neighborhood. In this case, children will be taken to a relocation facility. We currently have 2 available, they are:
  - ASPIRA's Emergency Relocation Facility A - **Antonia Pantoja Charter School, 4101 N. 10th Street, Philadelphia, PA 19140, 215-329-2733.**
  - And Emergency Relocation Facility B at **Esperanza High School, 301 W. Hunting Park Avenue, Philadelphia, PA 19140, tel. 215-457-3667.** If it ever becomes necessary to relocate, a sign will be posted on the door stating which facility we've gone to (A or B).

**If you're not sure how to get there, please ask for directions before there is an emergency.**

- *Modified Operation:* May include cancellation/postponement or rescheduling of normal activities. These actions are normally taken in case of a winter storm or building problems (such as utility outages or disruptions) that make it unsafe for children, but may be necessary in a variety of situations.

Please listen to **KYW1060 am or Univision CH65** for announcements relating any of the emergency actions listed above.

We ask that you not call during the emergency. This will keep the main telephone line free to receive emergency calls.

*The facility director may provide an alternate phone number (i.e. cell phone number, etc.) to call in an emergency event.*

The form designating persons to pick up your child is included with this letter for you to complete and have returned to our facility no later than **15 days after enrollment**. This attached form will be used every time your child is released. Please ensure that only those persons you list on the form attempt to pick up your child.

I realize that emergency circumstances may require changes to your plans, but I urge you not to attempt to make different arrangements if all possible. This will only create additional confusion and divert staff from their assigned emergency duties.

In order to assure the safety of your children and our staff, I ask your understanding and cooperation. Should you have additional questions regarding our emergency operating procedures, contact **our office 215-455-1300, ext. 123.**

Sincerely,

Dr. Lucila Paramo  
Principal  
ASPIRA Bilingual Cyber Charter School

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**CHILD PICK-UP AUTHORIZATION**

I, \_\_\_\_\_, authorize **ASPIRA Bilingual Cyber Charter School** to release my child(ren) to the person(s) designated. This is in consonance with the **ASPIRA** Emergency Plan.

**Child's Name**

**Designated Custodian (s), Name, & Relationship**

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---

---

Signature

Relationship

Date

Print Name

Address

Address

(Home Phone)

(Work)

(Cell)

*NOTE: Parents and guardians should designate themselves as designated custodians.*

*Friends, neighbors and other relatives may also be designated.*

*PLEASE PRINT CLEARLY.*

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**ASPIRA Bilingual Cyber Charter School**

**CHILDREN AND STAFF**

**HAVE RELOCATED**

**TO**

**EMERGENCY RELOCATION FACILITY**

**AT**

**Antonia Pantoja Charter School**

**4101 N. American Street**

**4322 N. 5<sup>th</sup> Street, Philadelphia, PA 19122**

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## **ATTACHMENT 10 – EMERGENCY “GO-KITS” AND SUPPLIES**

This list contains the **minimum** items you should have in your center in case of an emergency.

*(“Go-Kit” items should be packed in a backpack or other container that is mobile in the event of an evacuation and be located in a central and easily accessible location.)*

Location of Emergency Kits: \_Classroom 2 and 3\_\_\_\_\_

Locations of Additional Emergency Supplies: \_\_Receptionist Area\_\_\_\_\_

Location of Cell Phone: \_\_\_\_\_

### **“Go-Kit”**

- ☐ Copies of all contact lists
  - *For families **and** staff, include the name, phone number, and e-mail as well as information for someone preferably out-of-state, at least out of the immediate area*
  - *Phones numbers and e-mails for your Sponsor Liaison and/or immediate Supervisor*
- ☐ A copy of this plan
- ☐ Emergency contact information on all children
- ☐ Special medical needs instructions for children and staff
- ☐ Flashlights with extra batteries
  - *Long-life, emergency flashlights*
- ☐ Battery-operated radio and extra batteries
  - *AM/FM, weather band/TV band*
- ☐ Manual can-opener
- ☐ First Aid Kit
  - *Add gloves and Kleenex*
- ☐ Notepad and pens/pencils
- ☐ Scissors
- ☐ Hand-Sanitizer and cleansing agent/disinfectant
- ☐ Whistle
- ☐ Disposable Cups
- ☐ Wet Wipes

### **In the Center in General**

- ☐ Charged cell phone
- ☐ One gallon of water for every four children and staff
- ☐ Disposable cups
- ☐ Non-perishable food items like soft granola bars, cereal, cheese and crackers, cans of fruit, and special infant items, etc. – should be nut-free in case of allergies
- ☐ Extra supplies of critical medication such as insulin, epi-pens, etc. for children and staff

### **Each Child Should Have:**

- ☐ A change of seasonally appropriate clothing
- ☐ A blanket

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## **ATTACHMENT 11: IMPORTANT INFORMATION TO PROVIDE TO 9-1-1**

### **What is the Emergency?**

- Police
- Fire
- Medical

### **What is the location?**

We are in \_\_\_\_ Philadelphia \_\_\_\_\_ (City/Borough/Township)

Street Address is \_\_ 4322 N. 5<sup>th</sup> Street, Philadelphia, PA 19140 \_\_\_\_\_

**Our Call-Back Phone # is 215-455-1300** \_\_\_\_\_

### **Detailed Information about the call:**

- *If Medical:* Is the person conscious, breathing, bleeding, or trapped?
- Try to get you and the telephone as close as is possible to the person requiring Medical Attention in the event you are given instructions to assist prior to arrival of EMS personnel.
- *If Fire:* What is on fire? Is anyone still inside a building? Is an evacuation in progress? Is anyone injured or ill?
- *If Law Enforcement:* Why are the Police needed? Is the suspect still there; are there any weapons involved or visible? Try to provide the following information: Physical Description of suspect, Clothing description of suspect, suspect vehicle description, and direction of travel if the suspect has departed the scene.

### **Remember:**

- Don't hang up until instructed to do so (unless you are in danger).
- Don't become frustrated, even though you are being questioned concerning the situation you called about, the incident has already been dispatched.
- Remember: until someone from Public Safety arrives you are the most current and reliable information available to the First Responders coming to help you.

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## **ATTACHMENT 12 – PERSONS WITH SPECIAL NEEDS**

The following is a list of persons (children or staff) who may need help in evacuating, or who may have special medical needs that need addressed at a host facility, or while in transit.

1. Name \_\_\_\_\_ Age \_\_\_\_\_

Type of special need \_\_\_\_\_

Is this a temporary situation? \_\_\_\_\_ If so, when should it terminate? \_\_\_\_\_

Does this individual have any allergies? \_\_\_\_\_

Does this individual have any special medications or equipment? \_\_\_\_\_

Does this equipment require supplies or batteries that should be taken along in case of evacuation? \_\_\_\_\_ What? \_\_\_\_\_

How the need is accommodated during normal child-care operations \_\_\_\_\_

Will this accommodation be available during a shelter-in-place or evacuation? \_\_\_\_\_

\_\_\_\_\_

2. Name \_\_\_\_\_ Age \_\_\_\_\_

Type of special need \_\_\_\_\_

Is this a temporary situation? \_\_\_\_\_ If so, when should it terminate? \_\_\_\_\_

Does this individual have any allergies? \_\_\_\_\_

Does this individual have any special medications or equipment? \_\_\_\_\_

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Does this equipment require supplies or batteries that should be taken along in case of evacuation? \_\_\_\_\_ What? \_\_\_\_\_

How the need is accommodated during normal child-care operations \_\_\_\_\_

Will this accommodation be available during a shelter-in-place or evacuation? \_\_\_\_\_

\_\_\_\_\_

3. Name \_\_\_\_\_ Age \_\_\_\_\_

Type of special need \_\_\_\_\_

Is this a temporary situation? \_\_\_\_\_ If so, when should it terminate? \_\_\_\_\_

Does this individual have any allergies? \_\_\_\_\_

Does this individual have any special medications or equipment? \_\_\_\_\_

Does this equipment require supplies or batteries that should be taken along in case of evacuation? \_\_\_\_\_ What? \_\_\_\_\_

How the need is accommodated during normal child-care operations \_\_\_\_\_

Will this accommodation be available during a shelter-in-place or evacuation? \_\_\_\_\_

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## **ATTACHMENT 13 – EMERGENCY FIRST STEPS**

The following is a list of possible emergencies and considerations for determining which emergency/protective actions to implement.

<b>TYPE OF HAZARD</b>	<b>THINGS TO CONSIDER</b>	<b>POSSIBLE PROTECTIVE ACTION</b>
<b>Hostile Intruder</b>	Is the intruder possibly violent? Is there time to move the children? Is there a safer place for them?	<ul style="list-style-type: none"><li>• Lockdown</li><li>• Immediate Evacuation</li><li>• Shelter</li></ul>
<b>Tornado/Severe Storm</b>	Does it threaten us? Is there a recommended protective action? How much time do we have?	<ul style="list-style-type: none"><li>• Immediate Shelter</li><li>• Deliberate Shelter</li></ul>
<b>Winter Weather</b>	Do we have time to send everyone home? Is it safe to go outside? Is it safe to travel outside?	<ul style="list-style-type: none"><li>• Early Dismissal</li><li>• Shelter in Place</li></ul>
<b>Hazardous Material/ Nuclear Powerplant Incident</b>	Does it threaten us? Is there a recommended protective action? How much time do we have?	<ul style="list-style-type: none"><li>• Evacuation</li><li>• Immediate Shelter</li><li>• Deliberate Shelter</li></ul>
<b>Fire</b>	Where in the building is it? Does it threaten us?	<ul style="list-style-type: none"><li>• Evacuation</li></ul>
<b>Utility Failure</b>	Is the building safe? Do we have time to send everyone home? Is it safe to go outside?	<ul style="list-style-type: none"><li>• Immediate Evacuation</li><li>• Early Dismissal</li><li>• Shelter in Place</li></ul>
<b>Flooding</b>	Is the building in danger? Is it safe to go outside? Is it safe to travel outside?	<ul style="list-style-type: none"><li>• Early Dismissal</li><li>• Evacuation</li><li>• Shelter in Place</li></ul>
<b>Earthquake</b>	What parts of the Building are damaged? Is it safe to continue operations in the building Is it safe to move?	<ul style="list-style-type: none"><li>• Evacuation</li><li>• Immediate Shelter</li></ul>
<b>Building Damage</b>	What parts of the Building are damaged? Is it safe to continue operations in the building Is it safe to move?	<ul style="list-style-type: none"><li>• Early Dismissal</li><li>• Immediate Shelter</li><li>• Evacuation</li></ul>
<b>Civil Disturbance/Violence Outside</b>	Does it threaten us? Might it get worse? Is it safe to go outside?	<ul style="list-style-type: none"><li>• Lockdown</li><li>• Immediate Evacuation</li><li>• Deliberate Shelter</li></ul>

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# **ASPIRA Bilingual Cyber Charter School**

**2013-2014**

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Revision 4.3.2014

## ABOUT ASPIRA BILINGUAL CYBER CHARTER SCHOOL

The ASPIRA Bilingual Cyber Charter School (ABCCS) is an independent, free, public K-12 cyber charter school. In the 2014-2015 school year, we will serve grades 4-12.

All ABCCS teachers are dedicated, caring, highly qualified (as defined by the PA Department of Education), and experienced professionals who have the highest expectations for students. They help all students achieve through a personalized curriculum and individualized learning with a flexible pace.

All instruction is provided via the Internet. Our curriculum is rigorous and aligned to the common core state standards. A unique feature of our school is our bilingual program. Our students will learn to read, write, and speak in English and in Spanish. During this year, we will implement the Acellus Learning System. The program starts with excellent teachers and the best teaching standards that are engaging and effective. Students will be able to virtually get one-on-one instruction, allowing them to progress at their own pace.

Parents at ABCCS are encouraged and expected to be a part of our students' schooling. We want you to feel welcome at our school and help us to motivate your child to learn, grow, and enable them to gain a global perspective that teaches them to respect their world and themselves.

### MISSION STATEMENT

Following the philosophy of our founding organization, the ASPIRA Bilingual Cyber Charter School (ABCCS) strives to better serve the local community and students across the state by preparing them to meet high academic standards. We hope to also enrich student lives through a bilingual approach that helps develop both language skills and cultural awareness. We are dedicated to the success of all students who have not had their needs met in a traditional educational setting by expanding the frontiers of learning. We are committed to providing the services and educational programs using current technology necessary for these students to receive a high quality education as well as to give them the opportunity to grow beyond the limitations of a traditional school setting. We are devoted to providing rigorous, standards based instruction that allows our students to develop the necessary skills to be successful in an increasingly interconnected world while becoming independent, responsible citizens.

### VISION STATEMENT

After attending ABCCS, students will be above grade level in reading and math as evident by multiple forms of assessments. Our student will be bilingual and bi-literate in English and Spanish if they have attended for multiple years starting in the younger grades. Our graduates will be strong advocates for themselves and their community. The students will be culturally aware of the world around them and be real world problem solvers in order to fully function in an ever complex society. It is our desire that ABCCS students graduate and successfully procure satisfying employment or further their schooling through post-secondary education. We hope that all our students will truly excel at everything they do with the confidence to really make a difference in their own lives and the lives of others.

## Updated Student Information

To ensure proper school district credit, any change of address or phone number must be reported to the child accounting office within three days of the move/change. ABCCS should have on file information on any divorced or separated parents, and the exact terms of legal custody from the time the student enters our school. Teachers should be able to check the office files to know what information can be given out over the phone or by mail to either parent. It is the parents' responsibility to provide that information to the school.

ABCCS reserves the right to search and seize any illicit materials on any ASPIRA site or school-related function.

All staff will keep any conversations or materials confidential in accordance with the School Records Retention Policy.

**Solicitation**—No addresses, e-mail address or phone numbers may be distributed or used for solicitation. Solicitation is prohibited.

## Information for the Home Facilitator

### **What is a Home Facilitator?**

Each student at ABCCS is required to have a Home Facilitator (HF) to partner with the school to ensure that the student is attending school and assignments are completed on time. This person may be a parent/legal guardian or someone the parent/legal guardian designates as a facilitator. In the event the parent/legal guardian or designated HF is unable to fulfill the responsibilities as outlined below, the parent/legal guardian is responsible for assigning a new HF and notifying the school **within 24 hours**. The requirements for the HF vary with the age and motivation of the student and involve a commitment that goes beyond a traditional public school. Students with lower motivation levels and students with special needs require more direct involvement. The HF is an **integral** part of each student's success. **Without the full commitment of the HF, at all grade levels, a student's academic success will suffer.**

### **What Are the Primary Responsibilities of the Home Facilitator?**

The Home Facilitator is the essential link between the teacher and the student. By signing and dating the signature form of this agreement, the HF (and parent in the case of a nonparent HF) agrees to the following responsibilities.

Home Facilitator is required to:

- Attend a mandatory orientation.
- Attend monthly trainings, including but not limited to PowerSchool Portal, Life Skills and Technology. It is strongly encouraged to attend workshops.
- Arrange for the Internet, high speed when possible, to be connected before enrollment and ensure sufficient amount of time on the Internet to complete a day of school work.
- Supervise the student when using ABCCS equipment.
- Review students' daily activities (ex: HF log in for Power School).
- Participate in all required activities, including but not limited to, state mandated PSSA testing. The HF **MUST** provide transportation to PSSA & Keystone state mandated testing for the student and see that the test is completed in its entirety.
- Keep HF username and password confidential.
- Communicate with the student's teachers regularly, as needed, and respond to email requests for information from the teacher within 48 hours.

- Schedule an appointment to meet with a teacher. Please schedule in advance by phone or email by calling 215-455-1300 ext. 123.
- Not log into the student's account without the student present.
- Attend a mandatory truancy meeting with the student in the event of non-compliance with the Attendance Policy.

### **What technological knowledge is needed to be a Home Facilitator?**

The Home Facilitator must have a **basic** understanding of technology to provide supervision of the student while the student is in attendance at ABCCS. If the HF does not have a sufficient understanding of computer technology, **ABCCS will provide training until the HF is able to demonstrate sufficient knowledge.** Basic knowledge includes but is not limited to: e-mail, basic use of Microsoft Office Products (or similar software), the internet and navigation of the instructional program.

## Policy Statement

The Board of Trustees of the ASPIRA Bilingual Cyber Charter School is responsible for establishing policies under which the school operates. This handbook includes the school's Code of Conduct adopted to apprise students, parents, and school personnel of the conduct and behavior norms expected of all students to ensure a safe learning environment. These norms are intended to promote self-respect, respect for others, and respect for the environment. It is therefore expected that all students enrolled abide by all school policies and procedures including the Code of Conduct and accept responsibility for their actions and behavior.

## Attendance

State law requires that ASPIRA Bilingual Cyber Charter School be open 180 days a year or in operation for 990 hours. Due to the nature of ABCCS there is a great deal of student flexibility regarding participation in the academic program. In many cases, students will access the program beyond the traditional Monday to Friday academic schedule.

### **Daily Attendance Requirement is met by the following:**

- **Logging in each school day as listed in the academic calendar**
- **Remaining current with all assignments**

"Current" is defined by actively participating and submitting all work assignments no later than 5 days past due date given by the teacher. When students are not actively participating in their online classes **and** are not submitting assignments, they will be considered absent. These accumulated absences will be recorded as unexcused absences.

### Excused Absences

Parents are responsible for providing school with verification of the reason for each absence. The parent must call the Attendance Monitor at 215-455-1300 ext. 123 and leave a full message including student's name and reason for absence. However, consistent excused absences will require a doctor's note. When documentation is required, it needs to be scanned and emailed to the student's teachers or brought into the office.

The reasons listed below may be designated as valid excuses for absence of a student from school provided satisfactory evidence or documentation for the excuse is provided to the Attendance Monitor. For illness, any student missing more than one school day requires a note from a physician. Unusual circumstances may require

students to be absent from school. Parents/Home Facilitators should notify the Attendance Coordinator before the absence, or as soon as possible, to avoid miscommunication or misunderstanding.

**Death in the Immediate Family:** Any absence resulting from the death of a member of the student's immediate family will be excused. The immediate family of a student includes, but not necessarily limited to, parents, grandparents, brothers and sisters.

**Medical or Dental Appointments:** Any absence resulting from a medical or dental appointment that cannot be scheduled outside of regularly scheduled academic calendar days will be excused. Notice should be given to the Attendance Coordinator prior to the absence, except in the case of an emergency.

**Illness or Injury:** Any absence resulting from illness or injury which prevents the student from being physically able to attend school will be excused. Any student missing more than one school day will require a note from a physician.

**Quarantine:** Any absence that is ordered by the local health office or by the State Board of Health will be excused.

**Court or Administrative Proceedings:** Any absence resulting from the attendance of a student at the proceedings of a court or an administrative tribunal, and if the student is a party to the action or under subpoena as a witness to an action will be excused.

**Observance of a Religious Holiday:** Any absence may be considered excused if the tenets of a religion, to which a student, his/her parent, or guardian adhere, require observance of a religious event.

**Educational Opportunities or Family Educational Trips:** Any absence may be excused when it is demonstrated that the purpose of the absence is to take advantage of a valid educational opportunity. Approval for such an absence must be granted prior to the absence in accordance with the Student Educational Leave of Absence Policy.

#### Unexcused/Illegal Absences

1. One unexcused absence is incurred by the student not logging in to school and the parent not submitting a valid excuse within 48 hours of absence.
2. Any missed day of logging in to school that is not deemed legal or excused will be documented as unexcused/illegal.
3. If a student's parent/guardian does not present a valid excuse on the day of return from an absence, school administration may contact the parent/guardian to inform him/her of the absence and the need to submit a valid excuse. **The excuse must be called in and, if necessary verified with proper documentation.**
4. Failure to submit a valid excuse within 48 hours of returning to school will result in the absence being classified as an unexcused missed day.
5. A violation of the attendance policy is considered a violation of the Student Behavior Code. The student will then be subject to disciplinary action and/or loss of privileges.

#### Truancy

Attendance at ABCCS is a student obligation and responsibility. A student who abuses the attendance policy cannot be expected to do well in school. Upon the first, second and third unexcused missed days, the student and parent/guardian will receive a phone call from the assigned Truancy Officer, with the opportunity for the parent/guardian to reply with an excuse for consideration.

**Level 1:** Upon the first unexcused absence the student and parents/guardian will receive a phone call to notify them of the first unexcused absence from ABCCS. The legal penalties established by law for violation of compulsory attendance requirements will be discussed in the phone call.

**Level 2:** Upon the second unexcused absence the student and parent/guardian will receive a second notice of unexcused absence from ABCCS via a phone call. Once again, the legal penalties established by law for violation of compulsory attendance requirements shall be discussed.

**Level 3:** Upon the third unexcused absence, parent/guardian will receive notice by mail providing “official notice of child’s third illegal absence.” Attached to this notice will be penalties for violation of compulsory attendance requirements as they pertain to both the student and the parent/guardian. The information states that three days after giving such notice, the student or parent/guardian who again violates the compulsory attendance requirements shall be liable without further notice. ABCCS must report to the student’s school district of residence when a student has accrued three or more days of unexcused absences.

**Level 4:** Upon the fourth subsequent unexcused absence, at any point within the school year, an official notice of unexcused absence will be sent home. The purpose of this correspondence is to inform the child’s parent/guardian that the child has again violated the compulsory attendance requirements set forth by the Pennsylvania Department of Education. ABCCS will advise the parent/guardian that a citation can be sent to the magisterial district judge by their school district. After this step, the school is not obligated to inform parents in writing of absences; however, the school will continue to call the parent/guardian to inform them of additional truant behavior.

ABCCS will refer all future incidents of truancy directly to the school district of residence.

#### Continued Truancy

ABCCS shall coordinate a school/family conference to discuss the cause of the child’s truancy and develop a mutually agreed upon Truancy Elimination Plan (TEP) to resolve truant behavior. Issues to be reviewed at the school/family conference include the appropriateness of the child’s educational environment, current academic difficulties, physical or behavioral health issues, and family/environment concerns. At the end of the conference all parties will sign a comprehensive TEP that is agreed to by the school representative, the child, and the parents and/or family. The plan could include accessing academic and social/health supports from the school, outlining family/parent and student responsibilities, and monitoring levels of performance that could include rewards. If a child of any age continues to be truant after the above actions have been taken, then school districts are encouraged to file citations with the local magisterial district judge citing the child’s continued truancy on a weekly basis. School districts will be notified for every absence thereafter.

Students of compulsory school age, who have not complied with compulsory attendance requirements and are consistently truant, shall be withdrawn from ABCCS and referred back to the school district of their residence.

### Communication Policy

Communication among the student, parent/home facilitator and school is extremely important. As a cyber-school, we communicate through a number of means such as email, course announcements, phone calls and mail. Students are required to read and respond to all relevant communication from school personnel on a daily basis. Parents/Home Facilitators must supply a working email to be used for school purposes and are required to check their communications at least three times a week.

## Special Education/Child Find Policy

ASPIRA Charter Schools ensure the identification and support of students with disabilities through multiple methods. First, Child find Policy is included in our Special Education Policies and it includes the required components outlined by the state and federal government.

Child Find Policy: ASPIRA Charter Schools provides that all students with disabilities, regardless of the severity of their disability, who are in need of special education and related services, are timely identified, located and evaluated. This responsibility is required by the federal law, Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. 1200 et. seq. ("IDEA 2004"). The state and federal government require the publication of a notice to inform parents of children applying to or already enrolled in an ASPIRA Charter School of: (1) available special education services and programs, (2) how to request those services and programs, and of (3) systematic screening activities that lead to the identification, location and evaluation of children with disabilities.

Additionally, ASPIRA Charter Schools uses a public outreach awareness system to locate and identify students thought to be eligible for special education within the schools jurisdiction as demonstrated in the following ways: the ASPIRA Charter Schools website [www.aspirapa.org](http://www.aspirapa.org); during a formal presentation at our enrollment and orientation, all ASPIRA Charter Schools publications distributed during formal enrollment, parent meetings by administration accompanied by printed material, during Back to School night, published in the Parent/Student Handbook, posted on the parent resource portal, and at orientation meetings. In addition to an annual notification, the distribution of notification to parents occurs routinely using the school's website, presentations to all parents in attendance at the Back to School Night, and posted throughout our central location.

Additionally, students enrolled in an a Kindergarten to 8<sup>th</sup> grade ASPIRA school participate in the systematic Screening and Referral Process which identifies and refers for evaluation students who are thought to be eligible for special education services. These screening and referral processes include: initial predictive assessments, classroom performance, standardized reading and math assessments, vision and hearing screening, and speech and language screening in Kindergarten and first grade.

### Honor Code

The honor code of ASPIRA Bilingual Cyber Charter School (ABCCS) addresses cheating, plagiarizing, lying and stealing and will be rigorously enforced at all levels.

#### **1. Cheating encompasses, but is not limited to, the following:**

- Willful giving or receiving of an unauthorized, unfair, dishonest or unscrupulous advantage in school work to other students.
- Examples of cheating include, but are not limited to deception; copying from another student or allowing the copying of an individual assignment; passing test or quiz information; illegally exceeding time limits on timed tests, quizzes or assignments; unauthorized use of study aids, notes, books, data or other information; computer fraud; sabotaging the projects or experiments of other students.

#### **2. Plagiarizing encompasses, but is not limited to, the following:**

- Presenting as one's own, the works or the opinions of someone else without proper acknowledgement.
- Borrowing of the sequence of ideas, the arrangement of materials or the pattern of thought of someone else without proper acknowledgement. Some examples: having a parent or another person write an essay or do a project which is then submitted as one's own work; failing to use proper documentation and bibliography.

- Plagiarism will be determined at the teacher's discretion.

### **3. Lying encompasses, but is not limited to, the following:**

- Willful and knowledgeable telling of an untruth or falsehood as well as any form of deceit, attempted deception or fraud in an oral or written statement. Some examples: lying or failing to give complete information to a teacher; feigning illness to gain extra preparation time for tests, quizzes or assignments due.

### **4. Stealing encompasses, but is not limited to, the following:**

- Taking or appropriating, without the right or permission to do so and with the intent to keep or make use of wrongfully, the school work or materials of another student or the instructional materials of a teacher. Some examples: stealing copies of tests or quizzes; illegitimately accessing the teacher's answer key for tests or quizzes; stealing the teacher's edition of the textbook; stealing another student's homework, notes or handouts.

## **RESPONSIBILITIES**

### **Students will:**

1. Avoid situations which might contribute to cheating, plagiarizing, lying and stealing.
2. Avoid unauthorized assistance on all school work.
3. Document borrowed materials by citing sources.
4. Avoid plagiarizing by:
  - a. Using quotation marks for statements taken from others.
  - b. Acknowledging information, ideas or patterns of thought borrowed from any source.
  - c. Consulting faculty about any questionable situations.
5. In addition, students are encouraged to speak to any student they observe violating the Honor Code about the seriousness of the infraction.

### **Parents will:**

1. Have knowledge of the ABCCS Honor Code and its consequences.
2. Provide a positive example for adhering to the Honor Code.
3. Support faculty and administration in enforcing the Honor Code.

## **CONSEQUENCES**

Upon the first offense of a student's career at ABCCS, the administrator and teacher will:

- Notify parents.
- Assign a grade of zero for the assignment or test, with no opportunity to make up that work including extra credit.
- Complete Honor Code Violation Report Form and place in the student's internal disciplinary file.
- assign any other consequences as deemed appropriate.

Upon the second offense and subsequent offenses of a student's career at ABCCS, the administrator and teacher may:

- Institute the consequences listed above.
- Assign additional academic consequences according to the severity of the incident.
- Impose academic probation.
- Notify the directors of all co-curricular activities in which the student is involved.
- Consider and/or implement loss of credit for the course.
- Impose loss of ABCCS privileges such as activities and trips.
- Recommend expulsion from the school to the School Board of Directors

## **Rules of Conduct**

## **General Statement**

ASPIRA Bilingual Cyber Charter School (ABCCS) has high expectations for all students. In order for a student to reach his/her potential, the school environment must be safe and orderly and encourage the fullest possible educational development of each student.

ABCCS will not tolerate any actions from the student that in any way interferes with the delivery of educational services, jeopardizes the health, safety and well being of any member of the school family or threatens the integrity and stability of the school itself.

These rules shall apply to any conduct:

- During school hours.
- At any live school activity, function or event, and/or online multi-media chat rooms.
- Off school grounds when the conduct may reasonably be expected to undermine the proper disciplinary authority of the school, the safety of students or staff or disruption within the school.

## **LEVEL I OFFENSES**

- Disruption.
- Disruptive and/or Offensive Use of Language.
- Damage, Destruction or Theft of School or Private Property.
- Fighting.
- Reckless Conduct.
- Tobacco Products and Paraphernalia. Academic Dishonesty/Abuse of Computer or Internet.

## **APPROVED CORRECTIVE ACTION –**

### **LEVEL I OFFENSES**

For any violation of a Level I offense, a student may face one or more the following corrective actions, from minimum to maximum:

- Meeting between the teacher and the student to discuss the student's behavior and expectations for improving his/her behavior.
- Meeting between the student and the appropriate personnel.
- Notice to parents informing them of the student's behavior.
- Supervised mediation between the students involved.
- Meeting with case worker or probation officer where applicable and appropriate.
- Suspension.

### **LEVEL II OFFENSES**

- Repeated School Violations.
- Harassment.
- Indecent Assault or Indecent Exposure.
- Assault on School Personnel.
- Possession of a Weapon.
- Possession of Drugs or Alcohol.
- Legal Action.
- Aggravated Offenses.

## **APPROVED CORRECTIVE ACTION – Level II Offenses**

(Minimum to Maximum)

- A. Placement of the student in an alternative education program

- B. Placement in an alternative education program, including a remedial disciplinary program
- C. Suspension or Expulsion from the School

#### Dress Code

- Examples of inappropriate clothing:
  - Skin tight clothing.
  - See through or provocative clothing.
  - Tank tops/muscle shirts.
  - Sleep wear.
  - Explicit clothing ex: sexual/drug references, vulgar language.
  - Pants/skirts above mid-thigh.
  - Hats, doo-rags, or stocking caps worn in the building.

\*ABCCS reserves the right to declare what is and is not appropriate attire. Students in violation of the dress code can be refused admittance in the building or participation in activities.

## Academic Information

### Course Requirements

Each assigned course is divided into Units, Lessons and Activities. All Lessons and Activities assigned by your teacher must be completed. ABCCS is using Mastery Based Learning (MBL) which means that in order for a student to progress through a course, he/she must pass each activity with a passing grade of at least 70% in order to move on to the next activity. If a student fails an activity he/she will have a 2<sup>nd</sup> attempt to pass it before the teacher will intervene. At this point the student may have to complete an extra activity to show mastery and then will be allowed to attempt the failed activity one more time in order to move on. If student proves mastery in all activities, and receives a passing grade in the test(s) for that unit, the student may move on to the next unit with teacher permission.

Activities that students may be asked to complete include both graded items and non-graded items.

Graded items include but are not limited to:

- Tests
- Quizzes
- Practice Worksheets
- Discussions
- Labs
- Study Island
- Chat Participation
- Projects
- Journals

### Academic Binder

Students are encouraged to keep a binder of their work for each class. Students are encouraged to bring their binder when coming in for tutoring. All students will be provided with a binder at the beginning of the year.

### Video Conferencing (Class Chats)

In addition to completing the course requirements on-line, your final grade also depends on your collaboration with your teacher(s) and fellow classmates. You will be provided with a schedule that lists what days and times

your teachers will be available for live feed video conferencing (chats) for each course. There may be times beyond the required scheduled chats that your teachers also require the entire class or individual students to video conference for projects, tutoring, or counseling.

Chats attendance will count as a part of your class grade. If a student misses a chat they will be required to view the recorded chat, summarize the lesson and complete an assignment.

### **Tutoring**

- Tutoring is done on site Monday through Friday by appointment only.
- Schedule an appointment by calling Ms. Roman at 215-455-1300.
- Student must bring equipment and books for appointment.
- Dress code and rules of conduct are enforced.
- Required to fill out and return Tutor-Student Agreement.

### **Testing**

For the majority of tests throughout the course you will be completing either a computer based test or a printed paper test at home. These tests **MUST** be monitored by a parent or home facilitator for the entire length of the assessment. Once the test is complete, the parent or HF **MUST** email the teacher the “Proctored Assessment Form” completed and signed. This ensures that the student completed all testing independently without cheating. The form must be sent in the same day that the test is submitted. If the form is not submitted to the teacher, the test grade will not count and the student may be required to re-take the test or if cheating is suspected will receive a zero and will not be able to re-take the assessment.

For some tests and all exams, students will be required to come to one of ASPIRA’s schools to be monitored by their teachers. Students will be notified ahead of time which tests/exams must be proctored by a teacher and which ones may be taken at home. For those that must be monitored by a teacher, a schedule will be released at least one week in advance of testing.

## **Graduation Requirements**

The requirements for graduation from ABCCS are listed below. Credits for courses passed during the ninth, tenth, eleventh and twelfth grades shall be counted toward the necessary credits for graduation. To receive a diploma, each student shall have met Pennsylvania Academic Standards by earning passing grades in all required subjects.

In addition to the 23 credit requirement, students must demonstrate performance at the Proficient level or better on the 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade Pennsylvania Keystone Assessments and attain passing grade(s) on a local assessment aligned to the PA Academic Standards as designed or selected by ABCCS, or fulfill requirements of a graduate plan on a student’s IEP.

To ensure that all graduates meet the expectations of the state, the Department of Education follows the following high school graduation curriculum and therefore, in order to graduate from ABCCS, students must successfully complete all of the following.

- 4 credits of English
- 3 credits of Mathematics, including Algebra I, Algebra II and Geometry
- 3 credits of Science, including Biology, Chemistry and Physical Science or Physics
- 1 additional credit of a math or science elective

- 3 credits of Social Studies, including U.S. History and World History
- 1 credit of Health/Safety/Physical Education
- 1 credit of Arts and Humanities Electives
- 2 credits of a foreign language
- 1 credit Business and Technology
- 1 credit of Community Service (80 hours)
- 3 credits of additional courses either electives or core/AP courses

### **Total credits required for graduation: 23**

#### **Community Service**

In addition to completing 22 credits of classes, students of ABCCS must complete 20 community service hours per year. For students that start with us at 9th grade, that equates to 80 total hours upon graduation. As a school within the ASPIRA community, there are many opportunities for students to participate in a variety of community service activities. Students also have the option of finding their own community service project as long as it is approved prior to starting. All hours are logged and signed off by a school official. For graduation, our 12th graders will complete a report that describes the community service they participated in, what they learned from it and how they affected the community.

## **Standardized Tests**

Standardized tests will be administered periodically to students. These may be used to assist with placement and to measure improvement and proficiency of students. Tests may be conducted online or may require travel to testing sites.

#### **Photo Identification**

A form of photo identification is needed for all students when taking any tests such as PSSA, UM, SAT, ACT or PSAT at various sites or with proctors.

#### **PSAT/SAT/ACT**

PSAT tests are usually taken in a student's sophomore and/or junior year. Merit Scholarships are possible only at the junior level. SAT, ACT and PSAT are NOT given at ABCCS. Students must register online for the SAT and PSAT at [www.collegeboard.com](http://www.collegeboard.com). Students can register for the ACT at [www.act.org](http://www.act.org). The tests are administered on Saturday mornings several times a year at various school districts throughout the state.

#### **PSSA**

PSSA tests are required by the State of Pennsylvania. Math, Reading, Science and Writing tests are required for different grade levels in winter and spring. The state has announced that PSSA scores will be included on students' high school transcripts. The tests are given to help insure that every child achieves a state-defined level of scholastic competency.

#### **Keystones**

Beginning with the 2012-2013 school year, students in grades 9<sup>th</sup> through 11<sup>th</sup> must take the Keystone Exams, attain passing grade(s) on a local assessment aligned to the PA Academic Standards as designed or selected by ABCCS, or fulfill requirements of a graduate plan on a student's IEP.

The Keystone Exams are end-of-course assessments designed to assess proficiency in the subject areas of Algebra I, Algebra II, Geometry, Literature, English Composition, Biology, Chemistry, U.S. History, World History, and Civics and Government.

The Keystone Exams are one component of Pennsylvania's new system of high school graduation requirements. Keystone Exams will help school districts guide students toward meeting state standards.

## **ASPIRA Partnerships**

### **TRIO Program**

In addition to the traditional coursework, students at ABCCS have access to a College Preparatory Program through TRIO, an Educational Talent Search Program, which is designed to assist students in reaching their academic potential. Participants receive assistance in applying to any college, university or other qualified institution of post-secondary education. The ASPIRA college prep program includes services such as: Goal Setting, Career Interest Inventory, Researching College Majors and careers, Financial Aid Overview, Assistance with SAT Registration, College Admissions Overview and Assistance with College application and Financial Aid Forms.

### **Community College of Philadelphia**

ABCCS also has a partnership with Community College of Philadelphia, in which our students have the opportunity to attend college level 3 credit courses over the summer in order to get a head start on their college education. This unique opportunity helps students recognize their career goals and which majors they would like to pursue upon graduation.

## **Technology and Materials**

### **Internet Reimbursement Policy**

In order to receive Internet reimbursement, the following items must be returned to ABCCS

**I. Requesting Reimbursement.** At the beginning of every school year the following items must be completed and returned to ABCCS:

- A. The completed Instructional Property Contract (ISP) Request for Reimbursement Form.
- B. A complete, itemized copy of your Internet connection bill. The bill must include the preprinted name and address of the person being billed and all accompanying detailed pages.

**II. Reimbursement Schedule.** Reimbursement will be administered one time at the end of the academic year (July 2013):

- A. Completed ISP Request for Reimbursement Form.
- B. Complete, itemized copy of your Internet connection bill. The bill must include the preprinted name and address of the person being billed and all accompanying detailed pages.
- C. Installation of Ethernet cable to be run by the ISP provider to the student's workstation. (Receipt for this service must be submitted for reimbursement. Maximum reimbursement: \$150.00)
- D. Reimbursement will be made for the current school year only. ABCCS does not reimburse for Internet service for the months of July and August.

**III. Reimbursement Connections.** It is recommended that all students have access to a basic high speed line.

- A. High-Speed and Wireless Connection: Each Internet connection per newly enrolled student/family will be reimbursed for basic high speed/DSL charges only. (DSL: high-speed Internet connection through the phone line. Cable: high-speed connection through a cable company.)
- B. Dial-Up: Dial-up service is provided through ABCCS provider. For further details, please contact a ABCCS representative.

**IV. Deadline for Reimbursement.** The cut-off date to qualify for a reimbursement will be June 15<sup>th</sup> for those students who completed a full academic year.

**V. Reimbursement Amounts:** Reimbursement will be paid only on the basic Internet high speed/DSL charge. ABCCS reserves the right to determine the basic reimbursement amount from the submitted bill, in accordance with the available service area rates. This information will be compiled from Pennsylvania Internet Service Providers. Basic connection and set-up fees for Internet access incurred by families of newly enrolled students who do not have service are reimbursed by ABCCS.

**Additional charges will not be reimbursed by ABCCS:** The following charges will not be paid by ABCCS: enhanced high speeds and service packages that are not described above or necessary for education, enhanced featured lines, (taxes, surcharges and fees that generally apply to rentals and excluded items), wire maintenance, Internet security, late fees, reconnection fees, etc. that are not incurred as a result of ABCCS action or inaction, and/or that are not in any way connected with required courses or the provision of education to students.

**VI. Changes to Student Internet Services.** All service changes during the school year, including address and rate changes, must be reported to the ISP Reimbursement Dept. When the new bill is received, please resubmit it. Failure to report these changes could result in a delay of receiving your reimbursement.

## **Instructional Property Agreement and Acceptable Use Policy**

ABCCS provides a computer for each student to enable access to the many tools needed for a

Attending ABCCS, including access to ABCCS Internet based educational portal, online libraries, curriculum and other educational tools and materials.

**Internet Safety** - It should be clear that students may find ways to access materials available through the Internet that are inappropriate, illegal, defamatory, inaccurate or offensive. While the school will take measures to make it more difficult, the responsibility for enforcing standards of behavior on the Internet lies with the Responsible Party (i.e. parent, legal guardian or other Home Facilitator). Please feel free to contact the school with questions concerning safe Internet usage.

### **I. ABCCS Provided Technology**

**A. ABCCS Equipment.** ABCCS will provide a computer, monitor and printer along with software applications needed to fulfill all of the requirements set by the school program.

**B. Software.** The installation or removal of software not approved in advance by ABCCS is strictly forbidden. Costs related to damage caused to computers or other devices due to unauthorized use are solely the obligation of the Responsible Party.

**C. Non-Adherence.** Students who jeopardize or sabotage their own or other student's education by causing persistent technical issues that stem from the non-adherence to this Contract will be subject to disciplinary action or expulsion.

**D. Ownership.** Any equipment issued by ABCCS is the sole property of ABCCS. Under no circumstances are students and/or families permitted to remove any such equipment from the student's place of residence or keep any equipment following withdrawal or graduation from the school without a contract agreement. Any issues surrounding equipment not returned to the school will be directed to the proper legal authorities.

## **II. Textbooks and other Instructional Materials (Need to see A+)**

**A. Textbooks and Instructional Materials.** All necessary textbooks and other instructional materials will be included and must be returned at the end of the school year or upon withdrawal from ABCCS. Responsible Party shall be liable for loss or damage to any Instructional Materials until received by ABCCS. Responsible Party will take all reasonable precautions to protect materials from damage or loss. Loss and/or significant damage must be reported to ABCCS within forty-eight (48) hours of occurrence.

**B. Consumables.** ABCCS will not provide paper, markers, crayon, replacement ink cartridges (ABCCS provides one cartridge per student each school year), or other consumables used in the ordinary course of education. These consumables are solely the obligation of the Responsible Party to provide.

## **III. Lost, stolen and damaged equipment**

**A. Equipment damage/loss.** The Responsible Party must notify ABCCS within 48 hours of the occurrence or discovery of any theft, damage, destruction or other loss of any school-owned equipment. Responsible Parties are generally responsible for the cost of the equipment. In most cases, they will file a claim with their homeowner's insurance carrier and ABCCS will assist this process by submitting all of the information related to the cost of the equipment. The Responsible Party must immediately forward to the ABCCS student services office copies of all police reports, fire report, insurance claim and any other applicable reports.

**B. Insurance.** Responsible Party agrees to maintain, at his or her expense, adequate insurance to cover damage, loss, theft, vandalism, or any other cause that results in loss or damage to the ABCCS equipment to its full replacement value. Responsible Party agrees to be financially liable for the equipment regardless of any insurance proceeds.

## **IV. Internet/Phone Services**

Internet services will be provided to every student/household. Responsible Party may choose to use any Internet service carrier available to them. The school recommends a high-speed (broadband) connection wherever possible. In some instances (requirement of specific classes for high-speed access), students may only be permitted to enroll in those classes if they have appropriate Internet access.

## **V. Technical Support**

These support services will be provided only for students of the school and concerning issues related to school equipment. No services can be provided to those outside of the school or for the personal equipment of the student or his/her family or friends. Use of support services for non-school issues, equipment, software or other matters is a violation of this agreement and violators will be subject to disciplinary action by the school. The number for the Help Desk will be provided.

## **VI. Acceptable Use**

**A. Appropriate Use by Students.** Students are responsible for behaving in an appropriate manner on the school's computer, just as if they were present in a traditional classroom or school sponsored event. The school may suspend or expel any student behaving inappropriately.

**B. Personal Responsibility.** The student is personally responsible for their actions in accessing and using the school's computer resources. Students are advised never to access, store, keep or send anything they would not want their parents/guardians, teachers or school administration to see. All communications in the school are logged and available for review by school authorized personnel and communications over the Internet are often public in nature. Computer storage areas may be treated like the traditional school locker, the contents of which may be reviewed by school administrators to assure that students are using the computer system responsibly. Content deemed inappropriate will be confiscated and, if called for, turned over to the appropriate authorities.

**1. Software.** Students should never download or install any commercial software, shareware or freeware onto their computer unless they have written permission from a staff member at ABCCS.

**2. Inappropriate Behavior.** Students should not use profane, abusive or impolite language when communicating online. They should not access any materials that are in violation of school rules and policies. If a student encounters such material by accident, they should report it to their parents/guardians immediately. Students will restrict their access to material deemed inappropriate by staff and parents/guardians.

**3. Conduct.** Students will use appropriate conduct toward others.

**4. Copyright/License Agreements.** Students will observe and respect copyright and license agreements.

**5. Passwords/Personal Information.** Students will keep passwords and personal information confidential.

**6. Proper Use.** All use of computer technology must be related to, or in support of, the educational goals of the student as stated by the school.

**7. Illegal Activity.** The use of the Internet and/or computer technology for any illegal activity, including but not limited to gambling, advertising, spamming, sending offensive materials, spam mail, discriminating remarks or obtaining pornographic or other obscene material is strictly forbidden. The use of the Internet and computer technology for fraudulent or illegal copying, communication, taking or modification of material is strictly forbidden. Such action will be referred to the federal authorities.

# SCHOOL-PARENT COMPACT

*ASPIRA Bilingual Cyber Charter School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.*

*This school-parent compact is in effect during school year 2013-2014.*

## **REQUIRED SCHOOL-PARENT COMPACT PROVISIONS**

### **School Responsibilities:**

The ASPIRA Bilingual Cyber Charter School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - Assure every student access to quality learning experiences appropriate to their development.
  - Assure that the school staff communicates clear expectations for performance to both students and parents.
  - Provide a safe, positive and healthy learning environment for each student.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
  - December 12-14, 2012
  - April 24-26, 2013
3. Provide parents with frequent reports on their children's progress. Specifically, the K-8 school will provide reports as follows:
  - Report cards will be issued four times per year, December 2013, January 2014, April 2014, and June 2014.
  - Interim reports are sent in November, February and April.
  - Individual teachers send additional test and assignment grades to parents throughout the year.
  - Parents are invited to monitor their child's progress with classroom visits.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
  - Parents may contact teachers via phone, note/communication folder, or email, to discuss their child
  - An appointment can be made with individual teachers to discuss their child
  - Every staff person has a cell phone and email
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
  - Parents are always welcome to volunteer to work in classrooms or in other capacities in the building, or attend field trips provided they have their clearances current.

### **Parent Responsibilities**

We, as parents, will support our children's learning in the following ways:

- Send my child to school regularly, on time, well fed and well rested.
- Create an atmosphere in my home that supports learning by encouraging reading and other academic pursuits.
- Setting a time for homework to be done; be available to help keep your child on task.
- Review all school communications and respond promptly.
- Encouraging your child to use reference books, computers and the library.
- Set high standards for neatness, form and accuracy.
- Give your child praise for his/her work.

- Ensure that your child reads for at least thirty minutes every night. Parents should read or share reading with kindergarten and first grade students.
- Helping your child avoid distractions such as television, video games, loud radio music.
- Attend school functions and conferences and participate in decisions relating to my child.
- Encourage my child to demonstrate respect for school personnel, classmates and school property.
- Join the Home and School association and become an active member.
- Notify the classroom teacher if your child is having problems completing assignments.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District-wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

### **Student Responsibilities**

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Come to school on time each day with a positive attitude.
- Be a cooperative learner and carry out the teacher's instructions and directions.
- Take part in academic programs such as Study Island, and reading for pleasure in my free time.
- Deliver all school communications home in a timely manner.
- Be respectful to school personnel, other students and school property.
- Become a lifelong learner.

The ASPIRA Bilingual Cyber Charter School will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

# Parent Involvement

## Title I School Policy

The purpose of the ASPIRA Bilingual Cyber Charter School Title I Program is to **ensure that all children have the opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards and assessments** (ESEA-Elementary and Secondary Education Act) As we strive to improve the academic achievement of our students, we realize that parents are a critical part of the equation for reaching high academic results. This policy has been jointly developed with the assistance of parents, administration, and teachers.

The following outline is in compliance with the legal requirements of the ESEA . The written policy will be available to all parents in the ASPIRA Bilingual Cyber Charter School attendance zone.

### Part 1. General Expectations

ASPIRA Bilingual Cyber Charter School recognizes the ESEA definition of parental involvement as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities including ensuring—

- that parents as a home facilitator play an integral role in assisting their child's learning;
- that parents are actively involved in their child's education;
- that parents are full partners in their child's education and are included as appropriate in decision-making and on advisory committees to assist in the education of their child; and
- that other activities are carried out, such as those described in section 1118 of the ESEA (Parental Involvement), [Section 9101(32), ESEA].

Based on this definition, ASPIRA Bilingual Cyber Charter School agrees to implement the following statutory requirements:

- The school will collaborate with parents to develop and distribute to parents of participating students a Parental Involvement Policy upon which the school and parents of participating children agree.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, distribute this policy to parents in a language the parents can understand.
- The school will make the Parental Involvement Policy available to the local community.
- The school will work with the Title I Advisory Committee to annually update the Parental Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt a student-parent-school compact as a component of its Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement and to carry out programs, activities, and procedures in accordance with the following Parent Involvement Standards:

**Standard 1: Welcoming All Families** – Families are active participants in the life of the school, and feel welcomed, valued and connected to each other, to school staff, and to what students are learning and doing in class and school.

**Standard 2: Communicating** – Families and school staff engage in regular, meaningful communication about student learning.

**Standard 3: Supporting Student Success** - Families and school staff continuously work together to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

**Standard 4: Speaking Up for Every Child** – Families are informed and enabled to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success

**Standard 5: Sharing Power-** Families and school staff are equal partners with equal representation in decisions that affect students and families and together inform, influence, and created policies, practices and programs.

**Standard 6: Collaborating with Community-** Families and school staff work together with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation

## **Part II. Policy Implementation**

- A. ASPIRA Bilingual Cyber Charter School will take the following actions to involve parents in the joint development and joint agreement of its Parental Involvement Policy in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
  - Conduct parent meetings
  - Review plan with advisory groups connected with school
  - Translate documents into Spanish
  - Schedule follow-up meetings accordingly.
- B. ASPIRA Bilingual Cyber Charter School will take the following actions to distribute the Parental Involvement Policy to parents of participating children and the local community:
  - Invite parents to school and distribute the policy
  - Post the policy on the RES website
  - Share the policy with local media.
- C. ASPIRA Bilingual Cyber Charter School will periodically update its Parental Involvement Policy to meet the changing needs of students, parents, and the school using various methods, including:
  - Discussing issues with Title I Advisory Committee at an annual meeting
  - Reporting changes in the policy on the school website and to the local media.
- D. ASPIRA Bilingual Cyber Charter School will hold an annual meeting at flexible meeting times to inform parents of the following:
  - The participation of their child's school in Title I
  - The legal requirements of Title I
  - The rights of the parents to be involved
  - The school's Title I action plan or school improvement plan.
- E. ASPIRA Bilingual Cyber Charter School will hold a flexible number of meetings at varying times, and, if needed, provide childcare, which will be paid for with Title I funding as long as these services relate to parental involvement.
- F. ASPIRA Bilingual Cyber Charter School will provide information about Title I programs to parents of participating children in a timely manner.
- G. ASPIRA Bilingual Cyber Charter School will provide to parents of participating children a list of Grade Level Expectations in the curriculum.
- H. If requested by parents, ASPIRA Bilingual Cyber Charter School will provide opportunities for quarterly meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, as well as respond to any such suggestions as soon as is practicably possible.
- I. If the school-wide plan under ESEA sections (1114) (b) (2) is not satisfactory to parents of participating students, ASPIRA Bilingual Cyber Charter School will submit any parent comments on the plan to the district.

### **Part III. Shared Responsibility for Student Academic Achievement**

- A. ASPIRA Bilingual Cyber Charter School will build the school's and parents' capacity for strong parental involvement to ensure an effective partnership among the stakeholders involved in order to improve student academic achievement in the following ways:
- Parent training classes
  - Quarterly newsletters
  - Parent resources and information available upon request through school counselors and/or administration
  - Resources such as websites, parent organization, curriculum overviews for each 9 weeks, etc...
- B. The school will incorporate the student-parent/guardian-school compact as a component of its Parental Involvement Policy.
- C. The school will, with the assistance of the district, assist parents of children served by the school in understanding the following topics:
- District academic content standards
  - State student academic achievement standards
  - State and local academic assessments including alternate assessments
  - Requirements of Title I
  - How to monitor their child's progress
  - How to work with educators.
- D. With the assistance of the district, ASPIRA Bilingual Cyber Charter School will foster parental involvement by providing materials and training to help parents work with their children to improve academic achievement in areas identified on annual parent surveys.
- E. With the assistance of its district and parents, ASPIRA Bilingual Cyber Charter School will train its teachers, student services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
- F. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with English Language Learners, Migrant Education, and Special Education.
- G. The school will, to the extent feasible and appropriate, ensure that information related to school and parent programs, meetings, and other activities be sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language the parents can understand.

### **Part IV. Discretionary Parental Involvement Policy Components**

The following activities will be used to support student academic achievement:

- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training
- Paying reasonable and necessary expenses associated with parental involvement activities to enable parents to participate in school-related meeting and training sessions
- Training parents to enhance the involvement of other parents
- Scheduling school meetings at a variety of times or calling parents who are unable to attend those conferences at home or work in order to maximize parental involvement and participation in their children's education.
- Adopting and implementing model approaches to improving parental involvement

- Developing appropriate roles for community-based organizations and businesses in parental involvement activities
- Providing other reasonable support for parental involvement activities under ESEA section 1118 as parents may request.

**Part V. Adoption**

This Parent Involvement Policy has been developed jointly with and agreed on with parents of children participating in Title I, Part A, programs. It will be reviewed and presented for adoption by the parents of participating Title I, Part A, children at the Title I Parent Meeting in the fall of 2010. Subsequently, a copy will be provided to the community on the school website.

ASPIRA, Inc. of Pennsylvania Schools offer educational and employment opportunities without regard to race, color, national origin, religion, sex, or disability.

**I have read and agree to what is outlined in the above policy.**

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Sign Name

Student Name \_\_\_\_\_

Date \_\_\_\_\_

## MASTER SERVICE LEVEL AGREEMENT

This Master Service Level Agreement (“**Agreement**”) is entered into this July 1, 2012 (“**Effective Date**”), between ASPIRA, Inc., a Pennsylvania Corporation’s Board of Directors, having its principal place of business at 4322 North 5<sup>th</sup> Street, 3<sup>rd</sup> Floor, Philadelphia, Pennsylvania 19140, (“**ASPIRA**”) and ASPIRA Bilingual Cyber Charter School’s Board of Trustees, having its principal place of business at 4322 North 5<sup>th</sup> Street, 3<sup>rd</sup> Floor, 2<sup>nd</sup> Floor Philadelphia, Pennsylvania 19140 (“**CYBER**”).

### WITNESSETH

**WHEREAS**, ASPIRA is engaged in the business of providing administrative, financial, management, facilities, transportation, security, food and IT - hardware, software and customer support (“**Services**”) in support of educational and cultural advancement programs for local communities;

**WHEREAS**, ASPIRA is not a charter school or teaching staff provider;

**WHEREAS**, CYBER is a charter school engaged in providing educational services to children in Philadelphia and the surrounding area; and

**WHEREAS**, CYBER desires ASPIRA to provide the Services to CYBER which CYBER requires and may use in support of its provision of charter school education.

**NOW, THEREFORE**, incorporating the foregoing and, in consideration of the covenants, representations and warranties contained herein, ASPIRA and CYBER (each, a “**Party**” and collectively, the “**Parties**”), intending to be legally bound, do hereby agree as follows:

1. **DEFINITIONS.** Capitalized terms used herein and in all attachments hereto, including Budgets, Service Schedules and Amendments and not otherwise defined herein shall have the following meanings:

1.1. “**Amendment**” means a document initiated change, adjust the terms or clauses of the existing or current agreement, budget, service schedule etc.

1.2. “**Program Services**” means, collectively, the fees, costs and expenses payable by CYBER to ASPIRA in accordance with the budget for the services and any other fees or payments payable by CYBER under this Agreement.

1.3. “**Person**” means any individual, sole proprietorship, joint venture, partnership, corporation, limited liability company or partnership, association, cooperative, trust, estate, governmental body, administrative agency, regulatory authority or other entity of any nature.

1.4. “**Budget**” means to the table incorporated into the Service Schedule to this Agreement that shall set forth the Program Services costs payable by CYBER hereunder for the Services.

1.5. “**Services**” means the administrative, financial, human resource, food service, transportation, maintenance, custodial, security, and general management services described in this Agreement and any Service Schedule hereto.

1.6. “**Suppliers**” means all providers or third party vendors of related services, including but not limited to couriers and delivery companies.

## 2. SERVICES.

2.1. ASPIRA shall provide the Services to CYBER in accordance with this Agreement and the applicable Service Schedule attached hereto.

2.2. Service Schedules. The specific details of the Services to be provided hereunder shall be specified in writing on a Service Schedule that shall be attached and incorporated by reference to this Agreement. The Service Schedule template to be utilized by the Parties shall be in the same or substantially similar format as Schedule 1 hereto. This Agreement and each Service Schedule shall collectively, independently from other Service Schedules, constitute the entire agreement for the applicable fiscal year. To the extent any terms or provisions of a Service Schedule conflict with the terms or provisions of this Agreement, the terms and provisions of this Agreement shall control, except to the extent that the Service Schedule expressly and specifically states an intent to supersede the Agreement on a specific matter. Notwithstanding the foregoing, neither Party is obligated to execute any Service Schedule hereunder and neither Party shall rely on this Agreement in the absence of a fully executed Service Schedule to incur any costs or obligations of any sort.

2.3. Amendments. Any material change in the scope of a Service Schedule shall require an Amendment executed by the Parties. The Amendment template utilized by the Parties shall be in the same or substantially similar format as Schedule 2 hereto. If there is a change to the Budget, the new budget shall be produced using pricing agreed to by both parties. Both Parties agree to grant each other a reasonable period of time within which to implement the changes. If inconclusive, the reasonable period shall be no less than 30 days. ASPIRA and CYBER agree to act in good faith and promptly when considering an Amendment requested by the other Party.

2.4. CYBER acknowledges the following:

2.4.1. ASPIRA is not being contracted to provide educational program management services however, ASPIRA is responsible for the monitoring, supervision, training or evaluation of staff it has engaged or contracted to perform the service tasks

detailed within the Service Schedule and ensure such staff or contractors are in compliance with applicable regulations and guidelines and work in conjunction with CYBER staff;

2.5. ASPIRA acknowledges the following:

2.5.1. CYBER management may direct, monitor and evaluate ASPIRA staff and consultants as deemed necessary in the performance of tasks and services;

3. **PERIOD OF AGREEMENT.** This Agreement shall become effective on the Effective Date referenced above and shall remain in effect subject to annual ratification by the CYBER Board of Trustees or until terminated in accordance with the terms and conditions stated herein ("**Term**").

4. **COMPENSATION AND TERMS OF PAYMENT.**

4.1. **Payment of Services.** CYBER shall pay ASPIRA for Program Services in accordance with the applicable Service Schedule hereunder. Unless otherwise agreed by the Parties in a particular Service Schedule, the following shall apply:

4.2. **Payment Schedule.** ASPIRA shall invoice CYBER monthly for Services performed in accordance with the applicable Service Schedule. Each monthly invoice shall include an itemized breakout by Service Schedule and will include a summary report of tasks performed, additional information may be requested by ASPIRA BILINGUAL CYBER management staff for review or if required for audit purposes. Invoiced amounts shall be paid upon CYBER Management approval or within forty-five (45) days of invoice date. If CYBER, in good faith, disputes any amounts, CYBER shall provide ASPIRA with notice of such disputed amounts within thirty (30) days of invoice date. ASPIRA reserves the right, after written notice to CYBER, to terminate Services and/or place the account on Cash On Delivery basis, if any amount owing is not paid in full or any disputed amount is not resolved within ninety (90) days of invoice date.

4.3. **Scope Change.** The Service Schedule represents an understanding of the scope by the Parties as of the effective date for the applicable fiscal year. If the scope does not in any way change, as it is understood by the Parties on the effective date of the applicable Service Schedule, then ASPIRA shall perform its obligations pursuant to this Agreement and the applicable Service Schedule at the Management Fees set forth in the Budget. If the scope of the Project does change, the Parties may execute an Amendment in accordance with Section 2.3 of this Agreement within the applicable authorization thresholds provided for in the CYBER by-laws.

4.4. **Taxes.** The Fees and other amounts payable by CYBER to ASPIRA under this Agreement and any Service Schedule hereto do not include taxes of any jurisdiction which may be assessed or imposed upon the Services provided under this Agreement, or otherwise assessed or imposed in connection with the activities

contemplated by this Agreement, including without limitation, sales, use, excise, value added, personal property, withholding taxes and any interest and penalties which may be assessed with respect thereto. CYBER shall provide ASPIRA a copy of its exemption certificate certifying that it is exempt from taxes. Notwithstanding anything herein to the contrary, ASPIRA is responsible for all taxes relating specifically to its employee payroll and any revenue derived under this Agreement.

## 5. **CONFIDENTIALITY.**

5.1. **Confidential Information.** The term “**Confidential Information**” means (i) any and all business, technical and non-technical information of a Party or of the Sponsor including without limitation, their respective information concerning research, development, design details and specifications, engineering, technology, software programs (including source code), formulae, invention, techniques, processes, technical information, financial information, procurement requirements, purchasing, manufacturing, price lists, key personnel, suppliers (including agreements with suppliers), customers, prospective customers, policies or operational methods, plans for future developments, business forecasts, sales and merchandising, and marketing plans and information, in whatever form disclosed; and (ii) the terms and conditions of this Agreement and any other agreements entered into or proposals exchanged by the Parties. Confidential Information will not include information which: (i) is available publicly or known to either Party prior to the disclosure hereunder as established by competent documentary evidence; (ii) becomes known to the public other than by the act or omission of either Party; (iii) is disclosed to either Party by a third party having no obligation of confidentiality, direct or indirect, to the Parties; or (iv) corresponds to that furnished by either Party to any third party on a non-confidential basis.

5.2. **General Statement.** Both Parties acknowledge that the Confidential Information is, remains or will be proprietary and of value to the disclosing Party and both Parties will follow reasonable security practices with regard to the protection and non-disclosure of the other Party's Confidential Information. The receiving Party will not disclose the other Party's Confidential Information to any third party (except to the receiving Party's employees, contractors or agents on a "need to know basis" who agree in writing to be bound by the obligations described in this Section or who are otherwise bound by confidentiality obligations consistent with those contained herein) or use the disclosing Party's Confidential Information except for the sole purpose of performing its obligations hereunder. If either Party is required to disclose any of the other Party's Confidential Information in order to comply with obligations under applicable law, the complying Party will, wherever possible, first provide to the disclosing Party a copy of the proposed disclosure so that the disclosing Party may have a sufficient opportunity to review and comment thereon and the complying Party agrees to seek such maximum confidential treatment of such disclosure at the disclosing Party's request as may be permitted by applicable law. The Parties' obligations under this Section 5.2 will survive any termination or expiration of this Agreement for a period of seven (7) years from such termination or expiration, but in no event shall the obligation continue for any particular

component of Confidential Information beyond ten (10) years after the initial disclosure of such Confidential Information by the disclosing Party.

5.3. Return of Confidential Information. Upon request, the receiving Party will promptly return to the disclosing Party all written or tangible Confidential Information, as well as all written or tangible material which incorporates any Confidential Information except for one (1) archival copy for purposes of compliance with this Agreement.

5.4. Equitable Remedy. The Parties acknowledge that any breach of Section 5.2 will result in irreparable injury to the non-breaching Party for which money damages could not adequately compensate. If any such breach occurs, the non-breaching Party may be entitled, without posting bond, in addition to the rights and remedies that the non-breaching Party may have under and pursuant to this Agreement, to have an injunction issued by any competent court enjoining and restraining the breaching Party and all other parties involved from continuing such breach. The existence of any claim or cause of action that the breaching Party or any such other party may have against the non-breaching Party shall not constitute a defense or bar to the enforcement of this provision.

## 6. REGULATORY COMPLIANCE.

6.1. ASPIRA shall make available upon reasonable notification, such members of its personnel as may be requested by CYBER to attend meetings with the PDE(Pennsylvania Department of Education), auditors, or other governmental and regulatory agencies. Such meetings shall be reasonable in number and reasonable travel, board, and lodging expenses shall be a shared expense, if inconclusive the expense distribution shall be 50:50.

6.2. ASPIRA shall comply, to the extent applicable, with all appropriate laws, rules and regulations relevant to the provision of Services set forth in each Service Schedule.

6.3. ASPIRA agrees to inform CYBER promptly of any regulatory action taken against ASPIRA and to provide a copy of any written correspondence received from a regulatory agency that may affect ASPIRA's work hereunder. ASPIRA agrees to notify CYBER of any request received from any applicable regulatory or other governmental agency to inspect or otherwise gain access to the information, data or materials pertaining to the Services performed by ASPIRA under this Agreement. ASPIRA shall notify CYBER of such requests prior to permitting any third party access unless prior notice is not possible. ASPIRA shall permit inspection of such information, data and materials by authorized representatives of such agencies as required by law. ASPIRA shall provide CYBER with copies of such notice(s) and related correspondence and permit CYBER representatives, who have signed a Confidentiality Agreement with ASPIRA, to attend such visits.

7. **ASSIGNMENT.** Neither Party may assign any of its rights or obligations under this Agreement to any third party without the express written consent of the other Party; provided, however, (i) either Party may assign this Agreement and any Service Schedules hereunder without the consent of the other to a third party who acquires control of, or all or substantially all of the relevant business of the assigning Party; or (ii) ASPIRA may assign or subcontract to any or all of its staff or affiliates which have been subcontracted and trained by ASPIRA. Notwithstanding anything herein to the contrary, ASPIRA will remain responsible for such assigned obligations in accordance with the terms of this Agreement.

8. **COMPLIANCE WITH LAWS; INSPECTIONS.**

8.1. **Project Documentation:** Availability and Disclosure. All documentation related to the Services ("**Documentation**") will be promptly and fully disclosed to CYBER by ASPIRA upon prior written request. Upon prior written request and at reasonable times, ASPIRA will make available, for inspection, copying, review and audit by representatives of CYBER, the PDE or any other regulatory agencies, all Documentation at ASPIRA. ASPIRA agrees to take reasonable steps that are requested by CYBER as a result of an audit to cure deficiencies in all Documentation. ASPIRA will retain all Documentation and ensure conformance with applicable national and local regulations and as specified by CYBER. ASPIRA agrees to advise CYBER of any regulatory inspection and to provide CYBER with a copy of any inspection report related to the Services pursuant to this Agreement.

8.2. **Financial Audits.** During the term of this Agreement and until five (5) years after its expiration or termination, CYBER may audit any financial records of ASPIRA associated with this Agreement. Such records may include invoice records, invoices from third parties, and payments relating to this Agreement. ASPIRA will give reasonable access to the records to an independent auditor selected by CYBER who will audit the records and may disclose the results of the audit as is required to PDE or other regulatory bodies.

8.3. **Due Diligence.** CYBER will have the right, but not the obligation, to independently visit ASPIRA to review performance of Services provided hereunder. In the event CYBER intends to undertake such visits, CYBER will provide reasonable written notification to ASPIRA, and ASPIRA will provide assistance and cooperation.

## 9. INDEMNIFICATION OBLIGATIONS.

9.1. Indemnification of ASPIRA. CYBER shall indemnify, defend and hold harmless ASPIRA and its affiliates, and its and their directors, officers, employees and agents (each, an "ASPIRA Indemnified Party"), from and against any and all losses, damages, liabilities, reasonable attorney fees, court costs, and expenses (collectively "ASPIRA Losses"), resulting or arising from any actions, proceedings, investigations or litigation relating to or arising from any third party claims, actions, proceedings, investigations or litigation relating to or arising from or in connection with this Agreement, any Service Schedule, or the Services contemplated herein (including, without limitation, any Losses arising from or in connection with any study, test, product or potential product to which this Agreement or any Service Schedule relates), except to the extent such ASPIRA Losses are determined to have resulted from the negligence or intentional misconduct of any ASPIRA Indemnified Party.

9.2. Indemnification of CYBER. ASPIRA shall indemnify, defend and hold harmless CYBER and its affiliates, and its and their directors, officers, employees and agents (each, an "CYBER Indemnified Party"), from and against any and all losses, damages, liabilities, reasonable attorney fees, court costs, and expenses (collectively "CYBER Losses"), resulting or arising from any third-party claims, actions, proceedings, investigations or litigation relating to or arising from or in connection with this Agreement, any Service Schedule, or the Services contemplated herein (including, without limitation, product liability as it relates specifically to ASPIRA's equipment used as part of the Services, except to the extent such CYBER Losses are determined to have resulted from the negligence or intentional misconduct of any CYBER Indemnified Party.

9.3. Notice and Defense of Claim. The indemnified party shall (i) provide the indemnifying party with written notice, within thirty (30) days after notice of any applicable claim is received by the indemnified party; (ii) allow the indemnifying party to have sole control of the defense or settlement of the claim, provided, however, the indemnifying party shall not settle any claim which may have a material adverse impact on the indemnified party without the prior written consent of the indemnified party; and (iii) provide the indemnifying party with reasonable assistance, information and authority necessary to perform the indemnifying party's obligations.

## 10. TERMINATION.

10.1. Notice of Termination. CYBER's Board of Trustees may terminate this Agreement for any reason at any time by giving at least thirty (30) days prior written notice of termination. In the event CYBER terminates this Agreement prior to completion of any Service Schedule, other than pursuant to Section 10.2 below, ASPIRA shall be entitled to payments due for Services performed and for all Non-refundable Costs. Upon termination pursuant to this Section 11.1, any refund due from ASPIRA to CYBER or additional payment due from CYBER to ASPIRA shall be made within thirty

(30) days of such termination. In the event of any termination hereunder, ASPIRA will make best efforts to minimize costs while completing activities required to terminate Services.

10.2. Material Breach or Performance Default. In the event either Party materially breaches or defaults in the performance of any of its obligations hereunder and fails to cure such material breach or default as promptly as practicable and, in any event, not more than thirty (30) days after the non-breaching Party gives the breaching Party written notice specifying the details thereof, in addition to any other rights and remedies available to the non-breaching Party, the non-breaching Party may terminate this Agreement by giving the breaching Party written notice of such termination. Default is defined as substantial failure to comply with the terms of this Agreement, not “de minimus default”. In the event this Agreement is terminated due to the default of ASPIRA, ASPIRA will only be entitled to payment for Services performed and documented on or before the notice of termination date.

10.3. Any termination of the Agreement shall not affect any rights or causes of action, which either Party may have under this Agreement.

## 11. REPRESENTATIONS AND WARRANTIES.

11.1. Representations, Warranties and Covenants of ASPIRA. ASPIRA represents, warrants and covenants that the Services to be provided under this Agreement shall be provided in accordance with the highest professional standards.

11.2. DISCLAIMER OF WARRANTIES. THE WARRANTIES MADE BY ASPIRA IN THIS AGREEMENT ARE MADE IN LIEU OF ALL OTHER EXPRESS WARRANTIES MADE BY ASPIRA WHETHER ORAL OR WRITTEN. EXCEPT AS EXPRESSLY STATED IN THIS AGREEMENT, ASPIRA MAKES NO REPRESENTATIONS OR WARRANTIES, ORAL OR WRITTEN, EXPRESS OR IMPLIED, INCLUDING IMPLIED WARRANTIES OF MERCHANTABILITY, QUIET ENJOYMENT, SYSTEM INTEGRATION, ACCURACY OF DATA, TITLE, NON-INFRINGEMENT AND FITNESS FOR A PARTICULAR PURPOSE, REGARDING THE SERVICES OR ANY OTHER MATTER PASPRIRASPIRA BILINGUAL CYBER NING TO THIS AGREEMENT. ONLY AN AUTHORIZED OFFICER OF ASPIRA MAY MAKE MODIFICATIONS TO SUCH LIMITED WARRANTIES OR ADDITIONAL WARRANTIES BINDING ON ASPIRA, AND SUCH MODIFICATIONS OR ADDITIONAL WARRANTIES IN ALL INSTANCES SHALL BE INEFFECTIVE UNLESS MADE IN WRITING.

## 12. LIMITATION OF LIABILITY.

12.1. In no event will either Party be liable to the other or any other Party for any reason whatsoever, whether in contract or tort, for any loss resulting from any of the Services hereunder, whether intended or foreseeable, for any form of indirect, special, exemplary, punitive, consequential, or incidental loss, damage or expense (including, but not limited to, loss due to inability to obtain data, loss of business, or loss of anticipated profits) in connection with or arising out of any Services provided under this Agreement or any Service Schedule or schedule entered into pursuant to it, even if advised of the possibility thereof.

12.2. ASPIRA's liability hereunder shall be limited to actual damages and shall not in any event exceed the total fees paid by CYBER under the Service Schedule for the particular Services involved in such incident causing the liability.

12.3. The limitations set forth in Section 12.1 above shall not apply with respect to indemnity obligations set forth in Section 10 and any claims alleging breach of Section 5 of this Agreement.

12.4. NOTWITHSTANDING ANYTHING HEREIN TO THE CONTRARY, NEITHER PARTY SHALL BE LIABLE FOR ANY ACTS, ERRORS, OMISSIONS, LOSSES, INJURIES, DEATHS, PROPAGANDA DAMAGE, ACCIDENTS, DELAYS, NONPERFORMANCE, OR ANY OTHER IRREGULARITIES, OR ANY DAMAGES (DIRECT, INDIRECT, SPECIAL, INCIDENTAL, CONSEQUENTIAL OR OTHERWISE) RESULTING THEREFROM, WHICH MAY BE CAUSED, DIRECTLY OR INDIRECTLY, BY THE NEGLIGENCE, NEGLIGENCE, DEFAULT, BANKRUPTCY OR ANY OTHER ACTION OF ANY SUPPLIERS.

12.5. The provisions of this Section 13 allocate risks under this Agreement and ASPIRA has relied upon the limitations set forth herein in determining whether to enter into this Agreement.

## 13. PROPERTY OWNERSHIP.

13.1. Equipment. Title to any and all Equipment provided by ASPIRA to CYBER under this Agreement shall remain the exclusive property of ASPIRA. CYBER shall maintain adequate insurance to insure against any loss of Equipment and shall provide ASPIRA with a certificate of insurance evidencing such insurance at the request of ASPIRA.

13.2. Project Information. All materials, documents, information, data and suggestions of every kind and description supplied to ASPIRA CYBER or generated under this Agreement ("CYBER Property") will be the sole and exclusive property of CYBER, and CYBER will have the right to make whatever use it deems desirable of the CYBER Property. Unless otherwise required by law, Project Standard Operating

Procedures or by the terms of this Agreement, all such CYBER Property which ASPIRA may have in its possession will be returned to CYBER upon termination of this Agreement or any Service Schedule hereto.

14. **GENERAL.**

14.1. Independent Contractors. For purposes of this Agreement, ASPIRA and CYBER are independent contractors. Neither Party is granted any right or authority to assume or create any obligation or responsibility, express or implied, on behalf of, or in the name of the other Party, or to bind the other Party in any matter whatsoever. Each Party is solely responsible to select, engage and discharge its employees and other personnel, to determine and pay their compensation, taxes and benefits, and otherwise to control their services and determine all matters. Nothing contained within this Agreement shall impose an obligation of exclusivity on one Party by the other.

14.2. Governing Law. This Agreement is made under and shall be governed in its validity and interpretation by and in accordance with the substantive laws of the State of Pennsylvania without giving effect to the principles of conflicts of laws.

14.3. Conflict of Interest. Each Party represents and warrants that in connection with obtaining, arranging and negotiating this Agreement no officer, director, employee or agent of the other Party has been or will be employed, retained, offered or paid a fee, or otherwise has received or will receive any personal compensation or consideration, by or from the other Party or any of its respective officers, directors, employees or agents.

14.4. Publicity. Neither Party will use the name, logo, or other symbols of the other Party for any marketing or promotional purposes without the prior written consent of the other Party.

14.5. Non-solicitation; Non-hire. During the term of this Agreement and for a period of one (1) year thereafter, neither Party shall, directly or indirectly, on behalf of itself or any other, solicit or recruit for employment or engagement any person who is then, or who was at any time during the term, employed or engaged as an employee, consultant, sales representative or otherwise engaged in any professional, managerial or other position with the other Party or any of its Affiliates, unless agreed to by the Board of Trustees of both parties.

14.6. Entire Agreement. This Agreement, along with the attached Service Schedules and Amendments, if any, constitutes the entire agreement between the Parties relating to the subject matter hereof and supersedes all prior negotiations, representations, agreements, proposals and understandings among the Parties with respect thereto.

14.7. Force Majeure. In the event either Party shall be delayed or hindered in or prevented from the performance of any act required hereunder by reasons of strike, lockouts, labor troubles, inability to procure materials, failure of power or restrictive

governmental or judicial orders or decrees, riots, insurrection, war, acts of God, acts of terrorism, inclement weather or other similar reasons or cause beyond such Party's control, then performance of such act shall be excused for the reasonable period of such delay.

14.8. Severability. In case any provision hereof shall, for any reason, be held to be invalid or unenforceable in any respect, such invalidity or unenforceability shall not affect any other provision hereof, and this Agreement shall be construed as if such invalid or unenforceable provision had not been included herein. If any provision hereof shall, for any reason, be held by a court of competent jurisdiction to be excessively broad as to duration, geographical scope, activity or subject matter, it shall be construed by limiting and reducing it to make it enforceable to the extent compatible with applicable law as then in effect.

14.9. Waiver of Breach. No waiver by either Party of any breach by the other Party or the other Party's representatives of any of the provisions of this Agreement shall be deemed a waiver of any preceding or succeeding breach of the same or any other provisions hereof. No such waiver shall be effective unless in writing and then only to the extent expressly set forth in writing.

14.10. Amendment. This Agreement shall not be altered or otherwise amended except pursuant to an instrument in writing signed by each of the Parties hereto.

14.11. Illegal or Unenforceable Provisions. In case any one or more of the provisions contained herein shall, for any reason, be held invalid, illegal or unenforceable in any respect, such invalidity, illegality or unenforceability shall not affect any other provisions of this Agreement, and this Agreement shall be construed as if such provision(s) had never been contained herein, provided that such provision(s) shall be curtailed, limited or eliminated only to the extent necessary to remove the invalidity, illegality or unenforceability.

14.12. Notices. All notices or other communications, which are required or permitted hereunder, shall be in writing and sufficient if delivered personally, sent by prepaid air courier, sent by mail or sent by facsimile transmission, addressed as follows:

**If to ASPIRA:**

ASPIRA, Inc. of Pennsylvania,  
4322 N. 5<sup>th</sup> Street,  
Philadelphia, Pennsylvania 19140

**Attn:** Chief Executive Officer

**With a copy to:** Chair of the Board of Directors at the above address.

**If to CYBER :**

ASPIRA Bilingual Cyber Charter School  
4322 N. 5<sup>th</sup> Street  
Philadelphia, Pennsylvania 19140

**Attn:** Chief Academic Officer

**With a copy to:** Chair of the Board of Trustees and School Principal/Director at the above address.

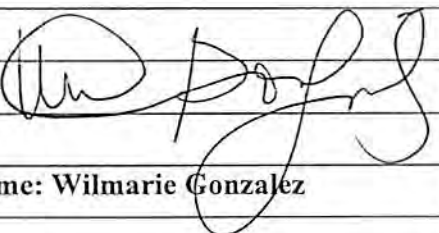
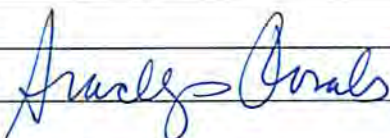
14.13. Communication Delivery. Any such communications will be deemed to have been given when delivered if personally delivered, on the business day after dispatch if sent by air courier, on the third business day following the date of mailing if sent by mail and on the date of facsimile if sent by facsimile transmission.

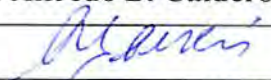

14.14. Survival. The terms and conditions of Sections 4, 5, 9, 11, 11, 12, 13 and 14 shall survive termination or expiration of this Agreement.

14.15. Counterparts and Faxed Copies. This Agreement and any Service Schedule or Amendment hereunder may be executed in one or more counterparts. All executed counterparts shall be deemed to be one of the same instrument. Delivery of a signed copy of this Agreement or any Service Schedule or Amendment hereunder by fax shall have the same effect as delivery of an original.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed by their duly authorized representatives as of the day and year indicated below.

By signature below, the parties agree to the foregoing:

ASPIRA, Inc. of Pennsylvania		ASPIRA Bilingual Cyber Charter School
By: 		By: 
Name: Wilmarie Gonzalez		Name: Aracely Rosales
Title: Chairperson		Title: Chairperson
Date: 1/18/2013		Date:
By:		By:

<b>Name: Alfredo B. Calderon</b>		<b>Name: Lucila Paramo</b>
		
<b>Title: President and CEO</b>		<b>Title: Chief Academic Officer</b>
<b>Date:</b>		<b>Date:</b>

**SCHEDULE 1**  
**SERVICE SCHEDULE**  
**SERVICE SCHEDULE # 1-A-P**  
**FOR FISCAL YEAR**

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Effective Date: 01JULY2012

This Service Schedule # 1-A-P supplements the Master Service Level Agreement (“**Agreement**”) between ASPIRA, Inc. of Pennsylvania (hereinafter referred to as “**ASPIRA**”) and ASPIRA Bilingual Cyber Charter School (hereinafter “**CYBER**”) and together these documents define the terms and conditions under which ASPIRA will provide CYBER the Services for the Project defined herein:

**DEFINED TERMS.** Terms employed in this Service Schedule that possess a capital initial but that are not otherwise defined herein will have the meaning set forth in the Agreement. Parties may execute an Amendment for the Service Schedule in accordance with Section 2.3 of this Agreement within the applicable authorization thresholds provided for in the CYBER by-laws.

**BUDGET:**

**ASPIRA will perform the Services outlined as follows:**

SERVICES	DIRECT & INDIRECT MANAGEMENT FEE
Payroll & Related Payroll Expenses – including the following: 1. Administrative & Contracting 2. Financial Management 3. Facilities (including Security & Maintenance) 4. Human Resources 5. Transportation 6. Food Services 7. Information Technology and Support	Up to \$125,000 of specifically identifiable costs plus 7% (\$8,750) thereof for other costs.
Total	\$133,750

Administrative: includes management of support services staff, attendance and participation at requested internal staff meetings, outside representation as is necessary and any other items related to Administrative.

Financial Management: includes accounts receivables, accounts payables, cash and treasury management, annual, monthly and ad-hoc financial statement reporting and any other items related to Financial Management.

Facilities: includes security system maintenance and monitoring, security personnel and any other items related to Facilities.

Human Resources & Payroll Administration: includes recruitment, pay and time reporting, bi-weekly payroll processing, health and other related fringe benefit management and assistance and any other items related to Human Resources & Payroll Administration.

Transportation: includes provision of bus transportation, bus routing, maintenance, repairs insurance, certification compliance and any other items related to Transportation.

Food Services: Staffing for managing, cooking and distribution of food for schools and any other items related to Food Services.

Information Technology and Support: includes purchase and maintenance of hardware and software, installation, repairs, trouble-shooting, security updates and patches, back-up storage and restoration and any other items related to Information Technology.

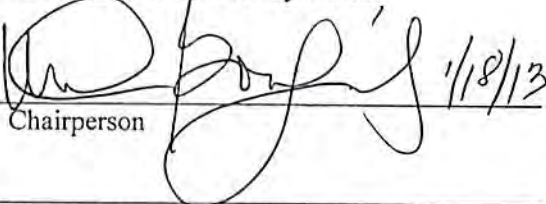
The "Procedures Manual" will be updated and shared with all parties with agreed upon policies, forms, timelines, and request for support procedures.

1. The total Program Service costs payable for the Services by CYBER are up to \$133,750 for the fiscal year. **TERM AND TERMINATION:** This Service Schedule will become effective and binding on both parties as of the date of last signing and, unless terminated in accordance with the Agreement, will remain in effect until all reports have been issued by ASPIRA to CYBER as required as part of the Services and all payments have been made by CYBER to ASPIRA for the Services.
2. **ENTIRE AGREEMENT.** This Service Schedule, together with the Agreement, constitutes the final, complete and exclusive statement of the agreement between the parties pertaining to the subject matter hereof and supersedes any and all prior and contemporaneous understandings or agreements of the parties, whether in written or oral form, including without limitation proposals, representations and agreements.
3. **MODIFICATION.** This Service Schedule may be supplemented, amended or modified only by the mutual agreement of the parties. No supplement, modification or amendment of this Service Schedule will be binding unless it is in writing and signed by both parties.
4. **INCONSISTENCY.** In the event of any conflict between this Service Schedule and the Agreement, the terms of the Agreement will govern.

5. AGREEMENT CONTINUANCE. Except with respect to the changes herein the Agreement continues to remain in full force and effect.

**ACCEPTED AND AGREED:**

ASPIRA Inc. Of Pennsylvania

 1/18/13  
Chairperson

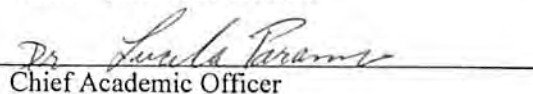
Member, Board of Trustees

  
Chief Executive Officer

ASPIRA Bilingual Cyber Charter  
School

  
Chairperson

Member, Board of Trustees

  
Chief Academic Officer

**SCHEDULE 2  
AMENDMENT**

**AMENDMENT**

**Effective Date:**

This amendment shall form a Amendment ("Amendment") to the existing Service Schedule # \_\_\_\_\_ executed between ASPIRA Bilingual Cyber Charter School ("CYBER") and ASPIRA, Inc. of Pennsylvania, (hereinafter referred to as ("ASPIRA")) ("Service Schedule"). All Articles and provisions of the Service Schedule remain in effect and will apply to all subsequent amendments to that Service Schedule, unless specifically stated as otherwise herein.

The purpose of this Amendment is set forth below.

<b>Amendment Description for</b>
----------------------------------

SERVICES	FEES	ETA/FREQUENCY
Payroll		
Totals		

**AGREED TO AND ACCEPTED BY:**

**ASPIRA, Inc. of Pennsylvania**

**ASPIRA Bilingual Cyber Charter  
School**

\_\_\_\_\_  
Chairperson

\_\_\_\_\_  
Chairperson

\_\_\_\_\_  
Member, Board of Trustees

\_\_\_\_\_  
Member, Board of Trustees

\_\_\_\_\_  
Chief Executive Officer

\_\_\_\_\_  
Chief Academic Officer

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### **Background**

Internal control consists of the methods and records used to (a) identify, assemble, analyze, classify, record, and report the school's transactions, events, and conditions and (b) maintain accountability for the related assets and liabilities. In other words, internal control is the school's system of internal checks and balances. Controls are established to reduce the potential for misuse of the school's assets or misstatement of account balances. Most people are aware that internal control helps deter fraud within the school. Because of this, some individuals may resent following control activities or may believe they are not trusted, however controls benefit employees as well as the school because controls protect honest employees from being falsely accused of fraud or misuse of assets.

Internal control consists of five components:

- Control environment.
- Risk assessment.
- Information and communication.
- Control activities.
- Monitoring.

### **Control Environment**

The control environment sets the tone of the school and influences the control consciousness of its people. The control environment is the foundation for all other components of internal control and provides structure and discipline. The control environment of the school includes the following factors:

- Integrity and ethical values.
- Commitment to competence.
- Attention and direction provided by the board of trustees or audit committee.
- Management's philosophy and operating style.
- Organizational structure.
- Ways of assigning authority and responsibility.
- Personnel policies and procedures.

The control environment reflects how much importance the school places on controls as a part of its daily activities. The school should include a positive attitude about controls in all facets of its activities.

### **Risk Assessment**

Risk assessment is identifying types of potential misstatements and designing controls to prevent or promptly catch those misstatements. In other words, it is the process of identifying, analyzing, and managing risks that affect the organization's objectives. This

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includes identifying changed conditions and taking necessary actions. Risks relevant to the financial reporting process may arise due to the following:

- Changes in the organization's operating environment.
- New personnel.
- New or revised information systems.
- Rapid growth within the organization.
- New accounting pronouncements.

### **Information System**

The information system related to financial reporting is basically the accounting system. It consists of methods to identify, assemble, analyze, classify, record, and report transactions and conditions, and to maintain accountability for the organization's assets, liabilities, and net assets. This includes methods and records that:

- Identify and record all valid transactions.
- Provide, on a timely basis, enough detail about transactions to allow classification for financial reporting.
- Allow transactions to be recorded at the correct dollar value in the financial statements.
- Indicate when transactions occurred so they can be recorded in the proper accounting period.
- Properly present the transactions and related disclosures in the financial statements.

### **Communication**

Communication relates to providing a clear understanding of internal control, how it works, and the responsibilities of individuals within the school related to internal control. Communication may take the form of policy manuals, memorandums, oral communications, etc.

### **Control Activities**

Control activities are the policies and procedures set up to help ensure that management directives are carried out. Control activities may occur at all levels, and in all functions, of the school. Control activities cover a range of activities and may include the following:

- **Performance reviews.** Performance reviews involve the comparison of actual results to budgets, forecasts, and results of previous periods.
- **Information processing controls.** These controls help assure the accuracy, completeness, and authorization of individual transactions. Common processing controls include:

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- **Batch controls**, or preparing batch control totals of key source document amounts to ensure the amounts are accurately entered into the accounting system.
- **Source document matching**, or comparing information on the various source documents helps ensure they match.
- **Clerical accuracy of documents**, or checking the mathematical accuracy of financial data on key source documents, such as vendor invoices, customer invoices, and time cards.
- **General ledger account code checking**, or checking to ensure that amounts on source documents (such as vendor invoices or journal entries) were coded with the appropriate general ledger account numbers before entering them into the accounting system.
- **Document controls**, or using pre-numbered documents and accounting for the numerical sequence of those documents.
- **Reconciliation controls**, or reconciling selected general ledger control account to subsidiary ledgers.
- **Physical controls**. Physical controls include physical security of assets, such as adequate controls over access to assets and records, authorization for access to computer programs and data files, and periodic counting and comparison with amounts recorded in the accounting records.
- **Segregation of duties**. Segregation of duties involves allocating tasks among personnel to the extent possible so that one individual does not have the ability to make an accounting error (either intentionally or unintentionally) and also cover it up. The principle of segregation of duties implies that the person with physical access to cash or other moveable assets (investments or inventory) should not also be involved with the related recordkeeping.

### **Monitoring**

Because of personnel and other changes within the school, internal control should be monitored over time to ensure that it continues to be relevant and addresses the risks of the school. Monitoring looks at the quality of the school's internal control over time and involves assessing the design and operation of controls on a timely basis and taking actions as necessary.

## **THE ACCOUNTING FUNCTION**

The overall purpose of the accounting function is to accurately process, record, summarize, and report transactions of the school.

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The school's accounting processes generally fall into one of four primary accounting processes, or cycles, which include:

- Revenue, accounts receivable, and cash receipts.
- Purchases, accounts payable, and cash disbursements.
- Payrolls.
- General ledger and financial statements.

**Revenue, Accounts Receivable, and Cash Receipts**

This cycle consists of generating revenue from contributions and from services provided, and receiving payment from governmental sources.

The principal accounting steps in the cash receipts cycle are:

- Requesting funds from funding sources based on contractual provisions.
- Making deposits.
- Processing cash receipts.
- Recording cash receipts in the general ledger and subsidiary records.
- Performing month-end reconciliation procedures.

**Purchases, Accounts Payable, and Cash Disbursements**

This cycle represents the purchase of goods and services by the school and the subsequent payment for those goods and services.

The basic accounting steps in the payment cycle are:

- Processing invoices.
- Issuing checks.
- Recording checks in the general ledger and cash disbursement journal.
- Performing month-end reconciliation procedures.

**Payrolls**

The payroll process consists of processing payrolls and remitting amounts due to employees, the government, and others (health insurers, retirement plan trustees, etc.). The typical accounting processes relating to payroll consist of the following:

- Obtaining and gathering payroll information for processing.
- Computing wages and withholdings.
- Preparing payroll checks and depositing payroll taxes.
- Performing month-end reconciliation procedures.
- Preparing quarterly payroll tax returns.
- Preparing W-2s, the W-3, and other annual payroll tax returns.

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**General Ledger and Financial Statements (Outside accountant)**

The general ledger process consists of posting the period's transactions to the general ledger and preparing financial statements. The accounting processes relating to the general ledger closing cycle include the following:

- Preparing monthly journal entries.
- Reconciling bank accounts and other general ledger accounts.
- Reviewing general ledger activity and posting adjusting journal entries.
- Producing the general ledger and financial statements.

**REVENUE, ACCOUNTS RECEIVABLE, AND CASH RECEIPTS**

**Opening the Mail:** The following steps should be performed:

- Finance Clerk opens the mail, which is delivered to the accounting office unopened.
- Restrictively endorse checks.
- Prepare deposit slip and cash receipts voucher.

**Restrictively Endorse Checks** "Restrictively endorsed" means the back of each check should be stamped with appropriate wording to prevent a lost or stolen deposit from being cashed. The stamp indicates that the check is "for deposit only" and includes the organization's full name and bank account number.

**Prepare Deposit Slip** Staff should prepare an original deposit slip. The deposit slip typically lists the amount and customer or donor names for each check deposited. He should also prepare the cash receipt voucher, which includes the account codings for the general ledger entry.

**Make Deposits Daily** Staff will take the deposit to the bank. Deposits should be made daily whenever possible.

**Verify the Deposit Amount** Staff should have the bank validate the deposit slip. The validated deposit slip should then be returned to accounting for further processing and filed with the deposit backup documentation.

**Processing Receipts** Staff enters the cash receipt transactions after the deposits are made. They are entered immediately to maintain up to date cash accounts.

When entering the information into the system, the primary goals should be to see that:

- All the transactions are entered.

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- The information is entered to the correct general ledger account and any donor restrictions are correctly recorded.
- Transactions are entered only once.

Cash receipts represent a significant part of the organization's monthly cash activity. Cash receipt activity is reviewed in conjunction with preparing the monthly bank reconciliation.

The CFO monitors the balances in the organization's cash accounts on a daily basis.

## **PURCHASES, ACCOUNTS PAYABLE, AND CASH DISBURSEMENTS**

### **PROCESSING INVOICES**

There are several steps to processing invoices for payment. They are:

- Receiving the invoice.
- Obtaining payment authorization

### **RECEIVING THE INVOICE**

Finance Clerk opens the mail. Employees who normally make purchases should ask vendors to send bills to the attention of "accounts payable" or "accounting."

**Check Requests** Not all purchases have invoices. Travel advances, for example, are not initiated with an invoice. For expenditures like this, we use a check request form to initiate the request for disbursement. The employee initiating the disbursement request should prepare the check request form. Once received, process the check request in the same way as an authorized invoice.

### **OBTAINING PAYMENT AUTHORIZATION**

The next step is to obtain approval to pay the invoice. The approval process verifies that the organizations actually received the goods or services according to the agreed-upon cost, quantity, and quality to determine the account coding for the purchase.

**Budget Authorization** Each purchase should normally be authorized within the organization's approved annual budget. The individual approving the expenditure, must ensure that the amount is authorized and in the budget.

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**Check Signer Approval** The organization relies on the check signers to approve disbursements.

**Direct Approval** For some purchases, program managers or school directors directly approve their purchases for payment, and forward the invoices to Finance. If an invoice comes to the manager/director directly from the vendor, the manager/director should approve the invoice before sending it on to accounting.

Managers/directors should review the invoice for proper item description, cost, quantity, quality, and payment terms, and initial or sign the invoice to show approval. Highlighting or circling the initials helps the accountant locate the approval. The organization standardizes the approval documentation by including a space for it on the voucher.

## RECORDING INVOICES IN THE ACCOUNTING SYSTEM

After invoice processing is complete, perform the following steps to record purchases in the accounting records:

- Recalculate invoices for accuracy.
- Assign account codes.
- Document procedures performed on each invoice.
- Enter invoices into the system.

**Recalculating Invoices** Re-compute the mathematical accuracy of invoices, and check the accuracy of the invoices before recording them in the accounting system. Recalculate the extensions of unit cost  $\times$  number of units and any other calculations on the invoice, then re-total the invoice. Document your recalculations using **a voucher**. A voucher is one page in length and contains spaces where you may sign off each processing step as it is completed. It is designed to correspond with the input format of the accounting system. Attach it to the invoice, and any other supporting documentation.

**Assigning General Ledger Account Codes** Assign general ledger account codes to each invoice using the current chart of accounts. Because detecting and correcting a miscoded transaction is often difficult and time consuming, take particular care to ensure that the coding is correct.

When assigning account codes, a new general ledger account may need to be created. Instead of trying to use an existing account code that is not meaningful, set up a new account code if it more accurately reflects the essence of the transaction. If a new

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account code is set up, keep in mind that existing budget categories may also need to change.

**Account Coding** The chart of accounts integrates with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools and the Annual Financial Report utilizing Generally Accepted Accounting Principles (GAAP) for budgeting, accounting and reporting. Therefore, expenditures are reported by fund, function, object, etc.. As a result, carefully assigning account codes is essential to ensuring the accuracy of the financial information.

If an invoice is entirely for one function or can be readily split between functions, code it directly to those functions. Certain types of costs, however, cannot be clearly identified as being only for a specific function. Those costs must be allocated between functions.

**Documenting Procedures Performed** By documenting the invoice processing steps as they are completed, you can track what steps are still left to be completed. Document the procedures using the voucher form.

**Entering Invoices into the System** When entering the information into accounts payable, the goals are to ensure that:

- All the required information on the invoice is entered.
- The information entered is accurate.
- Invoices are entered only once.
- All the invoices to be processed are entered.

Enter the invoices into accounts payable. Once staff accurately enters the batch, he temporarily files the entered but unpaid invoices by vendor in an “entered and awaiting payment” file.

Pay from original invoices, not copies or fax copies, unless you have performed thorough research that the invoice has never been entered in the system. The research should include checking for vendor, invoice number, and amount. Perform this research only if the invoice is severely past due—the original invoice could still be in processing or awaiting approval. Once satisfied that it is a valid, unpaid invoice, mark it “Copy of Original,” obtain appropriate approvals, and process as usual.

In general, do not pay from statements unless absolutely necessary. Before paying from a statement, match original invoices to the statement.

Beware of balance forward statements. It is easy to pay the grand total, resulting in a duplicate payment of the beginning balance.

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Beware of stale dates—especially late receipts on expense reports.

Code all advances, deposits, and prepaid special orders to an asset account. Review this account monthly to be certain items clear timely.

### **DISBURSING CASH**

After recording invoices in the accounting system, invoices can be paid. When disbursing cash, perform these two essential activities:

- Select invoices to pay.
- Issue checks.

**Selecting Invoices to Pay** If cash flow allows, take advantage of vendor credit terms by delaying payment of invoices until near the end of the credit term. In order to do this, assign each invoice a payment date, when entered. The computerized accounting system can automatically assign the date of payment based upon the invoice date entered into the accounting system, and a “time to pay” (such as 25 days) recorded in the vendor’s invoice. The CFO checks the current organization cash balances and cash requirements and designate which invoices are to be paid.

**Partial or Held Payments** Sometimes the CFO may decide to pay only part of an invoice. Generally, try to associate the partial payment with a specific vendor invoice, and avoid listing the payment as a “payment on account.” This procedure will help reduce confusing differences between the organization’s and the vendor’s records.

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At other times the CFO may decide to put a payment “on hold”; that is, to delay the payment indefinitely, or until a dispute is resolved. To make sure that you do not forget the held payment, perform a regular review of the accounts payable subsidiary ledger to help identify held payments.

**Issuing Checks**        When issuing checks perform the following steps:

- Prepare the checks.
- Get the checks signed.
- Distribute the checks.
- File the paid invoices and check copies.

**Preparing Checks**    Make sure that only authorized and recorded checks are written. Consider check stock like cash on hand.

**Ruined and Voided Checks**        Record defaced checks in the cash disbursements journal, write “void” on them, and cut the signature lines out. Place both the original and duplicate checks in the canceled check file.

Sometimes checks are written and recorded in the accounting system, only later to require voiding and reissuing. Write “void” on the face of the check, cut the signature line out, and place both the original and duplicate in the canceled check file.

**Manual Checks**        Even while using a computerized accounting system, it will sometimes be necessary to prepare checks by hand that cannot wait to be printed in the next check run. These checks are referred to as “manual” checks to distinguish them from computer prepared checks. Because the computerized accounting program did not write the checks, the computer records must be updated to reflect the checks’ issuance. The computerized accounting program contains a means to record the issuance of manual checks.

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**Authorized Check Signers** Before an organization opens a checking account with a bank, it usually obtains a board resolution designating certain employees and board members as check signers. The board resolution requires dual signatures on the account. Be familiar with the authorized check signers, and with any check signing requirements or restrictions described in the board resolution. The organizations should promptly change the authorized check signers whenever those employees or board members leave the organization.

**Providing Support for Check Signer** Usually, the check signer needs to review support for the payments. Give the check signer the following:

- Checks. Arrange the checks numerically. To speed up the process of disbursing of the checks, also attach prepared mailing envelopes, if window envelopes are not used, and any remittance advice to the checks.
- Support. Furnish the invoices and attached support for each check, arranged numerically. When several invoices support a check, group them together using a paper clip. The voucher lists the invoices that are being paid and this list can be cross-checked to the invoices themselves.

**Distributing Checks** Distribute (mail) the checks as quickly as possible after they have been signed. When possible, the check signer should give the signed checks to someone without other cash disbursement responsibilities, such as a receptionist, for immediate mailing, although generally, the accounting staff mails the checks after obtaining signatures. The supporting documentation should be returned to the Finance Clerk. Only in rare instances should vendor checks be returned to the employee requesting the check. This general rule minimizes risks that a check will be fraudulently converted, lost, or stolen.

**Filing Paid Invoices and Check Copies** The organizations use a three-part check, distributing the top two to the check payee and retaining the third to be attached to the front of the voucher and invoice. The check number is written on the voucher to provide an “audit trail” and to prevent double payment of the invoice.

When several invoices are paid by one check, they are grouped together and attached to the check voucher.

File invoices and attached support, by payee, so they can be easily located. Maintain individual vendor files in alphabetical order, with support filed by check number or in date order. A separate file folder is set up for each vendor. One-time vendors are usually filed in a miscellaneous folder under each alpha letter; for example, B-Miscellaneous or J-Miscellaneous. Consistency in filing by individual last name and company first name is

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important. For example, John Smith would be filed under Smith but John Smith & Co., Inc. would be filed under John. Consistently follow the filing system.

### **OTHER ACTIVITIES**

**Reconciling to Outside Vendor Records** Entries to record accounts payable should only be recorded from vendor invoices, not from vendor statements. Do not, however, totally ignore the vendor's statement. Periodically, compare the organization's records and the vendor's statement of unpaid invoices. This reconciliation provides assurance that you have properly recorded all purchases in the organization's records.

**Independent Contractor Information** Under the federal income tax rules, most vendors that nonprofit organizations use are considered to be independent contractors in business for themselves, rather than employees of the organization. However, nonprofit organizations that rely on individuals to routinely provide services (such as seasonal program activities, or consulting) may misclassify as independent contractors persons the IRS views as employees. The IRS is actively auditing the status of workers and is often aggressive in claiming that workers are employees. The penalties for misclassification can be severe (12% to 35% of the tax bill).

With knowledge of the classification principles the IRS uses and proper documentation, the organization can do much to defend itself against IRS claims of misclassification.

If the organization conducts a significant amount of business with a vendor whose independent contractor status may be uncertain, help defend the organization by obtaining certain documentation supporting the organization's treatment of the worker. The documentation should be placed in the vendor's documentation file.

#### **Documentation Supporting Independent Contractor Status**

- Completed IRS Form W-9
- Contracts
- Bids
- Vendor's advertisements in newspapers, fliers, magazines, and telephone directories
- The vendor's brochure, business card, and stationery
- Documents reflecting the vendor's reimbursement to the organization for any fees, equipment rentals, supplies, insurance, bonding, or other expenses paid on the vendor's behalf
- Vendor payments for damages to equipment or the work site

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- The vendor's licenses, sales tax certificate, governmental permits, or incorporation documents
- The vendor's insurance certificates or policies (particularly workers' compensation, liability, or bonding)
- Evidence of the vendor's separate business location or use of its own tools and equipment
- Client referral list

## **PAYROLL**

Separate payroll systems are used for every organization.

- ASPIRA Schools use accounting software that includes a payroll module for payroll processing. Tax filings and payments are done by a third party service bureau.

The system is designed to provide the basic information necessary to:

- Calculate payrolls, including gross pay, federal, state, and local income tax withholdings, Social Security and Medicare (FICA) taxes, and other payroll deductions.
- Compute and make timely payroll tax deposits.
- Record payroll liabilities and expenses on the general ledger.
- Prepare quarterly and annual payroll tax returns.

### **Employee Information**

In order to prepare a payroll, accumulate the following information for each employee:

- Name and address.
- Social Security number (SSN).
- Work authorization status.
- Job title.
- Wage rate.
- Withholding status.
- Advanced earned income credit (EIC) status.
- Other authorized deductions.

Summarize this information on the Employee Payroll Information Sheet.

Once employee information is entered into the payroll system, it should be modified only after receipt of authorized notification of changes. To ensure that only authorized

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changes are made, make changes to employee payroll information only after receiving a properly approved Payroll Change Form.

**Time Information** To accurately calculate the payroll, you must know both:

- How much time was used (worked or taken as leave), and
- What type of time was used.

**How Much Time Was Used?** The FLSA general rule for nonexempt employees is that each day's beginning and ending work time and the total time worked during the workweek must be recorded. If nonexempt employees work a fixed schedule, such as office workers, only a statement showing the regular hours the employees are scheduled to work is required. In the weeks an employee adheres to the schedule, the employee should indicate that the scheduled hours were actually worked. In weeks the employee works more or less than the scheduled hours, the employee should show the exact number of hours worked each day and each week.

The organizations use an electronic biometric time keeping system. This system serves to electronically record time worked and leave taken, and to document supervisor approval of the reported time via a web portal

**What Type of Time Was Used?** Not all time is compensated at the same rate; some time is paid at the regular rate, some leave time is unpaid. To properly prepare a payroll, you should first determine what type of time has been used.

An employee indicates how time was spent (work, vacation, sick leave, and so forth) on the time sheet. Based on that description, the type of time used can be identified. The primary distinction for wage calculations is whether the time was worked time, paid leave, or unpaid leave. In categorizing time used, be aware that under the FLSA:

- Paid or unpaid leave does not count toward overtime.
- Only the excess of 40 hours worked during the workweek is considered overtime hours.
- Each workweek stands alone.

All time is documented by an electronic biometric clock utilizing the employees' scanned fingerprint and approved by the employee's supervisor via web portal. Send any unapproved time back to the supervisor for proper authorization via email. Do not process payroll for any employee without the proper authorization.

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**COMPUTING WAGES**

After all the necessary payroll information has been gathered and entered into the payroll system, the amounts to be withheld and paid are calculated to provide the cash requirement.

**PERFORMING PAY PERIOD ACTIVITIES**

**To process payroll each pay period, perform the following tasks:**

- Enter time data into the payroll system,
- Prepare to send the payroll data to the service bureau,
- Obtain the CFO's approval for the total cash requirement,
- Send the payroll data to the service bureau to make the direct deposits and tax payments,
- Payroll information is then recorded, and
- Make any necessary remittances not provided for by the service bureau such as child support, PSERS payments and miscellaneous withholdings.

**Entering Time Data** Electronic timekeeping (Novatime) is used to accumulate employee hours worked. Once the collected hours are reviewed, finalized and forwarded by the respective supervisors, perform the following procedures before entering the payroll information into the payroll system.

**Enter the hours worked into the payroll system.** The systems produce a payroll time report showing the time entered for each employee and for the organization as a whole. Compare this payroll time report to the time systems' data totals to determine that all the time was accurately entered into the system.

The payroll system calculates gross pay and all withholdings and posts the paystubs for employee access through service bureau's portal. Payroll records are automatically posted to the general ledger and relevant tax return data are stored.

**Depositing Payroll Taxes** The payroll tax deposit function is performed by the organizations' third party payroll processing service bureaus.

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### **PERFORMING MONTHLY PAYROLL ACTIVITIES**

**Reconciling the Payroll Bank Account** The procedures for reconciling the payroll bank accounts are the same as those used for other organization cash accounts, but the accounts are funded in an “as presented” basis as part of a sweep service. Make sure that applicable state laws dealing with outstanding (uncashed) payroll checks are followed. These laws are called escheat laws, and they can restrict the way the organization can dispose of old and outstanding payroll checks. You can obtain information about them from the secretary of state.

**Reconciling Employee Payroll Deductions** Deductions made from employees should be reconciled to the payments made to insurers, benefit plan providers, and other payees. Sometimes the timetable for making the remittances is set by federal or state law; in other cases, it is part of a contractual agreement between the organization and the employees.

The Department of Labor requires employee contributions to pension benefit plans, such as 401(k) plans, to be deposited on the earlier of—

- The date the funds can be segregated from the employer’s general assets.
- The 15th business day of the month after the contribution was received from the plan participant.

**Perform a monthly analysis of each deduction’s general ledger account**

Compare the total withholdings for payroll deductions from the analysis to the monthly totals in the payroll register or deduction register and resolve any differences.

### **PERFORMING QUARTERLY PAYROLL ACTIVITIES**

The organizations’ payroll service bureaus prepare and file all quarterly payroll tax returns.

**Reconciliations** After the preparation of Form 941, reconcile all the payroll information on the form with the general ledger, then recalculate the Social Security and Medicare taxes and verify that the employer portion of the FICA taxes equals the employee withholdings.

The information within the Form 941 itself should also be reconciled. The compensation subject to federal income tax withholdings (line 2) should be agreed or reconciled to compensation subject to Medicare taxes (line 7a) and Social Security taxes (lines 6a and 6c). The reconciliation is necessary to ensure that the wage information is properly reported. The primary differences arise from the following items:

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- 401(k) pre-tax contributions, (limited to \$17,500 in 2014, which are excluded from line 2 but included in lines 6 and 7.
- Certain other benefits(AFLAC, FSA, ETC.) follow different rules for federal and state reporting purposes.

**PERFORMING ANNUAL PAYROLL ACTIVITIES**

The organization's payroll service bureau prepares and files all annual payroll tax returns.

**Reconciliations** (Outside accountant) After the W-2s and W-3 are prepared, perform two reconciliations:

- Agree the payroll information on the W-3 to the combined payroll data (in the general ledger)
- Agree or reconcile the FIT wages to the Medicare wages and Social Security wages within the Form W-3.

**Reconciliation to Form W-3** Once the fourth quarter Form 941 has been prepared, reconcile the year's four Forms 941 to the Form W-3. This reconciliation is necessary because the IRS and the Social Security Administration will require the organization to explain discrepancies between the following information reported on both sets of forms:

- Wages, tips, and other compensation.
- Federal income tax withheld.
- Social Security wages.
- Social Security tips.
- Social Security tax withheld.
- Medicare wages and tips.
- Medicare tax withheld.
- Advance earned income credit.

**OVERVIEW OF THE MONTHLY CLOSING PROCESS**

This section briefly describes six steps to completing a monthly general ledger close out:

- Step One—Post journals and record standard journal entries.
- Step Two—Display the preliminary general ledger.
- Step Three—Review general ledger activity, perform reconciliations, and record adjusting journal entries.
- Step Four—Display the general ledger and preliminary financial statements.

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- Step Five—Prepare and review the financial statements and make any additional adjustments.
- Step Six—Print the final general ledger and financial statements.

### **PREPARING JOURNAL ENTRIES**

There are three basic types of journal entries: standard journal entries, reversing journal entries, and adjusting journal entries. Standard journal entries record regular accounting entries to the general ledger. Reversing entries are made to reverse prior month accruals. Adjusting journal entries are made to correct errors noted in the general ledger. Standard and reversing journal entries are usually made earlier in the monthly closing process, while adjusting journal entries are normally made in the later stages.

When recording journal entries, it is vital to maintain control over the journal entry process. Using a journal entry checklist and standard journal entry forms help maintain control over exactly which entries have been made at all times.

**Journal Entry Checklist** A monthly journal entry checklist tracks which entries have been made and which have not. The checklist should include information about the journal entries to be made, such as the journal entry numbers, descriptions, and spaces to sign off as the entries are recorded. Also, indicate on the checklist whether the entry should be reversed the following month. Use a checklist and keep it as part of the month-end closing documentation.

#### **Common Journal Entries**

- Record reclassifications.
- Record amortization and depreciation.
- Record adjustments to correct general ledger postings.

#### **Review General Ledger Activity, Perform Reconciliations, and Record Adjusting Journal Entries**

After displaying the preliminary general ledger, do the following:

- Reconcile accounts to supporting records. Agree ending asset and liability accounts to supporting records, such as the bank statement, subsidiary ledgers, and workpapers. If differences exist, determine the reason for the differences.
- Review general ledger account activity. Scan account balances and monthly activities to identify any unusual items. Look for account coding errors or other posting errors not already detected.
- Prepare adjusting journal entries. After performing the previous three tasks, prepare and record any necessary adjusting journal entries.

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### **RECONCILING THE BANK ACCOUNTS**

The bank statement reconciliation process is a very effective after-the-fact internal control procedure. In fact, the process is crucial for many small organizations since their accounting systems are often cash-driven. Bank reconciliations performed by the proper individuals accomplish several things. While not all-inclusive, bank reconciliations:

- Verify the accuracy of the general ledger and checkbook balances.
- Detect errors made in the general ledger or checkbook.
- Identify errors made by the bank.
- Identify lost deposits or checks (items that never cleared the bank).
- Potentially detect forged checks or unauthorized signatures on checks.
- Provide a deterrent to theft.

The bank reconciliation process is of utmost importance. Take steps to ensure that bank reconciliations are performed both timely and accurately each month.

### **RECONCILING OTHER GENERAL LEDGER ACCOUNTS**

Closing out the general ledger accurately and in a timely manner is extremely difficult without supporting workpapers. These workpapers indicate what comprises the particular account balances and can reduce time spent further analyzing the accounts. At the end of each month, the workpapers are updated and agreed to general ledger balances. If the two amounts agree, you have additional assurance that the general ledger balances are accurate.

To the extent possible, supporting workpapers should be prepared for all significant general ledger accounts. The types of supporting workpapers and the methods for generating them vary by account. The supporting workpapers may be generated manually, by computer spreadsheets, or by the accounting system itself, such as the supporting subsidiary ledgers. Use the most efficient type of workpaper for each account. Whenever possible, rely on work papers and records generated automatically by the accounting system instead of those requiring manual input or preparation.

### **REVIEWING GENERAL LEDGER ACTIVITY AND PRELIMINARY FINANCIAL STATEMENTS**

After the general ledger and related financial statements are generated, various procedures should be performed to help ensure their accuracy. The general ledger review

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tends to focus more on balance sheet accounts, whereas the financial statement review focuses more on revenue and expense accounts.

**General Ledger Review** The general ledger review process consists of scanning the ending balances and the entries posted to each account to detect any unusual items. Be sure to think carefully and use judgment when performing the review. Ask yourself, “Does this make sense?”, “Does it look right?” Often times, simply using common sense will be most fruitful in detecting general ledger errors. Look for “red flags” that may indicate a problem in a specific account. Some of the more common “red flags” indicating possible errors include:

- Debit vs. credit balance. Some accounts naturally carry debit balances (assets and expenses) and others carry credit balances (liabilities, net assets, and revenues). If one of these accounts are unexpectedly in a debit or credit position, there may be a potential problem.
- Debit vs. credit postings. Similar to the above, some accounts normally receive debit entries (expense accounts) and others receive credit postings (revenues). If credit entries were posted to an expense account or debit entries were posted to a revenue account, further investigation may be warranted.
- Unusually large or small amounts. Most accounts have a normal dollar range of transactions. Unusually large or small amounts may indicate a coding or data entry error.
- Unexpected posting source. Some accounts primarily receive postings from specific journals. For example, entries to accounts receivable usually come from the revenue and cash receipts journals. Entries to salaries and labor accounts usually come from the payroll journal. If entries from other journals are found, these entries may have been misposted.
- Beginning and end of period balances. Balance sheet account balances are often comparable from one period to the next. If the ending balance for an account differs significantly from the balance at the beginning of the period, a potential problem could exist. Look at the account activity in detail.
- Absence of an entry. Most accounts have one or more types of journal entries that are regularly posted to them each month. If one of these entries seems to be missing, follow-up may be needed.
- Once the general ledger review is complete, correct any errors by recording adjusting journal entries to the general ledger as necessary.

**Financial Statements Review** Unlike the detailed, account-by-account approach used when reviewing the general ledger, the financial statement review uses a high-level, analytical approach. This approach takes a big picture look at the organization’s financial statements. In other words, instead of assessing the reasonableness of an amount by looking at it in isolation, the analytical approach assesses the reasonableness of an

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amount by comparing it to other amounts and relationships within the financial statements. The type of review generally varies depending on whether balance sheet or revenue and expense accounts are being reviewed.

Analytical procedures are usually very effective. The general ledger software generates statements of activities (income statements) showing current period and year-to-date (YTD) amounts. Frequently, they also show side-by-side comparisons with budget amounts. For example, you can review each line item of the statement of activities by comparing the following:

- Current month expense amounts with current month budgeted amounts.
- Current YTD amounts with prior YTD amounts.
- Current YTD amounts with current year YTD budgeted amounts.

Investigate any unusual or unexpected items found during the reviews. If any amounts seem out of line, go back and review the general ledger activity for those accounts to determine the reason for the unexpected fluctuation.

## **CHART OF ACCOUNTS**

The chart of accounts is the all-encompassing list of accounts used by the organizations. The chart of accounts serves as the blueprint for building the general ledger, as it defines which types of transactions are recorded and grouped into which accounts.

**Chart of Account Considerations** The account structure of the schools' charts is prescribed by the Pennsylvania Department of Education.

## **CAPITALIZATION POLICY**

It is the school's policy to capitalize all assets purchased or received by donation that cost \$1,000 or more individually. All capitalized assets will be depreciated in accordance with the organizations' depreciation policy. Assets purchased or received by donation that cost less than \$1,000 individually will be expensed in the period purchased. It is also the organizations' policy to capitalize all repairs and improvements to property or leasehold improvements that cost \$2,000 or more and with an estimated useful life in excess of one year.

**School (Academic) Board Retreat  
Saturday, August 10, 2013**

**Attendees:**

Lisette González (Secretary), Julio Largo, Orlando Quevedo (Treasurer), Lucila Paramo (CAO), and Fred Ramírez (Chair)

**Excused Absence:** Carmen Paris

**Invited Guests:**

Alfredo Calderón (ASPIRA CEO & President), Ana Benítez (ASPIRA Board Vice Chair), Michele Lebrón (ASPIRA Board Secretary), and Elise Miranda-Martin (ASPIRA Board Chair)

**Welcoming Remarks**

Mr. Fred Ramírez, ASPIRA School Board Chair, welcomed the school board of directors and guests. The meeting began at 10:05 a.m.

***Agenda 1: Strategic Plan***

**2012-2013 Strategic Plan**

Dr. Paramo, Interim Chief Academic Officer (CAO), provided an overview of the strategic goals that were achieved in the academic year 2012-2013 (Refer to handout). She highlighted and stressed:

1. A needs assessment was conducted per school that helped gear 2013-14 academic strategic goals...
2. Curriculum - A curriculum was written per subject area per school.
3. Antonia Pantoja
  - a. 250 participated in the Science Fair
  - b. Library was renovated
4. Pequeños Pasos
  - a. Enrollment: Full capacity
  - b. Common core – new concept all areas (next year)
5. Olney
  - a. Had a science fair
  - b. Lack of interest/motivation by teachers, staff and administrator.
  - c. Organization of union by teachers
6. Eugenio de Hostos
  - a. No science fair
  - b. No new initiatives or activities
7. Stetson
  - a. No science fair
  - b. No new initiatives or activities
  - c. No ELL Program; non-compliance
8. School Evaluations
  - a. Per principals – face to face & completed evaluations by Dr. Paramo
  - b. Per school – conducted annual (data, programs, activities, truancy, incident reports)
  - c. Current: twice a year (February 2014 and June 2014)

### **2013-2014 Strategic Plan/Transition Plan**

Dr. Paramo explained the kickoff event that took place on Wednesday, August 7, 2014. The participants were the ASPIRA Executive Team, Directors, Managers, Coordinators, Supervisors, Principals, and Assistant Principals. [Refer to attachment]

The review recommendations were conducted by Dr. Paramo. Dr. Paramo indicated that there were three issues she wished to recommend be included in various action plans:

1. Olney: (1) truancy, (2) Lack of communication, and (3) Complaints of teachers about Mrs Burgae's decisions
2. Hostos/Stetson/Pantoja: have few recommendations for each school that can be presented during the final school evaluation on June 15, 2013.

Dr. Paramo explained the 2013-14 strategic plan

1. District Wide Priorities
  - a. Achievement: 5 to 10 point increase in all the areas of PSSA
  - b. Accountability has increased
  - c. Training an effective and efficient workforce
  - d. Improving compliance – grants & state requirements [Ms. Lisette Agosto submitted application (for school wide instead of targeted population) before due date. Pending approval. Awesome Job, Ms. Lisette Agosto.
  - e. Improving communication – administrator to administrator; teacher to teacher; administrator to teacher
  - f. Improving educational facilities
  - g. Improving and maintaining organizational climate [Nurture both students and teachers to achieve their greatest potential academically, and instructionally.]
2. Role of Principals
  - a. Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior.
  - b. Improve fiscal responsibility by each principal [preparation & submission of proposed budgets; management of project expenditures; special requirements related to sponsor notifications & prior approvals]
  - c. Manage, evaluate and supervise effective and clear procedures for the operation and functioning of the school consistent with the philosophy, mission, values and goals of the school including instructional programs, extracurricular activities, and discipline systems to ensure a safe and orderly climate, building maintenance, program evaluation, personnel management, office operations, and emergency procedures.
  - d. Ensure compliance with all laws, board policies and civil regulations.
  - e. Establish the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the school's philosophy, mission statement and instructional goals.
  - f. Supervise the instructional programs of the school, evaluating lesson plans and observing classes (teaching, as duties allow) on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development.
  - g. Supervise in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, values, and

mission of the school. Ensure a safe, orderly environment that encourages students to take responsibility for behavior and creates high morale among staff and students. File all required reports regarding violence, vandalism, attendance and discipline matters.

- h. Establish a professional rapport with students and with staff that has their respect. Display the highest ethical and professional behavior and standards when working with students, parents and school personnel. Serve as a role model for students, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession. Encourage all teachers to do the same.
- i. Keep the Board advised of employees not meeting their contractual agreement.
- j. Keep the staff informed and seek ideas for the improvement of the school. Conduct meetings, as necessary, for the proper functioning of the school: weekly meetings for full-time staff and monthly staff meetings.
- k. Establish schedules and procedures for the supervision of students in non-classroom areas (including before and after school).
- l. Maintain visibility with students, teachers, parents and the Board.
- m. Communicate regularly with parents, seeking their support and advice, so as to create a cooperative relationship to support the student in the school.
- n. Use effective presentation skills when addressing students, staff, parents, and the community including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech.
- o. Complete in a timely fashion all records and reports as requested by the Board. Communicate with the Board regularly about the needs, successes and general operation of the school.
- p. Organize and supervise procedures for identifying and addressing special needs of students including health-related concerns, and physical, emotional and spiritual needs.
- q. Maintain positive, cooperative and mutually supportive relationships with staff, and parents
- r. Perform any duties that are within the scope of employment and certifications, as assigned by the Board and not otherwise prohibited by law or in conflict with contract.

### 3. Pillars

- a. Our Five Pillars are: (1) United Vision, (2) Excellent in Education, (3) Outstanding OPERATIONS, (4) ACTIVE Stakeholders, and (5) Focus on Social Changes
- b. Core values to be incorporated across discipline via instruction and activities

### 4. Physical Education

- a. To be added to the curriculum
- b. It will connect after school at Campus – begin sporting events and activities
- c. Begins on October 1, 2013... parent orientation to convince and provide the importance of the programs.
- d. A competition will be held within schools & across schools
- e. Bus transportation cost is in questioned (approximately \$170 a day)
- f. Fundraising ideas are needed

5. After School Program
  - a. Support for all our schools
  - b. Create a connection w/ all schools while providing the college students internships.
  - c. Programs (English, Reading & Math)
  - d. Sport activities after homework has been completed
  - e. We will be getting student teachers sent from Holy Family instead of hiring our teachers
6. Holy Family
  - a. School internship (student teachers) will be resourceful
  - b. Schedule: 3:00 – 4:00 – Homework; 4:00 – 5:00 – Activities
7. Professional Development
  - a. Wednesday Afternoon every 2 weeks (January 10 – June 2013)
  - b. Research and collect data regarding the needs of students, and other pertinent information including the collection of detail regarding the sacraments students have received or are preparing for.
8. Instructional Positions
  - a. 5 ILA (Instructional Leader Apprentice) Then: provided/trained principals; eliminations of ILA positions.
  - b. Masters – Then: provided/trained teachers; never visited or coached; now: conduct teacher evaluations twice a year; conduct informal observations; must have a master's and provide them with feedback.
9. Projects & Activities
  - a. Science Fair (Keystone Exam, PSSA exams)
  - b. Science First
  - c. STEM
  - d. NASA project – teachers were sent to training;
  - e. Summer camp -- evaluation was very good
10. Special Education & English Language Learners (ELL)
  - a. Implemented ELL programs at Stetson
  - b. Revised the policies and procedures across schools
11. School Evaluations
  - a. Per principals – face to face & completed evaluations by Dr. Paramo
  - b. Per school – conducted annual (data, programs, activities, truancy, incident reports)
  - c. Evaluations tied to the ASPIRA schools' strategic goals
  - d. Current: twice a year (February 2014 and June 2014)
12. Policies – to be added or revise
  - a. Truancy
  - b. Technology – social media
13. Education

- a. Creating partnerships [w/ several universities] & coordination improvement between schools & OST
- b. Partnership with Holy Family (Dr. G): 20% discount
- c. Meeting for future partnerships with Gwynedd Mercy & LaSalle University
- d. Internship: student teachers will be resourceful
- e. GED/ESL programs for parents – graduation ceremony in September 2013...
- f. CPR program to be added

#### **Areas for Improvement & Recommended Solutions...**

Issue 1: Olney lost over 1.3 million due to absences/truancy. There was no follow up by counselors, teachers, or administrators at the school.

Resolution: Dr. Paramo created a matrix that will help facilitate monitoring attendance and follow-up with parents. The matrix is

<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
Assistant Principal	Assistant Principal	Assistant Principal	Assistant Principal
1 Counselor	1 Counselor	1 Counselor	1 Counselor
2 Truancy Officers	1 Truancy Officer	1 Truancy Officer	1 Truancy Officer

Issue 2: Two out of four administrators are not visionaries; are followers not leaders.

Resolution: Provide principals with coaching, administrative training. It is important for the ASPIRA school board, Interim CAO, school administrators to reiterate consist, clear and concise expectations while setting a positive and positive tone throughout the schools.

Issue 3: "Hiring from within was questionable," stated Mr. Ramirez. Dr. Paramo explained the hiring process. First, the interview panel consists of the Interim Chief Academic Officer, Director of Human Resources, school administrators, directors and/or supervisors. Dr. Paramo requested that each principal, director of technology, and the director of special education to generate two questions in their area of expertise at the before interviewing the potential candidate.

Resolutions: (1) Dr. Paramo is looking at expanding the panel to include parents, teachers, and board members. She also mentioned that at a recent interview with a principal. (2) The pool of potential candidates need to have diverse educational skills, and invested in education via initiatives and programming at previous school.

Issue 4: Mr. Quevedo and Mr. Largo stated, "Educate our parents." Our parents' believe that local churches, community agencies and schools are responsible for educating their child not them or their families." We realize it does cost money, resources and time; however, we need to change the parents' mentality.

Resolution: Mr. Quevedo suggested that we charge a nominal fee parents for extracurricular activities.

#### **Future (Other) Issues:**

- Establish a CPR Program/Training
- Add Summer Reading (Literature) – integrated in dual language
- Intervention & Academic Plans

#### **Agenda 2: Unions**

## Recap Issues Meeting in June 2013

### Mr. Ramirez's Perception:

1. Councilwoman Maria D. Quiñones-Sánchez is playing official 'union town' & is neutral & talk to each other. I noticed that Olney, labor environment, he was uncomfortable unionize for unionize; Ms. Regina Medina, Daily News Writer, wrote articles on union in the Olney...
2. There is one complaint with two counts filed.
3. Olney's Principal (Dr. Lebrón) & Asst. Principals (Bridget/Lisette A) said several comments that has hurt us 'Are you ready to play hardball!!' & is defensible; Furthermore, Dr. Lebrón distributes the ASPIRA manual to new hires.
4. An employee submitted her grades late – she reprimanded; she was singled out by union [however, 4 other teachers were reprimanded too
5. Teachers (Erica & male teacher) were let go & want to appeal the decision {Lisandra & former CAO – you have a 30-day appeal process}
6. Per Union - ASPIRA was a joint employer; has two boards but is actually one... how are teachers hired? Who do I send the resume to? Who does the Human Resources Director worked for? Who is the hiring authority? Who signs the checks? Who makes the decisions?
7. Your fiduciary responsibility is the 'Right to Know'
8. **Consequences** – we go to the trial in October 2013 if we don't send a statement stating, "Lebrón and Bridget made inappropriate comments."

### Mr. Calderón's perception:

1. He spoke about the services offered in the management agreement
2. We are separate institution...

BREAK – Lunchtime 2 p.m. – 3:15; Meeting resumed at 3:15 P.M.

### Agenda 3: Bylaws

1. Every school has bylaws
2. Amending the bylaws
3. CSP recommends
  - a. Limited active parents on the board due to conflict of issues
  - b. Founding members should not be elected after a 5 years of services...
4. Added Items
  - a. Parent advisory board
  - b. Board composition
  - c. ASPIRA Inc. of PA needs to be removed

### Agenda 4: Financial

1. Received 6% of increase for regular education & 12 % of increase for special education
2. Next year: expect a decrease in funding
3. Mr. Quevedo is extremely successful in negotiating
4. Recommendation by Orlando: Find competent individual to help Orlando Q to review financial reports before board meetings & completes confidentiality agreement (independent consultant that will be paid)
5. ACE [ASPIRA Community Enterprises] & ACE Dougherty LLC – (501c3) and it manages the schools

6. Pantoja – Sovereign bank 5.5 mil at 5.5%; PNC: 2 – 1million at 7.2%; balloon payment of 1.8 million; PNC – will buy it at 3.5% [owned all rights to the 2 properties]
7. Hire an Executive Secretary for Chief Academic Officer & will be board liaison
8. Hire someone as a Financial Officer & Human Resources Officer
9. Auditors should be different every year & different from ASPIRA

**Agenda 5: Organization/Collaboration of Schools and ASPIRA Programs**

1. Meet twice a year to collaborative in initiatives, programs, and workshops
2. Open communication line of communication

**Agenda 6: Board Open Door Policy Discussion**

1. Have a monthly meeting on Saturdays to hear issues, problems, or concerns
2. Open forum for teachers & community members to express their voice, opinions & perceptions

**Agenda 7: Puerto Rico Trip**

The Antonia Pantoja Principal in charge of the trip, Ms. Sandra González, is conducting an investigation. Dr. Paramo and Ms. González are doing follow up calls and interviewing parents, students, and administrators who attended the trip. Furthermore, Mr. Ramírez, Ms. González, and Dr. Paramo will meet with the parents regarding the results of the investigation.

**Agenda 8: Chief Academic Officer Position/Role**

ASPIRA School Board of Directors has started the interview process for potential candidates for the Chief Academic Officer position. Dr. Lucila Paramo is one of the interviewees.

Written & submitted by Elise Miranda-Martin



# ASPIRA BILINGUAL CYBER CHARTER SCHOOL

An ASPIRA, Inc. of Pennsylvania School

4322 North 5th Street, 2nd Floor, Philadelphia, PA 19140  
Phone: 267-338-1045 Fax: 267-338-1052

## **RTI Process at ASPIRA Bilingual Cyber Charter School**

Dr. Lucila Paramo  
*Principal*

**Step One** – Teachers complete an RTI checklist for each student with whom they have a concern (academic, behavioral, or attendance), specifically indicating what strategies they have already tried with the student and if anything has been successful.

**Step Two** – *Teachers bring their completed RTI checklists to the Tier 1 meeting.* Tier 1 meetings are held every other week during grade group meetings. *Grade group leaders serve as Tier 1 coordinators* and maintain RTI documentation. During the Tier 1 meeting, each teacher presents and discusses the students for whom they have completed RTI checklists. Once the teacher has presented the relevant background information, the focus of the discussion should be on brainstorming an intervention to try with each student and *how data will be collected to document progress* or lack thereof. The Tier 1 coordinator (or other designated person) documents the names of the students who were presented at the Tier 1 meeting along with the intervention and method of data collection that was decided upon for each referred student. All students with a similar concern are recorded on the same *Tier 1 Intervention Tracking Form*. There are separate forms for Academic, Behavioral, and Attendance concerns.

**Step Three** – The *Tier 1 interventions* are implemented by the classroom teachers for *60 days*. Data is collected on a weekly basis and the student's response to intervention (progress) is documented on the Tier 1 Intervention Tracking Form using the listed codes. After 60 days, teachers take a look at the data they have collected and the progress a student has made. If the student has made sufficient progress, the teacher may continue the intervention or gradually fade it away depending on the student's needs. The student is exited from the RTI process. If the student has made little to no progress, he or she is then referred to Tier 2.

**Step Four** - The *school counselors* serve as the *Tier 2 coordinators*. The teacher provides Tier 1 paperwork to the appropriate counselor who then schedules and runs a Tier 2 meeting with the student's parent, teacher(s), and any other relevant parties. At the Tier 2 meeting, the teacher presents the Tier 1 data and the team brainstorms a more targeted intervention to implement. Examples of Tier 2 interventions include modified or small group instruction within the classroom, tutoring, counseling, or implementation of a behavior chart/plan. The counselor documents the information from this meeting on the *Tier 2 Problem Solving Framework*.

**Step Five** – The *Tier 2 interventions* are implemented by the classroom teachers for *30 days*. If the student has made sufficient progress, the teacher continues/fades the intervention and continues to monitor the student's progress. The student is exited from the RTI process. If the student has still made little to no progress, he or she is referred to Tier 3, the most intensive, individualized level of intervention. Examples of Tier 3 interventions include referral for a psychoeducational evaluation, a change in educational placement, or referral to an outside provider for additional support services.

# ASPIRA Bilingual Cyber Charter School

## Professional Development

### Staff Sign-In

Activity Name: How to Engage ELLs in the Regular Education Chatroom

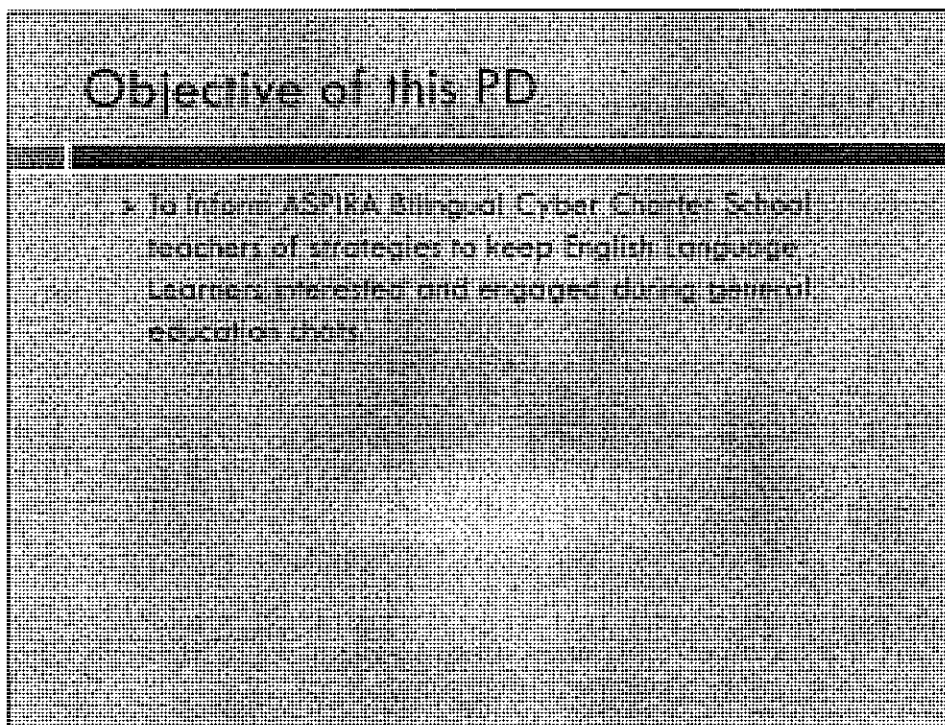
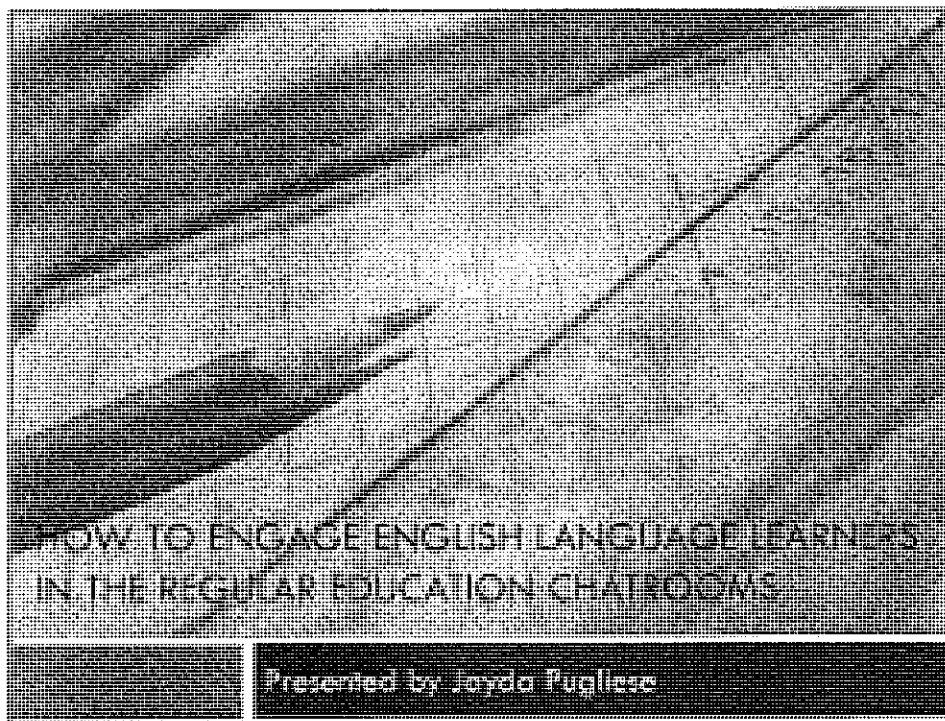
Date: 02/20/13

Start Time: 2:30pm

End Time: 3:00pm

\*Presenter: Jayda Pugliese

Print Name	Sign Name	Time In	Time Out	Last 4 SS#
Nicole Comiskey	Nicole Comiskey	2:30	3:00	
Jesse Rucco	Jesse Rucco	2:30	3:00	
Leocadia Zapata	Leocadia Zapata	2:30	3:00	
Josh Benn	Josh Benn	2:30	3:00	
Sheila Ramos-Pagan	Sheila Ramos-Pagan	2:30	3:30	



1- Emerging	<ul style="list-style-type: none"> <li>• pictorial or graphic representation of the language of the content areas</li> <li>• words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with with sensory, graphic or interactive support</li> </ul>
2- Beginning	<ul style="list-style-type: none"> <li>• general language related to the content areas</li> <li>• phrases or short sentences</li> <li>• oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support</li> </ul>
3- Developing	<ul style="list-style-type: none"> <li>• general and some specific language of the content areas</li> <li>• expanded sentences in oral interaction or written paragraphs</li> <li>• oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support</li> </ul>

4- Expanding	<ul style="list-style-type: none"> <li>• specific and some technical language of the content areas</li> <li>• a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs</li> <li>• oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support</li> </ul>
5- Proficient	<ul style="list-style-type: none"> <li>• specialized or technical language of the content areas</li> <li>• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports</li> <li>• oral or written language approaching comparability to that of proficient English peers when presented with grade level material</li> </ul>
6- Exemplary	<ul style="list-style-type: none"> <li>• specialized or technical language reflective of the content areas at grade level</li> <li>• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level</li> <li>• oral or written communication in English comparable to proficient English peers</li> </ul>

## Engaging English Language Learners

### Knowing your students...

Find out as much as you can about your students' interests. The more you know, the easier it will be to provide English-language materials that stimulate your students. Knowing more about your students allows you to know their strengths and weaknesses, as well as their capabilities with the language.

#### Helpful Hints:

- Have students construct projects based upon their interests in relation to the given academic subject.
- Examples: Students rap a video or a user-friendly website.

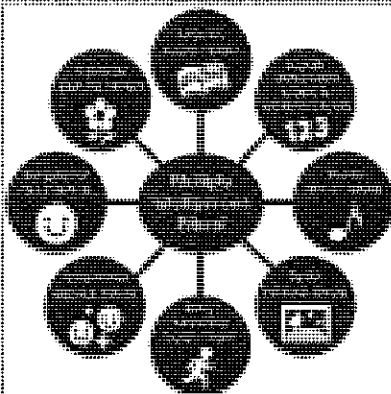
## Presenting information...

In the classroom, it is extremely difficult to assess if your students are comprehending material presented. Though, to help support your students' comprehension you should present information in a variety of ways. While keeping your basic routine, change up your lesson styles weekly. Sometimes if students don't know what to expect, they will be more intrigued to pay attention.

### Helpful Hints

- Have students work together in Adobe Flash® more on an activity.
- Have students create an online exhibition or web subject area.
- Try to use interactive websites during lessons.

## Remember...



When planning, creating and implementing lessons for students, remember that every student learns differently. We as teachers should consider all types of learners and enable them to have opportunities for success in our classrooms.

# How to Engage English Language Learners in the Regular Education Chatrooms

Name: Jesse Rucco

Date: 02/20/13

What are the six WIDA Levels of English Language Proficiency?

① entering      ③ developing      ⑤ bridging  
② beginning      ④ expanding      ⑥ reaching

Name one example of how you currently motivate students in the chatroom.

Giving extra credit / bonus for participation  
Positive reinforcement & encouragement

Name one strategy you learned today that you can apply to your own chatroom.

Getting to know ELL students better  
Chunking information and work

Was this professional development helpful? ☒ Yes ☐ No

Why? We have a large ELL population that  
need our help and extra attention

# How to Engage English Language Learners in the Regular Education Chatrooms

Name: Josh Benn

Date: 02/20/13

What are the six WIDA Levels of English Language Proficiency?

Entering  
Beginning  
Developing  
Expanding  
Bridging  
Reaching

Name one example of how you currently motivate students in the chatroom.

An incentive program

Name one strategy you learned today that you can apply to your own chatroom.

Using more than one way to reach ELL students;  
speaking, writing & demonstrating

Was this professional development helpful? ☒ Yes ☐ No

Why? To be more cognizant of our ELL population.

# How to Engage English Language Learners in the Regular Education Chatrooms

Name:

Nicole Comiskey

Date: 02/20/13

What are the six WIDA Levels of English Language Proficiency?

1. entering
2. beginning
3. developing
4. expanding
5. bridging
6. research

Name one example of how you currently motivate students in the chatroom.

By encouraging and praising when they comprehend/teach themselves a word or concept.

Name one strategy you learned today that you can apply to your own chatroom.

Using rap or other music to help students learn materials

Was this professional development helpful? ☒ Yes ☐ No

Why?

Explained into WIDA & its levels.

# How to Engage English Language Learners in the Regular Education Chatrooms

Name: Sheila Ramos-Pagan

Date: 02/20/13

What are the six WIDA Levels of English Language Proficiency?

Entering  
Beginning  
Developing  
Expanding  
Bridging  
Reaching

Name one example of how you currently motivate students in the chatroom.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name one strategy you learned today that you can apply to your own chatroom.

Provide different techniques which a ELL student  
can use to do work.

Was this professional development helpful? ☒ Yes ☐ No

Why? It show  
Different way it engage student.

# How to Engage English Language Learners in the Regular Education Chatrooms

Name: LEONADIA ZAPATA

Date: 02/20/13

What are the six WIDA Levels of English Language Proficiency?

Entering  
Beginning  
Developing  
Expanding  
Bridging  
Reaching

Name one example of how you currently motivate students in the chatroom.

I translate for students like Pedro.  
I also make sure that everyone is  
getting the their needs met by using  
different learning strategies

Name one strategy you learned today that you can apply to your own chatroom.

The two-column notes and to  
write word-walls for ELL

Was this professional development helpful? ☒ Yes ☐ No

Why? Learned different levels of ELL

# ASPIRA Bilingual Cyber Charter School

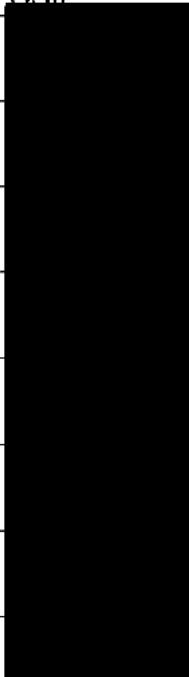
## Professional Development

### Staff Sign-In

Activity Name: Preparing for the Common Core Utilizing CR and Open-Ended Items

Date: 2/15/13 Start Time: 1:00 PM End Time: 3:00 PM

\*Yolanda Cooper-Presenter

Print Name	Sign Name	Time In	Time Out	Last 4 SS#
Sheila Ramos-Pagan	Sheila Ramos-Pagan	1:00	3:00	
Josh Benn	Josh Benn	1	3	
Diane Garofalo	Diane Garofalo	1	3	
Jaime Ruth	Jaime Ruth	1:00	3:00	
Jesse Rocco	Jesse Rocco	1:00	3:00	
Nicole Cernigh	Nicole Cernigh	1:00	3:00	
Francine Zapata	Francine Zapata	1:00	3:00	

# ASPIRA Bilingual Cyber Charter School

## Professional Development

### Staff Sign-In

Activity Name: Cyberbullying Prevention & AUP

Date: 2/13/2013 Start Time: 3:00 PM End Time: 4:00 PM

Print Name	Sign Name	Time In	Time Out	Last 4 SS#
Nicole Comiskey	Nicole Comiskey	3:00am	4:00pm	
Jayda Pugliese	Jayda Pugliese	3:00pm	4:00pm	
Jesse Ruocco	Jesse Ruocco	3:00	4:00	
Josh Benn	Josh Benn	3:00	4:00	
Leocadia Zapata	Leocadia Zapata	3:00	4:00	
Jaime Ruth	Jaime Ruth	3:00	4:00	
Diane Leonforte	Diane Leonforte	3	4	
Sheila Ramos-Pagan	Sheila Ramos-Pagan	3:05	4:00	

**S T O P**

**cyberbullying**

# What is cyber bullying?

"Cyberbullying" is when a child, preteen or teen is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child, preteen or teen using the Internet, interactive and digital technologies or mobile phones. It has to have a minor on both sides, or at least have been instigated by a minor against another minor. Once adults become involved, it is plain and simple cyber-harassment or cyberstalking. Adult cyber-harassment or cyberstalking is NEVER called cyberbullying.

# How it works?

There are two kinds of cyberbullying, direct attacks (messages sent to your kids directly) and cyberbullying by proxy (using others to help cyber bully the victim, either with or without the accomplice's knowledge).

## **Direct Attacks:**

1. Instant Messaging/Text Messaging Harassment
2. Stealing Password
3. Blogs
4. Website
5. Sending Pictures through E-mail and Cell Phones
6. Internet Polling
7. Interactive Gamin
8. Sending Malicious Code
9. Sending Porn and Other Junk E-Mail and IM
10. Impersonation

## **Cyberbullying by proxy:**

Cyberbullying by proxy is when a cyberbully gets someone else to do their dirty work. Most of the time they are unwitting accomplices and don't know that they are being used by the cyberbully. Cyberbullying by proxy is the most dangerous kind of cyberbullying because it often gets adults involved in the harassment and people who don't know they are dealing with a kid or someone they know.

**Facebook bully jailed: Death threat girl, 18, is first person put behind bars for vicious internet campaign in August 2009 Keeley Houghton was sentenced to four years in prison for cyberbullying.**



# Prevention

1. Engage students in the creation and application of a policy for acceptable use of the school's information technology resources. This acceptable use policy (AUP) should spell out what constitutes cyberbullying, specifically prohibit the use of the Internet for bullying, include strategies for preventing and stopping cyberbullying, and specify the negative consequences for policy violations. The AUP should also include a provision for cyberbullying that occurs outside of school if these actions adversely affect the victims' safety and well-being while on school grounds.
  - a. *Note: The AUP should emphasize preventive and educational actions as much as, if not more than, disciplinary actions.*
2. Educate students on how to avoid cyberbullying and how to respond to and report cyberbullies. Discuss with them the adverse consequences of bullying behavior, including school discipline, civil litigation, and criminal prosecution. Teach students not to give out any private information. Encourage them to report to an adult any form of cyberbullying that they witness or experience.
3. Educate parents about cyberbullying—what forms it takes and how their children may be affected. Ask parents to sign, with their student, an AUP stating that they won't use computers to harass other students. Ask parents to agree to be responsible for their children's use of the Internet outside of school.

# What is the parent's role?

1. **Understand what cyberbullying is** and how technology can be used to bully others. The technology divide between generations can make this difficult, but the more educated parents are, the more likely they are to notice when their children are bullying or are being victimized.
2. **Contact the Internet service provider (ISP)** and learn about the ISP's recommendations and regulations against cyberbullying. Ask what parental controls the ISP offers that would allow parents to monitor their children's Internet activities.
3. **Learn what their children are doing online** and be comfortable talking to them about it. Be clear about which sites on the Internet they can visit (and which sites are off-limits), what they can do there, and how much time they can spend online.
4. **Talk to their children** about what to do if they receive or see a cyberbullying message. Parents might suggest that their children ignore the posting or that they calmly but firmly ask the cyberbully to remove the harmful material.
5. **Remind their children** to protect their personal information by not sharing private information, such as their full names, addresses, phone numbers, or passwords.
6. **Notify school officials** if there is an incident that involves the school and/or other children at school.
7. **Save ongoing harassing messages** so they can be reported to e-mail services, ISPs, Web sites, cell phone companies, etc. Cyberbullying is typically a violation of the "terms of use," and violators are often subject to adverse action.
8. **Keep computers used by children in common areas of the home**
9. **Look for signs** that a child might be a victim of cyberbullying, for example, having sleeping problems, avoiding school or falling behind in homework, acting sad or withdrawn, exhibiting mood swings, showing a sudden disinterest in computers, rapidly switching screens when a parent enters the room, becoming anti-social, or crying for no apparent reason.

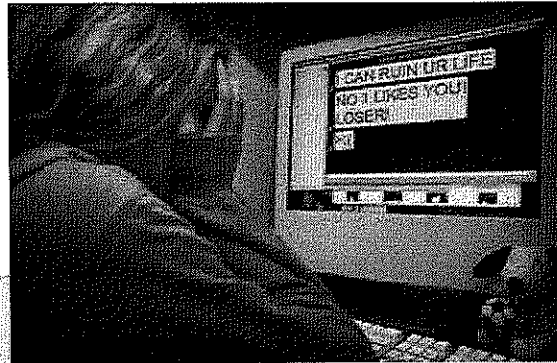
## **The types of cyberbullies include:**

### **The Vengeful Angel**

In this type of cyberbullying, the cyberbully doesn't see themselves as a bully at all. They see themselves as righting wrongs, or protecting themselves or others from the "bad guy" they are now victimizing. This includes situations when the victim of cyberbullying or offline bullying retaliates and becomes a cyberbully themselves. They may be angry at something the victim did and feel they are taking warranted revenge or teaching the other a lesson. The "Vengeful Angel" cyberbully often gets involved trying to protect a friend who is being bullied or cyberbullied. They generally work alone, but may share their activities and motives with their close friends and others they perceive as being victimized by the person they are cyberbullying.

Vengeful Angels need to know that no one should try and take justice into their own hands. They need to understand that few things are clear enough to understand, and that fighting bullying with more bullying only makes things worse. They need to see themselves as bullies, not the do-gooder they think they are. It also helps to address the reasons they lashed out in the first place. If they sense injustices, maybe there really are injustices. Instead of just blaming the Vengeful Angel, solutions here also require that the situation be reviewed to see what can be done to address the underlying problem. Is there a place to report bullying or cyberbullying? Can that be done anonymously? Is there a peer counseling group that handles these matters? What about parents and school administrators. Do they ignore bullying when it occurs, or do they take it seriously? The more methods we can give these kinds of cyberbullies to use official channels to right wrongs, the less often they will try to take justice into their own hands.

## **“Mean Girls”**



The last type of cyberbullying occurs when the cyberbully is bored or looking for entertainment. It is largely ego-based and the most immature of all cyberbullying types. Typically, in the “Mean Girls” bullying situations, the cyberbullies are female.

They may be bullying other girls (most frequently) or boys (less frequently).

“Mean Girls” cyberbullying is usually done, or at least planned, in a group, either virtually or together in one room. This kind of cyberbullying is done for entertainment. It may occur from a school library or a slumber party, or from the family room of someone after school. This kind of cyberbullying requires an audience. The cyberbullies in a “mean girls” situation want others to know who they are and that they have the power to cyberbully others. This kind of cyberbullying grows when fed by group admiration, cliques or by the silence of others who stand by and let it happen. It quickly dies if they do not get the entertainment value they are seeking.

## **The Inadvertent Cyberbully**

Inadvertent cyberbullies usually don't think they are cyberbullies at all. They may be pretending to be tough online, or role playing, or they may be reacting to hateful or provocative messages they have received. Unlike the Revenge of the Nerds cyberbullies, they do not lash out intentionally. They just respond without thinking about the consequences of their actions.

They may feel hurt, or angry because of a communication sent to them, or something they have seen online. And they tend to respond in anger or frustration. They don't think before clicking "send."

Sometimes, while experimenting in role-playing online, they may send cyberbullying communications or target someone without understanding how serious this could be. They do it for the heck of it "Because I Can." They do it for the fun of it. They may also do it to one of their friends, joking around. But their friend may not recognize that it is another friend or make take it seriously. They tend to do this when alone, and are mostly surprised when someone accuses them of cyber abuse.

# Cyber / Bullying Statistics

## Statistic Verification

Source: Bureau of Justice Statistics, US Department of Health and Human Services, Cyberbylling Research Center

Date Verified: 7.26.2012

Bullying is a form of aggressive behavior manifested by the use of force or coercion to affect others, particularly when the behavior is habitual and involves an imbalance of power. It can include verbal harassment, physical assault or coercion and may be directed repeatedly towards particular victims, perhaps on grounds of race, religion, gender, sexuality, or ability. The "imbalance of power" may be social power and/or physical power. The victim of bullying is sometimes referred to as a "target".

## States With Highest Level of Bullying

Rank	State
1	California
2	New York
3	Illinois
4	Pennsylvania
5	Washington

Cyber Bullying Stat	Data
Percent of students who reported being cyber bullied	52%
Teens who have experienced cyberthreats online	33%
Teens who have been bullied repeatedly through their cell phones or the internet	25%
Teens who do not tell their parents when cyber bullying occurs	52%
Percent of teens who have had embarrassing or damaging pictures taken of themselves without their permission, often using cell phone cameras	11%
Stat	
Homosexual and bisexual teens are more likely to report bullying than heterosexual teens	
Students with disabilities are more likely to be the victims of bullying	
Females are more often the victims of bullying than males	
Males are more likely to experience physical or verbal bullying	
Females are more likely to experience social or psychological bullying	
Females and white students reported the most incidents of being the victims of bullying	

## Evaluating impact of prevention activities and of response actions

The school should consider how it might most effectively measure the impact of prevention activities. Pupil, staff and parent satisfaction surveys may provide an important indication of progress. Similarly, if cyberbullying activities against staff are identified, schools should review the effectiveness of actions taken against criteria such as:

- staff satisfaction with process and support
- effectiveness of sanction against the pupil
- effectiveness of sanctions in reinforcing school policy to

**Exit Ticket:** As a team we will read through our current Acceptable Use Policy edit, modify, and finalize a new Acceptable Use Policy. We will then type up an official copy and each sign the policy. A workshop will then be provided to parents and students and as their exit ticket they must read and sign the policy.

# ASPIRA Bilingual Cyber Charter School

## Professional Development


### Staff Sign-In

Activity Name:

How to Use Technology to Address Different Learning Styles

Date: 03/06/13 Start Time: 3:15 PM End Time: 4:00 PM

Presenter: Jayda Pugliese

Print Name	Sign Name	Time In	Time Out	Last 4 SS#
Jesse Rucco	Jesse Rucco	3:15	4:00	
Tosh Benn	Tosh Benn	3:15	4	
Yolanda M. Cooper	Yolanda M. Cooper	3:15	4:00	
Sheila Ramos Pagan	Sheila Ramos Pagan	3:15	4:00	
LEONOR ZAPATA	Leonora Zapata	3:15	4:00	
Jayda Pugliese	Jayda Pugliese	3:15	4:00	



### Multiple Intelligences

- Logical / Mathematical
- Visual / Spatial
- Interpersonal
- Verbal / Linguistic
- Bodily / Kinesthetic
- Intrapersonal
- Musical
- Naturalist

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### Logical / Mathematical

Students may enjoy working in challenges using  
 addition, subtraction, multiplication, division  
 number patterns (e.g. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10), fractions,  
 negative/positive reasoning, exponents,  
 measurement problems, geometry, finding or solving  
 problems, thinking patterns, intervals, reading or  
 playing new games, puzzles or testing abilities,  
 researching, experiments, flow charts, and creating  
 Venn diagrams.

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### Logical / Mathematical

- Create a timeline with time (e.g. 1771)
- Add numbers (e.g. 40)
- Make/Modify the (e.g. 100)

National Library of Virtual Manipulatives  
<http://nlvm.uiowa.edu/>

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## Intrapersonal

Using Concepts (p. 22)

Using Symbols (p. 21)

Knowledge

Self-Reflection

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## Verbal/ Linguistic

Students may enjoy learning and taking on activities  
involving or based upon language forms,  
such as poetry, oral and oral related activities,  
documentation, creative writing, writing  
technology, journal writing or stories, poems,  
poetry, and creative language forms.

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## Verbal/ Linguistic

Using Words (p. 21)

Using Symbols (p. 21)

Using Words (p. 21)

Knowledge

Self-Reflection

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## Introduction

1. Article Content: Sweden's Role  
2. George Erik Lindqvist's Contributions  
3. Recommendations:

[illegible]

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Figure 1. The effect of the concentration of the *Agrobacterium* suspension on the transformation efficiency of *Agrobacterium* strains. The concentration of the *Agrobacterium* suspension was 10<sup>6</sup> cells/ml (A), 10<sup>7</sup> cells/ml (B), 10<sup>8</sup> cells/ml (C), and 10<sup>9</sup> cells/ml (D). The concentration of the *Agrobacterium* suspension was 10<sup>6</sup> cells/ml (A), 10<sup>7</sup> cells/ml (B), 10<sup>8</sup> cells/ml (C), and 10<sup>9</sup> cells/ml (D). The concentration of the *Agrobacterium* suspension was 10<sup>6</sup> cells/ml (A), 10<sup>7</sup> cells/ml (B), 10<sup>8</sup> cells/ml (C), and 10<sup>9</sup> cells/ml (D). The concentration of the *Agrobacterium* suspension was 10<sup>6</sup> cells/ml (A), 10<sup>7</sup> cells/ml (B), 10<sup>8</sup> cells/ml (C), and 10<sup>9</sup> cells/ml (D).

- Audio and Digital Pattern 1a 44  
 Pattern 1a 44

**THE** *Journal of the American Academy of Child and Adolescent Psychiatry*

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# Multiple Intelligences Inventory

## **Part I**

Complete each section by placing a "1" next to each statement you feel accurately describes you. If you do not identify with a statement, leave the space provided blank. Then total the column in each section.

### **Section 1**

- \_\_\_\_\_ I enjoy categorizing things by common traits
- \_\_\_\_\_ Ecological issues are important to me
- \_\_\_\_\_ Classification helps me make sense of new data
- \_\_\_\_\_ I enjoy working in a garden
- \_\_\_\_\_ I believe preserving our National Parks is important
- \_\_\_\_\_ Putting things in hierarchies makes sense to me
- \_\_\_\_\_ Animals are important in my life
- \_\_\_\_\_ My home has a recycling system in place
- \_\_\_\_\_ I enjoy studying biology, botany and/or zoology
- \_\_\_\_\_ I pick up on subtle differences in meaning

\_\_\_\_\_ TOTAL for Section 1

### **Section 2**

- \_\_\_\_\_ I easily pick up on patterns
- \_\_\_\_\_ I focus in on noise and sounds
- \_\_\_\_\_ Moving to a beat is easy for me
- \_\_\_\_\_ I enjoy making music
- \_\_\_\_\_ I respond to the cadence of poetry
- \_\_\_\_\_ I remember things by putting them in a rhyme
- \_\_\_\_\_ Concentration is difficult for me if there is background noise
- \_\_\_\_\_ Listening to sounds in nature can be very relaxing
- \_\_\_\_\_ Musicals are more engaging to me than dramatic plays
- \_\_\_\_\_ Remembering song lyrics is easy for me

\_\_\_\_\_ TOTAL for Section 2

## Section 6

- \_\_\_\_\_ I learn by doing
- \_\_\_\_\_ I enjoy making things with my hands
- \_\_\_\_\_ Sports are a part of my life
- \_\_\_\_\_ I use gestures and non-verbal cues when I communicate
- \_\_\_\_\_ Demonstrating is better than explaining
- \_\_\_\_\_ I love to dance
- \_\_\_\_\_ I like working with tools
- \_\_\_\_\_ Inactivity can make me more tired than being very busy
- \_\_\_\_\_ Hands-on activities are fun
- \_\_\_\_\_ I live an active lifestyle

\_\_\_\_\_ TOTAL for Section 6

## Section 7

- \_\_\_\_\_ Foreign languages interest me
- \_\_\_\_\_ I enjoy reading books, magazines and web sites
- \_\_\_\_\_ I keep a journal
- \_\_\_\_\_ Word puzzles like crosswords or jumbles are enjoyable
- \_\_\_\_\_ Taking notes helps me remember and understand
- \_\_\_\_\_ I faithfully contact friends through letters and/or e-mail
- \_\_\_\_\_ It is easy for me to explain my ideas to others
- \_\_\_\_\_ I write for pleasure
- \_\_\_\_\_ Puns, anagrams and spoonerisms are fun
- \_\_\_\_\_ I enjoy public speaking and participating in debates

\_\_\_\_\_ TOTAL for Section 7

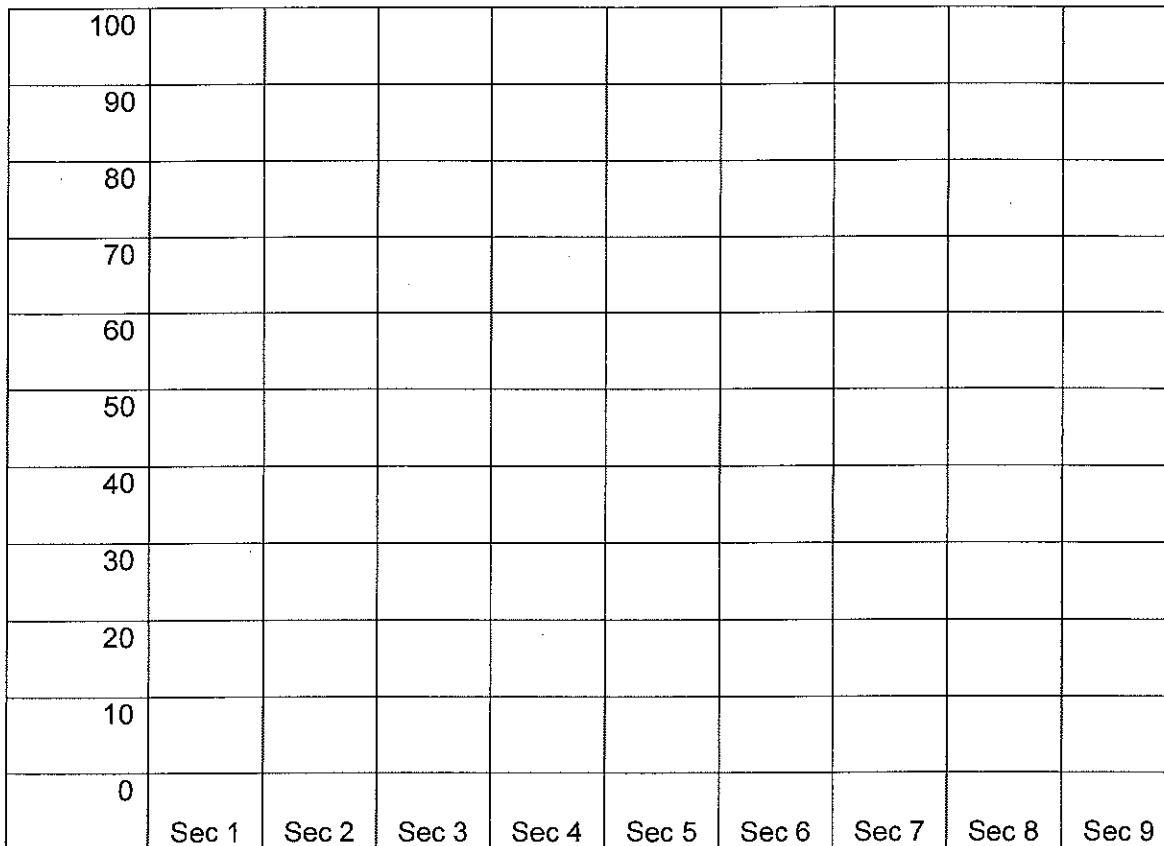
## Section 8

- \_\_\_\_\_ My attitude effects how I learn
- \_\_\_\_\_ I like to be involved in causes that help others
- \_\_\_\_\_ I am keenly aware of my moral beliefs
- \_\_\_\_\_ I learn best when I have an emotional attachment to the subject
- \_\_\_\_\_ Fairness is important to me
- \_\_\_\_\_ Social justice issues interest me
- \_\_\_\_\_ Working alone can be just as productive as working in a group
- \_\_\_\_\_ I need to know why I should do something before I agree to do it
- \_\_\_\_\_ When I believe in something I give more effort towards it
- \_\_\_\_\_ I am willing to protest or sign a petition to right a wrong

\_\_\_\_\_ TOTAL for Section 8

### **Part III**

Now plot your scores on the bar graph provided:



### **Part IV**

Key:

- Section 1 – This reflects your Naturalist strength
- Section 2 – This suggests your Musical strength
- Section 3 – This indicates your Logical strength
- Section 4 – This illustrates your Existential strength
- Section 5 – This shows your Interpersonal strength
- Section 6 – This tells your Kinesthetic strength
- Section 7 – This indicates your Verbal strength
- Section 8 – This reflects your Intrapersonal strength
- Section 9 – This suggests your Visual strength

Remember:

- Everyone has all the intelligences!
- You can strengthen each intelligence!
- This inventory is meant as a snapshot in time - it can change!
- MI is meant to empower, not label learners!

# How to Use Technology to Address Different Learning Styles

Name: Josh Benn

Date: 03/06/12

What are the eight multiple intelligences?

Logical/Mathematical  
Visual/Spatial  
Intrapersonal  
Verbal/Linguistic  
Bodily/Kinesthetic  
Interpersonal  
Musical  
Naturalist

Based on the Multiple Intelligence Inventory, which intelligence did you test the strongest? Do you agree or disagree?

Bodily/Kinesthetic - I do agree

Name two websites presented in this professional development that you are going to incorporate in your planning and teaching.

The History Place + Gilder Lehrman Institute  
of American History

Was this professional development helpful? ☒ Yes ☐ No

Why? Using different resources will help reach students  
on different levels.

# How to Use Technology to Address Different Learning Styles

Name: Sheila Ramos-Pagan

Date: 03/06/12

What are the eight multiple intelligences?

Logical  
Visual  
Intrapersonal  
Verbal  
Bodily  
Musical  
Naturalist  
Interpersonal

Based on the Multiple Intelligence Inventory, which intelligence did you test the strongest? Do you agree or disagree?

Verbal

Name two websites presented in this professional development that you are going to incorporate in your planning and teaching.

Wordle  
Toondoo

Was this professional development helpful? ☒ Yes ☐ No

Why?

I love the handouts and the resource package I can take it with me.

# How to Use Technology to Address Different Learning Styles

Name: L. Zapata

Date: 03/06/12

What are the eight multiple intelligences?

① Logical

② Visual

③ Intrapersonal

④ Verbal

⑤ Kinesthetic

⑥ Interpersonal

⑦ Musical

⑧ Naturalist

Based on the Multiple Intelligence Inventory, which intelligence did you test the strongest? Do you agree or disagree?

Naturalist

Name two websites presented in this professional development that you are going to incorporate in your planning and teaching.

Blog and

www.pdictionary.com

Home.yabla.com

Was this professional development helpful? ☒ Yes ☐ No

Why? because I will use the resources given

# How to Use Technology to Address Different Learning Styles

Name: \_\_\_\_\_

Yolanda M. Cooper

Date: 03/06/12

What are the eight multiple intelligences?

Naturalist  
Logical/Mathematical  
Visual/Spatial  
Intrapersonal  
Verbal/Linguistic  
Bodily/Kinesthetic  
Interpersonal  
Musical

Based on the Multiple Intelligence Inventory, which intelligence did you test the strongest? Do you agree or disagree?

Visual/Spatial - I agree, but I am also Bodily/Kinesthetic  
People may have combined strengths in learning styles.

Name two websites presented in this professional development that you are going to incorporate in your planning and teaching.

smartshorties & foondoo

Was this professional development helpful? ☒ Yes ☐ No

Why?

Love the list of resources available that will help  
Keep sts. engaged in learning.

# How to Use Technology to Address Different Learning Styles

Name: Jesse Ruoco

Date: 03/06/12

What are the eight multiple intelligences?

Logical / Mathematical  
Visual / Spatial  
Verbal / Linguistic  
Bodily / Kinesthetic  
Interpersonal  
Intrapersonal  
Musical  
Naturalist

Based on the Multiple Intelligence Inventory, which intelligence did you test the strongest? Do you agree or disagree?

Logical / Naturalist

Name two websites presented in this professional development that you are going to incorporate in your planning and teaching.

Toon Doz  
Freevill.com  
wordles.net

Was this professional development helpful? ☒ Yes ☐ No

Why? Great resources to address different learning styles.

# How to Use Technology to Address Different Learning Styles

Name: Jaime Runk

Date: 03/06/12

What are the eight multiple intelligences?

logical / mathematical  
visual / spatial  
intrapersonal  
verbal  
Bodily Kinesthetic  
interpersonal  
musical  
Naturalist

Based on the Multiple Intelligence Inventory, which intelligence did you test the strongest? Do you agree or disagree?

Bodily Kinesthetic

Name two websites presented in this professional development that you are going to incorporate in your planning and teaching.

Smart shorts

Was this professional development helpful? ☒ Yes ☐ No

Why? \_\_\_\_\_

# How to Use Technology to Address Different Learning Styles

Name: \_\_\_\_\_

Date: 03/06/12

What are the eight multiple intelligences?

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Based on the Multiple Intelligence Inventory, which intelligence did you test the strongest? Do you agree or disagree?

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Name two websites presented in this professional development that you are going to incorporate in your planning and teaching.

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Was this professional development helpful?    Yes    No

Why? \_\_\_\_\_  
\_\_\_\_\_

Dashboard	Attendance	Misconduct	Teachers	Students	Lesson Plans	Curriculum	SLO Beta	Reports	Resources	Local Assessment	RTII	Data Analyst	More...
PSSA Math/Reading	PSSA Writing	PSSA Science	Access	Keystone	Study Island	PVAAS	GMADE	GRADE	Student Subject Reports	Spreadsheets	Data		
Set Reports	School Comparisons	Mann Early Warning	Spotlight Report	Local Assessments	Course Failures								

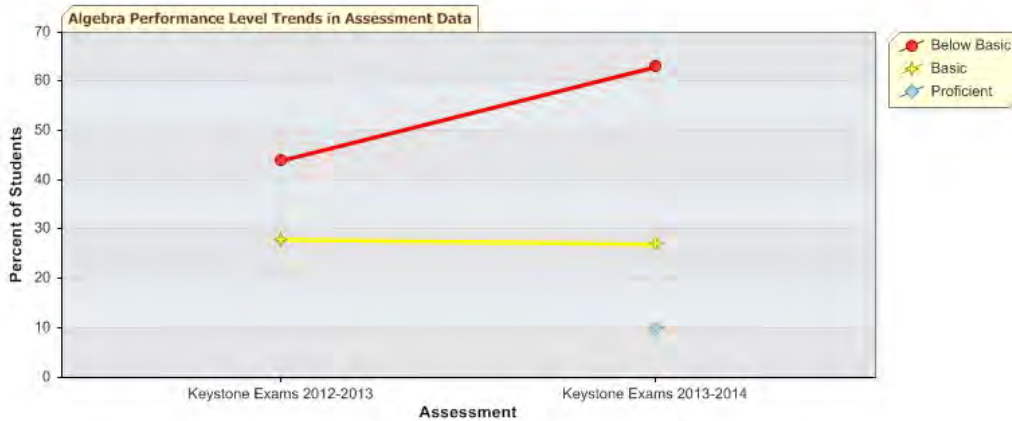
### Longitudinal Building Results

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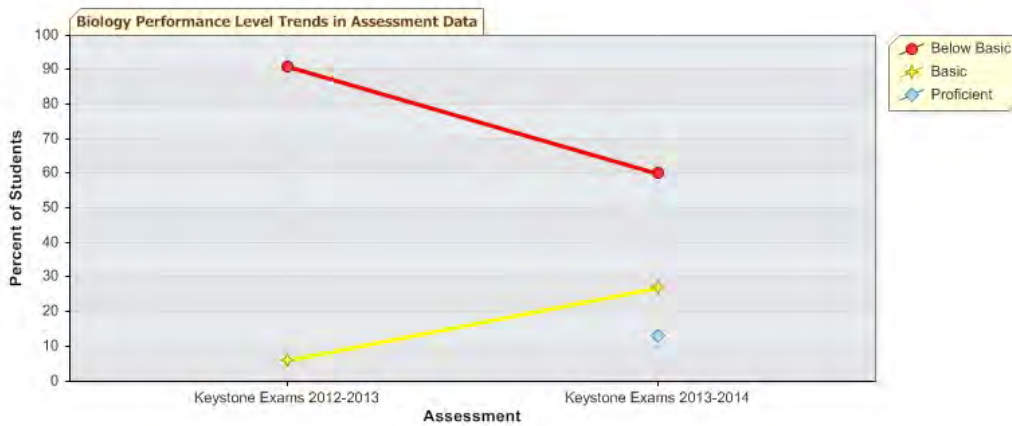
## ASPIRA Bilingual Cyber

Overall ▶

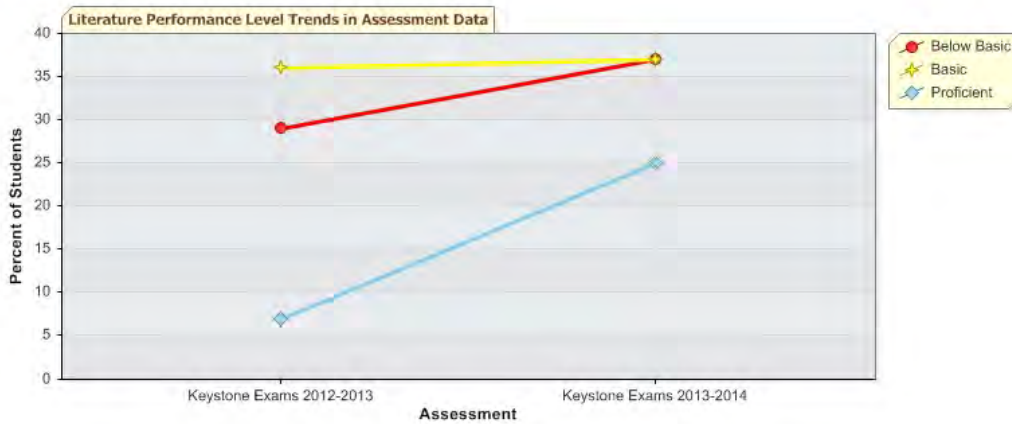
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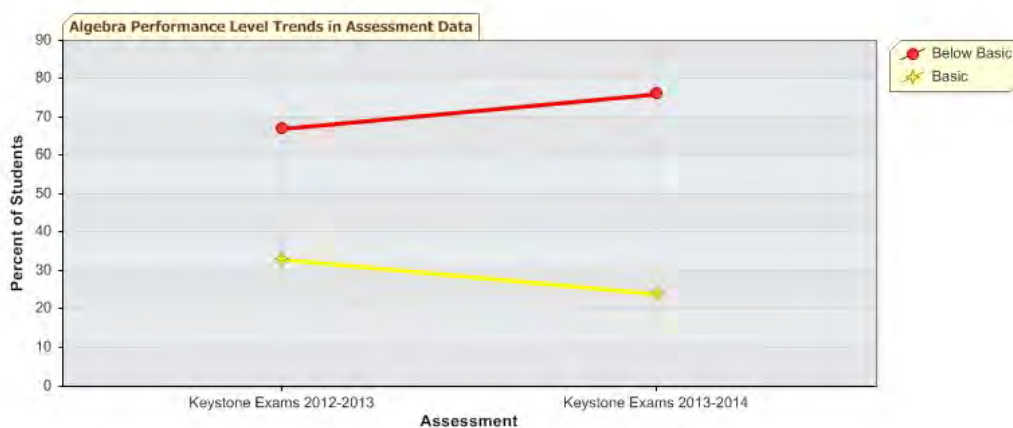
### Subject: Biology



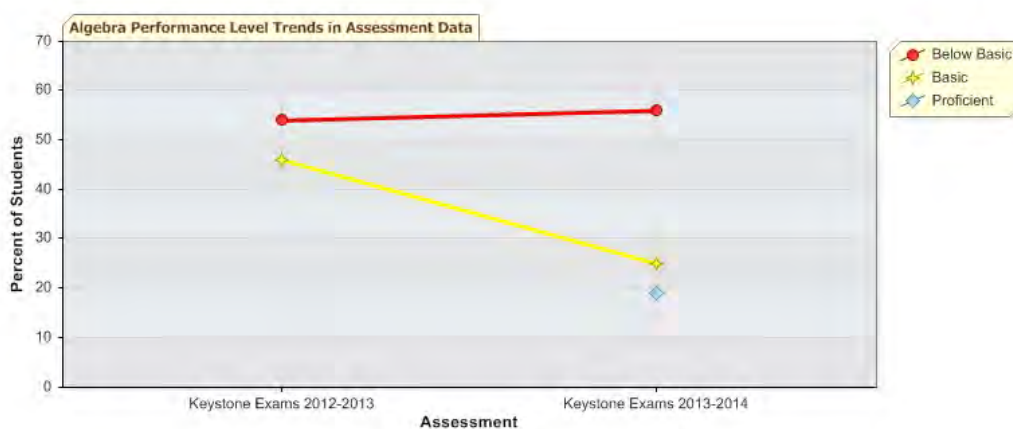
### Subject: Literature



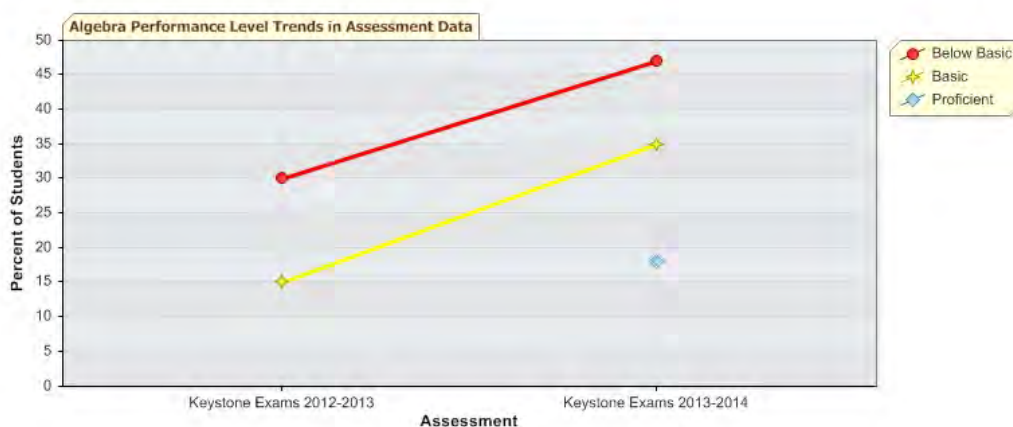
### Subject: Algebra 1 Grade 09



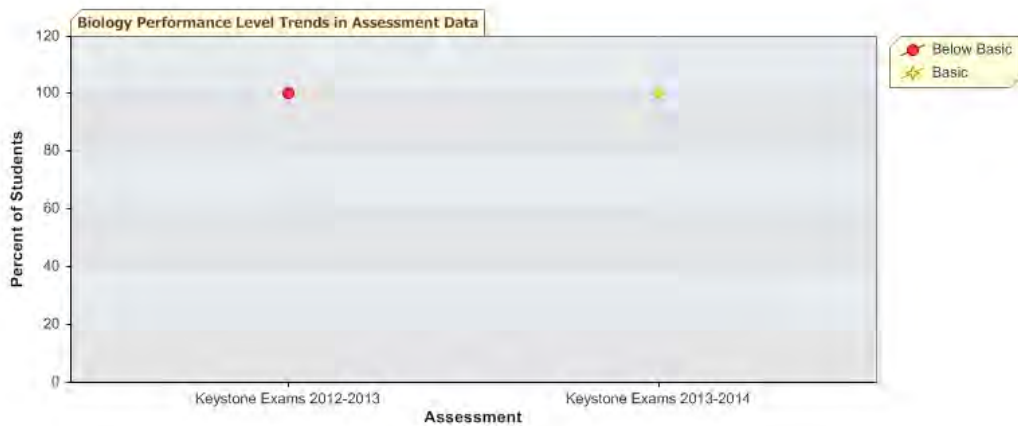
### Subject: Algebra 1 Grade 10



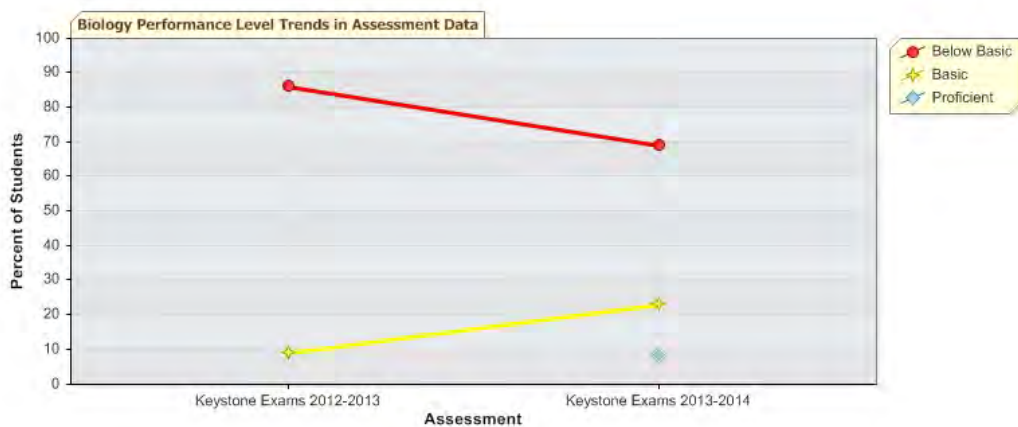
### Subject: Algebra 1 Grade 11



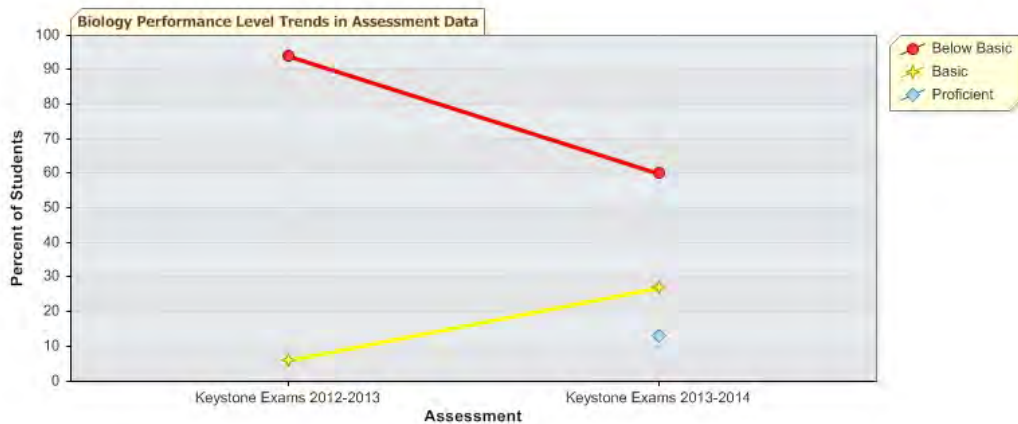
### Biology Grade 09



### Biology Grade 10



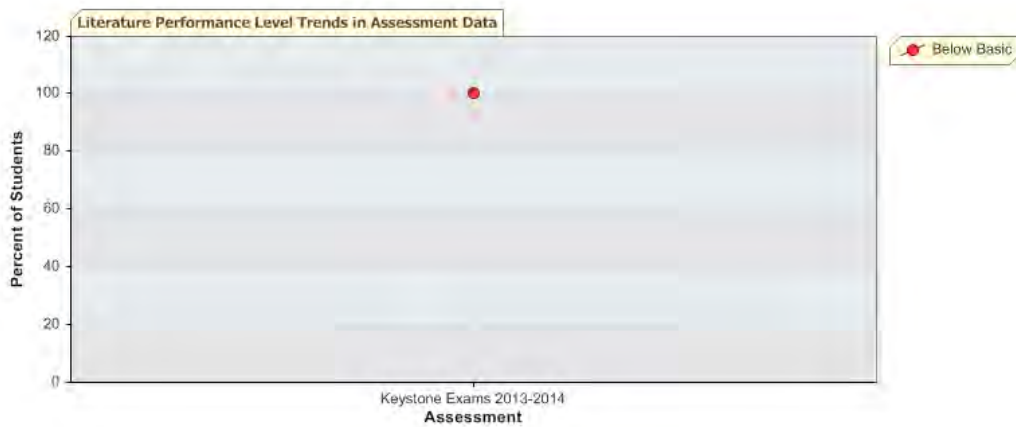
### Biology Grade 11



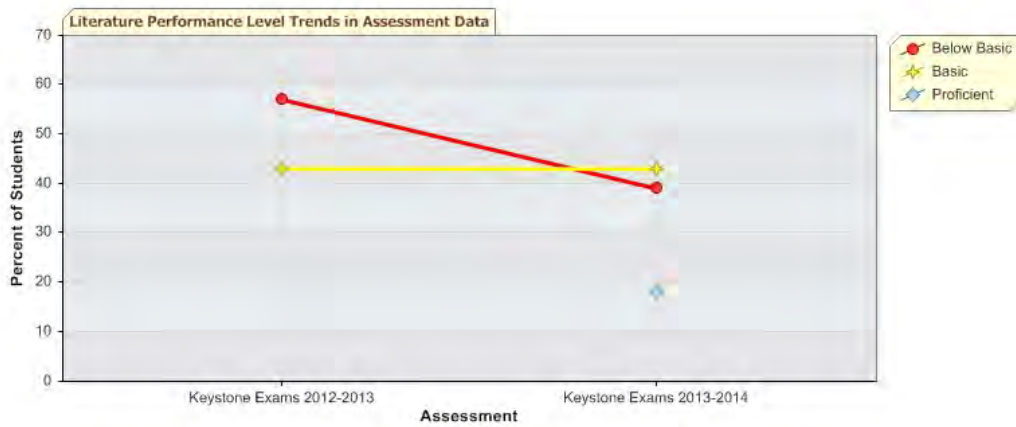
### Biology Grade 12



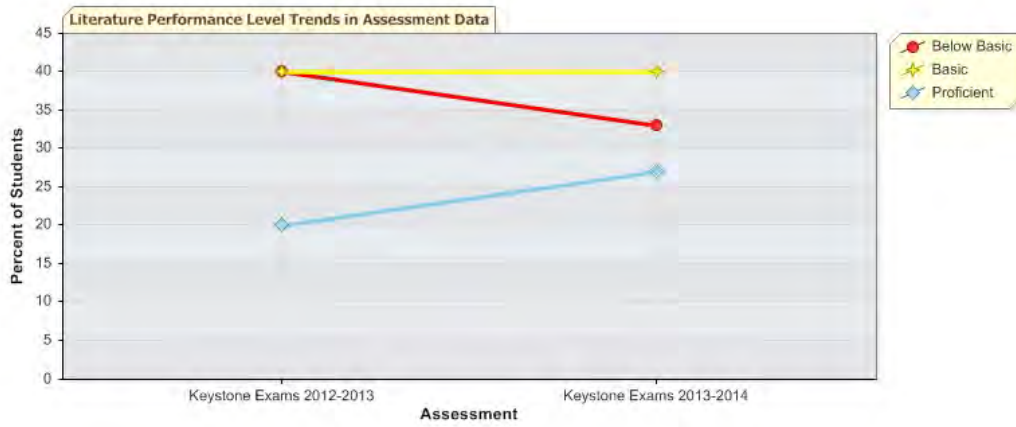
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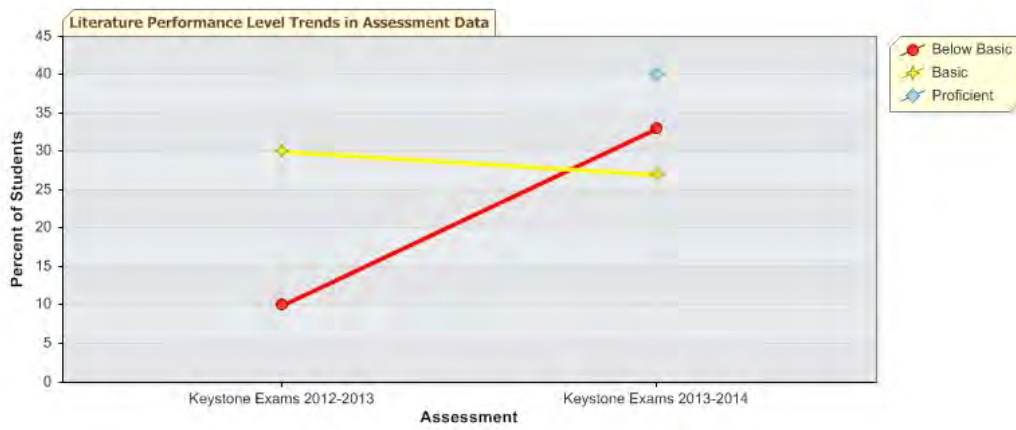
#### Literature Grade 09



#### Literature Grade 10



### Literature Grade 11



# Instructional Walk-Through Instrument

## 2012-2013



Teacher Name:	Date: 11/5
Subject: Biology	Time In/Out: 6 <sup>th</sup> period
Beginning/Middle/End: Beginning	

Indicator	Score	Evidence
<b><u>IP</u></b> Instructional Plans		
<b><u>S/O</u></b> Standard and Objectives	<b>2</b>	Objective posted as:  Identify, compare, and contrast 2 cell types.  Objective posted, but not communicated verbally.
<b><u>PIC</u></b> Presenting Instructional Content	<b>3</b>	Do Now  What is the basic unit of life? What are the tiny structures that perform special jobs inside of these basic units of life?  This is a little bit of a review. This is the stuff we were just tested on.  Teacher responds to 2.  We already talked about the organelles, now we are going to talk about the organization of the cell.  Teacher connects today's learning to previous learning.
<b><u>LAM</u></b> Learning Activities & Materials	<b>2</b>	We are going to watch a quick video  3 things you can pick out of the video.  During the video, all students are taking notes.  A few students ask to see it again.  T - Tell me one thing you got from the video.  S - All living cells are either eukaryote or prokaryote.  Nieri - Eukaryotes are larger, more complex and have lots of organelles in them.  Use of multimedia Generates engagement but lacks critical thinking component Resources beyond the curriculum
<b><u>LG</u></b> Learning Groups		
<b><u>AF &amp; Q</u></b> Academic Feedback & Questioning	<b>2</b>	Same 3 volunteers.  A couple of you put down the names of organelles.

		Some of you put atoms. You were not wrong...teacher explains misconceptions picked up on during the Do Now.
<b><u>LS</u></b> Lesson Structure		
<b><u>MSB in RC</u></b> Managing Student Behavior in a Respective Culture	<b>3</b>	<p>Students are mostly on task and engaged.</p> <p>Ladies and gentleman, this is a silent activity.</p> <p>12:39 – S - How was your weekend? T – It was very nice. Thank you for asking.</p> <p>Ladies and Gentlemen I am going to ask that you focus on me for now . Students are all quiet.</p> <p>That was a really nice review. I like what I was seeing during the Do Now.</p>
<b><u>CP &amp; R</u></b> Classroom Procedures & Resources	<b>2</b>	<p>Ms. Clarici, do we have assigned turns?</p> <p>T – Yes....it'll will help you all focus better.</p> <p>T – 12:36 - We have assigned numbers now; please wait your turn.</p> <p>Do Now posted on the document camera.</p> <p>Teacher checks in with each student and stamps students' Do Nows.</p> <p>Last call for the Do Now.</p>
<b><u>PE</u></b> Physical Environment		

### **Next Steps/Questions**

- 1. Would it have been better to share the posted objective with students at the onset of the lesson verbally?**
- 2. Students would benefit from the use of equity sticks when going over Warm Up questions.**
- 3. Should students be allowed to talk during the Do Now? It might be easier to negotiate quiet and full attention later when you address the class to present new learning following the Do Now if students are allowed to talk quietly at the onset.**



4322 N 5<sup>th</sup> Street, 3<sup>rd</sup> Floor  
Philadelphia, PA 19140

## ASPIRA, Inc. of PA Charter Schools

Antonia Pantoja Charter School  
ASPIRA Bilingual Cyber Charter School  
Eugenio Maria de Hostos Charter School  
John B. Stetson Charter School  
Olney Charter High School  
Pequeños Pasos de ASPIRA

# TEACHER EVALUATION

Teacher's Name \_\_\_\_\_ Grade/Subject 10/Biology Date 1/30/13

Evaluator's Name Lisette Agosto Cintrón Evaluator's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** All categories in this form must be assessed as well as all sources of evidence. The evaluator should bear in mind the aspects of teaching for each category and refer to the rubric language.

Place a check mark in the column that best describes the teacher's performance as it relates to each indicator ("Significantly Above Expectation (SE)", "Above Expectation (AE)", "Meets Expectation (ME)", or "Below Expectation (BE)") there are points associated with each level of performance (see below). At the end of each category, add the number of check marks in each column and multiply the total number by the points assigned to the performance level. An Improvement Plan must be developed to address the area identified as Below Expectation (BE). Evaluator must complete an overall assessment, which must clearly indicate the teacher's performance standing.

### Example:

TEACHER'S PERFORMANCE DEMONSTRATES:		SE	AE	ME	BE
1	Knowledge of content and pedagogy	✓			
2	Knowledge of Pennsylvania's Academic Standards	✓			
3	Knowledge of students and how to use this knowledge to inform instruction		✓		
4	Clear and appropriate instructional goals that reflect content standards and high expectations for students				✓

Score: SE(4points) x 2 = 8, AE(3points) x 1= 3, ME(2 points) x 0 = 0, BE(1point)x 1= Total = 12

## DEFINITIONS

<b>Significantly Above Expectation [SE]</b> 4 points	The candidate <i>extensively</i> demonstrates indicators of performance.
<b>Above Expectation [AE]</b> 3points	The candidate <i>consistently</i> demonstrates indicators of performance.
<b>Meets Expectation [ME]</b> 2 points	The candidate <i>adequately</i> demonstrates indicators of performance.
<b>Below Expectation [BE]</b> 1 point	The candidate <i>rarely</i> demonstrates indicators of performance.

## CATEGORY 1: Planning/Preparation

Through their knowledge of content and pedagogy skills in planning and preparation, teachers make plans and set goals based on the content to be learned, their knowledge of students and their instructional context.

Category 1 reviews: Knowledge of Content and Pedagogy, Knowledge of Pennsylvania Academic Standards, Knowledge of Students, Selecting Instructional Goals, Designing Coherent Instruction, Assessing Student Learning, Knowledge of Resources, Materials and Technology.

TEACHER'S PERFORMANCE DEMONSTRATES:		SE	AE	ME	BE
1.1	Knowledge of content and pedagogy.			X	
1.2	Knowledge of Pennsylvania's Academic Standards.			X	
1.3	Knowledge of students and how to use this knowledge to inform instruction.			X	
1.4	Clear, visible, measurable, specific and appropriate instructional goals that reflect content standards and high expectations for students.			X	
1.5	Thorough awareness of resources, materials, and technology available through the school or district or professional organizations.		X		
1.6	Appropriate and coherent instructional design in which plans for all elements are completely aligned with the instructional goals, have a clear sequence, and include adaptations for individual student needs and are submitted timely for review.		X		
1.7	Appropriate and clear assessments of student learning completely aligned to the instructional goals, and adapted as required for student needs.		X		

Score: SE(4) x \_\_\_\_ = \_\_\_\_, AE(3) x 3 = 9, ME(2)x 4 = 8, BE(1)x \_\_\_\_ = \_\_\_\_ Total = 17

Sources of Evidence (Check all that apply include types/titles and number)

- |  |  |
|--|--|
| <input type="checkbox"/> Lesson/Unit Plans _____             | <input type="checkbox"/> Teacher Conferences/Interviews _____    |
| <input type="checkbox"/> Resources/Material/Technology _____ | <input checked="" type="checkbox"/> Classroom Observations _____ |
| <input type="checkbox"/> Assessment Materials _____          | <input type="checkbox"/> Teacher Resource Documents _____        |
|  | Other _____  |

### Assessment of Category 1(Discussion/Comment/Improvement Plan)

Please continue to actively engage your students in your lessons and activities.

## CATEGORY 2: Classroom Environment

**Teachers establish and maintain a purposeful and equitable environment for learning, in which students feel safe, valued, and respected by instituting routines and setting clear expectations for student behavior.**

**Category 2 reviews: School's Mission and Vision, Teacher Interaction with Students, Establishment of a Learning Environment, Student Interaction.**

TEACHER'S PERFORMANCE DEMONSTRATES:		SE	AE	ME	BE
<b>2.1</b>	Promotes and ensures understanding of and commitment to the ASPIRA school's mission, vision, and values.			X	
<b>2.2</b>	High and clear expectations for student achievement in a challenging and dynamic learning environment, with value placed on the student's work.		X		
<b>2.3</b>	Significant attention to equitable learning opportunities for students.		X		
<b>2.4</b>	Appropriate and highly respectful interactions between teacher and students and among students.			X	
<b>2.5</b>	Highly effective classroom routines and procedures resulting in effective use of instructional time.			X	
<b>2.6</b>	Clear standards of conduct and highly effective and preventive management of student behavior.			X	
<b>2.7</b>	Safe and skillful organization of physical space, to the extent it is under the control of the teacher, that provides accessibility to learning and to the use of resources, materials, and technology.			X	

**Score:** SE(4) x \_\_\_\_ = \_\_\_\_, AE(3) x 2 = 6, ME(2)x 5 = 10, BE(1)x \_\_\_\_ = \_\_\_\_ **Total = 16**

**Sources of Evidence** (Check all that apply and include types/titles and number)

X Classroom Observations _____ X Informal Observations/Visits _____ <input type="checkbox"/> Teacher Conferences/Interviews _____	<input type="checkbox"/> Visual Technology _____ <input type="checkbox"/> Resources/Materials/Technology/Space _____ <input type="checkbox"/> Other _____
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### Assessment of Category 2 (Discussion/Comment/Improvement Plan)

It is evident that you put a lot of effort into setting classroom norms. Students respond to verbal cues almost immediately.

## CATEGORY 3: Instructional Delivery

**Teachers, through their knowledge of content and their skill in delivering instruction, engage students in learning by using a variety of instructional strategies.**

**Category 3 reviews: Communications, Questioning and Discussion Techniques, Engaging Students in Learning, Providing Feedback, Demonstrating Flexibility and Responsiveness.**

TEACHER'S PERFORMANCE DEMONSTRATES:		SE	AE	ME	BE
<b>3.1</b>	Clear and appropriate communication of procedures and high-quality explanations of the content.			X	
<b>3.2</b>	Highly effective use of different levels of questioning and discussion strategies that encourage most, if not all, students to participate.			X	
<b>3.3</b>	High-level engagement of students in learning and appropriate pacing of instruction.		X		
<b>3.4</b>	Equitable, accurate, and constructive feedback to students on their learning.		X		
<b>3.5</b>	Informed and appropriate use of formal and informal assessments to meet learning goals and to monitor student learning.			X	
<b>3.6</b>	High degree of flexibility and responsiveness in meeting the learning needs of students			X	

**Score:** SE(4) x    =   , AE(3) x   2   =   6  , ME(2)x   4   =   8  , BE(1)x    =    **Total** =   14  

**Sources of Evidence** (Check all that apply and include types/titles and number)

- |   |   |
|---|---|
| <input type="checkbox"/> Classroom Observations _____         | <input type="checkbox"/> Student Assignment Worksheets _____                |
| x Informal Observations/Visits _____                          | <input type="checkbox"/> Student Work _____                                 |
| <input type="checkbox"/> Assessment Materials _____           | <input type="checkbox"/> Instructional Resources/Materials/Technology _____ |
| <input type="checkbox"/> Teacher Conferences/Interviews _____ | <input type="checkbox"/> Other _____  |

### Assessment of Category 3 (Discussion/Comment/Improvement Plan)

You do a great job of connecting students to previous learning and giving constructive feedback.

## CATEGORY 4: Professionalism

**Professionalism is demonstrated through qualities that characterize a professional person in aspects occurring in and beyond the classroom/building.**

**Category 4 reviews: Maintaining Clear and Accurate Records, Communication with Families and Students, Contributing to School and ASPIRA, Developing Professionalism.**

TEACHER'S PERFORMANCE DEMONSTRATES:		SE	AE	ME	BE
4.1	Efficient and effective system for maintaining accurate and complete records consistent with school or ASPIRA's guidelines.			X	
4.2	Effective communication with families regarding student needs and development.			X	
4.3	Frequent participation in professional development opportunities, consistent application of new learning in the classroom, and sharing of learning with colleagues.			X	
4.4	Full commitment to professional standards.			X	
4.5	Full and active compliance with school and ASPIRA's policies and procedures.			X	
4.6	Purposeful reflection on teaching and learning and the use of reflection to guide future instructional planning.			X	
4.7	Adheres to Teacher's Professional Code of Conduct.			X	

Score: SE(4) x \_\_\_\_ = \_\_\_\_, AE(3) x \_\_\_\_ = \_\_\_\_, ME(2)x\_7\_\_ = \_14\_, BE(1)x \_\_\_\_ = \_\_\_\_ Total = \_\_14\_\_

**Sources of Evidence** (Check all that apply and include types/titles and number)

- |  |   |
|--|---|
| <input type="checkbox"/> Teacher Conferences/Interviews _____        | <input type="checkbox"/> Progress Reports/Report Cards _____    |
| <input type="checkbox"/> Teacher Reflection _____                    | <input type="checkbox"/> Parent/School/Community Feedback _____ |
| <input type="checkbox"/> Observations/Visual Technology _____        | <input checked="" type="checkbox"/> Professional Development/   |
| <input type="checkbox"/> Interaction with Family _____               | Act 48 Documentation _____                                      |
| <input checked="" type="checkbox"/> Student Records/Grade Book _____ | <input type="checkbox"/> Other _____                            |

### Assessment of Category 4(Discussion/Comment/Improvement Plan)

XXXXXXX is a team player who goes the extra mile to get the job done.

## COMMENTS

Total Scores from Categories 1 thru 4 = \_\_\_\_61\_\_\_\_

Performance Rating: SE= 91-108, AE = 71-90, S =51-70, U ≤ 50

Comments by Evaluator Must Include Teacher's Overall Performance Standing:

XXXXXXXX, you are an asset to our team. Your students  
are lucky to have you as a teacher.

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Comments by Teacher:

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Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*(Teacher's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the review.)*

Pennsylvania  
Department of Education  
Teacher and Principal Evaluation Information  
Individual LEA Data  
For the 2012-13 Rating Period

GENERAL INFORMATION

**LEA Name:**

ASPIRA Bilingual Cyber Charter School

**AUN Number:**

181519176

**Address:**

4322 N 5th Street, 3rd Floor Philadelphia, PA 19140

**Name Superintendent or Chief School Administrator:**

Dr. Lucila Paramo

**For Information Contact:**

Yolanda Cooper

**Email:**

ycooper@pantoja.aspirapa.org

**Phone:**

267-338-1045

TEACHER INFORMATION

**Describe the LEA's system used to evaluate the performance of your teachers:**

In the ASPIRE System of Professional Development, all teachers are evaluated informally 8-10 times by an administrator (walkthroughs) through out the school year, all teachers are observed 2 times formally by administrators and teacher coaches, all announced observations begin with a preconference (1), all observations are followed with a post conference which identify an area of refinement and an area of reinforcement. Certified ASPIRE evaluators use a Professional Instructional Rubric with specific indicators and descriptors to evaluate classroom teachers. Some of the indicators are relative to Designing and Planning Instruction such as: instructional and assessment plans, while other indicators apply to the Implementation of Instruction such as: standards and objectives, presenting instructional content, learning activities and materials, learning groups, academic feedback and questioning, and lesson structure.

**Does the LEA use the results of the teacher evaluation system described above in decisions regarding:**

a. Teacher Development? Yes

We conduct Professional Growth Workshops where we link teachers to workshops that relate to a professional growth need based on their evaluations.

- b. Teacher Compensation? No
- c. Teacher Promotions? Yes

There are opportunities for growth within our organization. One such role is "Master Teacher" and teacher performance evaluations as well as professional degrees are reviewed to determine one's eligibility for candidacy. The same process is used for an Administration role.

- d. Teacher Retention and Removal? Yes

Teachers are retained or removed using information from their evaluations. A teacher is placed on an Action Plan if they receive an unsatisfactory evaluation. The Action Plan outlines what the teacher must do to improve and the time-frame for demonstrating such improvement. Teachers that are in good standing with their evaluations are offered another year's contract.

**Does the LEA teacher evaluation system described above include the following as evaluation criterion:**

- a. Student Achievement Outcomes? Yes
- b. Student Growth Data? Yes

The Leadership uses data from high stakes test (PSSA/Keystone) and Benchmarks to develop a school plan. The purpose of the plan is to increase the likelihood that teachers are implementing specific and effective classroom interventions and that they can directly link changes in student achievement to those interventions for increased student achievement.

**How often does the LEA formally evaluate:**

- a. New Teachers (Less than 3 Years)? Twice a year
- b. Experienced Teachers (More than 3 Years)? Twice a year

**Does the LEA use weighting formula(e) and/or rubric(s) to guide teacher evaluators?**

- a. Yes or No? If Yes, describe background and process. Yes

A comprehensive rubric on designing and planning instruction and implementing instruction that consist of professional indicators to measure teaching skills, knowledge and responsibilities is used to evaluate teachers. The primary purpose is to provide the basis of support teachers receive for their own professional growth.

**Does the LEA publicly report teacher evaluation data by school?**

- a. Yes or No? (Web link provided if applicable.) No

**LEA Teacher Evaluations Summary:**

Number Rated	7
Number Not Rated	0
Total Number Employed	7

LEA Teacher Evaluations Detail:

	Total Employed	Not Rated	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	(Denominator)	(Numerator) %	(Numerator) %	(Numerator) %	(Numerator) %	(Numerator) %	(Numerator) %	(Numerator) %
Unsatisfactory/Satisfactory			Unsatisfactory	Unsatisfactory	Satisfactory	Satisfactory		Satisfactory
ASPIRA Bilingual Cyber Charte	7	0 0 %	0 0 %	0 0 %	0 0 %	0 0 %	0 0 %	7 100 %
Totals	7	0 0 %	0 0 %	0 0 %	0 0 %	0 0 %	0 0 %	7 100 %

Note: - All Building percentages are the result of dividing the number of ratings at each level (Numerator) by the building total (Denominator)  
- All Total percentages are the result of dividing the total number of ratings at each level (Numerator) by the overall total (Denominator)  
**\*In order to ensure that individual ratings can not be deduced , we have not reported any Teacher or Principal information if building level or LEA level data is less than or equal to 5**

PRINCIPAL INFORMATION

Describe the LEA's system used to evaluate the performance of your Principals:

Principals are evaluated by the Chief Academic Officer twice per year. Assistant Principals are evaluated by the Principal also twice per year. Evaluators received training on the form and the rubric used. Those Principals who do not achieve a satisfactory rating must follow an action plan until the next evaluation (usually 90 days). Below is a sample of how the evaluation tool works.  
Directions: All categories in this form must be assessed as well as all sources of evidence. Place a check mark in the column that best describes the principal's performance as it relates to each indicator ("Significantly Above Expectation (SE)", "Above Expectation (AE)", "Meets Expectation (ME)", or "Below Expectation (BE)") there are points associated with each level of performance (see below). At the end of each category, add the number of check marks in each column and multiply the total number by the points assigned to the performance level. An Improvement Plan must be developed to address area(s) identified as Below Expectation. Evaluator must complete an overall assessment, which must clearly indicate the principal's performance standing. Example:PRINCIPAL'S PERFORMANCE DEMONSTRATES: SE AE ME BE1 Knowledge of content and pedagogy 2 Knowledge of Pennsylvania's Academic Standards 3 Knowledge of students and how to use this knowledge to inform instruction 4 Clear and appropriate instructional goals that reflect content standards and high expectations for students Score: SE(4points) x 2 = 8, AE(3points) x 1= 3, ME(2points) x 1= 2, BE(1point) x 1= 1 Total = 14DEFINITIONSSignificantly Above Expectation [SE] 4 points The candidate extensively demonstrates indicators of performance.Above Expectation [AE] 3points The candidate consistently demonstrates indicators of performance.Meets Expectation [ME] 2 points The candidate adequately demonstrates indicators of performance.Below Expectation [BE] 1 point The candidate rarely demonstrates indicators of performance.

Does the LEA use the results of the principal evaluation system described above in decisions regarding:

- a. Principal Development?

No
- b Principal Compensation?

No
- c. Principal Promotions?

Yes
- Those assistant principals who consistently score 'above expectations' are the first to be considered for any open principal position or director position at the district level.
- d. Principal Retention and Removal?

Yes

An unsatisfactory rating will prompt not renewing an annual contract or an extended probationary period. An action plan is generated for any rating less than satisfactory. Annual contract renewal is dependent upon at least a satisfactory rating at the end of the school year.

Does the LEA principal evaluation system described above include the following as evaluation criterion:

- a. Student Achievement Outcomes?No
- b. Student Growth Data?No

How often does the LEA formally evaluate:

- a. New Principals (Less than 3 Years)?Twice a year
- b. Experienced Principals (More than 3 Years)?Twice a year

Does the LEA use weighting formula(e) and/or rubric(s) to guide principal evaluators?

- a. Yes or No? If Yes, describe background and process.Yes

Principals are rated in six categories: Instructional Leadership & Management, Organizational Climate & Morale, Personnel Management, Student & Community Relationships, Personal/Professional Development, and Professional Behavior & Ethics. The rubric's ratings are calculated as follows: Significantly Above Expectation [SE] 4 points, Above Expectation [AE] 3points, Meets Expectation [ME] 2 points, and Below Expectation [BE] 1 point. A minimum of 80 points must be earned to be considered a satisfactory rating. The rubric is made to match the teacher evaluation tool which is based on the Charlotte Danielson model.

Does the LEA publicly report principal evaluation data by school?

- a. Yes or No? (Web link provided if applicable.)No

Does your LEA have at least one Principal position?Yes

Does your LEA have at Standarized Principal Evaluation System?Yes

LEA Principal Evaluations Summary:

Number Rated	1
Number Not Rated	0
Total Number Employed	1

LEA Principal Evaluation Detail:

	Total Employed	Not Rated	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	(Denominator)	(Numerator) %	(Numerator) %	(Numerator) %	(Numerator) %	(Numerator) %	(Numerator) %	(Numerator) %
Unsatisfactory/Satisfactory			Unsatisfactory	Satisfactory	Satisfactory	Satisfactory	NA	Satisfactory

Totals	*	* %	* %	* %	* %	* %	* %	* %

Note: - All Total percentages are the result of dividing the total number of ratings at each level (Numerator) by the overall total (Denominator)

\*In order to ensure that individual ratings can not be deduced , we have not reported any Teacher or Principal information if building level or LEA level data is less than or equal to 5



Dashboard	Attendance	Misconduct	Teachers	Students	Lesson Plans	Curriculum	SLO Beta	Reports	Resources	Local Assessment	RTII	Data Analyst	More...
PSSA Math/Reading	PSSA Writing	PSSA Science	Access	Keystone	Study Island	PVAAS	GMAD	GRADE	Student Subject Reports	Spreadsheets	Data		
Set Reports	School Comparisons	Mann Early Warning	Spotlight Report	Local Assessments	Course Failures								

## Study Island 2012-2013 Analysis for ASPIRA Bilingual Cyber

[Print to PDF](#)

### ASPIRA Bilingual Cyber

#### Fourth Grade

##### Subject Scores

Score Type	Avg Test Per 1	Avg Test Per 2	Avg Test Per 4	Change
Reading Pct Score	30	43.3	30	0.0
Reading Raw Score	9	13	9	0.0
Math Pct Score	40	63.3	46.7	6.7
Math Raw Score	12	19	14	2.0

##### Reporting Category Scores

Score Type	Avg Test Per 1	Avg Test Per 2	Avg Test Per 4	Change
Understand Fict Pct Score	44.4	44.4	22.2	-22.2
Understand Fict Raw Score	4	4	2	-2.0
Understand NonFict Pct Score	27.3	45.5	54.5	27.2
Understand NonFict Raw Score	3	5	6	3.0
Understand Components in Texts Pct Score	14.3	42.9	14.3	0.0
Understand Components in Texts Raw Score	1	3	1	0.0
Numbers and Operations Pct Score	42.9	64.3	42.9	0.0
Numbers and Operations Raw Score	6	9	6	0.0
Measurement Pct Score	25	75	75	50.0
Measurement Raw Score	1	3	3	2.0
Geometry Pct Score	25	75	75	50.0
Geometry Raw Score	1	3	3	2.0
Algebraic Concepts Pct Score	75	50	25	-50.0
Algebraic Concepts Raw Score	3	2	1	-2.0
Data Analysis & Prob Pct Score	25	50	25	0.0
Data Analysis & Prob Raw Score	1	2	1	0.0

#### Fifth Grade

##### Subject Scores

Score Type	Avg Test Per 1	Avg Test Per 2	Avg Test Per 4	Change
Reading Pct Score	90	86.7	88.3	-1.7
Reading Raw Score	27	26	26.5	-0.5
Math Pct Score	73.3	96.7	75	1.7
Math Raw Score	22	29	22.5	0.5

##### Reporting Category Scores

Score Type	Avg Test Per 1	Avg Test Per 2	Avg Test Per 4	Change
Understand Fict Pct Score	92.3	84.6	88.45	-3.8
Understand Fict Raw Score	12	11	11.5	-0.5
Understand NonFict Pct Score	81.8	90.9	86.35	4.6
Understand NonFict Raw Score	9	10	9.5	0.5
Understand Components in Texts Pct Score	100	75	100	0.0
Understand Components in Texts Raw Score	4	3	4	0.0
Understand Literary Devices Pct Score	100	100	100	0.0
Understand Literary Devices Raw Score	1	1	1	0.0
Understand Concepts and Organ of NonFict Pct Score	100	100	50	-50.0
Understand Concepts and Organ of NonFict Raw Score	1	1	.5	-0.5
Numbers and Operations Pct Score	69.2	100	69.2	0.0
Numbers and Operations Raw Score	9	13	9	0.0
Measurement Pct Score	100	75	87.5	-12.5
Measurement Raw Score	4	3	3.5	-0.5
Geometry Pct Score	25	100	37.5	12.5
Geometry Raw Score	1	4	1.5	0.5
Algebraic Concepts Pct Score	100	100	100	0.0
Algebraic Concepts Raw Score	5	5	5	0.0
Data Analysis & Prob Pct Score	75	100	87.5	12.5
Data Analysis & Prob Raw Score	3	4	3.5	0.5

## Sixth Grade

### Subject Scores

Score Type	Avg Test Per 1	Avg Test Per 2	Avg Test Per 4	Change
Reading Pct Score	69.45	57.34	60	-9.5
Reading Raw Score	20.83	17.2	18	-2.8
Math Pct Score	56.13	56.66	33.33	-22.8
Math Raw Score	16.83	17	10	-6.8

### Reporting Category Scores

Score Type	Avg Test Per 1	Avg Test Per 2	Avg Test Per 4	Change
Understand Fict Pct Score	75	54	50	-25.0
Understand Fict Raw Score	7.5	5.4	5.5	-2.0
Understand NonFict Pct Score	63.63	60	75	11.4
Understand NonFict Raw Score	7	6.6	7.5	0.5
Understand Components in Texts Pct Score	66.67	63.36	75	8.3
Understand Components in Texts Raw Score	3.33	3.8	4.5	1.2
Understand Concepts and Organ of NonFict Pct Score	75	20	25	-50.0
Understand Concepts and Organ of NonFict Raw Score	1.5	.2	.5	-1.0
Numbers and Operations Pct Score	48.13	62.22	41.65	-6.5
Numbers and Operations Raw Score	4.33	5.6	3.75	-0.6
Measurement Pct Score	62.5	70	18.75	-43.8
Measurement Raw Score	2.5	2.8	.75	-1.8
Geometry Pct Score	44.43	56.66	29.15	-15.3
Geometry Raw Score	2.67	3.4	1.75	-0.9
Algebraic Concepts Pct Score	75	43.34	25.03	-50.0
Algebraic Concepts Raw Score	4.5	2.6	1.5	-3.0
Data Analysis & Prob Pct Score	56.67	52	45	-11.7
Data Analysis & Prob Raw Score	2.83	2.6	2.25	-0.6

## Seventh Grade

### Subject Scores

Score Type	Avg Test Per 1	Avg Test Per 2	Avg Test Per 4	Change
Reading Pct Score	20	62.53	57.77	37.8
Reading Raw Score	6	18.75	17.33	11.3
Math Pct Score	49.98	43.33	54.66	4.7
Math Raw Score	15	13	16.4	1.4

### Reporting Category Scores

Score Type	Avg Test Per 1	Avg Test Per 2	Avg Test Per 4	Change
Understand Fict Pct Score	12.5	82.13	58.33	45.8
Understand Fict Raw Score	1	5.75	4.67	3.7
Understand NonFict Pct Score	12.5	46.15	55.57	43.1
Understand NonFict Raw Score	1.5	6	6.67	5.2
Understand Components in Texts Pct Score	33.35	70	58.33	25.0
Understand Components in Texts Raw Score	1	3.5	2.33	1.3
Understand Literary Devices Pct Score	37.5	68.75	58.33	20.8
Understand Literary Devices Raw Score	1.5	2.75	2.33	0.8
Understand Concepts and Organ of NonFict Pct Score	33.3	75	66.67	33.4
Understand Concepts and Organ of NonFict Raw Score	1	.75	1.33	0.3
Numbers and Operations Pct Score	60.73	33.37	34.3	-26.4
Numbers and Operations Raw Score	4.25	2.33	2.4	-1.9
Measurement Pct Score	50	33.33	70	20.0
Measurement Raw Score	2	1.33	2.8	0.8
Geometry Pct Score	40	53.33	64	24.0
Geometry Raw Score	2	2.67	3.2	1.2
Algebraic Concepts Pct Score	50	37.5	52.5	2.5
Algebraic Concepts Raw Score	4	3	4.2	0.2
Data Analysis & Prob Pct Score	45.85	61.13	63.32	17.5
Data Analysis & Prob Raw Score	2.75	3.67	3.8	1.1

## Eighth Grade

### Subject Scores

Score Type	Avg Test Per 1	Avg Test Per 2	Avg Test Per 4	Change
Reading Pct Score	40	75	60	20.0
Reading Raw Score	12	22.5	18	6.0
Math Pct Score	23.3	23.3	43.33	20.0
Math Raw Score	7	7	13	6.0

### Reporting Category Scores

Score Type	Avg Test Per 1	Avg Test Per 2	Avg Test Per 4	Change
Understand Fict Pct Score	66.7	64.3	55.57	-11.1
Understand Fict Raw Score	4	4.5	3.33	-0.7
Understand NonFict Pct Score	33.3	77.25	52.77	19.5
Understand NonFict Raw Score	4	8.5	6.33	2.3
Understand Components in Texts Pct Score	60	91.65	76.17	16.2
Understand Components in Texts Raw Score	3	5.5	5.33	2.3
Understand Concepts and Organ of NonFict Pct Score	50	50	100	50.0
Understand Concepts and Organ of NonFict Raw Score	1	.5	1	0.0
Numbers and Operations Pct Score	33.3	16.7	38.87	5.6
Numbers and Operations Raw Score	2	1	2.33	0.3
Algebraic Concepts Pct Score	33.3	11.1	44.43	11.1
Algebraic Concepts Raw Score	3	1	4	1.0
Data Analysis & Prob Pct Score	33.3	33.3	50	16.7
Data Analysis & Prob Raw Score	2	2	3	1.0

#### Ninth Grade

Subject Scores

There is no data.

Reporting Category Scores

There is no data.

#### Tenth Grade

Subject Scores

There is no data.

Reporting Category Scores

There is no data.

#### Eleventh Grade

Subject Scores

Score Type	Avg Test Per 1	Avg Test Per 2	Change
Algebra Pct Score	35.84	30.68	-5.2
Algebra Raw Score	10.75	9.2	-1.6
English Literature Pct Score	60.96	41.13	-19.8
English Literature Raw Score	18.29	12.33	-6.0

Reporting Category Scores

Score Type	Avg Test Per 1	Avg Test Per 2	Change
Operations with Real Numbers and Expressions Pct Score	37.5	32	-5.5
Operations with Real Numbers and Expressions Raw Score	1.88	1.6	-0.3
Linear Equations Pct Score	35	52	17.0
Linear Equations Raw Score	1.75	2.6	0.9
Linear Inequalities Pct Score	20	28	8.0
Linear Inequalities Raw Score	1	1.4	0.4
Functions Pct Score	42.5	16	-26.5
Functions Raw Score	2.13	.8	-1.3
Coordinate Geometry Pct Score	25	24	-1.0
Coordinate Geometry Raw Score	1.25	1.2	-0.1
Data Analysis Pct Score	55	32	-23.0
Data Analysis Raw Score	2.75	1.6	-1.2
Reading for Meaning - Fiction Pct Score	53.57	41.67	-11.9
Reading for Meaning - Fiction Raw Score	2.14	1.67	-0.5
Analyzing and Interpreting Literature - Fiction Pct Score	67.53	42.47	-25.1
Analyzing and Interpreting Literature - Fiction Raw Score	7.43	4.67	-2.8
Reading for Meaning - Nonfiction Pct Score	60	33.33	-26.7
Reading for Meaning - Nonfiction Raw Score	3	1.67	-1.3
Analyzing and Interpreting Literature - Nonfiction Pct Score	57.14	43.33	-13.8
Analyzing and Interpreting Literature - Nonfiction Raw Score	5.71	4.33	-1.4

## Narratives

### School Building and Funding Information

Provide information for each school requesting funds as part of this FY13 SIG application.

**Building Enrollment** - Provide the Oct 2013 Building Enrollment

**Building Number** - Provide the 4-digit number assigned to this school

**Building Grade Level** - Provide the grade levels this school serves

**# 13-14 Instructional Minutes** - Provide the best estimation of the number of instructional minutes in the 13-14 school year

**# 13-14 AP/IB Course Students** - Provide the number of 9-12 grade students that will complete at least ONE Advanced Placement or International Baccalaureate course

**# 13-14 Dual Enrollment Students** - Provide the number of 9-12 grade students that will complete at least ONE Dual Enrollment course

**# 13-14 AP/IB & Dual Enrollment Students** - Provide the number of 9-12 students that will complete at least one Advanced Placement or International Baccalaureate course AND at least one Dual Enrollment course.

School Name	Building Enrollment	Building Number (4 digits)	Building Grade Level	Intervention Selected	# 13-14 Instructional Minutes	# 13-14 AP/IB Course Students
ASPIRA Bilingual Cyber Charter School	150	0	K-12	Transformation	64800	0

### School Funding Information

Schools receiving SIG funds will continue to receive all state and local funds it would otherwise receive in the absence of SIG funds.

Schools opting to implement the Turnaround, Transformation or Restart models may apply for \$50,000 to \$2,000,000 per year, per school to in not apply for more than \$200,000 in SIG funds. These funds must be budgeted and spent during Year 1 of the grant. Funds may NOT be spent on allowable costs that MAY be supported by SIG funds.

- Parent and community outreach
- Press releases
- Newsletter
- Newspaper announcements
- Transition services for parents and students
- Orientation activities
- Costs for revisions to transportation routes, classroom assignments, etc. that exceed the amount of money normally spent on such activities

On-site monitoring will occur three times each year of during the grant period. Schools will be asked to reapply for second and third year fund PDE of any changes to the approved SIG plan. Monitors will evaluate the continuation application and determine whether the additional funds

# 13-14 Dual Enrollment Students	# 13-14 AP/IB & Dual Enrollment Students	Teacher Attendance Rate	Student Attendance Rate
0	0	94.7	82

will be based on the continuation application, monitors' on-site visits, and the school's progress on leading and lagging data indicators.

### **Pre-Implementation Costs**

LEAs may request funding for pre-implementation activities necessary to prepare for the implementation of the reform model at the beginning of the 2014-15 school year. Some examples of possible pre-implementation activities are:

- Community meetings to review school performance and discuss the reform model to be implemented.
- Communications between the school and parents regarding the school status, school choice options, social services, etc.
- Transition services for families of students transferring to new schools (closure model).
- The rigorous review of external providers (experts, CMOs, EMOs) to properly select those with whom to contract.
- Recruitment and selection of principals and new instructional staff.
- Remediation and enrichment for students to be involved in the implementation of a reform model.
- Identification and purchase of instructional materials to be used in the 2014-15 school year.
- Training necessary to implement new or revised instructional programs and strategies in the 2014-15 school year.
- Development and piloting of data systems to be used in connection with the reform program to be implemented in the 2014-15 school year.

Pre-implementation costs will be considered to be part of the Year 1 budget.

**LEA and School Capacity**

Part 1 - Lack of Capacity to Serve All Priority schools

Has the LEA applied for SIG funding for ALL identified Priority schools?

If YES, skip to Part 2.

If NO, indicate below the Priority schools that the LEA has chosen to exclude from the SIG application and provide a summary of the capacity issues that prevent each school from participating in the SIG application.

School Name	Grade Span	Human Capacity	Organizational Capacity	Structural Capacity	Material Capacity

Part 2 - Adequate Capacity to Serve Selected Schools

LEAs and schools must have the capacity to fully and effectively implement the chosen interventions and reforms in ALL participating schools. Describe below the capacity of each school to carry out the chosen initiative. If capacity is still needed in some areas, describe how the LEA intends to build the capacity during the grant period.

School Name	Grade Span	Human Capacity	Organizational Capacity	Structural Capacity	Material Capacity
ASPIRA Bilingual Cyber Charter School	K-12	The school is fully staffed, although new supports positions would help drive improvement in student achievement. We believe adding reading coaches, a recruitment specialist, and a teacher coach would assist with the development of teacher and student achievement. We have found that professional development of cyber teachers must look different than training of traditional teachers. As such, we need strategic professional			With the school's growth and new growth projections, we will need additional furniture for new staff. We also would like to add a parent engagement program because we have seen that parents underestimate their role in their child's learning via cyber means. We'd like to add math and science materials such as calculators and lab supplies to enhance the STEM program within our school. The primary needed resource is software to

	development for online instruction, and more specifically, dual-language online instruction. We'd also like all of our staff to receive training on school improvement and on school-wide behavior systems to ensure that we have a team united in the vision and mission for the school's reform. Finally, we believe incentivizing teachers based on student academic performance will greatly increase staff motivation to advance student achievement.	The school is utilizing our founding organization, ASPIRA, Inc. of Pennsylvania, as our charter management organization (CMO). They founded the first bilingual charter school in the state of PA and have vision and insight into how to make the bilingual model successful via online avenues. They have two successful dual-language schools and two turnaround schools through the School District of Philadelphia that have seen remarkable improvements in a short period of time. They have full capacity to manage school operations and the school has the capacity to oversee academics. As a strong team, the CMO and the LEA/school, we have the capacity to transform this cyber school into a successful bilingual online learning model.	The school is currently operated at the headquarters of ASPIRA of PA. As the school has grown and with additional growth projections, the need for additional space has arisen. ASPIRA is relocating some of its operational departments and partners to new spaces to allow for this cyber school growth. The building is fully equipped to handle all needs of the school, including computers and wireless internet, surveillance monitoring and a safety team member, copiers, phone lines, etc. Facility costs are shared between ASPIRA and the school as appropriate for the spaces utilized.	enhance student engagement in their learning. Now that we have a learning platform / curriculum in which we are confident, we are looking to add engagement and project-based learning components to the instructional model. Because learning at home requires self-discipline and intrinsic motivation to learn, enhancing the hands-on and "fun" nature of learning is vital to our school's improvement. ASPIRA is looking for outside funding to assist with school reform efforts, this grant being one of them. They are talking with other funders of interest in the bilingual cyber model also.
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## **Selection Process for Outside Experts/Providers**

If the LEA will be using external providers - EMOs, CMOs, turnaround specialists or any other outside experts - describe the process used to recruit and select providers. The process must ensure that providers are highly qualified, proven effective and able to provide the assistance needed. All contracts over \$10,000 must be approved by PDE prior to contract execution.

The school is utilizing our founding organization, ASPIRA, Inc. of Pennsylvania, as our charter management organization. They founded the first bilingual charter school in the state of PA, which is one of their two successful dual-language schools. They also have two turnaround schools through the School District of Philadelphia that have seen remarkable improvements in student achievement and behavior a short period of time. Given their history of success with dual-language education and school turnaround, and our school's learned lessons in bilingual online learning from the past few years, this partnership will work. Charter Choice is utilized by the school for the school's billing. The organization was involved in the school since before its charter approval by the state and has unique experience handling the intricate billing required of state cyber schools that ASPIRA's finance department does not have. Our contract with them has worked well and we intend to continue with them. All other contractors have been chosen through a bid process. We advertise a need for services, organizations bid on the contract, we evaluate each provider, and award the contract to the best fit for our school. We utilize Montage for the operations of learning centers throughout the state. We received various bids for the contract and Montage based on experience and financial sense. Our experience with them has been great and we intend to continue with them. Our other contracted services are for special education. We utilize Kaleidescope Solutions for occupational and physical therapy, Exceptional Kidz for online speech therapy, and Abington Speech and Language for speech pathology. Each of these organizations was awarded a contract with the school after the bidding process. Our experience with them has been great and we intend to continue with them.

**LEA-Level Expenditures**

Detail below the LEA-level expenditures planned from SIG funds for the life of the grant.

The amounts entered here will be part of the overall requested amount for this LEA and will be added to the school-level budget(s).

Year	Number to be Purchased	Unit Cost	Total Cost	Description of Budgeted Item	Sustainability Plan
Year 1	2	\$65,000.00	130000	Two reading coaches will be hired to model effective reading strategies for struggling students and teachers at centers. FT Salary + fringe.	State and/or federal resources will be made available after Year 3 to support these positions if progress is being made w/ student achievement.
Year 1	1	\$71,500.00	0	A Teacher Coach will be hired to model and monitor the use of the New Teacher Evaluation Tool.	After Year 3, if needed, this position will be covered with state and/or federal funds.
Year 2	2	\$66,950.00	0	Two reading coaches will be hired to model effective reading strategies for struggling students and teachers at centers.	State and/or federal resources will be made available after Year 3 to support these positions if progress is being made w/ student achievement.
Year 3	2	\$68,959.00	0	Two reading coaches will be hired to model effective reading strategies for struggling students and teachers at centers.	State and/or federal resources will be made available after Year 3 to support these positions if progress is being made w/ student achievement.
Year 2	1	\$73,645.00	0	A Teacher Coach will be hired to model and monitor the use of the New Teacher Evaluation Tool.	After Year 3, if needed, this position will be covered with state and/or federal funds.

Year 3	1	\$75,854.00	0	A Teacher Coach will be hired to model and monitor the use of the New Teacher Evaluation Tool.	After Year 3, if needed, this position will be covered with state and/or federal funds.
Year 1	5	\$1,500.00	0	Teacher Incentives	State and/or federal resources will be made available after Year 3 to support these positions if progress is being made w/ student achievement.
Year 2	5	\$1,500.00	0	Teacher Incentives	State and/or federal resources will be made available after Year 3 to support these positions if progress is being made w/ student achievement.
Year 3	5	\$1,500.00	0	Teacher Incentives	State and/or federal resources will be made available after Year 3 to support these positions if progress is being made w/ student achievement.
Year 1	1	\$7,500.00	0	Math and Science materials such as calculators and lab supplies.	This is a one-time purchase.
Year 1	1	\$3,881.00	0	Partners in Print Parent Engagement Program for primary and intermediate grades.	This is a on-time purchase.
Year 1	3	\$1,750.00	0	Power School University, Positive Behavior Supports, and Acellus	

					Monitoring by the Teacher Coach and Administrators will continue after teachers are trained.
Year 2	3	\$1,517.00	0	Power School University, Positive Behavior Supports, and Acellus	Monitoring by the Teacher Coach and Administrators will continue after teachers are trained.
Year 3	3	\$850.00	0	Power School University, Positive Behavior Supports, and Acellus	Monitoring by the Teacher Coach and Administrators will continue after teachers are trained.
Year 1	2	\$1,500.00	0	Annual School Improvement Conference;PS University--lodging and transportation.	This is a one-time purchase.
Year 2	2	\$1,500.00	0	Annual School Improvement Conference;PS University--lodging and transportation.	This is a one-time purchase.
Year 3	2	\$1,500.00	0	Annual School Improvement Conference;PS University--lodging and transportation.	This is a one-time purchase.
Year 2	1	\$5,000.00	0	Naviance is a comprehensive college and career readiness solution for middle and high schools that helps connect academic achievement to post-secondary goals.	This ia a one-time purchase of a site license and 200 student user licenses.

Year 3	200	\$5.00	0	Naviance is a comprehensive college and career readiness solution for middle and high schools that helps connect academic achievement to post-secondary goals.	After Year 3, state or local funds will be used to support the program.
Year 1	1	\$4,343.00	0	K-6 Spanish literacy online curriculum materials for dual -language program.	This is a one-time purchase.
Year 1	1	\$5,436.00	0	Classroom Library for grades K-6 that complements the curriculum.	This is a one-time purchase.
Year 2	1	\$4,974.00	0	Spanish Science online curriculum materials for the dual-language program.	This ia a one-time purchase.
Year 2	1	\$3,000.00	0	Spanish Social Studies online curriculum materials for the character education program.	This is a one-time purchase.
Year 1	50	\$60.00	0	IC3 testing and licenses for parents.	Federal funds will be used after Year 3.
Year 2	50	\$60.00	0	IC3 testing and licenses for parents.	Federal funds will be used after Year 3.
Year 3	50	\$60.00	0	IC3 testing and licenses for parents.	Federal funds will be used after Year 3.
Year 1	225	\$11.00	0	Study Island student assessment system for benchmarks and tutorials.	As student enrollment increases, state and local funds will be used.
Year 2	250	\$11.00	0	Study Island student assessment system for benchmarks and tutorials.	As student enrollment increases, state and local funds will be used.

Year 3	300	\$11.00	0	Study Island student assessment system for benchmarks and tutorials.	As student enrollment increases, state and local funds will be used.
Year 1	1	\$400.00	0	Froguts is an interactive virtual biology lab.	As student enrollment increases, state and local funds will be used.
Year 2	1	\$420.00	0	Froguts is an interactive virtual biology lab.	As student enrollment increases, state and local funds will be used.
Year 3	1	\$450.00	0	Froguts is an interactive virtual biology lab.	As student enrollment increases, state and local funds will be used.
Year 1	1	\$1,995.00	0	Discovery Education Science - supplement of inquiry-based, interactive content and formative assessment.	As student enrollment increases, state and local funds will be used.
Year 2	1	\$1,995.00	0	Discovery Education Science - supplement of inquiry-based, interactive content and formative assessment.	As student enrollment increases, state and local funds will be used.
Year 3	1	\$1,995.00	0	Discovery Education Science - supplement of inquiry-based, interactive content and formative assessment.	As student enrollment increases, state and local funds will be used.

## Budget

### Year 1 LEA Budget

Function	Object	Amount
1000 Instruction	100 Salaries	\$201,500.00
2270 Professional Development	300 Purchased Professional and Technical Services	\$5,250.00
2270 Professional Development	580 Travel	\$3,000.00
1000 Instruction	500 Other Purchased Services	\$17,649.00
1000 Instruction	600 Supplies	\$11,381.00
1000 Instruction	200 Benefits	\$1,500.00

[illegible]

## **Narratives**

### **School Narrative/Story**

District or Charter School Name

ASPIRA Bilingual Cyber Charter School

School Name

ASPIRA Bilingual Cyber Charter School

Grade Span

K-12

Percentage Free and Reduced Lunch

92

SIG-eligible schools are identified on the School Performance Profile as a Priority school based on student achievement, academic growth, graduation rate, and test participation. The methods used to identify eligible schools are intended to select schools most in need of reform. While this data analysis is sufficient for determining SIG eligibility, it does not provide sufficient information to make instructional and management decisions at the school level.

Provide specific, explanatory information regarding the 3-5 year history of the school to include:

- Information from other data sources (academic, behavioral, other non-academic, etc.)
- Changes in administration, governance structure and leadership
- Curriculum mapping, revision and development activities
- Implementation of new core instructional programs
- Staffing changes, recruiting efforts, incentives, supports and mentoring for new and/or struggling teachers
- Professional development plans and initiatives
- School reform planning efforts to include data analysis, data review and root cause analysis
- Parent and community involvement in school reform efforts
- Any other relevant information to describe the school history and current school environment

The ASPIRA Bilingual Cyber Charter School (ABCCS) is in its fourth year of operation. An overview of our school population: DEMOGRAPHICS 2010-11: We did not track this data in the school's first year. 2011-12: Latino: 90% African American: 4% Other: 6% SPED: 14% ELL: 16% Low-income: 85% 2012-13: Latino: 79% African American: 21% Other: 0% SPED: 18% ELL: 10% Low-income: 87% 2013-14 (as of February 28, 2014): Latino: 81% African American: 16% Other: 3% SPED: 33% ELL: 16% Low-income: 92% As you can see, the majority of our students, consistently, are highest need students that must receive several supports to assist in propelling achievement. BEHAVIOR: 2010-11: Serious Incidents: 0 Expulsions: 0 Suspensions: 0 Attendance: 60% 2011-12: Serious Incidents: 0 Expulsions: 0 Suspensions: 0 Attendance: 82% 2012-13: Serious Incidents: 0 Expulsions: 0 Suspensions: 0 Attendance: 75% 2013-14 (as of February 28, 2014): Serious Incidents: 1 Expulsions: 0 Suspensions: 3 Attendance: 80% This year we have had our first serious incident and suspensions, which has been partially due to more students taking advantage of our learning centers. At the centers, their infractions are observed and must be addressed, whereas at home, the school does not observe behavior. Although the increase in incidents and suspensions can be viewed negatively, we believe student engagement at

the learning centers is a definite positive. RETENTION: 2010-11: Year-to-Year Student Retention: N/A Within Year Student Retention: 93% 2011-12: Year-to-Year Student Retention: 0% Within Year Student Retention: 95% 2012-13: Year-to-Year Student Retention: 12% Within Year Student Retention: 91% 2013-14 (as of February 28, 2014): Year-to-Year Student Retention: 49% Within Year Student Retention: 89% The school's year-to-year student retention has drastically increased, while our within-year student retention has decreased. This is partially due to us developing stricter policies and higher standards of excellence for our students. We believe both numbers will climb as school reform efforts progress.

ACADEMICS: 2010-11: Reading – Below Basic – 2 students – 50% Reading Basic – 1 student – 25% Math Below Basic – 3 students – 75% Math Basic – 1 student – 25% Graduation: 67% 2011-12: Reading – Below Basic – 21 students – 57% Reading Basic – 6 students – 16% Math Below Basic – 29 students – 78% Math Basic – 5 students – 14% Graduation: 89% 2012-13: Reading – Below Basic – 7 students – 30% Reading Basic – 10 students – 43% Math Below Basic – 13 students – 57% Math Basic – 6 students – 26% Graduation: 70% From 2011 to 2013, Below Basic/Basic Reading decreased from 75% to 73% and Below Basic/Basic Math decreased from 100% to 83%. Although these show improvement, neither proficiency growth score is acceptable. Graduation rates have fluctuated based on the student population, particularly regarding the number of special education seniors. Please note these are not true graduation rates, which typically are calculated based on students finishing within 6 years of entering high school. The rates we have given are simply the number of seniors that graduated out of the total number of seniors because the school is too new to have authentic graduation rates. OVERVIEW BY YEAR: Year 1 (2010-11): The school opened in December 2010 and had 35 students by the end of the academic year. 6 of 9 seniors graduated. The school had a Principal and 3 teachers. APEX was the learning platform, which was too difficult for the students, most of whom are below grade level. It was self-paced and completely virtual, yet not interactive. The school was located in the teacher's lounge at Pantoja Charter School. Year 2 (2011-12): There were 124 students and 17 of 19 seniors graduated. There was one Principal and 6 teachers. The PALCS platform was used, but the cost and quality of what was received were not aligned. It was inconsistent and had missing components, so we knew we needed to find something new. Our school was moved to the ASPIRA Headquarters building to handle its growth and infrastructure needs. Year 3 (2012-13): There were 135 students and 14 of 20 seniors graduated. There was one Principal and 7 teachers. The school utilized A+ for their learning platform and curriculum, yet teachers discovered that A+ was more of a credit recovery program since there were not enough lessons to cover the school year and other supplements had to be purchased. We had an Instructional Leader Apprentice who became the Coordinator of Academic and Student Services. She was put in charge of the school when our school's Principal became the ASPIRA network's interim CAO. Year 4 (2013-14): The school currently has 184 students and will have 10 of 20 seniors graduating seniors. The school's Principal is still serving as Interim CAO, so a new Acting Principal was put in place. The school has 10 teachers. The platform being used is Florida Virtual. This was chosen because it was much more complete as far as content, but there is no flexibility. The curriculum is rich in videos and writing opportunities, however, teachers cannot differentiate the lessons, so it is not working for our population (61 SPED and 29 ELL). We began researching various platforms and Acellus was the unanimous choice. No platform will be a perfect fit unless we develop it ourselves, but this one has perks, such as attendance monitoring. The Coordinator of Academic and Student Services remains at the school assisting the new Acting Principal. Although we have experienced some success, there have been many more challenges. (1) The school was originally not approved as a charter, we went through the appeal process, and then the school was approved to open. We opened late and without start-up dollars because the charter was approved after funding was allocated to other schools. Official opening of the school was not until December 2010, limiting marketing and recruitment efforts. The year ended with 35 students, 6 of which graduated. Since then, we have grown to 184 students with 10 expected to graduate. Of those 184, 61 (33%) are SPED and 29 (16%) are ELL, and over 90% of the total population is eligible for free/reduced lunch. We have not attempted to expand quickly, as we are still altering our model to be most effective before extensively marketing the school. (2) Our Cyber is the first bilingual cyber charter in the state. There are very few bilingual cyber charters nationally. This means there is no proven model to follow, established best-practices to guide us, nor legitimate research-base to utilize in program design. We are working on trial-by-error and establishing our own knowledge base of what works and what does not with our student population in a bilingual, online setting. Discovering a successful model for our at-risk population has taken time and missteps from which we have learned. (3) Our initial model as defined in our charter contract is a 100% online learning model. We have learned that this model does not work with our specific student body for several reasons. Most students and parents do not necessarily understand what may be actually required in online learning. What often comes as a surprise is the realization that online learning requires a high level of self-regulation and parent participation. (a) Our school population consists primarily of students who cannot function in a typical brick & mortar school due to bullying, behavior, special needs, schedule, etc. and of many highest-risk students, including parenting teens,

teens who must work to help their impoverished families, teens who are over-age and under-credited, students who previously dropped out of school, transient students, or students who are struggling for a variety of other reasons. Many times, these students have issues or responsibilities that distract them from attending school or completing assignments. These students typically need additional support, yet are choosing a school that requires more self-control and commitment than traditional schools tend to require. We are constantly searching for ways to meet the specific needs of each child and teach them self-regulation skills and to take control of their own learning in an online setting. We have recently changed our enrollment procedures in order to prevent dropping out—rather than taking kids from wherever at any time, intake will occur in August, November, and January. Students will be able to enroll at the beginning of the first, second, and third quarters so that they at least get a full semester of exposure. (b) Parents often assume that their involvement will be comparable to traditional schooling... kids go to school and parents attend a teacher conference or event here or there. They are surprised to learn the homeschooling role they need to play to help regulate their student's learning. Orientation has been restructured to include parents. Parents will be required to have an email and will be taught how to navigate the curriculum, taught basic computer skills, and be offered the option of getting an IC3 certification. This will ensure that parents will be properly prepared and able to be fully engaged in their child's education. (c) Another surprise for students and their parents is that there is limited contact with their peers, something that most children need. Therefore online discussions or "chats" are believed to be a crucial component of online programs, yet it seems to be the least desirable component of instruction for some students who prefer to study alone. To address this teachers have been recording their chats so that students can view them at any time on their own. We have been marketing ASPIRA events and social options to our enrolled families to increase their physical participation and interaction with others. Additionally, the school has developed physical spaces for students to come work, where they can have direct interaction with staff and peers. In short, we have discovered that our current cyber model is not the best fit for the population served. Therefore, an amendment to our charter is being drafted that is addressing our model, especially in the areas of curriculum, schedule, enrollment and parental involvement policies, and professional development. We have set up various learning centers in the state for students to have access to computers, internet, and instructional experts to assist them with their online learning. (4) We have yet to find a curriculum and instructional delivery platform that works for our students. We are currently on the third different learning system that we have tried. The initial platform did not have the features we needed for bilingual learning. The second curriculum we chose was comprehensive, yet turned out to be too high level for our student population, which is primarily below grade level. This year we are using the Florida Virtual School's online curriculum, which has proven to be too difficult to differentiate because the actual platform does not allow adaptation. Our bilingual program continues to make it difficult to find adequate online resources. For this reason, we have decided to switch to Acellus, which has a SPED and an ELL component. Credit recovery courses are also available for those students who are missing credits and want to catch up and graduate on time. The Acellus online curriculum provides video instruction and utilizes Deficiency Diagnostics and Customized Personal Instruction to offer a comprehensive feedback system that responds to users' interactions by modifying the curriculum to fit individual needs. We have high hopes that Acellus will work for our students and will be a sustainable curriculum for the school moving forward. We will not settle until we find a learning system that meets the needs of our students. Classrooms where learning activities are varied give at-risk students the opportunity to excel. Students become involved in their learning rather than disinterested. Involved learners enjoy school and become lifelong learners. Numerous research studies have shown the value of active learning, particularly in improving the achievement level of the lowest-performing students and minorities. Because of this, next year project-based learning for students has been worked into the daily schedule. We are also seeking software, online learning libraries of eBooks and videos, etc. to provide more realistic and hands-on experiences for students, even through a computer. (5) Tracking attendance has been a particular challenge for the Cyber. This is due to the students having the ability to complete assignments and view recorded chats at any time. Attendance then is taken the next day. Time towards the required 990 hours per year are counted using time spent in chats (classes) with teachers and peers, time spent in independent study, and time spent on individual tutoring. These tasks are performed by teachers during the normal school day, however, students can and do work independently. Attendance monitoring is done manually student by student on a weekly basis. This is very time consuming because teachers' daily chat attendance, and time on the platform per subject must be combined. The upside is that the new Acellus platform tracks attendance per subject, so each class that the student is rostered into will have daily attendance taken. After doing some research, we have discovered that all cyber schools are experiencing similar problems. However, we now have a system that will correct this moving forward. (6) Achievement data is misleading because of the low school enrollment. We have 0% proficient in several grades, however this is the result of a small handful of enrolled students. For example, 3 students not being proficient in most grades in most schools would be a

small percentage of the overall grade level's proficiency. When 3 students are the entire grade level, however, this skews data to look misleadingly negative. As enrollment increases, proficiency averages should be a more positive reflection of the school's performance. ASPIRA fostered a network-wide dashboard and reporting system for all ASPIRA schools, which utilizes PowerSchool, IEP writer, PIMS, etc. to aggregate student and school level data. We are still working on processes for data analysis that most effectively meet the school's needs for academic improvement. Focus groups were formed to do root cause analysis on student achievement data. One group focused on data and the other group focused on academic programs. Minutes were taken at each meeting. We will continue to work on this, as we know data-driven instruction is crucial. (7) Another area of need is professional development (PD). Although it is widely accepted that online teaching requires a special skills set, there is very little professional development available in the area, especially in bilingual online learning and special education online learning. This may be due to the newness of this educational system, or perhaps the assumption that a solid background in pedagogy and technology is sufficient. Research has been done and partnerships with Holy Family University and LaSalle University are being developed because they have expressed interest in the area. George Mason University and Bucks County Community College currently have courses for online teachers. Both institutions have been contacted for information and have agreed to a conference call in the near future. We hope to be able to tailor a PD program for our teachers that may include college coursework or guest presenters from these schools. As our teachers learn, student academic progress should advance. We'd like to offer an incentive structure (books, materials, a conference/training of their choice, tuition reimbursement, etc.) to our online teachers to encourage their growth. As their students and classrooms improve in proficiency, they will be rewarded for their instructional efforts. We believe this can help kick-start motivation within our team on these school reform efforts. We also hope to add a teacher coach to provide 1:1 support to teachers. We intend for this person to conduct observations and engage in discussions with each teacher on how to make a greater impact on student achievement, and to mentor them through the process of their personalized learning. (8) Both ASPIRA and the school have seen several changes at the highest levels of school governance and leadership since the start of the school, to which our school instability can partially and likely be related. Significant changes in have included: Year 2: New School Board Chair, network-wide (serving all ASPIRA schools) Director of Curriculum and Instruction and Director of Language Services were added, and a Master Teacher was added for the school Year 3: New School Board Chair, new ASPIRA Board Chair, new network-wide Interim Chief Academic Officer (CAO), new Interim "Person in Charge" of the school, Director of Curriculum and Instruction and the Master Teacher were removed, Director of Language Services changed Year 4: New School Board Chair, 4 new ASPIRA Board Members, new Acting Principal of the school Year 5 is anticipated to have a new CAO, the current Interim CAO to return to be the Principal of the school, and the current Acting Principal to become the school's Assistant Principal. If the new CAO works out, we do not anticipate any more shifts in leadership in the near future. We believe this will drastically assist in the school's improvement. Implementing these changes discussed above will ensure that all of our students can be successful both academically and socially. We now are confident that we have a formula that will positively impact student achievement and we remain hopeful about becoming a successful, replicable model for other online bilingual schools in the future. Given technology's integration into modern society, the drastic growth in charters schools nationally, and Census data showing that the Spanish-speaking population in our country is rapidly growing, we believe that solidifying a replicable online, bilingual model is crucial. We have learned a lot, have made changes to address needs, and intend to implement more reform efforts until we figure this out for the sake of our youth.

## Needs Assessment

Schools may use the School-Level Needs Assessment in the Comprehensive Plan in place of this Needs Assessment if it can be sufficiently linked to the SIG requirements.

Complete the following chart to explain the process used to assess and prioritize the needs of the school. Use the categories below to complete the chart.

**DATA SOURCES** - List data analyzed: Student Demographic Data (grade level, ethnicity, gender, special education status, ESL/Migrant/Refugee/Homeless status, etc.), Student Assessment data (PSSA, PVASS, Keystone Exams, 4Sight, DIBELS, etc.), graduation and drop-out data, attendance data, discipline incidence data, student intervention data (academic intervention/social-behavioral interventions), parent/family/community data (parent surveys, focus groups, etc.), socio-economic data (poverty, housing stability, etc.) and teacher effectiveness data.

**DATA REVIEWERS** - List groups involved in reviewing and analyzing the data: Administrators, Teachers, Parents, Community Members, etc.

**CONCLUSIONS** - Describe the conclusions drawn by the data reviewers after analyzing the data.

**STRENGTHS OR CONCERNS** - Identify data-substantiated results that represent student achievement and/or performance accomplishments and identify those results that represent concerns about student achievement and/or performance.

**DATA ANALYSIS** - List groups involved in reviewing the results of the data analysis to identify and prioritize needs: Superintendent, school principals, outside experts, etc.

	DATA TO BE ANALYZED	DATA SOURCES	DATA REVIEWERS	CONCLUSIONS	STRENGTHS OR CONCERNS	DATA ANALYSIS REVIEW
READING/LANGUAGE ARTS DATA		Student demographics; ELL/SPED data; PVAAS; PSSA; GRADE; keystones; behavior data; attendance.	Board of Directors, Administrators, Teachers, Parents	Intervention supports must be put into place as soon as possible. Reading coaches for struggling students and a Teacher Coach for instructional staff are needed to assist in driving student achievement.	Only about one third of our students have tested proficient in the PSSA or keystones. Further, the average students is 2 or more grade levels behind in reading.	Chief Academic Officer, Chief Information Officer, Principals, Director of Student Support Services, Director of Language Support Services, and the Board of Directors.
MATH DATA		Student demographics; ELL/SPED data; PVAAS; PSSA; GMADE; keystones; behavior data; attendance.	Board of Directors, Administrators, Teachers, Parents	Intervention supports must be put into place as soon as possible. Hands-on activities for struggling students and a Teacher Coach for instructional staff are needed to assist in driving student achievement.	Students are doing better on the PSSA, however, the Keystone proficiency rate is only 16%. Students do not have the opportunity to use math manipulatives.	Chief Academic Officer, Chief Information Officer, Principals, Director of Student Support Services, Director of Language Support Services, and the Board of Directors.

STUDENT BEHAVIOR DATA		Student demographics; ELL/SPED data; discipline data; attendance.	Board of Directors, Administrators, Teachers, Parents, Community	Most incidents are non-serious, but lateness and truancy are the most reported. A schoolwide positive behavior support system needs to be put into place.	Truancy leads to poor grades which in turn increases the dropout rate.	Chief Academic Officer, Principal, Attendance Monitor, Counselor, Dean, Teachers
STUDENT GRADUATION DATA		Student demographics; ELL/SPED data; PVAAS; Keystones; behavior data; attendance; report cards; transcripts .	Board of Directors, Administrators, Teachers, Parents	Students need to be seen regularly by a guidance counselor during the middle grades. In 9th grade, students should complete an individual graduation plan.	The graduation rate is around 60% on average. Truancy leads to poor grades which in turn increases the dropout rate. A plan of action for student engagement must be implemented in the next year.	Chief Academic Officer, Principal, Attendance Monitor, Counselor, Dean, Teachers
STUDENT ATTENDANCE DATA		Attendance and tardiness reports.	Board of Directors, Administrators, Teachers, Parents	The developed truancy plan must be implemented with fidelity. There is a need for an attendance monitor.	Truancy leads to poor grades which in turn increases the dropout rate.	Chief Academic Officer, Principal, Attendance Monitor, Counselor, Dean, Teachers, Parents
TEACHER ATTENDANCE DATA		Attendance and tardiness reports; time sheets	Board of Directors, Administrators, Teachers	Although teachers have been very good about attendance, they require incentives to keep them motivated.	With few exceptions, teacher attendance has been very good.	Chief Academic Officer, Principal, Attendance Monitor, Counselor, Dean, Teachers
EXTENDED LEARNING/ REMEDIATION DATA		Student demographics; ELL/SPED data; PSSA; Keystones; report cards, sign-in sheets/attendance.	Board of Directors, Administrators, Teachers, Parents	Students who participate the least are the ones who need OST help the most. Students need opportunities to work on projects and other hands-on activities.	Students are not spending enough time doing schoolwork. There are too few opportunities for students to interact with one another and to participate in hands-on activities.	Chief Academic Officer, Principal, Attendance Monitor, Counselor, Dean, Teachers, Parents, Students

PROFESSIONAL DEVELOPMENT DATA		Teacher surveys, observations, evaluations, professional development schedules and sign-ins.	Administrators, Teachers, Parents	Because cyber schooling is so new, our teachers need PD in online instruction topics such as differentiation/Modification, cooperative learning, etc. in a virtual environment.	Teachers get professional development weekly. The two-hour sessions are built into their schedule.	Principal, Teacher Coach, Teachers
TEACHER EFFECTIVENESS DATA		Teacher surveys, student surveys, observations, evaluations, professional development schedules and classroom data.	CAO, Administrators, Teachers, Parents	Professional development needs to be differentiated to meet individual needs.	According to the survey, teachers feel that they need more content specific PD.	CAO, Principal, Teacher Coach
ADDITIONAL REFORM DATA		Student demographics; ELL/SPED data; PVAAS; PSSA; GRADE; Keystones; behavior data; attendance.	Administrators, Teachers, Parents	Students need the opportunity to meet face-to-face with teachers when they struggle with coursework.	Summer school was previously attempted for those students who needed 1 or 2 credits to graduate. Out of 20 students, only 2 completed the credits. A restructured program has been developed and students will be required to participate in face-to-face sessions with teachers rather than be strictly online.	Principal, Teacher Coach, Teachers
LEADERSHIP OR BUILDING CHANGES		Student demographics; ELL/SPED data; PVAAS; PSSA; GRADE; Keystones; behavior data; attendance; performance evaluations.	Board of Directors, Administrators	More teachers are needed in specific areas, such as ELL and SPED.	Teachers are now providing instruction in their certificated content area.	CAO, Principal

Explain how the stakeholders will continue to be involved in the implementation of the SIG model in this school.

We make a strong effort to ensure that internal and external stakeholders are aligned and involved with our efforts. The CAO and ASPIRA's CEO meet regularly to ensure that ASPIRA and its Board remain in consistent communication with and aligned in purpose with the school and its Board. Our CAO meets with our Principal on a bi-weekly basis and the Principal meets with teachers weekly to ensure everyone maintains the same vision, to analyze data, to engage in improvement planning, to address any immediate needs, and to foster a team environment. In addition to operating functions, ASPIRA's community-based organization provides our students with a Leadership Development program, Educational Talent Search program, classes for adults (ESL, GED, & Parenting), & Community Technology Center. Our school takes advantage of other external community groups to provide services, including EPIC stakeholder groups and a Parenting for Teens program. We also are part of an ASPIRA network-wide grant to enhance our STEM model and have a partnership with Olney Charter's 21st Century Community Learning Center for a credit recovery option for our students who are behind grade level. We have partnerships with various post-secondary institutions, primarily for assistance with staff professional development. We have a new school website with student, staff, and parent portals, which we intend to utilize more intensely in the upcoming school year as part of the reform efforts. We take part in an ASPIRA network-wide monthly newsletter for employees and quarterly newsletter for stakeholders that highlights our best work to funders, partners, and other supporters. We implement parent & community events, such as Back to School Night and report card conferences. We intend to begin a Literacy Parent Engagement Program next year to increase parental ability to help their children with their school work and more effectively communicate with the school. We truly believe in the "It takes a village to raise a child" mantra and cannot be successful without assistance and support from our stakeholders, including parents, teachers, funders, service providers, etc.

When providing prioritized needs, based on the Needs Assessment, each need should be numbered (1, 2, 3) so that prioritized needs can be easily linked to goals activities and evaluations throughout the application.

Priority Need #	Need Description	Annual Goal - Year 1	Annual Goal - Year 2	Annual Goal - Year 3
2	Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching	PDs will be developed to specifically address standards, curriculum, best practices, accommodations, assessment, and data analysis. Teachers will score a minimum of Proficient in at least 3 of the 4 domains of the Danielson rubric.	Classroom data will show a consistent rise in student achievement. Eighty percent of students will increase 5 percentage points in each of the 4 content areas.	All teachers will score proficient in each of the four domains of the Danielson rubric.
3			The Positive Behavior Support model will be fully implemented schoolwide.	The number of students needing remedial programs will decrease by 10%

	Establish a system within the school that fully ensures students who are academically at risk are identified and are supported by a process that provides interventions based on student needs and includes procedures for monitoring effectiveness.	The use of Acuity results given four times this academic year to monitor the progress of academic performance. Students are expected to achieve 70% or higher in reading and math in Acuity Benchmark.		
1	Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students.	Eighty percent of students will improve by 5%age points in the core subjects.	Teachers will score a minimum of proficient in all 4 domains of the PA Teacher Framework by the end of the school year.	The school will achieve all AMAO's.
4		All students will be assigned a Family Coach that will be responsible for monitoring attendance and grades and for being the liaison between home and school.	The average daily attendance rate will be 90%.	The graduation rate will increase by 10%

	Establish a system within the school that fully ensures school staff members monitor attendance and student participation in the learning process and respond with classroom and school-wide interventions when students are chronically absent or disengaged.			
5	Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.	All students will receive guidance counseling in grades 7-12.	The Naviance program will be implemented so that both students and their parents can track progress towards graduation.	Early intervention will begin in 3rd grade so that proper supports will have been in place for several years before high school.
6		Students will move one grade level in math and reading as measured by the GmADE and GrADE. An additional five percent of students will be at least proficient in the PSSAs and Keystones.	The school year will begin earlier with additional days and hours.	All entering 12th graders will be on track for graduation.

Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.				
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## Selection of Model

Choose the intervention model to be used in this school.

- ☐ Turnaround
- ☒ Transformation
- ☐ Restart
- ☐ Closure

The LEA must adequately support this intervention beginning with the 2014-15 school year. (LEAs that have nine or more Priority schools may not implement the transformation model in more than 50 percent of those schools.) Provide a brief summary of the process used to select one of the four models and explain why the model chosen is the best option for meeting the needs of the school.

We are not closing the school because we are making steady improvement in blazing a trail for online bilingual education and remain hopeful that we can produce a replicable model. All other ASPIRA schools have been successful and this one will be as well. The restart model doesn't apply to us because we are already a charter school with a CMO. We debated between turnaround and transformation, which were the two viable options for us. We do not believe leadership or staff is the issue with our school, so replacing them is not desired. In fact, the opposite is true. The school has had so much leadership and staff changes that we desire to increase human resource stability beginning next school year. Because of this, we chose the transformation model for our school. We recognize the need for an overhaul of our school model and processes. Little research has been done on dual-language cyber models so figuring out what works best for our population has taken some time. However, with a little assistance from outside sources, we now think we have a formula that will positively impact student achievement. We intend to intensely and strategically utilize teacher and principal evaluation systems and student achievement data to inform instruction. We intend to enhance professional development to uniquely meet the needs of the dual-language, online learning environment and the needs of a school in reformation. We hope to incentivize our teachers to learn and grow in their instructional abilities. We recently opted to change our learning platform and curriculum for what we hope is the last time. The choosing of Acellus was the result of principal, teacher, and ASPIRA reviews and analysis of various options. Our school staff chose what they believe is best for our students. We now must move ahead with implementation of the new educational program and adjust it as needed for our population. We hope this can include the addition of engaging software and online book and media libraries. Our planned interventions should positively impact student achievement and help transform the school into a high performing online, dual-language school.

This school is a Title I school that does not meet the 40% poverty eligibility threshold and is applying for a waiver to implement a schoolwide plan.

No

**Description of Reform Plan - Turnaround**

This school will implement the Turnaround model.

If yes, fill out each section below.

If no, skip the rest of the questions in this section.

No

In this section of the SIG application, the required actions are listed for the Turnaround model. For each requirement, the following must be provided: Goal, Action(s) to be taken, Anticipated date for implementation and completion, Method of evaluation, Estimated 3-year cost, and the Priority Goal these actions will address.

Replace the principal who led the school prior to the commencement of the turnaround model. (If the principal was replaced in the 2011-12 school year or after as part of a reform effort, the principal does NOT have to be replaced. The circumstances of the principal replacement must be explained within the application and the school must show data that indicates that the current principal has a record of improving student achievement.) The new principal must be in place by the beginning of the 2014-15 school year.

Goal	Action(s) To Be Taken	Anticipated Implementation Start Date	Anticipated Date of Completion	Method of Evaluation	Estimated 3-year Cost	Priority Goal these Actions will Address

Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, and 1) screen all existing staff and rehire no more than 50 percent and 2) select new staff.

Goal	Action(s) to be Taken	Anticipated Implementation Start Date	Anticipated Completion Date	Method of Evaluation	Estimated 3-Year Costs	Priority Goal these Actions will Address

Provide appropriate social-emotional and community-oriented services and supports for students.

Goal	Action(s) to be Taken	Anticipated Implementation Start Date	Anticipated Completion Date	Method of Evaluation	Estimated 3-year Cost	Priority Goal These Actions Will Address

Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school.

Goal	Action(s) To Be Taken	Anticipated Implementation Start Date	Anticipated Completion Date	Method of Evaluation	Estimated 3-year Cost	Priority Goal These Actions Will Address

Adopt a new governance structure which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA, hire a new "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA to obtain added flexibility in exchange for greater accountability.

Goal	Action(s) To Be Taken	Anticipated Implementation Start Date	Anticipated Completion Date	Method of Evaluation	Estimated 3-year Cost	Priority Goal These Actions Will Address

Establish schedules and strategies that provide increased learning time.

Goal	Action(s) To Be Taken	Anticipated Implementation Start Date	Anticipated Completion Date	Method of Evaluation	Estimated 3-year Cost	Priority Goal These Actions Will Address
Expand learning time.	Expand 2014-15 calendar to 183 days and a total of 1081.5 hours. Continue to develop partnerships with local organizations for out-of-school time enrichment opportunities.	8/1/14	6/30/17	learning time and student achievement correlation	\$0.00	3

Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

Goal	Action(s) To Be Taken	Anticipated Implementation Start Date	Anticipated Completion Date	Method of Evaluation	Estimated 3-Year Cost	Priority Goal These Actions Will Address
Solidify the systematic, school-wide use of data that is focused on school improvement and the academic growth of all students.	Utilize benchmarking tools, provide data analysis and improvement planning time embedded in the school schedule, consistently utilize the new evaluation tool to inform PD	8/18/14	6/30/15	student achievement data	\$0.00	1
Ensure that all data systems meet the needs of the school	Work with ASPIRA's CIO on PowerSchool and EdInsight capabilities, adaptations, and reporting. Ensure all staff is properly trained on the use of the technology.	8/18/14	6/30/15	data usage and reports produced	\$0.00	1

Use data to identify and implement an instructional program that is research-based and vertically-aligned from one grade to the next as well as aligned with Pennsylvania Core Standards.

Goal	Action(s) To Be Taken	Anticipated Implementation Start Date	Anticipated Completion Date	Method of Evaluation	Estimated 3-year Cost	Priority Goal These Actions Will Address
Implement an effective instructional program aligned to PA core standards		8/1/14	6/30/15	report cards, benchmarks, GMADE/GRADE, PSSAs, etc.	\$0.00	1

<p>Implement the Acellus curriculum which provides video instruction and utilizes Deficiency Diagnostics and Customized Personal Instruction to offer a comprehensive feedback system that responds to users' interactions by modifying the curriculum to fit individual needs. Appropriately adapt the program to meet the needs of special education students and ELL and provide interventions to students as appropriate. Teachers will align curriculum internally (EdInsight) and externally (Acellus). All instructional resources will be selected based on compatibility with curriculum. The school will communicate with parents regarding curricular content. Technology and the new teacher coach will be used to support curricular objectives. Appropriately train staff and regularly analyze data to inform instruction.</p>				
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**Description of Reform Plan - Transformation**

This school will implement the Transformation model.

If yes, fill out each section below.

If no, skip the rest of the questions in this section.

Yes

In this section of the SIG application, the required actions are listed for the Transformation model. For each requirement, the following must be provided: Goal, Action(s) to be taken, Anticipated date for implementation and completion, Method of evaluation, Estimated 3-year cost, and the Priority Goal these actions will address.

Replace the principal who led the school prior to the commencement of the Transformation model. (If the principal was replaced in the 2011-12 school year or after as part of a reform effort, the principal does NOT have to be replaced. The circumstances of the principal replacement must be explained within the application and the school must show data that indicates that the current principal has a record of improving student achievement.) The new principal must be in place by the beginning of the 2014-15 school year.

Goal	Action(s) to be Taken	Anticipated Implementation Start Date	Anticipated Completion Date	Method of Evaluation	Estimated 3-year Cost	Priority Goal These Actions Will Address
Develop current administration	Principal will not be replaced (new)	8/1/14	6/30/15	N/A	\$0.00	2

Give the school sufficient operational flexibility (such as staffing, calendars/time and budgeting) to implement fully a comprehensive approach to substantially improving student achievement outcomes and increase high school graduation rates.

Goal	Action(s) to be Taken	Anticipated Implementation Start Date	Anticipated Completion Date	Method of Evaluation	Estimated 3-year Cost	Priority Goal These Actions Will Address
Ensure that there is a system in the school that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community, leads achievement growth and continuous improvement within the school.	Collaborate with ASPIRA's chief officers of the finance, technology, operations, and programs departments. Implement transparent, two-way communication to create a more efficient, well informed staff. Establish staff procedures for tracking student achievement.	5/1/14	6/30/17	graduation rate and student achievement outcomes	\$0.00	6

Use rigorous, transparent, and equitable evaluation systems for teachers and principals that 1) take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2) are designed and developed with principal and teacher involvement.

Goal	Action(s) to be Taken	Anticipated Implementation Start Date	Anticipated Completion Date	Method of Evaluation	Estimated 3-year Cost	Goal These Actions Will Address
Create and implement ASPIRA's new teacher and principal evaluation tool which incorporates PA's new teacher and principal observation and evaluation model.	Form a development committee that includes all stakeholders, ensure PD aligns with evaluation measures, add details on how teachers will be evaluated into the employee manual.	8/1/14	6/30/17	new teacher / principal evaluation tool	\$0.00	2

Identify and reward school leaders, teachers and other staff who, in implementing this model, increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

Goal	Action(s) to be Taken	Anticipated Implementation Start Date	Anticipated Completion Date	Method of Evaluation	Estimated 3-year Cost	Priority Goal These Actions Will Address
Implement an incentive-based performance structure.	Develop criteria. Suggestions: 1) PD/conference/course of their choice for highest achieving teacher(S); 2) \$500 for classroom supplies; 3) Kindle Fire/iPad, etc. for school use.	8/1/14	6/30/17	student achievement data, including PVAAS, PSSAs, etc.	\$22,500.00	2
Remove non-performing teachers.	Teachers who do not improve proficiency within 3 years, with the support of our consistent Wednesday trainings, a teacher coach for individualized learning needs, and the opportunity to earn additional development via an incentive structure, will not have contracts renewed.	8/1/14	6/30/17	student achievement data, including PVAAS, PSSAs, etc.	\$0.00	2

Provide staff with ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

Goal	Action(s) to be Taken	Anticipated Implementation Start Date	Anticipated Completion Date	Method of Evaluation	Estimated 3-year Cost	Priority Goal These Actions Will Address
Produce highly effective staff through high quality professional development.	Offer consistent data evaluation, training, and collaborative planning times. Partner with post-secondary institutions to assist in developing the dual-language, online model and appropriate PD that aligns with it. Add a teacher coach to provide personalized mentoring for instructional improvement.	6/1/14	6/30/17	surveys and feedback after each training session, student performance, partnership MOUs, new teacher/principal evaluation tool	\$299,648.70	2

Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place and retain staff with the skills necessary to meet the needs of students in a transformation model.

Goal	Action(s) to be Taken	Anticipated Implementation Start Date	Anticipated Completion Date	Method of Evaluation	Estimated 3-year Cost	Priority Goal These Actions Will Address
Retain highly qualified staff	Implement an incentive-based performance structure. Promote current teacher to teacher coach position. Stabilize leadership.	8/1/14	6/30/17	new teacher/principal evaluation tool, teacher retention rate	\$12,350.00	2

Establish schedules and strategies that provide increased learning time.

Goal	Action(s) To Be Taken	Anticipated Implementation Start Date	Anticipated Completion Date	Method of Evaluation	Estimated 3-year Cost	Priority Goal These Actions Will Address
Expand learning time.	Expand 2014-15 calendar to 183 days and a total of 1081.5 hours. Continue to develop partnerships with local organizations for out-of-school time enrichment opportunities.	8/1/14	6/30/17	learning time and student achievement correlation	\$0.00	3

Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

Goal	Action(s) To Be Taken	Anticipated Implementation Start Date	Anticipated Completion Date	Method of Evaluation	Estimated 3-Year Cost	Priority Goal These Actions Will Address
Solidify the systematic, school-wide use of data that is focused on school improvement and the academic growth of all students.	Utilize benchmarking tools, provide data analysis and improvement planning time embedded in the school schedule, consistently utilize the new evaluation tool to inform PD	8/18/14	6/30/15	student achievement data	\$0.00	1
Ensure that all data systems meet the needs of the school	Work with ASPIRA's CIO on PowerSchool and EdInsight capabilities, adaptations, and reporting. Ensure all staff is properly trained on the use of the technology.	8/18/14	6/30/15	data usage and reports produced	\$0.00	1

Use data to identify and implement an instructional program that is research-based and vertically-aligned from one grade to the next as well as aligned with Pennsylvania Core Standards.

Goal	Action(s) To Be Taken	Anticipated Implementation Start Date	Anticipated Completion Date	Method of Evaluation	Estimated 3-year Cost	Priority Goal These Actions Will Address
Implement an effective instructional program aligned to PA core standards		8/1/14	6/30/15	report cards, benchmarks, GMADE/GRADE, PSSAs, etc.	\$0.00	1

<p>Implement the Acellus curriculum which provides video instruction and utilizes Deficiency Diagnostics and Customized Personal Instruction to offer a comprehensive feedback system that responds to users' interactions by modifying the curriculum to fit individual needs. Appropriately adapt the program to meet the needs of special education students and ELL and provide interventions to students as appropriate. Teachers will align curriculum internally (EdInsight) and externally (Acellus). All instructional resources will be selected based on compatibility with curriculum. The school will communicate with parents regarding curricular content. Technology and the new teacher coach will be used to support curricular objectives. Appropriately train staff and regularly analyze data to inform instruction.</p>				
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Provide ongoing mechanisms for family and community engagement.

Goal	Action(s) to be Taken	Anticipated Implementation Start Date	Anticipated Completion Date	Method of Evaluation	Estimated 3-year Cost	Priority Goal These Actions Will Address
Increase parent and community involvement in the school and their student(s)'s education.	Form a Home and School Association and/or Alumni Program. Recruit parents and patrons to serve on school committees as appropriate. Utilize ASPIRA's technology center to offer adult courses on literacy, computer skills, GED preparation, etc. Organize regular parent/family activities. Utilize other partners to provide strategic support programs for highest need youth. Assign a Family Coach to each student. More effectively market the school via newsletters to parents, the school's website, social media, etc. Annually evaluate the effectiveness of home-school communication and marketing efforts.	9/1/14	6/30/17	Community and parent attendance at school functions, enrollment in adult courses, etc. Annual evaluations of communication and marketing efforts.	\$3,881.00	5

### **Description of Reform Plan - Restart**

This school will implement the Restart model.

If yes, fill out each section below.

If no, skip the rest of the questions in this section

No

Describe the review process implemented by the LEA to choose the Charter Management Organization (CMO) or the Education Management Organization (EMO).

Will the school to be "restarted" retain its original grade configuration? If no, describe the plan for students to be moved to a new school.

Describe the implementation plan to assure a smooth start for the first year of the restarted school.

### Description of Reform Plan - Closure

This school will implement the Closure model.  
 If yes, fill out each section below.  
 If no, skip the rest of the questions in this section

No

In this section of the SIG application, the required actions are listed for the Closure reform model. For each requirement, the following must be provided: Goal, Action(s) to be taken, Anticipated date for implementation and completion, Method of evaluation, Estimated 3-year cost, and the Priority goal these actions will address.

Closure model schools may apply for a maximum award of \$200,000.

The LEA has a plan to enroll students in new higher-performing schools or LEAs.

Goal	Action(s) to be Taken	Anticipated Implementation Start Date	Anticipated Completion Date	Method of Evaluation	Estimated Cost	Priority Goal These Actions Will Address

The LEA has an implementation plan to ensure a smooth school closure occurs by the beginning of the 2014-15 school year.

Goal	Action(s) to be Taken	Anticipated Implementation Start Date	Anticipated Completion Date	Method of Evaluation	Estimated 3-year Cost	Priority Goal These Actions Will Address

**School Level Budget Information**

For each required action outlined in the Description of Reform Plan section of the application, 3-year costs estimates were required. Provide a breakdown below of each of these estimated costs. Breakdowns must be by year, by category and by unit and a description must be provided. A description of the plan for sustainability is also required for each budgeted item. The total amount entered in this section of the application should equal the amount estimated in the Description of Reform Plan section.

Year	Category	Number to be Purchased	Unit Cost	Total Cost	Description of Budgeted Item	Sustainability Plan
Year 1	Staff Salary	2	\$65,000.00	\$130,000.00	Two reading coaches will be hired to model effective reading strategies for struggling students and teachers at centers. FT Salary + fringe.	State and/or federal resources will be made available after Year 3 to support these positions if progress is being made w/ student achievement.
Year 2	Staff Salary	2	\$66,950.00	\$133,900.00	Two reading coaches will be hired to model effective reading strategies for struggling students and teachers at centers.	State and/or federal resources will be made available after Year 3 to support these positions if progress is being made w/ student achievement.
Year 1	Staff Salary	1	\$71,500.00	\$71,500.00	A Teacher Coach will be hired to model and monitor the use of the New Teacher Evaluation Tool.	After Year 3, if needed, this position will be covered with state and/or federal funds.
Year 3	Staff Salary	2	\$68,959.00	\$137,918.00	Two reading coaches will be hired to model effective reading strategies for struggling students and teachers at centers.	State and/or federal resources will be made available after Year 3 to support these positions if progress is being made w/ student achievement.
Year 2	Staff Salary	1	\$73,645.00	\$73,645.00	A Teacher Coach will be hired to model and monitor the use of the New Teacher Evaluation Tool.	After Year 3, if needed, this position will be covered with state and/or federal funds.
Year 3	Staff Salary	1	\$75,854.00	\$75,854.00		

					A Teacher Coach will be hired to model and monitor the use of the New Teacher Evaluation Tool.	After Year 3, if needed, this position will be covered with state and/or federal funds.
Year 1	Materials and Supplies	1	\$7,500.00	\$7,500.00	Math and Science materials such as calculators and lab supplies.	This is a one-time purchase.
Year 1	Materials and Supplies	1	\$3,881.00	\$3,881.00	Partners in Print Parent Engagement Program for primary and intermediate grades.	This is a one-time purchase.
Year 1	Professional Development	1	\$2,200.00	\$2,200.00	Power School University-hands-on, intensive classes over four days, taught by professional Pearson PowerSchool trainers	Post-training support is included with tuition. Each year staff will take new courses.
Year 2	Professional Development	1	\$2,200.00	\$2,200.00	Power School University-hands-on, intensive classes over four days, taught by professional Pearson PowerSchool trainers	Post-training support is included with tuition. Each year staff will take new courses.
Year 3	Professional Development	1	\$2,200.00	\$2,200.00	Power School University-hands-on, intensive classes over four days, taught by professional Pearson PowerSchool trainers	Post-training support is included with tuition. Each year staff will take new courses. After Year 3, if additional training is necessary, other state, federal, or local funds will be used.
Year 1	Professional Development	4	\$500.00	\$2,000.00		

					All core instructional staff will participate in on-going PD in the SWPBIS program.	Coaching sessions will be scheduled until all staff is proficient in the PBIS model.
Year 2	Professional Development	4	\$500.00	\$2,000.00	All core instructional staff will participate in on-going PD in the SWPBIS program.	Coaching sessions will be scheduled until all staff is proficient in the PBIS model. After Year 2, experienced staffs will train any new members.
Year 1	Professional Development	3	\$350.00	\$1,050.00	Teachers and administrators will be trained in the new Acellus platform.	Monitoring by the Teacher Coach and Administrators will continue after teachers are trained.
Year 2	Professional Development	1	\$350.00	\$350.00	Teachers and administrators will be trained in any updates to the Acellus platform.	Monitoring by the Teacher Coach and Administrators will continue after teachers are trained.
Year 3	Professional Development	1	\$350.00	\$350.00	Teachers and administrators will be trained in any updates to the Acellus platform.	Monitoring by the Teacher Coach and Administrators will continue after teachers are trained.
Year 1	Travel Costs	2	\$1,500.00	\$3,000.00	Annual School Improvement Conference;PS University--lodging and transportation.	This is a one-time purchase.
Year 2	Travel Costs	2	\$1,500.00	\$3,000.00	Annual School Improvement Conference;PS University--lodging and transportation.	This is a one-time purchase.
Year 3	Travel Costs	2	\$1,500.00	\$3,000.00		This is a one-time purchase.

					Annual School Improvement Conference;PS University--lodging and transportation.	
Year 2	Technology Software	1	\$5,000.00	\$5,000.00	Naviance is a comprehensive college and career readiness solution for middle and high schools that helps connect academic achievement to post-secondary goals.	This ia a one-time purchase of a site license and 200 student user licenses.
Year 3	Technology Software	200	\$5.00	\$1,000.00	Naviance is a comprehensive college and career readiness solution for middle and high schools that helps connect academic achievement to post-secondary goals.	After Year 3, state or local funds will be used to support the program.
Year 1	Technology Software	1	\$4,343.00	\$4,343.00	K-6 Spanish literacy online curriculum materials for dual -language program.	This is a one-time purchase.
Year 1	Technology Software	1	\$5,436.00	\$5,436.00	Classroom Library for grades K-6 that complements the curriculum.	This ia a one-time purchase.
Year 2	Technology Software	1	\$4,974.00	\$4,974.00	Spanish Science online curriculum materials for the dual-language program.	This ia a one-time purchase.
Year 2	Technology Software	1	\$4,974.00	\$4,974.00		The site license is ia a one-time purchase.

					Spanish Social Studies online curriculum materials for the character education program.	
Year 1	Technology Software	50	\$60.00	\$3,000.00	IC3 testing and licenses for parents.	Federal funds will be used after Year 3.
Year 2	Technology Software	50	\$60.00	\$3,000.00	IC3 testing and licenses for parents.	Federal funds will be used after Year 3.
Year 3	Technology Software	50	\$60.00	\$3,000.00	IC3 testing and licenses for parents.	Federal funds will be used after Year 3.
Year 1	Technology Software	225	\$11.00	\$2,475.00	Study Island student assessment system for benchmarks and tutorials.	As student enrollment increases, state and local funds will be used.
Year 2	Technology Software	250	\$11.00	\$2,750.00	Study Island student assessment system for benchmarks and tutorials.	As student enrollment increases, state and local funds will be used.
Year 3	Technology Software	300	\$11.00	\$3,300.00	Study Island student assessment system for benchmarks and tutorials.	As student enrollment increases, state and local funds will be used.
Year 1	Technology Software	1	\$400.00	\$400.00	Froguts is an interactive virtual biology lab.	As student enrollment increases, state and local funds will be used.
Year 1	Technology Software	1	\$1,995.00	\$1,995.00	Discovery Education Science - supplement of inquiry-based, interactive content and formative assessment.	As student enrollment increases, state and local funds will be used.
Year 2	Technology Software	1	\$1,995.00	\$1,995.00		

					Discovery Education Science - supplement of inquiry-based, interactive content and formative assessment.	As student enrollment increases, state and local funds will be used.
Year 3	Technology Software	1	\$1,995.00	\$1,995.00	Discovery Education Science - supplement of inquiry-based, interactive content and formative assessment.	As student enrollment increases, state and local funds will be used.
Year 2	Technology Software	1	\$420.00	\$420.00	Froguts is an interactive virtual biology lab.	As student enrollment increases, state and local funds will be used.
Year 3	Technology Software	1	\$450.00	\$450.00	Froguts is an interactive virtual biology lab.	As student enrollment increases, state and local funds will be used.
Year 1	Staff Benefits	1	\$1,500.00	\$1,500.00	Teacher Incentives	State and/or federal resources will be made available after Year 3 to support these positions if progress is being made w/ student achievement.
Year 2	Staff Benefits	9	\$1,500.00	\$13,500.00	Teacher Incentives	State and/or federal resources will be made available after Year 3 to support these positions if progress is being made w/ student achievement.
Year 3	Staff Benefits	5	\$1,500.00	\$7,500.00	Teacher Incentives	

						State and/or federal resources will be made available after Year 3 to support these positions if progress is being made w/ student achievement.
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## Executive Summary

This section should be completed with concise information about your reform plan. Complete only the questions that refer to the reform model this school will be implementing. The Executive Summary will become part of the LEA's Grant Agreement with PDE.

District/Charter School Name:

ASPIRA Bilingual Cyber Charter School

School Name:

ASPIRA Bilingual Cyber Charter School

Reform Model:

- ☐ Turnaround
- ☒ Transformation
- ☐ Restart
- ☐ Closure

Describe the actions to be taken to replace the building principal. (Transformation and Turnaround models only.)

We are not replacing the Principal. She is currently serving as the Interim CAO and will renew her service as the school's Principal in 2014-15.

Describe the actions to be taken to replace at least 50% of the current school staff and replace them with new staff. (Turnaround model only.)

N/A

Describe the actions to be taken to implement a rigorous, transparent and equitable teacher and principal evaluation system that takes into account data on student growth. (Transformation model only.)

The human resources department will create and implement ASPIRA's new teacher and principal evaluation tool which incorporates PA's new teacher and principal observation and evaluation model. A development committee has been formed that includes all stakeholders, ensure PD aligns with evaluation measures, and details on how teachers will be evaluated have been added into the employee manual. All staff will be given a PD on the new evaluation tool during the per-opening in-service sessions. Teacher Coaches have also scheduled PDs in their respective schools on the Danielson rubric, data collection and analysis, and every other component of the evaluation. Each item contributing to the teacher and principal evaluations has a weighted value. Those values were developed by the development committee.

Describe the actions to be taken to identify and reward school leaders, teachers and other staff who have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so. (Transformation model only.)

A coaching log is kept that includes classroom data, classroom observations, professional development attendance and results, as well as feedback. On a quarterly basis, teacher performance is rated and ranked by the leadership team. At the end of the SY, this information is aggregated, and rewards are given based on rank. The CAO and the school board will use similar information to reward school leadership. Because all school-based staff are hired on an annual basis, if expectations are not met, contracts do not get renewed.

Describe the actions to be taken to provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff. (Transformation and Turnaround models only)

PDs will be developed to specifically address standards, curriculum, best practices, accommodations, assessment, and data analysis. Teachers will score a minimum of Proficient in at least 3 of the 4 domains of the Danielson rubric. This will ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching. The Teacher Coach will work with individual teachers to develop a personal professional development plan that should address the needs of the school and also personal growth.

Describe the actions to be taken to implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions designed to recruit, place and retain staff. (Transformation and Turnaround models only.)

Our teachers are provided with need-based professional development that stems from feedback regarding their effectiveness from multiple sources of data such as self-assessments, peer and instructional coach observations, student surveys, frequent and regular feedback from walkthroughs, and formal instructional observations from administration. Their effectiveness outcomes directly influence their career progression. For example, teachers of the highest caliber as shown via their evaluation scores may be promoted to become Instructional Coaches, while teachers struggling to foster student growth may be placed on action plans for improvement.

Describe the actions to be taken to use data to identify and implement an instructional program that is research-based and vertically aligned. (Turnaround and Transformation models only)

Because of the wide range of learning styles at ABCCS, it is difficult to differentiate for all learners in the cyber world. However, it must be done. Data has been reviewed in order to know exactly what the needs of the students are. We believe that changing our curriculum platform AND the instructional methods are priorities. Acellus is the program that was chosen for next year by a team of administrators, teachers, and students. The courses are engaging and the lessons are tiered. Feedback on each lesson and problem is collected and organized. Educational professionals and scientists evaluate this data. Trends are recognized, and new course material is created. Lessons that didn't work are re-taught in more depth or in a different way. Frequent wrong answers that are given by a significant number of students are evaluated until the point of confusion is identified, and additional videos are filmed specifically for each wrong answer. When the next student enters a common wrong answer, Acellus brings up the video created for that answer on that problem, and the teacher explains exactly what the student didn't understand -- thus providing Customized Personal Instruction (CPI). These Deficiency Diagnostics (DD) are only one of the important reasons that we chose it. Acellus virtually provides each student with one-on-one instruction, allowing them to move at their own pace. If a student struggles in an area, there is no pressure on the student who doesn't understand – or on the teacher, who has to deal both with the students who already do understand, and with the students who are confused. Additionally, each concept taught in Acellus is presented in a separate video and followed by problems to test each student's understanding. This means that each step in the process of learning is calculated to be as small a bite as possible – and therefore easier to digest. With one concept taught in each lesson, Acellus can hone in on and identify exactly what the student doesn't understand. This also drastically reduces the length of each lecture, and results in keeping students more engaged.

Describe the actions to be taken to promote the continuous use of student data to inform and differentiate instruction.

Students will complete benchmarks in Reading and Math a minimum of 4 times per school year to assess progress toward PSSA and Keystone goals in both areas. This data is analyzed after each benchmark by both the leadership team as well as teachers in order to make decisions about instruction and support in Reading and Math. Benchmark assessments represent one type of formative assessment tool. The results provide valuable feedback to teachers—feedback they can use to identify the students' strengths and areas that need to be addressed. Results can also be used to monitor progress of individual students and to recommend instructional alternatives for advanced learners and those needing additional help. Benchmark assessments are defined as student assessments used throughout a unit or course to monitor progress toward mastering learning goals and to guide instruction. Effective benchmark assessments check understanding and application of knowledge and skills, rather than recall and may include performance tasks. Teachers will use the benchmark results to create lesson plans that will be aligned to student needs with the goal of achieving pre-set performance targets. Weekly data meetings will be

scheduled with all instructional staff to discuss strategies for improvement and to analyze the gaps. It is expected that teachers review their classroom data before the meeting so that as a school unit, decisions can be made regarding program implementation. For example, referrals to tutoring, project based learning, regrouping, etc. Targets for improvement will be set month to month. An example is, students who are falling behind in Algebra must attend tutoring sessions twice per week.

Describe the actions to be taken to increase student learning time. (Transformation and Turnaround models only.)

Teachers are contracted to work from 8-4 making them available to students from 3-4. Additionally, each teacher has a period built into their schedule to allow for project based learning. Students who struggle or who have earned a grade of C or below will be enrolled in Project Pupil, an online tutoring program. Those who are doing well, will be enrolled in operation Exito, an online study program that is competitive.

Describe the actions to be taken to provide ongoing mechanisms for family and community engagement. (Transformation model only.)

Each student will be assigned a Family Coach, who will act as the liaison between the student's families and the school. The FC will be responsible for monitoring grades and attendance. Each time a student is absent, their assigned FC will call home. If the student needs to be referred for any service in or out of school, the FC will see to it. In this way, each student and his/her family has a trusted adult as a primary point of contact. With a more intimate connection to school, it is expected that students will be more engaged, and more likely to reach out when they have a problem.

Describe the actions to be taken to provide appropriate social-emotional and community-oriented services and supports for students. (Turnaround model only.)

N/A

Describe the actions to be taken to provide the school sufficient operational flexibility to implement a fully comprehensive approach to improve student achievement and graduation rates. (Transformation model only.)

Each year, school leadership teams update the school improvement plan. From this plan, the principal develops a school strategic plan, which includes all operational items, not just academics. The strategic plan must be approved by the CAO, but implementation is overseen by the school. The school has the flexibility to decide how it will implement the strategic plan as long as it is within the boundaries of the mission and vision of the CMO and stays within budget.

Describe the actions to be taken to ensure that the school receives ongoing intensive technical assistance and related support from the LEA, the SEA, or a designated external partner. (Transformation model only.)

Technical support is provided by ASPIRA, Inc. of PA, which operates as our CMO. They provide expertise in IT, Finance, Strategic Development, Human Resources, and Safety, and facilities management. Principals prepare a bi-weekly report identifying the needs in each area. The reports are shared with all departments, which in turn provide feedback and if needed, a timeline for when items will be addressed. Additionally, priority items are discussed at each bi-weekly Principals' meetings.

Describe the actions to be taken to adopt a new governance structure. (Turnaround model only.)

N/A

Describe the actions to be taken to choose a CMO or EMO. (Restart model only.)

N/A

Identify the CMO or EMO or the pool of potential providers for this school. (Restart model only.)

N/A

Describe the actions to be taken to ensure that the original grade configuration has been retained or the plan for students who will be moved. (Restart model only).

N/A

Describe the implementation plan to assure a smooth "restart" for the first year of the restarted school. (Restart model only.)

N/A

Describe the plan to enroll students in a new higher-performing school(s) or LEA. (Closure model only.)

N/A

Describe the plan to ensure that a smooth school closure occurs by the beginning of the 2014-15 school year. (Closure model only.)

N/A

Describe in detail the use of SIG funds for the 2014-15 school year.

SIG funds will be used specifically to enhance student and family centered programming. Support staff will be hired such as Coaches. Materials purchased are for supplementing the core program in all core content areas but focused on family literacy. Parent engagement is a priority as well and funds will be used to engage parents in a family literacy program and a digital literacy program for them. Professional development in the areas of curriculum development and school-wide positive behavior supports will also be paid for with these funds. Spanish language materials will also be purchased to transform and bring up to compliance the gaps in our bilingual program.

#### ASSURANCES

SIG funds will be used to fully implement an effective intervention in each Priority School that the LEA commits to serve consistent with the final requirements.

Yes

The LEA will establish annual student achievement goals on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority School that the LEA serves with SIG funds.

Yes

Schools implementing a Restart model in a Priority School will include in its contract or agreement with charter operator, charter management organization or education management organization provisions to hold such organization accountable for complying with the final SIG requirements.

Yes

The LEA will monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.

Yes

The LEA will monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.

Yes

# Application for FY 2013 New Awards Competition

## Section 1003(g) of the Elementary and Secondary Education Act

Fiscal Year 2013

CFDA Number: 84.377A

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**State Name:** Pennsylvania



U.S. Department of Education  
Washington, D.C. 20202

OMB Number: 1810-0682  
Expiration Date: September 30, 2016

### Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 74 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is mandatory required to obtain or retain benefit and voluntary. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1810-0682. Note: Please do not return the completed FY 2013 School Improvement Grant application to this address.

## SCHOOL IMPROVEMENT GRANTS

### **Purpose of the Program**

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. Under the final requirements published in the *Federal Register* on October 28, 2010 (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>), school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are the lowest-achieving five percent of a State's Title I schools in improvement, corrective action, or restructuring, Title I secondary schools in improvement, corrective action, or restructuring with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I schools ("newly eligible" Tier I schools). Tier II schools are the lowest-achieving five percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds, secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain additional Title I eligible (participating and non-participating) secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years ("newly eligible" Tier II schools). An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identified as Tier I or Tier II schools and, if a State so chooses, certain additional Title I eligible (participating and non-participating) schools ("newly eligible" Tier III schools). In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

### **ESEA Flexibility**

An SEA that has received ESEA flexibility no longer identifies Title I schools for improvement, corrective action, or restructuring; instead, it identifies priority schools, which are generally a State's lowest-achieving Title I schools. Accordingly, if it chooses, an SEA with an approved ESEA flexibility request may select the "**priority schools list waiver**" in Section H of the SEA application for SIG funds. This waiver permits the SEA to replace its lists of Tier I, Tier II, and Tier III schools with its list of priority schools.

Through its approved ESEA flexibility request, an SEA has already received a waiver that permits its LEAs to apply for SIG funds to serve priority schools that are not otherwise eligible to receive SIG funds because they are not identified as Tier I, Tier II, or Tier III schools. The waiver offered in this application goes beyond this previously granted waiver to permit the SEA to actually use its priority schools list as its SIG list.

### **Availability of Funds**

The Consolidated and Further Continuing Appropriations Act, 2013, provided \$506 million for School Improvement Grants in fiscal year (FY) 2013.

FY 2013 SIG funds are available for obligation by SEAs and LEAs through September 30, 2015.

### **State and LEA Allocations**

Each State (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a SIG grant. The Department will allocate FY 2013 SIG funds in proportion to the funds received in FY 2013 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of the ESEA. An SEA must allocate at least 95 percent of its SIG funds directly to LEAs in accordance with the final requirements (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>). The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

### **Consultation with the Committee of Practitioners**

Before submitting its application for a SIG grant to the Department, an SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein. The Department recommends that the SEA also consult with other stakeholders, such as potential external providers, teachers' unions, and business, civil rights, and community leaders that have an interest in its application.

# FY 2013 NEW AWARDS APPLICATION INSTRUCTIONS

This application is for use only by SEAs that will make new awards. New awards are defined as an award of SIG funds to an LEA for a school that the LEA was not previously approved to serve with SIG funds in the school year for which funds are being awarded—in this case, the 2014–2015 school year. New three-year awards may be made with the FY 2013 funds or any unobligated SIG funds from previous competitions not already committed to grants made in earlier competitions.

The Department will require those SEAs that will use FY 2013 funds solely for continuation awards to submit a SIG application. However, those SEAs using FY 2013 funds solely for continuation purposes are only required to complete the Continuation Awards Only Application for FY 2013 School Improvement Grants Program located at the end of this application.

## SUBMISSION INFORMATION

### **Electronic Submission:**

The Department strongly prefers to receive an SEA's FY 2013 SIG application electronically. The application should be sent as a Microsoft Word document, **not** as a PDF.

The SEA should submit its FY 2013 application to [OESE.OST@ed.gov](mailto:OESE.OST@ed.gov).

In addition, the SEA must submit a paper copy of the cover page signed by the SEA's authorized representative to the address listed below under "Paper Submission."

### **Paper Submission:**

If an SEA is not able to submit its application electronically, it may submit the original and two copies of its SIG application to the following address:

Carlas McCauley, Group Leader  
Office of School Turnaround  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 3W320  
Washington, DC 20202-6132

Due to potential delays in government processing of mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

### **Application Deadline**

Applications are due on or before November 15, 2013.

### **For Further Information**

If you have any questions, please contact Carlas McCauley at (202) 260-0824 or by e-mail at [Carlas.Mccauley@ed.gov](mailto:Carlas.Mccauley@ed.gov).

**APPLICATION COVER SHEET**  
**SCHOOL IMPROVEMENT GRANTS**

Legal Name of Applicant: <b>Pennsylvania Department of Education</b>	Applicant's Mailing Address: 333 Market Street Harrisburg, PA 17126-0333
State Contact for the School Improvement Grant  Name: Susan McCrone  Position and Office: Title I Director, Chief of the Division of Federal Programs  Contact's Mailing Address: 333 Market Street, 7 <sup>th</sup> Floor Harrisburg, PA 17126-0333  Telephone: 717-783-9161  Fax: 717-787-8634  Email address: <a href="mailto:smccrone@pa.gov">smccrone@pa.gov</a>	
Chief State School Officer (Printed Name): Dr. Carolyn Dumaesq	Telephone: 717-783-9780
Signature of the Chief State School Officer:  X	Date:
The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

## PART I: SEA REQUIREMENTS

As part of its application for a School Improvement Grant under section 1003(g) of the ESEA, an SEA must provide the following information.

### A. ELIGIBLE SCHOOLS

**Part 1 (Definition of Persistently Lowest-Achieving Schools):** Along with its list of Tier I, Tier II, and Tier III schools, the SEA must provide the definition that it used to develop this list of schools. If the SEA's definition of persistently lowest-achieving schools that it makes publicly available on its Web site is identical to the definition that it used to develop its list of Tier I, Tier II, and Tier III schools, it may provide a link to the page on its Web site where that definition is posted rather than providing the complete definition. If an SEA is requesting the priority schools list waiver, it need not provide this definition, as its methodology for identifying its priority schools has already been approved through its ESEA flexibility request.

**Part 2 (Eligible Schools List):** As part of its FY 2013 application an SEA must provide a list, by LEA, of each Tier I, Tier II, and Tier III school in the State or, if it is requesting the priority schools list waiver, of each priority school in the State. (A State's Tier I and Tier II schools are its persistently lowest-achieving schools and, if the SEA so chooses, certain additional Title I eligible schools that are as low achieving as the State's persistently lowest-achieving schools or that have had a graduation rate below 60 percent over a number of years.) In providing its list of schools, the SEA must indicate whether a school has been identified as a Tier I or Tier II school solely because it has had a graduation rate below 60 percent over a number of years.

**Directions:** SEAs that generate new lists should create this table in Excel using the format shown below. An example of the table has been provided for guidance.

See Attached list of eligible schools. Pennsylvania is requesting the Priority school list waiver and plans to use this list as the SIG-eligible list.

SCHOOLS ELIGIBLE FOR FY 2013 SIG FUNDS									
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	PRIORITY (if applicable)	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE <sup>1</sup>

#### EXAMPLE:

SCHOOLS ELIGIBLE FOR FY 2013 SIG FUNDS									
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<sup>1</sup> "Newly Eligible" refers to a school that was made eligible to receive SIG funds by the Consolidated Appropriations Act, 2010. A newly eligible school may be identified for Tier I or Tier II because it has not made adequate yearly progress for at least two consecutive years; is in the State's lowest quintile of performance based on proficiency rates on State's assessments; and is no higher achieving than the highest-achieving school identified by the SEA as a "persistently lowest-achieving school" or is a high school that has a graduation rate less than 60 percent over a number of years. For complete definitions of and additional information about "newly eligible schools," please refer to the FY 2010 SIG Guidance, questions A-20 to A-30.

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	PRIORITY	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
LEA 1	##	HARRISON ES	##		X				
LEA 1	##	MADISON ES	##		X				
LEA 2	##	TAYLOR MS	##				X		X

**Part 3 (Terminated Awards):** All SEAs are required to list any LEAs with one or more schools for which funding under previously awarded SIG grants will not be renewed for the 2014-2015 school year. For each such school, note the amount of unused remaining funds and explain how the SEA or LEA plans to use those funds.

LEA NAME	SCHOOL NAME	DESCRIPTION OF HOW REMAINING FUNDS WERE OR WILL BE USED	AMOUNT OF REMAINING FUNDS
N/A			
<b>TOTAL AMOUNT OF REMAINING FUNDS:</b>			

**B. EVALUATION CRITERIA: An SEA must provide the criteria it will use to evaluate the information set forth below in an LEA's application for a School Improvement Grant.**

**Part 1:** The three actions listed in Part 1 are ones that an LEA must take prior to submitting its application for a School Improvement Grant. Accordingly, the SEA must describe, with specificity, the criteria the SEA will use to evaluate an LEA's application with respect to each of the following actions:

- (1) The LEA has analyzed the needs of each Tier I and Tier II school, or each priority school, as applicable, identified in the LEA's application and has selected an intervention for each school.
- (2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school, or each priority school, as applicable, identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.
- (3) The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school, or each priority school, as applicable, identified in the LEA's application, as well as to support school improvement activities in Tier III schools in a State that is not requesting the priority schools list waiver, throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).

Response:

The PDE will review all SIG applications to ensure that all LEAs and schools are prepared to implement reforms that are proven to be effective, appropriate to the needs identified and sustainable. The responses to questions below provide a more in-depth look at the process to be implemented.

Each LEA will be required to provide a detailed description of the needs assessment process completed and the analysis done to select the intervention to be used in the school. (Schools that have a utilized the

state school turnaround framework — Comprehensive Plan—and have had the plan approved by PDE will not be required to submit additional information. PDE will require the LEA to list the needs of each school identified through the Comprehensive Plan process.)

PDE believes that a thorough needs assessment must include the following:

- Data

- i. Academic data broken down by subject, grade level, subgroup, classroom, standard and anchor.
- ii. Student data on behavior, graduation rate, attendance, participation in extended learning and remediation.
- iii. Professional development data regarding topics covered, number of sessions, length of sessions and participation.
- iv. Parent data regarding the level of involvement, opportunities for involvement and parent feedback.
- v. Leadership data regarding teacher needs, classroom observations and students' needs.
- vi. Other data regarding reforms already implemented and either abandoned or maintained, leadership and teacher changes made, building configuration changes made and any other relevant data.

- Analysis

- i. Data must be reviewed by a group of staff to include representatives of all affected parties (leadership, teachers, parents).
- ii. Data connections must be made in order to determine where serious academic problems exist and identify anomalies that may or may not indicate serious issues.
- iii. All available data must be analyzed and considered important as part of this process.

- Prioritization of Needs

- i. Leadership must review results of data analysis thoroughly. If necessary, outside experts should be consulted to assist in reviewing data analysis.
- ii. Prioritize the needs identified and identify the 1-3 areas to be addressed in the next school year.
- iii. Develop a plan for year 2 and beyond to ensure that all identified needs can be addressed if they continue to be identified as ongoing needs.

- Identification of Solutions

- i. Based on data, analysis and prioritization of needs, research reforms, interventions and supports that address the area of need.
- ii. Extensively review data to support the reforms, interventions and supports to identify those that are proven to be effective in addressing the area of need.
- iii. Based on the unique needs of the LEA and school identify the reforms, interventions and

supports to be implemented.

- Ongoing Evaluation

- i. Determine multiple measures that will be used throughout the implementation process to measure effectiveness.
- ii. Establish benchmark dates, actions to be taken, persons responsible and use of results.
- iii. Establish an on-going implementation review process to review benchmark data and alter plans as necessary.

All components are important in the selection of an intervention model and/or the implementation of reforms. Applications will be reviewed and rated using the attached rubric (Attachment B). Points will be awarded using a 3-point scale. Areas awarded 3 points will indicate no further information is necessary and the LEA has provided sufficient detail. Areas awarded 2 points have provided general information in most areas, but lack critical details necessary for making program determinations. These areas may require the LEA to submit additional information before awards will be made. Areas awarded 1 point are below expectations and must be addressed in further detail by the LEA before any funding will be awarded.

An LEA will be required to demonstrate within their SIG application the capacity to effectively implement reforms and utilize funds awarded to meet the needs identified. In order to demonstrate this, the LEA's application must:

- Demonstrate Human Capacity

- i. Expertise of staff is adequate to implement reforms
- ii. Leadership necessary to implement reforms
- iii. Acquisition of expertise in areas where capacity is limited
- iv. Human capital plan to attract and retain effective teachers, limit teacher vacancies, staff hard-to-staff subjects and address the equitable distribution of highly-effective teachers.

- Demonstrate Organizational Capacity

- i. Processes in place to allow for open communication and consistent collaboration of staff
- ii. Ability to alter processes and schedules to allow for needed communication and reforms
- iii. Shared vision and goals among all involved
- iv. Outside communications with parents, community organizations

- Demonstrate Structural Capacity

- i. Necessary curriculum, assessments, professional development, hiring policies, etc. in place to effectively implement reforms
- ii. Proper scaffolding is in place to ensure missing or lacking structural capacity is addressed

- Demonstrate Material Capacity

- i. Funding necessary (in addition to SIG funding) to implement effective reforms

ii. Alignment of state, local and federal resources available to school to support reforms

Attachment A (SIG Application) and Attachment B (Rubric) provides further detail on PDE's expectations for LEAs and the methods to be used to rate and evaluate the applications for capacity.

An LEA will be required to submit separate budgets for each school to be funded with SIG funds. Budgets will be reviewed using the following criteria:

- Intervention selected by each school
  - Appropriate funds for each required action;
  - School closure funding for 1 year only
- Areas of need identified and articulated within the SIG application and/or Comprehensive Plan;
- Other optional solutions to be implemented with SIG funds;
- Supports to be provided at the LEA-level;
- Timeframe in which solutions are to be implemented;
- Sustainability beyond life of grant

The attached SIG application (Attachment A) provides further detail on PDE's budget expectations for LEAs.

**Part 2:** The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant, but most likely will take after receiving a School Improvement Grant. Accordingly, an SEA must describe the criteria it will use to assess the LEA's commitment to do the following:

- Design and implement interventions consistent with the final requirements;
- Recruit, screen, and select external providers, if applicable, to ensure their quality;
- Align other resources with the interventions;
- Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively; and,
- Sustain the reforms after the funding period ends.

Response:

Attachment A (SIG Application) provides complete details on how PDE will collect information on the actions taken and actions to be taken in preparation for implementing SIG interventions. Applications will be reviewed and rated using the attached rubric (Attachment B). Points will be awarded using a 3-point scale. Areas awarded 3 points will indicate no further information is necessary and the LEA has provided sufficient detail. Areas awarded 2 points have provided general information in most areas, but lack critical details necessary for making program determinations. These areas may require the LEA to submit additional information before awards will be made. Areas awarded 1 point are below expectations and must be addressed in further detail by the LEA before any funding will be awarded.

An LEA's SIG application will identify the intervention(s) selected. Applicants will be required to provide an explanation of the steps taken to ensure that all of the requirements are being addressed and are part of the overall school reform. Each required action will be reviewed using the rubric (Attachment B) and a determination made regarding level of commitment and need for more information.

PDE will award schools on the 3 point scale depending on the level of implementation of the following key strategies (High Level of Implementation/Planning for Implementation/Not Addressed):

- Implementation of a rigorous research-based curriculum aligned with standards, assessments, curriculum framework, instruction, materials and interventions;
- Implementation of the fair assessments that are aligned with standards;
- Implementation of an early warning system for grades 6 and above that uses real-time student data;
- Implementation and effective use of a student information system;
- Collaboration (at least twice weekly) time for teachers to review real-time student data to drive instruction;
- Implementation of new teacher induction that includes side-by-side mentoring by highly-effective teachers;
- Implementation of a multi-measure evaluation system for teachers and principals that provides at least annual evaluation and timely and constructive feedback;
- Implementation of a comprehensive, coherent approach to professional development that is based on student and teacher needs and includes professional development for IB/AP or dual enrollment;
- Design and implementation of quality early childhood programs;
- Expansion, implementation or maintenance of Reading Recovery or a comparable elementary reading intervention model for all students below grade level in grades 1-3. (Elementary schools only)

The attached rubric (Attachment B) will be used to ensure that all of the final requirements for each of the four reform models are included within the LEA application AND designed and implemented in a manner that will be effective.

If external providers are being used by an LEA, the SIG application requires an explanation of the selection process, the evidence to indicate the provider can meet the needs of the school and the evaluation process to be used with each external provider.

The methods and processes used by the LEA to recruit, screen and select external providers are evaluated using the rubric (Attachment B). The rubric addresses this issue in two separate areas within the rubric: Quality of Reform Plan and Capacity to Serve. PDE will assess this particular item by looking at schools implementing the Restart Model and determining if adequate recruiting, screening and selection of CMO/EMOs took place (Quality of Reform Plan) AND by reviewing each school's processes for obtaining outside expertise in implementing all other models.

LEAs will be required to commit to align all school-level resources with the intervention selected and LEA-level resources, as needed, to the support of the selected intervention. This information is required within the Material Capacity section of the SIG Applications (Attachment A). The rubric (Attachment B) provides the criteria to be used by the readers to determine the appropriateness of the information provided by the LEA.

This item will be addressed mainly within the capacity portion of the SIG application. LEAs must demonstrate their organizational and structural capacity to fully and effectively implement the interventions selected. This section of the LEA application requires each school to specifically discuss the policies and procedures that will be created, modified or eliminated in order to effectively implement the model. Within other sections of the application, the LEA will provide additional information regarding the actions to be taken, processes and practices to be changed and the timelines for completing.

The attached rubric (Attachment B) will be used to evaluate and assess the commitment of the LEA and school to modify practices and policies as necessary to effectively implement the model selected.

LEAs must provide a plan for sustaining interventions beyond the 3-year grant period for SIG funds. Documentation includes other funding sources to be used to maintain salaries & benefits of additional staff; cost savings to occur in other areas once interventions take hold; costs that will not continue beyond the 3-year period; plans to build in-house capacity and therefore sustain interventions with existing staff.

**B-1. ADDITIONAL EVALUATION CRITERIA: In addition to the evaluation criteria listed in Section B, the SEA must evaluate the following information in an LEA's budget and application:**

(1) How will the SEA review an LEA's proposed budget with respect to activities carried out during the pre-implementation period<sup>2</sup> to help an LEA prepare for full implementation in the following school year?

(2) How will the SEA evaluate the LEA's proposed activities to be carried out during the pre-implementation period to determine whether they are allowable?

<sup>2</sup> "Pre-implementation" enables an LEA to prepare for full implementation of a school intervention model at the start of the 2014–2015 school year. For a full description of pre-implementation, please refer to section J of the SIG Guidance.

Response:

1. The budget tables within the LEA Application for FY12 and FY 13 SIG funds require very specific differentiation among expenditures for pre-implementation, Year 1, 2 and 3 (see Attachment A). Budgeted amounts for each of the required reform activities must be broken down into one of eleven expenditure categories and each must be assigned to one of four time periods—Pre-Implementation, Year 1, Year 2 or Year 3. The setup of the LEA Application will provide readers/reviewers with specific information on all activities to be carried out during the pre-implementation period as well as each year of the reform. Each budget item also requires a budget narrative. Awarded amounts will be no less than \$50,000 and will not exceed \$2,000,000 per school, per year.
2. The SIG Rubric FY12 and FY13 (Attachment B) awards either 3 points or 1 point for information provided by the LEA on pre-implementation costs. The minimum required score for this section of the rubric is a "3" (See Attachment B for minimum on this item as well as all other items.). An LEA must demonstrate that costs for pre-implementation are completely aligned with the reform plan and the activities and goals described within the LEA application. As well, the amount of money budgeted for these pre-implementation activities must be an amount that is adequate for the activities, but not an amount that would negatively impact the reform plan to be carried out in Years 1-3. Readers/reviewers will be considering whether pre-implementation activities must take place prior to the 14-15 school year and awarding less than a "3" if activities could be embedded into Years 1-3. Finally, all pre-implementation activities must be allowable as described within the FY10 SIG guidance.

**C. TIMELINE: An SEA must describe its process and timeline for approving LEA applications.**

March 2014: Release SIG applications to LEAs with Priority Schools

The online eGrant application is currently under development and will be released upon approval of the SEA application. A copy of this SEA application and all of its attachments will be posted on the PDE website within 10 working days of the submission of the application. The eGrant application will include the information provided in Attachment A. During the month of March, PDE will recruit and train at

least 10 educators that have experience in school reform, effective leadership, coaching, curriculum and administration to participate in the peer review of competitive applications.

April 2014: Regional, technical assistance workshops

Workshops will be held regionally and any eligible LEA considering applying for SIG funds will be required to attend at least one workshop. The purpose of the workshops will be to thoroughly review the LEA application, rubric and grant requirements.

May 2014: Completed SIG applications due in the Division of Federal Programs

May 2014: SIG Applications reviewed, scored and ranked by PDE

The peer review process to be implemented will use the attached rubric (Attachment B). Peer reviewers will be brought together for a minimum of 3 days, trained and provided the necessary materials and time to review all competitive applications.

PDE's normal competitive grant reading process requires that grants be read by 4-5 different reviewers and then the results z-scores for reliability. Based on the number of grants received, the number of reviewers and the times read will be adjusted as necessary. Based on scores and comments, if additional information is required from LEAs in order to make a final determination, it will be collected within a 10-day period and then re-reviewed before a final determination is made.

June 2014: Awards announced

Awardees will be announced via PennLink. Awardees will be brought together and provided in-depth instruction and information regarding the steps to be taken—additional application requirements, reporting requirements, contact names/address, etc. Pre-planning activities can begin as necessary to implement SIG reforms in the 2014-15 school year. FY 13 funds will be used to award 3-year grants to schools whose applications have achieved the highest scores.

August/September 2014: Priority Schools interventions begin

PDE will begin to implement the process to review school benchmark data, visit schools, monitor progress and provide technical assistance as necessary.

#### **D. DESCRIPTIVE INFORMATION: An SEA must include the information set forth below.**

(1) Describe the SEA's process for reviewing an LEA's annual goals for student achievement for its Tier I and Tier II schools, or for its priority schools, as applicable, and how the SEA will determine whether to renew an LEA's School Improvement Grant with respect to one or more Tier I or Tier II schools, or one or more priority schools, in at LEA that is not meeting those goals and making progress on the leading indicators in section III of the final requirements.

(2) Describe the SEA's process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA's School Improvement Grant with respect to one or more Tier III schools in the LEA that are not meeting those goals. If an SEA is requesting the priority schools list waiver, it need not provide this information, as it will have no Tier III schools.

(3) Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is

implementing a school intervention model fully and effectively in the Tier I and Tier II schools, or the priority schools, as applicable, the LEA is approved to serve.

(4) Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.

(5) Describe the criteria, if any, which the SEA intends to use to prioritize among Tier III schools. If an SEA is requesting the priority schools list waiver, it need not provide this information, as it will have no Tier III schools.

(6) If the SEA intends to take over any Tier I or Tier II schools, or any priority schools, as applicable, identify those schools and indicate the school intervention model the SEA will implement in each school.

(7) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, or for priority schools, as applicable, indicate the school intervention model the SEA will implement in each school and provide evidence of the LEA's approval to have the SEA provide the services directly.

<sup>3</sup> If, at the time an SEA submits its application, it has not yet determined whether it will provide services directly to any schools in the absence of a takeover, it may omit this information from its application. However, if the SEA later decides that it will provide such services, it must amend its application to provide the required information.

Response:

1. PDE will require each LEA to develop, as outlined within the attached SIG application, school-level performance measures and annual goals for each school to receive SIG funds. Performance measures must include plan milestones, interim performance measures and annual performance goals. Each SIG school will be required to update leading indicator data yearly. This data will be reviewed and will become part of the monitor review process.
2. Pennsylvania will be using the priority schools list and therefore Tier III does not apply. PDE will develop an annual report to be submitted prior to the awarding of 2nd and 3rd year funds that will require each participating school to document its progress toward established annual goals. Schools failing to meet one or more annual goals will be required to provide information to justify why goals were not met, where breakdowns occurred, what corrections were made and/or will be made and assurance that corrective actions will enable the school to meet the next year goals. Schools required to take corrective actions will receive increased monitoring during the following school year to ensure that progress continues and corrections are made. Schools failing to meet the next year's goals will not receive 3rd year funding, unless PDE determines that a school has made significant progress toward meeting goals. Determinations on continued funding when a school fails to meet goals will be made on a case-by-case basis based on data that demonstrates progress. Increased monitoring will consist of submission by the LEA of a Corrective Action Plan within 30 days of the monitor finding. The monitor will then review the Corrective Action Plan and determine if an additional on-site monitoring must take place or a desk audit will be sufficient to correct the deficiency. Determinations on continued funding will be made on a case-by-case basis based on preliminary PSSA and/or Keystone Exam scores prior to release of subsequent year funding.

3. LEAs and schools receiving SIG funds will be monitored by PDE in many ways. First, a system of monitoring will be developed to review school progress at least three times per year. Under this system, schools will be required to provide progress reports to PDE and for those assessed as “behind” for two consecutive reviews will see their SIG payments withheld. Areas to be reviewed on progress reports will be required actions taken or being planned; fidelity to implementation plan/SIG application; appropriate level of LEA support; outside supports in place; meeting established benchmarks as specified within SIG application; and appropriate implementation of timelines. Second, PDE’s state system of support provides on-site assistance through educators experienced in school turnaround, leadership training, school improvement planning, standards-aligned-systems training and data review and analysis training. All of the members of this support system currently work directly with PDE to ensure proper implementation of initiatives and progress toward improvement. This work will continue throughout the life of the SIG. Finally, staff in the Division of Federal Programs will be conducting on-site visits and desk audits of schools that indicate problems or obstacles within progress reports. When the first progress report indicates that things are off-track or “behind”, an on-site visit or a desk audit will be scheduled within 2 weeks to assist with getting back on track and ensuring the next progress report does not indicate the school is “behind” again. Additionally, once a school’s funding is withheld due to two consecutive reviews being “behind”, another on- site visit or desk audit will be conducted within 2 weeks to work in assisting with reforms efforts so that funds can begin to flow again.
4. Scores will be ranked by z-scores. Priority schools previously awarded SIG funds and whose 3-year projects have been closed, will be permitted to apply for an additional 3-year award. Those schools will be ranked by z-scores and additional ranking tied to PVAAS data showing improvement at the school level. Previously funded schools will be considered with other schools by their z-scores if they made progress based on PSSA and Keystone Exam scores during the previous SIG 3-year term. Those schools that did not make progress will not be considered.
5. Pennsylvania will be using the priority schools list and therefore Tier III does not apply.
6. Since PDE was just granted the ESEA Flexibility Waiver, we are not prepared to take over any schools or provide services directly to an LEA.
7. Since PDE was just granted the ESEA Flexibility Waiver, we are not prepared to take over any schools or provide services directly to an LEA.

**E. ASSURANCES: The SEA must provide the assurances set forth below.**

By submitting this application, the SEA assures that it will do the following (check each box):

- ☒ Comply with the final requirements and ensure that each LEA carries out its responsibilities outlined in the

final requirements.

- ☒ Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school, or each priority school, as applicable, that the SEA approves the LEA to serve.
- ☒ Monitor and evaluate the actions an LEA has taken, as outlined in its approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
- ☒ Monitor and evaluate the actions the LEA has taken, as outlined in its approved SIG application, to sustain the reforms after the funding period ends and provide technical assistance to LEAs on how they can sustain progress in the absence of SIG funding.
- ☒ If a Tier I or Tier II school, or priority school, as applicable, implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.
- ☒ Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; total amount of the three year grant listed by each year of implementation; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school or priority school, as applicable.
- ☒ Report the specific school-level data required in section III of the final SIG requirements.

**F. SEA RESERVATION: The SEA may reserve an amount not to exceed five percent of its School Improvement Grant for administration, evaluation, and technical assistance expenses.**

The SEA must briefly describe the activities related to administration, evaluation, and technical assistance that the SEA plans to conduct with any State-level funds it chooses to reserve from its School Improvement Grant allocation.

Response:

PDE will set aside 5% of our award as permitted. PDE will use the state-level funds to continue the state-wide system of support for schools. This support system provides educators experienced in school turnaround for the lowest achieving schools, leadership training for principals, school leaders for specific sub-group needs, direct assistance for school improvement planning and implementation and support for Reading and Math coaches. The criteria for inclusion in these state-wide initiatives centers around an identification of Priority status.

The Pennsylvania Inspired Leadership Initiative is a state-wide, standards-based leadership development and support system for school leaders. The cohort-based program is delivered through a regional collaboration of Intermediate Units and other partners.

Each PA Inspired Leadership Initiative Region has a full-time Site Coordinator who assists with program delivery and support. In addition, each region has an Advisory Committee to assist in the

design, implementation and evaluation of the regional leadership initiative.

PDE will provide a regionally-assigned Academic Recovery Liaison (ARL) to facilitate and oversee Priority schools' use of the training, technical assistance, and tools available to them. The ARL will develop a working relationship with the IUs within his/her assigned region and ensure that the IU is targeting the Priority schools, and that the Priority schools are accessing the available IU services. The ARLs will receive training from PDE, IU, and PaTTAN staff and national consultants. ARLs will work with the Mid-Atlantic Comprehensive Center (MACC) and Regional Education Lab (REL), and will participate in meetings held by CCSSO and Achieve, for the purpose of improving their services to Priority schools. Each ARL will be assigned to his/her Priority schools for three years. Also, the Priority school principal, along with the Superintendent or CEO, will work with the Academic Recovery Liaison to ensure the various programs and initiatives across the district and school are coordinated within the context of the Comprehensive Plan.

Each of the 29 Intermediate Units (IUs) in the Commonwealth is a partner with the PDE to provide support and professional development to those school districts and schools they serve. This support can be in the form of data analysis, root cause analysis, school improvement planning, training and on-site assistance. Schools identified for improvement work with their IUs to review data, determine root cases, identify solutions and implement strategies to effect change. IU staff work directly with educators experienced in school turnaround and PDE staff to assist struggling schools.

Pennsylvania has a set of online assessments called Classroom Diagnostic Tools (CDT) that are divided designed to provide diagnostic information in order to guide instruction and remediation. The CDT assists in identifying student academic strengths and areas in need of improvement through links to classroom resources. The CDT will provide information that will guide instruction by providing support to students and teachers. The CDT reports show how students are performing in relation to the Pennsylvania Assessment Anchors and Keystone Assessment Anchors. It will also show how and why students may be struggling or extending beyond the grade and course Eligible Content. These online assessments have multiple benefits for students such as moving students towards career and college readiness, promoting goal-setting, and providing feedback. The online assessments benefits teachers by allowing them access to detailed diagnostic reports, understanding the strengths and needs of each student, and insight into students' strengths and needs.

Pennsylvania currently consolidates its federal administrative funds to support the administration of Title I, Title IIA, Title IID and Title III. A majority of monitoring activities will be conducted by current staff in the Division of Federal Programs and current monitors utilized by the Division of Federal Programs. No additional staff will be hired with SIG funds at the state level. A portion of the state-level SIG funds will be used to pay for the peer review of SIG applications and any monitoring or technical assistance that may be required over and above the current support provided by the PDE

## **G. CONSULTATION WITH STAKEHOLDERS**

☒ By checking this box, the SEA assures that it has consulted with its Committee of Practitioners regarding the information set forth in its application.

**H. WAIVERS: SEAs are invited to request waivers of the requirements set forth below. An SEA must check the corresponding box(es) to indicate which waiver(s) it is requesting.**

Pennsylvania requests a waiver of the State-level requirements it has indicated below. The State believes that the requested waiver(s) will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and raise the academic achievement of students in Tier I, Tier II, and Tier III schools or in its priority schools, as applicable.

**Waiver 1: Tier II waiver**

☐ In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2013 competition, waive paragraph (a)(2) of the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and incorporation of that definition in identifying Tier II schools under Section I.A.1(b) of those requirements to permit the State to include, in the pool of secondary schools from which it determines those that are the persistently lowest-achieving schools in the State, secondary schools participating under Title I, Part A of the ESEA that have not made adequate yearly progress (AYP) for at least two consecutive years or are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined.

Assurance

☐ The State assures that it will include in the pool of schools from which it identifies its Tier II schools all Title I secondary schools not identified in Tier I that either (1) have not made AYP for at least two consecutive years; or (2) are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined. Within that pool, the State assures that it will identify as Tier II schools the persistently lowest-achieving schools in accordance with its approved definition. The State is attaching the list of schools and their level of achievement (as determined under paragraph (b) of the definition of “persistently lowest-achieving schools”) that would be identified as Tier II schools without the waiver and those that would be identified with the waiver. The State assures that it will ensure that any LEA that chooses to use SIG funds in a Title I secondary school that becomes an eligible Tier II school based on this waiver will comply with the SIG final requirements for serving that school.

**Waiver 2: n-size waiver**

☐ In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2013 competition, waive the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and the use of that definition in Section I.A.1(a) and (b) of those requirements to permit the State to exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of students in the “all students” group in the grades assessed is less than [Please indicate number].

Assurance

☐ The State assures that it determined whether it needs to identify five percent of schools or five schools in each tier prior to excluding small schools below its “minimum n.” The State is attaching, and will post on its Web site, a list of the schools in each tier that it will exclude under this waiver and the number of students in

each school on which that determination is based. The State will include its “minimum n” in its definition of “persistently lowest-achieving schools.” In addition, the State will include in its list of Tier III schools any schools excluded from the pool of schools from which it identified the persistently lowest-achieving schools in accordance with this waiver.

**Waiver 3: Priority schools list waiver**

☒ In order to enable the State to replace its lists of Tier I, Tier II, and Tier III schools with its list of priority schools that meet the definition of “priority schools” in the document titled *ESEA Flexibility* and that were identified in accordance with its approved request for ESEA flexibility, waive the school eligibility requirements in Section I.A.1 of the SIG final requirements.

**Assurance**

☒ The State assures that its methodology for identifying priority schools, approved through its ESEA flexibility request, provides an acceptable alternative methodology for identifying the State’s lowest-performing schools and thus is an appropriate replacement for the eligibility requirements and definition of persistently lowest-achieving schools in the SIG final requirements.

**Waiver 4: Period of availability of FY 2013 funds waiver**

**Note: This waiver only applies to FY 2013 funds for the purpose of making three-year awards to eligible LEAs.**

☒ Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2013 school improvement funds for the SEA and all of its LEAs to September 30, 2017.

**WAIVERS OF LEA REQUIREMENTS**

[Enter State Name Here] requests a waiver of the requirements it has indicated below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA’s application for a grant.

The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, or Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I, Tier II, or Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State’s Tier I, Tier II, and Tier III schools.

**Waiver 5: School improvement timeline waiver**

**Note: An SEA that requested and received the school improvement timeline waiver for the FY 2012 competition and wishes to also receive the waiver for the FY 2013 competition must request the waiver again in this application.**

**An SEA that has been approved for ESEA flexibility need not request this waiver as it has already received a waiver of the requirement in section 1116(b) of the ESEA to identify schools for improvement through its approved ESEA flexibility request.**

**Schools that started implementation of a turnaround or restart model in the 2011-2012, 2012-2013, 2013-2014 school years cannot request this waiver to “start over” their school improvement timeline again.**

☐ Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I, Tier II, and Tier III Title I participating schools that will fully implement a turnaround or restart model beginning in the 2014–2015 school year to “start over” in the school improvement timeline.

Assurances

☐ The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests the waiver in its application as part of a plan to implement the turnaround or restart model beginning in the 2014–2015 school year in a school that the SEA has approved it to serve. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

☐ The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

**Waiver 6: Schoolwide program waiver**

**Note: An SEA that requested and received the schoolwide program waiver for the FY 2012 competition and wishes to also receive the waiver for the FY 2013 competition must request the waiver again in this application.**

**An SEA that has been approved for ESEA flexibility need not request this waiver as it has already received a waiver of the schoolwide poverty threshold through its approved ESEA flexibility request.**

☐ Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I, Tier II, or Tier III participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

Assurances

☐ The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests to implement the waiver in its application. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

☐ The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

**I. ASSURANCE OF NOTICE AND COMMENT PERIOD – APPLIES TO ALL WAIVER REQUESTS**

☒ The State assures that, prior to submitting its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on its waiver request(s) and has attached a copy of that notice as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding the above waiver request(s) to the public in the manner in which the State customarily provides such notice and information to the public (e.g., by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice.

## PART II: LEA APPLICATION

An SEA must develop an LEA application form that it will use to make subgrants of school improvement funds to eligible LEAs.

### LEA APPLICATION REQUIREMENTS

The LEA application form that the SEA uses must contain, at a minimum, the information set forth below. An SEA may include other information that it deems necessary in order to award school improvement funds to its LEAs.

#### **A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.**

An LEA must identify each Tier I, Tier II, and Tier III school, or each priority school, as applicable, the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school, or in each priority school, as applicable.

SCHOOL NAME	NCES ID #	PRIORITY  (if applicable)	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II/PRIORITY ONLY)			
						turnaround	restart	closure	transformation

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

#### **B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.**

- (1) For each Tier I and Tier II school, or each priority school, that the LEA commits to serve, the LEA must demonstrate that the LEA has analyzed the needs of each school, such as instructional programs, school leadership and school infrastructure, and selected interventions for each school aligned to the needs each school has identified.
- (2) The LEA must ensure that each Tier I and Tier II school, or each priority school, that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.
- (3) The LEA must describe actions it has taken, or will take, to—
  - Determine its capacity to provide adequate resources and related support to each Tier I and Tier II

school, or each priority school, identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected;

- Design and implement interventions consistent with the final requirements of the turnaround model, restart model, school closure, or transformation model;
- Recruit, screen, and select external providers, if applicable, to ensure their quality;
- Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and,
- Sustain the reforms after the funding period ends.

- (4) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school, or each priority school, identified in the LEA's application.
- (5) The LEA must describe how it will monitor each Tier I and Tier II school, or each priority school, that receives school improvement funds including by-
  - Establishing annual goals for student achievement on the State's assessments in both reading/language arts and mathematics; and,
  - Measuring progress on the leading indicators as defined in the final requirements.
- (6) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.
- (7) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.
- (8) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools or in its priority schools, as applicable.

**C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school, or each priority school, it commits to serve.**

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—

- Implement the selected model in each Tier I and Tier II school, or priority school, it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools or priority schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA's application.

Note: An LEA's budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA's three-year budget plan.

An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools, or the number of priority schools, it commits to serve multiplied by \$2,000,000 (not to exceed \$6,000,000 per school over three years).

**Example:**

<b>LEA XX BUDGET</b>					
	<b>Year 1 Budget</b>		<b>Year 2 Budget</b>	<b>Year 3 Budget</b>	<b>Three-Year Total</b>
	<b>Pre-implementation</b>	<b>Year 1 - Full Implementation</b>			
<b>Tier I ES #1</b>	\$257,000	\$1,156,000	\$1,325,000	\$1,200,000	\$3,938,000
<b>Tier I ES #2</b>	\$125,500	\$890,500	\$846,500	\$795,000	\$2,657,500
<b>Tier I MS #1</b>	\$304,250	\$1,295,750	\$1,600,000	\$1,600,000	\$4,800,000
<b>Tier II HS #1</b>	\$530,000	\$1,470,000	\$1,960,000	\$1,775,000	\$5,735,000
<b>LEA-level Activities</b>	\$250,000		\$250,000	\$250,000	\$750,000
<b>Total Budget</b>	<b>\$6,279,000</b>		<b>\$5,981,500</b>	<b>\$5,620,000</b>	<b>\$17,880,500</b>

**D. ASSURANCES:** An LEA must include the following assurances in its application for a School Improvement Grant.

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school, or each priority school, that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school, or priority school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, or priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;
- (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and,
- (6) Report to the SEA the school-level data required under section III of the final requirements.

**E. WAIVERS:** If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- ☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- ☐ Implementing a school-wide program in a Tier I or Tier II Title I participating school that

does not meet the 40 percent poverty eligibility threshold.

## **Continuation Awards Only Application for Fiscal Year (FY) 2013 School Improvement Grants (SIG) Program**

In the table below, list the schools that will receive continuation awards using FY 2013 SIG funds:

LEA NAME	SCHOOL NAME	COHORT #	PROJECTED AMOUNT OF FY 13 ALLOCATION
<b>TOTAL AMOUNT OF CONTINUATION FUNDS PROJECTED FOR ALLOCATION IN FY 13:</b>			

In the table below, list any LEAs with one or more schools for which funding under previously awarded SIG grants will not be renewed. For each such school, note the amount of unused remaining funds and explain how the SEA or LEA plans to use those funds as well as noting the explicit reason and process for reallocating those funds (e.g., reallocate to rural schools with SIG grants in cohort 2 who demonstrate a need for technology aimed at increasing student literacy interaction).

LEA NAME	SCHOOL NAME	DESCRIPTION OF HOW REMAINING FUNDS WERE OR WILL BE USED	AMOUNT OF REMAINING FUNDS
<b>TOTAL AMOUNT OF REMAINING FUNDS:</b>			

### **School Improvement Grants (SIG) Program FY 2013 Assurances**

By submitting this application, the SEA assures that it will do the following (check each box):

- ☐ Use FY 2013 SIG funds solely to make continuation awards and will not make any new awards<sup>2</sup> to its LEAs.
- ☒ Use the renewal process identified in [State]'s most recently approved SIG application to determine whether to renew an LEA's School Improvement Grant.
- ☒ Monitor and evaluate the actions an LEA has taken, as outlined in its approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
- ☒ Monitor and evaluate the actions the LEA has taken, as outlined in its approved SIG application, to sustain the reforms after the funding period ends and provide technical assistance to LEAs on how they can sustain progress in the absence of SIG funding.
- ☒ If a Tier I or Tier II school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.
- ☒ Report the specific school-level data required in section III of the final SIG requirements.

**By submitting the assurances and information above, [State] agrees to carry out its most recently approved SIG application and does not need to submit a new FY 2013 SIG application; however, the State must submit the signature page included in the full application package (page 3).**

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<sup>2</sup> A "new award" is defined as an award of SIG funds to an LEA for a school that the LEA was not previously approved to serve with SIG funds in the school year for which funds are being awarded—in this case, the 2014–2015 school year. New awards may be made with the FY 2013 funds or any remaining SIG funds not already committed to grants made in earlier competitions.