

ASPIRA Bilingual Cyber Charter School

**Charter Annual Report**

07/01/2013 - 06/30/2014

# School Profile

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## Demographics

4322 North 5th Street

2nd Floor

Philadelphia, PA 19140

(215)455-1300

Phase:

Phase 3

CEO Name:

Alfredo Calderon

CEO E-mail address:

lparamo@aspirapa.org

# Governance and Staff

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## *Leadership Changes*

Leadership changes during the past year on the Board of Trustees and in the school administration:

There were no changes during the past year to the Board of Trustees. The Principal remains the same, however, a new Assistant Principal has been added. The Principal of the Cyber is Lucila Paramo, who is now also the interim CAO. Therefore, an assistant was assigned to the school.

## *Board of Trustees Meeting Schedule*

<b>Location</b>	<b>Date and Time</b>
ASPIRA, Inc. of PA's Boardroom	9/17/2013 6:00 PM
ASPIRA, Inc. of PA's Boardroom	10/10/2013 6:00 PM
ASPIRA, Inc. of PA's Boardroom	11/19/2013 6:00 PM
ASPIRA, Inc. of PA's Boardroom	2/4/2014 6:00 PM
ASPIRA, Inc. of PA's Boardroom	4/8/2014 6:00 PM
ASPIRA, Inc. of PA's Boardroom	5/27/2014 12:00 PM
ASPIRA, Inc. of PA	6/21/2014 9:00 AM
ASPIRA, Inc. of PA's Boardroom	7/17/2014 12:00 PM

## *Professional Staff Member Roster*

<b>Jayda Pugliese</b>	
PA Certified	Yes
Areas of Certification	Middle Math, SPED K-12, ELL
Grades Teaching or Serving	7-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Math 6-8, ELL
Number of Hours Annually Worked in Assignment	1462
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

<b>Joshua Benn</b>	
PA Certified	Yes
Areas of Certification	Social Studies 7-12
Grades Teaching or Serving	7-12
All Areas of Assignment, Subject Areas Teaching, or	Social Studies 7-12

Services Provided	
Number of Hours Annually Worked in Assignment	1462
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

<b>Natalie Rivera</b>	
PA Certified	Yes
Areas of Certification	SPED PK-8, PK-4
Grades Teaching or Serving	K-3
All Areas of Assignment, Subject Areas Teaching, or Services Provided	SPED K-3
Number of Hours Annually Worked in Assignment	1462
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

<b>Jesse Rucco</b>	
PA Certified	Yes
Areas of Certification	Math 7-12, Biology 7-12, Earth and Space 7-12, General Science 7-12, Middle Science 6-9
Grades Teaching or Serving	7-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Algebra 1, Geometry, Earth and Space, Algebra 2, Science 6-8
Number of Hours Annually Worked in Assignment	1462
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

<b>Leocadia Zapata</b>	
PA Certified	Yes
Areas of Certification	Spanish K-12, Biology 7-12
Grades Teaching or Serving	7-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Spanish 1, Spanish 2, Biology
Number of Hours Annually Worked in Assignment	1462
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

<b>Maria Powell</b>	
PA Certified	Yes

Areas of Certification	Elementary K-6, Spanish PK-12, ELL K-12
Grades Teaching or Serving	K-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	ELL
Number of Hours Annually Worked in Assignment	1462
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

<b>Karen Coulter</b>	
PA Certified	Yes
Areas of Certification	Elementary K-6, English 7-12, Early Childhood N-3, SPED K-12
Grades Teaching or Serving	7-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	SPED 7-12
Number of Hours Annually Worked in Assignment	1462
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

<b>Jaime Ruth</b>	
PA Certified	Yes
Areas of Certification	Elementary K-6
Grades Teaching or Serving	K-6
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Elementary K-6
Number of Hours Annually Worked in Assignment	1462
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

<b>Diane Garofalo</b>	
PA Certified	No
Areas of Certification	Emergency Comp Technology
Grades Teaching or Serving	7-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Technology
Number of Hours Annually Worked in Assignment	1462
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

<b>Yolanda Cooper</b>	
PA Certified	Yes
Areas of Certification	Elementary K-6
Grades Teaching or Serving	K-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Teacher Coach
Number of Hours Annually Worked in Assignment	1537
Percentage of Time in Certified Position	0.0
Percentage of Time in Areas Not Certified	100.0

<b>Lisette Agosto Cintron</b>	
PA Certified	Yes
Areas of Certification	Elementary K-6, Principal PK-12
Grades Teaching or Serving	K-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Principal
Number of Hours Annually Worked in Assignment	1537
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

<b>Sheila Ramos-Pagan</b>	
PA Certified	No
Areas of Certification	Emergency Secondary Counselor
Grades Teaching or Serving	7-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Counselor
Number of Hours Annually Worked in Assignment	1462
Percentage of Time in Certified Position	0.0
Percentage of Time in Areas Not Certified	100.0

The professional staff member roster as recorded originally on the PDE-414 form  
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### *Quality of Teaching and Other Staff*

<b>Position Categories</b>	<b>All Employed per Category</b>	<b>Appropriately Certified</b>	<b>Promoted</b>	<b>Transferred</b>	<b>Terminated</b>	<b>Contracted for Following Year</b>
Chief Academic Officer/Director	1.00	0.00				1.00
Principal	1.00	0.00				1.00
Assistant Principal	1.00	1.00				1.00
Classroom Teacher (including Master Teachers)	6.00	5.00			1.00	5.00
Specialty Teacher (including Master Teachers)	1.00	1.00				1.00
Special Education Teacher (including Master Teachers)	3.00	3.00		1.00		2.00
Special Education Coordinator	1.00	1.00				1.00
Counselor	1.00	0.00		1.00		0.00
Psychologist	1.00	1.00				1.00
School Nurse	1.00	1.00				1.00
Director of Student and Academic Services	1	1				1
Lead Administrative Assistant	1	1				1
Tutor	1	1				0
<b>Totals</b>	<b>20.00</b>	<b>16.00</b>	<b>0</b>	<b>2.00</b>	<b>1.00</b>	<b>16.00</b>

Further explanation:

The SPED Coordinator is also a teacher, so is counted twice.

# Fiscal Matters

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## *Major Fundraising Activities*

Major fundraising activities performed this year and planned for next year:

There were no major fundraising activities to report this year. However, for next year, funds are being sought for an after school program and for trips and incentives for parents and students. In particular, grants applications for a 21st CCLC will be submitted, in addition to requests for donations from the private sector.

## *Fiscal Solvency Policies*

Changes to policies and procedures to ensure and monitor fiscal solvency:

There were no changes made. However, essentially, ensuring and monitoring fiscal solvency includes:

1. Principal's participation in the budget drafting process
2. Reporting of that budget to the Board of Trustees for their approval.
3. Monitoring of actual spending against that budget by the Board at their periodic meetings.
4. A possible mid-year modification made to the budget to adjust for new information and results that differed materially from what was expected when the budget was drafted and approved.

### **Fiscal Solvency Policies**

Charter School documents that describe policies and procedures that have been established to ensure and monitor fiscal solvency (optional if described in the narrative)

*No files have been uploaded.*

## *Accounting System*

Changes to the accounting system the charter school uses:

The accounting system for the school has not changed this year.

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

The completed and CEO signed Fiscal Template – Preliminary Statements of Revenues, Expenditures & Fund Balances

*XLSX file uploaded.*

## ***Financial Audits***

### **Basics**

Audit Firm: Withum, Smith + Brown, PC.  
 Date of Last Audit: 01/20/2014  
 Fiscal Year Last Audited: 06-30-2013

### **Explanation of the Report**

Detailed explanation of the report (if the previous year's report has been submitted.) Any audit report for a school year that precedes this annual report by more than 2 years is not acceptable and may be considered a material violation:

The most current audit has been provided.

### **Financial Audit Report**

The Financial Audit Report, which should include the auditor's opinion and any findings resulting from the audit

*PDF file uploaded.*

### **Citations**

Financial audit citations and the corresponding Charter School responses

Description	Response
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## ***Federal Programs Consolidated Review***

### **Basics**

Title I Status: Yes  
 Date of Last Federal Programs Consolidated Review: 06/24/2014  
 School Year Reviewed: 2013-14

**Federal Programs Consolidated Review Report**

The Federal Programs Consolidated Review Report, which should include the Division's opinion and any findings resulting from the audit

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**Citations**

Federal Programs Consolidated Review citations and the corresponding Charter School responses

<b>Description</b>	<b>Response</b>
N/A	There were no citations this past year.

# Special Education

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## *Chapter 711 Assurances*

The LEA agrees to comply with all requirements of Special Education outlined in 22 PA Code Chapter 711 and other state and federal mandates. These include:

Implementation of a full range of services, programs and alternative placements available to the Charter School for placement and implementation of the special education programs in the Charter School.

Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the Charter School's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for their effectiveness. The Charter School implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.

Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

Following the state and federal guidelines for participation of students with disabilities in state and Charter School-wide assessments including the determination of participation, the need for accommodations and the methods of assessing students for whom regular assessment is not appropriate.

Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

## **Special Education Support Services**

<b>Support Service</b>	<b>Location</b>	<b>Teacher FTE</b>
OT	ASPIRA Bilingual Cyber Charter School	0.2
Psychologist	ASPIRA Bilingual Cyber Charter School	0.4
SPED Coordinator	ASPIRA Bilingual Cyber Charter School	1
Speech Therapist	ASPIRA Bilingual Cyber Charter School	0.1

## **Special Education Contracted Services**

<b>Title</b>	<b>Amt. of Time per Week</b>	<b>Operator</b>	<b>Number of Students</b>
OT	2 Hours	Outside Contractor	10 or fewer
Psychologist	4 Hours	Multiple LEA (School Districts or Charter Schools)	10 or fewer
Speech	1 Days	Outside Contractor	10 or fewer

Therapist			
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### ***Special Education Cyclical Monitoring***

Date of Last Special Education Cyclical Monitoring:

01/07/2013

Link to Report (Optional):

Not Provided

### **Special Education Cyclical Monitoring Report**

The Special Education Cyclical Monitoring Report, which should include the Bureau's findings

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# Facilities

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

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

Computers for students  
Classroom furniture

**The total Charter School expenditures for fixed assets during the identified fiscal year:**

*\$27,407.00*

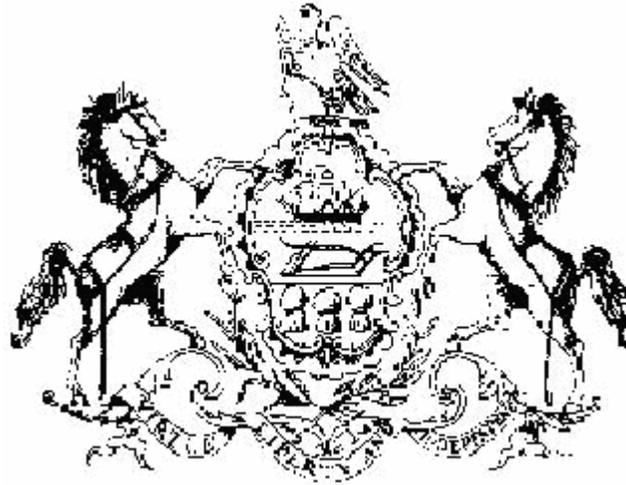
## *Facility Plans and Other Capital Needs*

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

There are no plans for future facility development at this time.

## *Memorandums of Understanding*

<b>Organization</b>	<b>Purpose</b>
ASPIRA, Inc. of PA	ASPIRA provides management services such as IT, Finance, Human Resources, Food Services, Security, and Facilities cleaning and maintenance and serves as our school's central office.
Montage Diversity Consultants, LLC (dba. Montage Education)	The purpose of this MOU is to clearly identify the roles and responsibilities of each party as it relate to delivering online education services to students in the state of PA. Aspira provides the online core and elective curriculum that is correlated and mapped to the Pennsylvania State Standards/ Common Core and the Pennsylvania Certified Teachers. Montage provides site management, supplemental education, behavioral support as well as the technology (computer, scanner/printer, headset and carrying case) to students as they learn online. Our purpose is to work collaboratively so that each organization can deliver their core services to the student population.



**ASPIRA Bilingual Cyber CS CHARTER SCHOOL**  
**FACILITATED SELF ASSESSMENT (FSA)**  
**2012-13 Compliance Monitoring for Continuous Improvement (CMCI)**  
 Pennsylvania Department of Education  
 Bureau of Special Education

Date(s) of Onsite Review	01/07/2013
LEA Contact Person's Name	Lucila Paramo
Job Title	Principal
Address	4322 North 5th Street Philadelphia, Pa 19140
Telephone	(215) 455-1300
FAX	
Email Address	llee@pantoja.aspirapa.org
BSE Chairperson	Marvin
Job Title	Special Education Adviser
Address	PA Dept of Education, 333 Market Street, 7th Floor, Harrisburg, PA 17126-0333
Telephone	
FAX	
Email Address	_____@pa.gov

## Directions for the Facilitated Self Assessment (FSA)

2012-13 Compliance Monitoring for Continuous Improvement (CMCI)

Pennsylvania Department of Education

Bureau of Special Education (BSE)

The Facilitated Self Assessment (FSA) procedure, presented in the text for each topical area, shows what the Local Education Agencies (LEA) needs to do to complete the FSA. Information that the state is responsible for providing to help the LEA complete the FSA is prepopulated. In addition, the FSA details the procedures that will be followed by the BSE in completing the FSA review.

The FSA must be completed no later than 30 days prior to the onsite visit. **NOTE: Some items require the LEA to provide student files. Files are to be available onsite at the LEA. DO NOT FORWARD ANY CONFIDENTIAL STUDENT EDUCATIONAL FILES.**

### **FSA Procedure for LEA:**

Each LEA will establish a team to review and complete the required FSA.

Procedure for completion of the FSA:

1. Review the required standard and regulatory basis for each topic.
2. Follow the procedure titled LEA Procedure for each topic, gathering the required data.
3. Conduct the team discussion review using the LEA Team Discussion Points provided.
4. Complete the written Data Collection Summary in the format provided.
5. Where specified in the FSA, please forward policies, procedures, and reports to Jill Deitrich at the BSE address or have them available onsite for verification, as directed by the Chairperson.

Chairperson will review the FSA in preparation for the onsite review. Should there be any questions or concerns regarding the completion of the FSA, please direct them to the Chairperson.

<b>Index of FSA Topics</b>		
<b>Page</b>	<b>Topic #</b>	<b>Topic</b>
4	1	Assistive Technology and Services; Hearing Aids and External Components of Surgically Implanted Medical Devices
8	2	Positive Behavior Support Policy
13	3	Child Find (Annual Public Notice and General Dissemination Materials)
17	4	Confidentiality
21	5	Dispute Resolution
24	6-7	Graduation and Dropout Rates
28	8	Exclusions: Suspensions and Expulsions
33	10	Independent Educational Evaluation
36	11	Least Restrictive Environment (LRE)
52	12	Provision of Extended School Year Services
55	13	Provision of Related Service Including Psychological Counseling
58	15	Parent Training
62	16	Participation in PSSA and PASA (PA System of School Assessment and PA Alternate System of Assessment) and Charter School-Wide Assessment
66	17	Public School Enrollment
74	18	Surrogate Parents (Students Requiring)
78	19	Personnel Training
83	20	Intensive Interagency Approach
86	21	Summary of Academic Achievement and Functional Performance/Procedural Safeguard Requirements for Graduation
88	22	Disproportionate Representation that is the Result of Inappropriate Identification
91	23	Educational Benefit Review

# **1. ASSISTIVE TECHNOLOGY DEVICES AND SERVICES; HEARING AIDS AND EXTERNAL COMPONENTS OF SURGICALLY IMPLANTED MEDICAL DEVICES**

## **STANDARD - ASSISTIVE TECHNOLOGY**

The Local Education Agency (LEA) observed the requirement that the provision of assistive technology is reflected in the student's IEP.

## **REGULATORY BASE:**

**Assistive technology** - 34 CFR 300.5 and 300.6, 300.105, and 300.324

(a) Each public agency must ensure that assistive technology devices or assistive technology services, or both, as those terms are defined in Sections 300.5 and 300.6, respectively are made available to a student with a disability if required as a part of the student's--  
(1) Special education (2) Related services or (3) Supplementary aids and services.

## **STANDARD - HEARING AIDS**

Each public agency shall ensure that the hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly. Each public agency must ensure that the external components of surgically implanted medical devices are functioning properly.

## **REGULATORY BASE:**

**Hearing Aids** - 34 CFR 300.113

Proper functioning of hearing aids. Each public agency shall ensure that the hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly.

**External components of surgically implanted medical devices**- 34 CFR 300.113

Each public agency must ensure that the external components of surgically implanted medical devices are functioning properly.

**ASSISTIVE TECHNOLOGY AND SERVICES; HEARING AIDS AND EXTERNAL COMPONENTS OF SURGICALLY IMPLANTED MEDICAL DEVICES**

1.	<p><b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b></p>	
	<p><b>LEA PROCEDURE</b> LEA will select and review at minimum 10% of files for students for whom Assistive Technology (AT) is a required component of their IEP.</p> <p>LEA will discuss the LEA Team Discussion Points and complete Data Collection Summary.</p> <p>LEA will provide student files as needed by the Chairperson during the onsite review.</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE</b> Chairperson will review 10%, or not less than 3 files, of students for whom AT is a required component of their IEP. Chairperson selection of files will include both files reviewed by LEA and files not reviewed by the LEA if sufficient number is available.</p> <p>Chairperson will answer the following questions:</p> <p>a. If there are no students currently identified as receiving AT, has the LEA established processes/procedures for the provision of these services should a student be identified as requiring them?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>b. Is the provision of AT reflected in the students' IEPs?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>c. Is the recommendation for AT services and devices promptly followed by an IEP that incorporates the recommendation(s)?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>continued on next page</p>	

**ASSISTIVE TECHNOLOGY AND SERVICES; HEARING AIDS AND EXTERNAL COMPONENTS OF SURGICALLY IMPLANTED MEDICAL DEVICES**

	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	<p>d. Are AT services or devices identified with specificity in IEPs?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>e. Are AT services or devices reviewed annually, or as requested by the IEP team and/or parent?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>f. Are AT devices promptly repaired and is an interim device or backup plan in place while the device is being repaired/maintained?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p>	
1A.	<p><b>LEA PROCEDURE</b>            LEA will provide a brief written summary of how hearing aids and external components of surgically implanted medical devices for students with disabilities are properly maintained.</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE</b>            Chairperson will interview the LEA representative then answer the following questions:</p> <p>a. If there are no students currently identified as receiving this service, has the LEA established processes/procedures for the provision of these services should a student be identified as requiring them?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>b. Does the LEA maintain proper functioning of hearing aids and external components of surgically implanted medical devices for students with disabilities?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p>	

<b>ASSISTIVE TECHNOLOGY AND SERVICES; HEARING AIDS AND EXTERNAL COMPONENTS OF SURGICALLY IMPLANTED MEDICAL DEVICES</b>	
<b>DATA COLLECTION WORKSHEET</b>	
<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <p>What evidence exists that:</p> <ul style="list-style-type: none"> <li>➤ AT services or devices required on students' IEPs were provided in a timely manner?</li> </ul>	<p>ASPIRA Bilingual Cyber Charter School ensures that all assistive technology devices will be written in the student's IEP and provided in a timely manner, within 30 days of the IEP meeting. AT services and supports are discussed at each IEP meeting in order to determine what devices a student may need to access the general education curriculum effectively. If a student has a hearing aid or surgically implanted medical device with an external component, ASPIRA Bilingual Cyber Charter School will keep a hearing aid maintenance kit in the principal's office. Currently, there is one student who requires hearing aids for a diagnosed hearing impairment.</p>



	<ul style="list-style-type: none"> <li>➤ the AT used is based on recommendations from qualified personnel, e.g. speech language pathologists?</li>   <li>➤ personnel are aware of available AT resources?</li>   <li>➤ hearing aids and external components of surgically implanted medical devices are being properly maintained by the LEA?</li> </ul>	<p>Yes, assistive technology is based on recommendations of qualified personnel such as occupational therapist, hearing therapist and speech therapist. At this time we only have one student who requires AT but we have systems in place to support any student's need for AT.</p> <p>All personnel are aware of the necessary assistive technology that is being used at this time. The Special Education Coordinator will ensure that all personnel will be trained to understand and support any AT required by a student's IEP. It is important to note that those related service providers we are involved with have extensive knowledge of appropriate assistive technology devices and are in attendance at IEP meetings to ensure all personnel involved with a student needing AT is aware of the resources that particular student will need.</p> <p>To date, there is one student who requires hearing aids. According to ASPIRA Bilingual Cyber Charter School's Special Education Policies, "Should a student require a hearing aid or a surgically implanted medical device with an external component, ASPIRA Bilingual Cyber Charter School will retain a hearing aid maintenance kit at our central location in the principal's office or ensure a contracted service provider located near the student can provide any necessary maintenance. The student with the device, teachers and other professionals in contact with the student will be educated in hearing aid maintenance and troubleshooting."</p>
1.	<b>TO BE COMPLETED BY CHAIRPERSON: CONCLUSION</b> <input type="checkbox"/> Yes, In Compliance <input type="checkbox"/> No, Not in Compliance	
1 A.	<b>TO BE COMPLETED BY CHAIRPERSON: CONCLUSION</b> <input type="checkbox"/> Yes, In Compliance <input type="checkbox"/> No, Not in Compliance	

## 2. POSITIVE BEHAVIOR SUPPORT POLICY

### STANDARD - POSITIVE BEHAVIOR SUPPORT

LEA complies with the positive behavior support policy requirements.

### REGULATORY BASE:

**Positive Behavior Support** - 22 Pa. Code 711.46

(f) Charter schools and cyber charter schools have the primary responsibility for ensuring that behavior support programs are in accordance with this chapter, including the training of personnel for the use of specific procedures, methods and techniques, and for having a written policy and procedures on the use of behavior support techniques and obtaining parental consent prior to the use of restrictive or intrusive procedures or restraints.

(h) Subsequent to a referral to law enforcement, for a student with a disability who has a positive behavior support plan, an updated functional behavior assessment and positive behavior support plan shall be required.

<b>POSITIVE BEHAVIOR SUPPORT POLICY</b>	
<b>2.</b>	<p><b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b></p>
	<p><b>LEA PROCEDURE</b> LEA will review its Positive Behavior Support (PBS) Policy, discuss LEA Team Discussion Points, and complete the Data Collection Summary.</p> <p>LEA will send its PBS Policy to BSE or make it available onsite for verification as directed by the Chairperson.</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE</b> Chairperson will review the RISC system report of restraints by this LEA for the prior school year and current school year to date, and will select and review approximately 10 files each (if available) of:</p> <ul style="list-style-type: none"> <li>• students who have been restrained</li> <li>• students who have restraints included in their IEPs</li> </ul> <p>Chairperson answers the following questions:</p> <p>a. Does the LEA have a current PBS Policy?  <input type="checkbox"/> Yes  <input type="checkbox"/> No</p> <p>b. Do students' IEPs that permit the use of restraints explain how restraints will be used only with PBS and with the teaching of socially acceptable behavior?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>c. Are personnel authorized and trained in the use of restraints?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>d. Is there evidence in students' IEPs of a plan for eliminating the use of restraints?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>e. Are prone restraints prohibited and never used?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>continued on next page</p>

<b>POSITIVE BEHAVIOR SUPPORT POLICY</b>	
<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>	
<p>f. If a student was restrained, was the parent notified and a meeting convened within 10 school days (or a written waiver provided by the parents)?</p> <p><input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>g. Did the LEA complete an updated FBA and Behavior Plan for any student for whom the LEA reported a crime?</p> <p><input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>Chairperson will review the LEA's PBS Policy and indicate whether the following required components are included:</p> <p>h. Positive techniques for the development, change, and maintenance of behaviors shall be the least intrusive necessary.</p> <p>i. Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to himself, to other students, or to employees, and only when less restrictive measures and techniques have proven to be or are less effective.</p> <p>j. The use of restraints to control the aggressive behavior of an individual student shall cause a meeting of the IEP team to review the current IEP for appropriateness and effectiveness.</p> <p>k. The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment.</p> <p>l. Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination and as agreed to by the student's parents. Mechanical restraints shall prevent a student from injuring himself or others or shall promote normative body positioning and physical functioning.</p> <p>continued on next page</p>	

<b>POSITIVE BEHAVIOR SUPPORT POLICY</b>	
	<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>
	<p>m. The following aversive techniques of handling behavior are considered inappropriate and may not be used by agencies in educational programs:</p> <ul style="list-style-type: none"> <li>• Corporal punishment</li> <li>• Punishment for a manifestation of a student’s disability</li> <li>• Locked rooms, locked boxes, or other locked structures or spaces from which the student cannot readily exit</li> <li>• Noxious substances</li> <li>• Deprivation of basic human rights, such as withholding meals, water, or fresh air</li> <li>• Suspension constituting a pattern</li> <li>• Treatment of a demeaning nature</li> <li>• Electric shock</li> </ul> <p>n. LEA has the responsibility for ensuring that Positive Behavior Support programs are in accordance with 22 Pa. Code Chapter 711, including the training of personnel for the use of specific procedures, methods, and techniques.</p> <p>o. Policy requires that the LEA obtain parental consent prior to the use of restraints or intrusive procedures when included in a student’s IEP as reflected in 22 Pa. Code Chapter 711.46(f).</p>

**POSITIVE BEHAVIOR SUPPORT POLICY**

**DATA COLLECTION WORKSHEET**

	<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
	<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <p>LEA will conduct a review of longitudinal data regarding use of restraints, and provide conclusions about the LEA's implementation of PBS below.</p> <p>What evidence exists that:</p>	

➤ the LEA's PBS Policy includes all the required regulatory components?

ASPIRA Bilingual Charter School has policies and procedures for Positive Behavioral Support that includes all of the required regulatory components: Positive Behavior Support Policy and Procedures. Pursuant to 22 Pa. Code 711.46, ASPIRA Bilingual Cyber Charter School has adopted the following Positive Behavior Support (PBS) policy and procedures. When students require specific intervention to address behavior that interferes with learning, ASPIRA Bilingual Cyber Charter School shall include positive behavior support plans as part of their Individual Education Plans. Positive behavior support is the primary method of addressing problem behaviors. Positive techniques for the development, change and maintenance of behaviors shall be the least intrusive necessary. -Use of restraints: When an IEP team determines that it is necessary to include the use of restrictive or intrusive procedures or restraints for controlling a student's behavior in that student's IEP, ASPIRA Bilingual Cyber Charter School must first obtain parental consent prior to the use of those restrictive or intrusive procedures or restraints. In addition, the team shall explain in the IEP - (1) how the restrictive or intrusive procedures or restraints will be used only with specific components of the Positive Behavior Support, in conjunction with (2) the teaching of alternative, socially acceptable behavioral skills (replacement behaviors), as well as include (3) a plan for eliminating the use of restraints. Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination as agreed upon by the student's parents. Mechanical restraints shall prevent a student from injuring himself or others or shall promote normative body positioning and physical functioning. Limitations of the use of restraints: Restraints to control acute or episodic aggressive or self-injurious behavior shall be used only when the student is acting in a manner as to be a clear and present danger to himself, to other students, or to employees and only when less restrictive measures and techniques have proven to be or are less effective. IMPORTANT: Restraints may be used only as a last resort. The use of restraints may never be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Prohibited restraint techniques; In no event may the following aversive, inappropriate restraint techniques of handling behavior be used at ASPIRA Bilingual Cyber Charter School: \*corporal punishment, \*punishment for a manifestation of a student's disability, \*prone restraints, \*locked rooms, locked boxes, or other locked structures or spaces from which the student cannot readily exit, \*noxious substances, \*deprivation of basic human rights, such as withholding meals, water or fresh air, \*suspension constituting a pattern, \*treatment of a demeaning nature, \*electric shock. When a student has been physically restrained, the parent shall be notified and an IEP team meeting shall be convened within 10 days, unless the parents provide a written waiver of this requirement. IEP

<ul style="list-style-type: none"> <li>➤ the LEA's PBS Policy/procedure includes research-based practices and ensures that restraints are used only as a last resort?</li>   <li>➤ the LEA's PBS Policy includes a description of personnel training on use of PBS, de-escalation techniques, and emergency responses?</li> </ul>	<p>Team Review: The use of restraints to control the aggressive behavior of an individual student shall cause a meeting of the IEP team to review the current IEP for appropriateness and effectiveness. Referral of student with a disability to law enforcement: Subsequent to a referral to law enforcement of a student with a disability who has a positive behavior support plan for alleged criminal activity, the student's IEP team shall be convened to - (1)review the current IEP for appropriateness and effectiveness, (2) update or develop if necessary the Functional Behavioral Assessment (FBA) and (3) revise and or develop a PBS plan. Only ASPIRA Bilingual Cyber Charter School personnel who are so authorized by the school principal may employ restraints to control a student's behavior. All authorized personnel shall be trained in the use of PBS, de-escalation techniques and emergency responses and crisis restraint procedures. To date, no students have required restraints in their IEPs. ASPIRA Bilingual Cyber Charter School shall maintain data on restraints as required by the Secretary of Education. ASPIRA Bilingual Cyber Charter School shall access professional development opportunities and technical assistance provided by the PDE's Bureau of Special Education and PaTTAN and our other partners PCOM and North Western Human Services.</p> <p>There has been no use of restraints at ASPIRA Bilingual Cyber Charter School or on any school sponsored social events and field trips since our opening on December 10th 2010. ASPIRA Bilingual Cyber Charter School will only use restraints as a last resort as stated in the policy. ASPIRA Bilingual Cyber Charter School includes a description of training for school personnel on the use of Positive Behavior Supports, de-escalation techniques and emergency responses in its Special Education Policies. Upon specific training, the principal is the only person to authorize any employee to utilize restraints to control a student's behavior. All authorized personnel shall be trained in the use of PBS, de-escalation techniques, emergency responses along with crisis intervention and crisis restraint procedures. Currently our Safety Team along with our School Psychologist and School Counselor has received extensive training in these areas. To date we have not had to use restraints to control student behavior. All school personnel has had professional development training in the areas of Positive Behavior Supports, conducting Functional Behavioral Analysis and developing Positive Behavior Support Plans. This is also an ongoing process as we will continue professional development opportunities throughout the school year. We are especially focusing on Cyber Bullying.</p>
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<ul style="list-style-type: none"> <li>➤ students who require specific intervention to address behavior that interferes with learning have behavior support plans as part of their IEPs?</li>   <li>➤ students' IEPs that include the use of restraints explain how restraints will be used only with specific component elements of PBS, in conjunction with the teaching of socially acceptable alternative skills?</li>   <li>➤ personnel are authorized and trained in PBS and crisis restraint procedures?</li> </ul>	<p>Yes, ASPIRA Bilingual Cyber Charter School mandates in its Special Education Policies that when a student requires specific interventions to address any behavior that interferes with learning we shall include a Behavior Support Plan as part of their Individual Education Plan. As stated in our policies, "Positive Behavior Support is the primary method of addressing problem behaviors. Positive techniques for the development, change, and maintenance of behaviors shall be the least intrusive necessary." We currently have students who have Positive Behavior Support Plans as part of their IEPs. Often times we must reconvene the IEP team to revisit student plans until we reach the most effective interventions for an individual student. These Positive Behavior Support Plans are developed from the data collected from conducting a Functional Behavioral Analysis. We have seen an improvement in the development of PBSPs this year from the previous year and feel this is based on additional training for special education personnel and general education personnel.</p> <p>Currently, ASPIRA Bilingual Cyber Charter School has no students who have required restraints and who have that included in their IEPs. That being said, our Special Education Policy indicates: "Use of restraints: When the IEP team determines that it is necessary to include the use of restrictive or intrusive procedures or restraints for controlling a student's behavior in that student's IEP, ASPIRA Bilingual Cyber Charter School shall obtain parental consent prior to the use of those restrictive or intrusive procedures or restraints. In addition, the IEP team shall explain in the IEP, (1) how the restrictive or intrusive procedures or restraints will be used only with specific component elements of the Positive Behavior Supports, in conjunction with (2)the teaching of alternative, socially-acceptable behavioral skills, as well as include (3) a plan for eliminating the use of restraints".</p> <p>ASPIRA Bilingual Cyber Charter School includes training in Positive Behavioral Supports, the use of de-escalation techniques and crisis restraint procedures as part of our School Professional Development Plan. Training was provided by our IU-26 for our Special Education Team. Our Safety Team has received outside training through the Temple University School Police Institute. Our School Psychologist has been trained through our partner PCOM and she oversees this process. Our School Counselor was trained in Functional Behavioral Assessment through North Western Human Services and she has received a certificate for this training. Finally all of our teachers were trained in PBS during our weekly professional development time. Currently there have been no incidents at which time restraints have had to be implemented.</p>
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	<ul style="list-style-type: none"> <li>➤ there is a plan for eliminating the use of restraints through the application of PBS?</li>   <li>➤ prone restraints are prohibited and never used?</li>   <li>➤ when a student is referred to law enforcement, an IEP meeting is held, the Functional Behavioral Assessment is updated or developed, and a PBS plan is developed/revised by the team?</li>   <li>➤ the LEA accesses professional development opportunities and technical assistance provided by the Bureau of Special Education/PaTTAN? (e.g. School-wide Behavior Support Programs)?</li> </ul>	<p>Currently, there have been no students who have IEPs that include the use of restraints. In the case where restraints are deemed necessary by the IEP team in the future, ASPIRA Bilingual Cyber Charter School will develop a plan for eliminating the use of restraints through the implementation of PBS. In addition ABCCS acts as it's own "wrap around" team approaching student supports in a proactive manner by working with the whole child and family unit in providing all the necessary supports needed prior to a crisis occurring.</p> <p>ASPIRA Bilingual Cyber Charter School PROHIBITS the use of prone restraints in its Special Education Policies. To date, there have been no incidents of the use of prone restraints and/or any other restraint techniques.</p> <p>At ASPIRA Bilingual Cyber Charter School there has not been an incident where we had to refer any student with an IEP to law enforcement. If this situation is necessary our Special Education Policy states: Subsequent to a referral to law enforcement of a student with a disability who has a positive behavior support plan for alleged criminal activity, the student's IEP team shall be convened to - (1)review the current IEP for appropriateness and effectiveness, (2) update and/or develop the Functional Behavioral Assessment (FBA), and (3) revise the Positive Behavior Support Plan.</p> <p>Yes, ASPIRA Bilingual Cyber Charter School accesses professional development opportunities and technical assistance that has been provided by PaTTAN. The Director of Specialized Services has previously been trained in creating a Schoolwide Positive Behavioral Support Program. Teachers access PaTTAN's training on developing BSP and other relevant topics. Our IU-26 has monthly meetings where our special education team and our counselors attend.</p>
2.	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b></p> <p><b>CONCLUSION</b></p> <p><input type="checkbox"/> Yes, In Compliance</p> <p><input type="checkbox"/> No, Not in Compliance</p>	

### 3. CHILD FIND

#### **STANDARD – CHILD FIND**

LEA demonstrates compliance with annual public notice requirements.

#### **REGULATORY BASE:**

**Child find** - 34 CFR 300.111(a)(1)(i)(ii)(c)(1)(2)

(a) General. (1) The State must have in effect policies and procedures to ensure that -- (ii) A practical method is developed and implemented to determine which children are currently receiving needed special education and related services. (c) Other children in child find. Child find also must include -- (1) Children who are suspected of being a child with a disability under § 300.8 and in need of special education, even though they are advancing from grade to grade; and (2) Highly mobile children, including migrant children, wards of the state and parentally placed private students as appropriate.

**Child Find** - 22 Pa. Code 711.21(a)

(a) To enable the Commonwealth to meet its obligations under 34 CFR 300.111 (relating to child find), each charter school and cyber charter school shall establish written policies and procedures to ensure that all children with disabilities who are enrolled in the charter school or cyber charter school, and who are in need of special education and related services, are identified, located and evaluated.

**CHILD FIND**

**3. STANDARDS TO BE MET  
PROCEDURES TO FOLLOW**

**LEA PROCEDURE**

LEA will review its child find and dissemination materials, discuss LEA Team Discussion Points, and complete the Data Collection Summary.

LEA will send its written policy to BSE or make it available onsite for verification as directed by the Chairperson. LEA will compile and have available for review documentation of its dissemination materials.

**SPECIAL CONSIDERATIONS**

**BSE PROCEDURE**

Chairperson will answer the following questions:

- a. Does the LEA have a current written policy for child find?  
 Yes  
 No
- b. Has the LEA adopted, and does it use, a public outreach awareness system to locate and identify all children thought to be eligible for special education within the LEA's jurisdiction?  
 Yes  
 No  
 NA
- c. Does the LEA's public outreach awareness system include methods for reaching homeless children, wards of the state, children with disabilities attending private schools, and highly mobile children, including migrant children?  
 Yes  
 No
- d. Does the LEA conduct child find activities to inform the public of its special education services and programs and the manner in which to request them?  
 Yes  
 No
- e. Is written information published in the charter school or cyber charter school handbook and website?  
 Yes  
 No
- f. Does the LEA's child find effort include information regarding potential signs of developmental delays and other risk factors that could indicate disabilities?  
 Yes  
 No  
 NA

continued on next page

<b>CHILD FIND</b>	
<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>	
<p>g. Does the LEA provide child find information to parents throughout the LEA of child identification activities?</p> <p><input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>h. Is the child find information published or announced in newspapers, electronic media, and other media with circulation adequate to notify parents throughout the LEA?</p> <p><input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>i. Does the child find activity inform parents of child identification activities and procedures followed to ensure confidentiality of information pertaining to students with disabilities?</p> <p><input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>j. Does the written policy include child find activities sufficient to inform parents of children applying to or enrolled in the charter school or cyber charter school of available special education services and programs and how to request those services and programs?</p> <p><input type="checkbox"/> Yes  <input type="checkbox"/> No</p> <p>k. Is written information regarding services and programs and how to request them published in the LEA Handbook and LEA website?</p> <p><input type="checkbox"/> Yes  <input type="checkbox"/> No</p> <p>l. Does the written policy include systematic screening activities that lead to the identification, location and evaluation of children with disabilities enrolled in the charter school or cyber charter school?</p> <p><input type="checkbox"/> Yes  <input type="checkbox"/> No</p>	

<b>CHILD FIND</b>		
<b>DATA COLLECTION WORKSHEET</b>		
	<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
	<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <p>What evidence exists that:</p>	

<p>➤ the LEA's written policy includes all the required components?</p>	<p>Yes, ASPIRA Bilingual Cyber Charter School's Child find Policy is included in our Special Education Policies and it includes all the required components. Child Find Policy: ASPIRA Bilingual Cyber Charter School 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 Pennsylvania Code requires 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 enrolled in an ASPIRA Bilingual Cyber Charter School. In summary, two prongs exist related to the determination of whether a student qualifies for special education and related services under the IDEA 2004. The first prong is a finding that the student has one or more of the following disabilities that interfere with his/her educational performance: 1. Autism or pervasive developmental disorder 2. Deaf-blindness 3. Deafness 4. Emotional disturbance 5. Hearing impairment 6. Mental retardation 7. Multiple disabilities 8. Orthopedic impairment 9. Other health impairment 10. Specific learning disability 11. Traumatic brain injury 12. Visual impairment including blindness. The second prong for determining eligibility for special education and related services is a finding by the school's multi-disciplinary team (MDT) that the student with one or more of the disabilities is in need of specially designed instruction. If parents think their child may qualify for special education, they may request, at any time, that the school conduct a multi-disciplinary evaluation. Some potential signs of a student having a disability include experiencing difficulties in reading, writing, solving math problems, difficulties focusing and concentrating on school work, difficulty sitting still in the classroom and difficulty in controlling emotions (such as anxiety and depression) and/or behaviors over a significant period of time. Requests for a multi-disciplinary evaluation must be made in writing and should be directed to the school's Supportive Services Coordinator and/or Principal. If a parent makes an oral request for a multi-disciplinary evaluation, the school shall provide the parent with the appropriate document for making a written request. If the school denies the parent's request for evaluation, the parents have the right to challenge the denial through an impartial hearing or voluntary alternative dispute resolution such as mediation. ASPIRA Bilingual Cyber Charter School's Systemic Screening and Referral Process 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, speech and language screening in Kindergarten and first grade, and the</p>
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Response to Instructional Intervention Program. The school regularly assesses the current achievement and performance of the child, designs school based interventions, and assesses the effectiveness of the interventions. Parents have the right to request a multi-disciplinary evaluation at any time in this process regardless of the step in the screening process. If the parents need additional information regarding the purpose, time and/or location of screening activities they should call or write the school's Supportive Services Coordinator. Whenever a student is referred for a multi-disciplinary evaluation, ASPIRA Bilingual Cyber Charter School must obtain written consent from a parent before the evaluation can be conducted. Parental consent shall not be construed as consent for their child to receive special education and/or related services. In certain circumstances, a surrogate parent may be appointed (see Surrogate Parent Policies). Under IDEA 2004, an evaluation involves the use of a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent that may assist in determining whether the child is a child with a disability and assisting in determining the content of the child's IEP. This process is conducted by a multi-disciplinary team (MDT) which includes a teacher, other qualified professionals that work with the child, the parents and other members as required by law. The MDT process must be conducted in accordance with specific time lines and must include appropriate evaluation procedures. ASPIRA Bilingual Cyber Charter School does not use any single measure or assessment as sole criteria in determining if the child is a child with a disability and for determining an appropriate educational program for the child. Technically sound instruments are used to assess the relative contribution of cognitive and behavioral factors in addition to physical and developmental factors. The results of the MDT report are written in an Evaluation Report. This report makes recommendations about a student's eligibility for special education based on the presence of a disability and the need for specially designed instruction. If the MDT determines that the student is eligible for special education and related services, then a detailed plan for supporting the student in his/her areas of need over the year is written. This plan is called an Individual Education Plan (IEP). An IEP team consists of educators, parents, an LEA and other persons with expertise and familiarity with the child. The required participants in the IEP Team are identified in the IDEA 2004. The parents of the child have the right to be notified of and be offered participation in all meetings of their child's IEP Team. The IEP is revised as often as circumstances warrant but reviewed at least annually. The law requires that the program and placement of the child, as described in the IEP be reasonably calculated to ensure meaningful educational benefit to the student. In accordance with IDEA 2004, there may be situations in which the school may hold an IEP Team meeting if the parents refuse or fail to attend the IEP meeting. IEPs generally contain:

1. A statement of present levels of academic achievement and functional

performance 2. A statement of measurable annual goals established for the child 3. A statement of how the child's progress towards meeting the annual goals will be measured and when periodic reports will be provided 4. A statement of related services and supplementary aids and services as well as program modifications and any necessary supports for school personnel 5. An explanation of the extent, if any, to which the child will not participate with non disabled children in the general education class and activities 6. A statement of any individual appropriate accommodations, if necessary, to measure the academic achievement and functional performance of the child on state and school assessments 7. The projected date of the beginning of the services and modifications and the anticipated frequency location and duration of those services and modifications. Special education services are provided according to the individual educational needs of the child, not the category of the disability. Every effort is made throughout the screening, referral and evaluation process to strictly maintain the confidentiality of student information and protect the student's privacy rights. ASPIRA Bilingual Cyber Charter School ensures appropriate confidentiality of Student Information. Reasonable efforts are made throughout the screening, referral and evaluation process to strictly maintain the confidentiality of student information and to protect the students' privacy rights. The Response to Instructional Intervention Program (RTII) is a referral process that is strictly a confidential process. A referral from the RTII may result in the execution of an evaluation, a written record of the evaluation results are then generated. This evaluation report includes information regarding the student's physical, mental, emotional and health functioning through assessment, observation of the student, as well as review of any records made available to the school through the student's physician and/or other outside agency providers of services, such as mental health agencies. ASPIRA Bilingual Cyber Charter School uses a public outreach awareness system to locate and identify students thought to be eligible for special education within the LEA's 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 Bilingual Cyber Charter School publications distributed during formal enrollment, parent meetings by the Supportive Services Coordinator 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. ASPIRA Bilingual Cyber Charter School's personnel are familiar with the available dissemination of materials and responsibility for dissemination of these materials during our orientation and enrollment meetings, as well as readily available at the school upon request. Parents are strongly encouraged to



	<ul style="list-style-type: none"> <li>➤ the LEA uses a variety of methods (radio, TV, printed publications) and locations to provide the public notice?</li>   <li>➤ the distribution of notification to parents occurs routinely?</li> </ul>	<p>Yes ASPIRA Bilingual Cyber Charter School uses a variety of methods and locations to provide the public notice and we are looking to expand our outreach with additional advertising. We currently provide printed materials in our Parent/Student Handbook and distribute printed information during our parent meetings accompanied by verbal explanation from our support staff. In addition we have information on our website for parents to view.</p> <p>Yes, the distribution of notification occurs routinely as part of our enrollment and our orientation meetings. These occur throughout the year as students enroll. It can also be viewed on our website and on the Parent Resource Portal.</p>
3.	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b></p> <p><b>CONCLUSION</b></p> <p><input type="checkbox"/> Yes, In Compliance</p> <p><input type="checkbox"/> No, Not in Compliance</p>	

## 4. CONFIDENTIALITY

### STANDARD - CONFIDENTIALITY

The LEA is in compliance with confidentiality requirements.

### REGULATORY BASE:

#### **Confidentiality** – 34 CFR 300.610

The Secretary takes appropriate action, in accordance with section 444 of GEPA, to ensure the protection of the confidentiality of any personally identifiable data, information, and records collected or maintained by the Secretary and by SEAs and LEAs pursuant to Part B of the Act, and consistent with §§ 300.611 through 300.627

#### **Referral to and action by law enforcement and judicial authorities** - 34 CFR 300.535(b)(1)(2)

(b) Transmittal of records. (1) An agency reporting a crime committed by a child with a disability must ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the agency reports the crime. (2) An agency reporting a crime under this section may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act.

#### **Education Records** - 22 Pa. Code 711.8(a)(b)

(a) When the educational records for a child with a disability are transferred from a public agency, private school, approved private school or private agency, to a charter school or cyber charter school, the public agency, private school, approved private school or private agency from which the child transferred shall forward all of the child's educational records, including the most recent IEP, within 10 days after the public agency, private school, approved private school or private agency is notified in writing that the child is enrolled in a charter school or cyber charter school.

(b) When the educational record for a child with a disability are transferred to a public agency, private school, approved private school or private agency from a charter school or cyber charter school, the charter school or cyber charter school shall forward the child's educational records, including the most recent IEP, within 10 school days after the charter school or cyber school is notified in writing that the child is enrolled at another public agency, private school, approved private school or private agency.

<b>CONFIDENTIALITY</b>	
<b>4.</b>	<p><b>STANDARDS TO BE MET</b></p> <p><b>PROCEDURES TO FOLLOW</b></p>
	<p><b>LEA PROCEDURE</b></p> <p>LEA will review its Confidentiality Policy for compliance with regulations.</p> <p>LEA will identify any students with disabilities for whom it reported a crime, and determine if the records were forwarded to the appropriate authorities. LEA will make these records available onsite for the Chairperson’s review.</p> <p>LEA will discuss LEA Team Discussion Points, and complete the Data Collection Summary.</p> <p>LEA will send its Confidentiality Policy to BSE or make it available onsite.</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE</b></p> <p>The records of any students for whom the LEA reported a crime will be reviewed onsite by the Chairperson.</p> <p>Chairperson will answer the following questions:</p> <p>a. Does the LEA have a current LEA Confidentiality Policy?</p> <p>_____ Yes</p> <p>_____ No</p> <p>Chairperson will review the LEA’s Confidentiality Policy and answer the following questions:</p> <p>Does the policy include:</p> <p>b. a description of the personally identifiable information maintained?</p> <p>_____ Yes</p> <p>_____ No</p> <p>_____ NA</p> <p>c. the uses to be made of the information?</p> <p>_____ Yes</p> <p>_____ No</p> <p>_____ NA</p> <p>continued on the next page</p>

**CONFIDENTIALITY**

	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	<p>d. a summary of the policies and procedures regarding (1) storage of information; (2) disclosure to third parties; (3) retention and destruction of personally identifiable information and information regarding record of access?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>e. a description of the rights of parents to access this information?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>f. information regarding charging a fee for copies, if applicable?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>g. information regarding parents' hearing rights and hearing procedures?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>h. identification of the agency official who has responsibility for ensuring confidentiality?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>i. if the agency reported a crime committed by a student with a disability, did the agency ensure that copies of the special education and disciplinary records of the student were transmitted properly and only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act (FERPA)? (34 CFR Part 99)  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>j. Has the LEA provided evidence that all persons collecting or using personally identifiable information receive training or instruction regarding confidentiality procedures?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p>	

<b>CONFIDENTIALITY</b>	
<b>DATA COLLECTION WORKSHEET</b>	
<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the data collection summary.</p> <p>What evidence exists that:</p>	

➤ the LEA's Confidentiality Policy includes all required components?

Yes, ASPIRA Bilingual Cyber Charter School has a policy that includes all the required components. The policy states: In accordance with the Family Education Rights and Privacy Act (FERPA), parents have certain rights with respect to student's education records. Parents have the right to an explanation and interpretations of the records, to be provided copies of the records at no expense, and the right to have a representative inspect and review the records. In addition, there will be no expense for additional copies of records made by a parent. Parents have access to all records, other than those considered to be a staff member's personal records, without impediment. When accessing student information, ASPIRA Bilingual Cyber Charter School adheres to a policy of protecting students and parents from the release or access to the student information to or by unauthorized sources. ASPIRA Bilingual Cyber Charter School is required to obtain a parent's permission or consent before it may release any information from the student's education record. Under Federal law, a student receives this right when the student reaches the age of 18. Information typically contained in students' records includes data typically collected by ASPIRA Bilingual Cyber Charter School for inclusion within student records includes the following: A. Official administrative records that constitute the minimum personal data necessary for operation of the educational system, such as: 1. Student number, name, address, telephone number, birth date, gender, ethnic origin, dates of entry and withdrawal, academic grades, picture and attendance data. 2. First, middle and last name and emergency telephone number of the parent or emergency contact. 3. Group-administered, standardized achievement test scores. 4. Record of awards, letter of commendation received, and student participation in school activities. B. Verified information of clear importance that exceeds the minimum personal data necessary for operation of the education system, such as: 1. Individually administered standardized intelligence and aptitude test scores. 2. Interest inventory results. 3. Health records. 4. Family background information. 5. Systematically gathered teacher or counselor ratings and classroom observations. 6. Act 26 information, certified discipline record, parent statement. 7. Verified reports of recurrent behavior problems. 8. Teacher reports on achievement. 9. Chapter 15 Services Agreements for protected or handicap students. 10. Certain legal documents such as judicial orders or directives related to custody, restraining orders, and protection from abuse orders. 11. Special education records including: Permission to Evaluate (PTE), Permission to Re-evaluation (PTRE), Invitation to Attend an IEP Meeting or other meeting, Individualized Education Plans (IEPs), Evaluation Reports (ERs), psychological reports, Notice of Recommended Educational Placement (NOREPs), criterion-referenced and norm-referenced test booklets, report cards, summaries and Penn Data tracking information. Information from a student's education record may be released, without consent, to the following parties under the following conditions-state and local authorities within a juvenile justice system,

	<ul style="list-style-type: none"> <li>➤ LEA personnel receive adequate training regarding confidentiality?</li>   <li>➤ personnel are familiar with requirements for transfer of records to appropriate authorities for students with disabilities who commit a crime?</li>   <li>➤ the charter school or cyber charter school has an effective system for ensuring timely transfers of education records between it and other LEAs?</li> </ul>	<p>pursuant to Pennsylvania law. If ASPIRA Bilingual Cyber Charter School has reported a crime committed by a student with a disability, the school ensures both that the juvenile-justice authorities are advised that the student is a student with a disability and copies of the special education and disciplinary records of the student are properly transmitted to the juvenile-justice authorities. It is the policy of ASPIRA Bilingual Cyber Charter School that we do not collect, disclose, or use personal information for marketing, sales, or other distribution purposes. ASPIRA Bilingual Cyber Charter School will directly notify parents of this policy at least annually at the start of each school year and after any substantive changes. A parent has the right to request a hearing to challenge any information contained in the student's education record that is considered potentially useful information. Parents must be offered an opportunity for a hearing. Maintenance and retention of students' educational records will be maintained in paper form for three years after the student has terminated his/her attendance at ASPIRA Bilingual Cyber Charter School. At that point, they may be transferred to electronic media for permanent storage. All records will be destroyed 10 years past a student's 24th birthday. Special education records, Act 26 and Chapter 15 service agreements shall be maintained and will not be destroyed.</p> <p>ASPIRA Bilingual Cyber Charter School Staff participated in a week long professional development session which included our confidentiality policy and procedures. This included all general education teachers, special education teachers, counselors and school psychologists as well as the administrative assistants. Each person received a copy of the confidentiality policy for their own files.</p> <p>Yes. ABCCS staff and personnel are trained to ensure that the special education documents including the IEP ,NOREP, Behavior Support Plan, FBA or any other relevant information for a student who has committed a crime are transferred for consideration to the appropriate law enforcement or legal agency.</p> <p>Yes. ABCCS ensures timely record transfer between LEA's through the immediate processing of requests for records by parents or other approved agencies including schools, residential treatment facilities, partial programs, or any other educational service provider. This record transfer is completed through the LEA at ABCCS upon completion of a release of information signed by the parent or guardian. Records are to be sent no longer than 3 school days following the receipt of the release of information from the parent or guardian.</p>
4.	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b></p> <p><b>CONCLUSION</b></p> <p><input type="checkbox"/> Yes, In Compliance</p> <p><input type="checkbox"/> No, Not in Compliance</p>	

## 5. DISPUTE RESOLUTION

### **STANDARD - DISPUTE RESOLUTION**

The LEA uses dispute resolution processes for program improvement. - 34 CFR 300.500

### **REGULATORY BASE:**

#### **Procedural Safeguards - 34 CFR 300.504**

(a) Each SEA shall ensure that each public agency establishes, maintains and implements procedural safeguards that meet the requirements of 300.500 – regarding Mediation (300.506), Impartial Due Process (300.507) and State Complaints (300.151).

<b>DISPUTE RESOLUTION</b>		
<b>5.</b>	<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>	
	<p><b>LEA PROCEDURE</b> LEA will review the information provided by BSE, discuss LEA Team Discussion Points and complete the Data Collection Summary.</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE</b> Chairperson will review a maximum of 5 (if available) due process hearing decisions from the prior school year where the parent was the prevailing party, and answer the following questions:</p> <p>a. If appropriate, was the hearing decision reflected in the student's IEP?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>b. If required, was compensatory education incorporated into the student's IEP?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>c. Were the compensatory education services that were required by the hearing decision and included in the student's IEP delivered?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p>	
<b>5A.</b>	<p><b>BSE PROCEDURE</b> Chairperson will review the following data and reach conclusions regarding effective use of dispute resolution systems.</p> <p>Data from the Office for Dispute Resolution (ODR) and BSE for this LEA from the prior school year:</p> <p><input type="text"/> 0 Number of complaints filed with BSE</p> <p><input type="text"/> 0 Number of complaints found to be valid</p> <p><input type="text"/> 0 Number of mediation requests</p> <p><input type="text"/> 0 Number of mediations held</p> <p><input type="text"/> 0 Number of due process hearings held</p> <p><input type="text"/> 0 Number of due process hearing decisions where the parent was the prevailing party</p>	

**DISPUTE RESOLUTION**

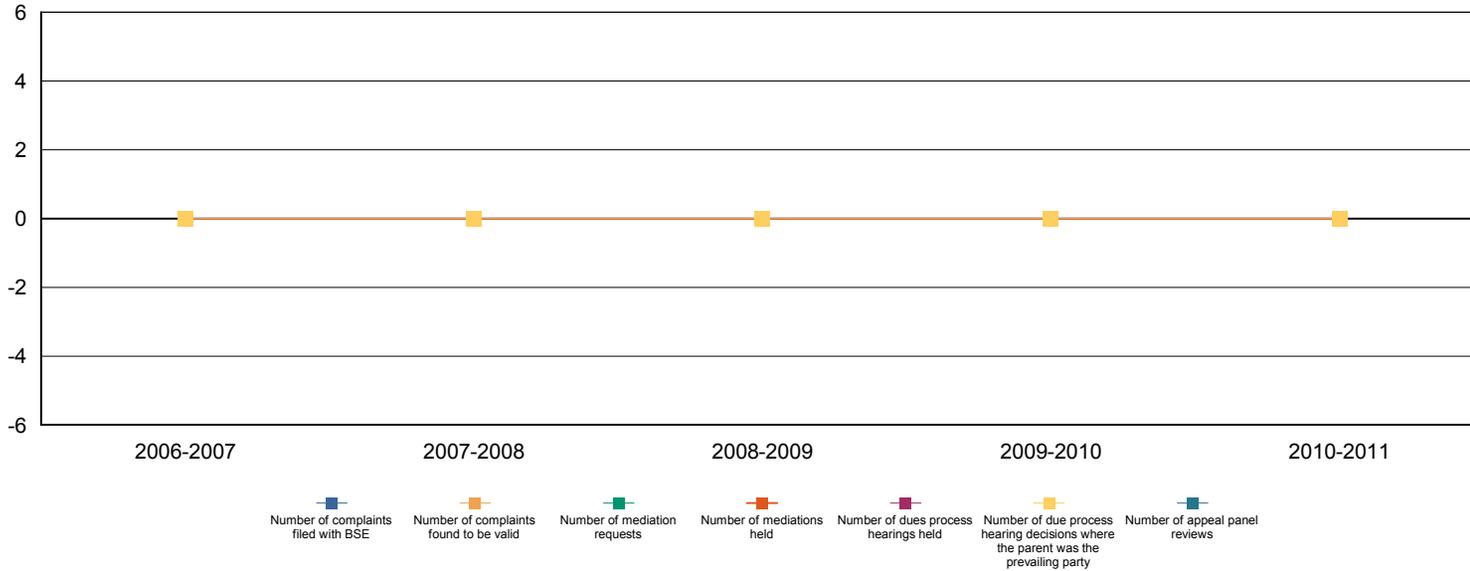
**DATA COLLECTION WORKSHEET**

<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the data collection summary.</p> <ul style="list-style-type: none"> <li>➤ What opportunities does the LEA provide parents for resolving issues at the building/LEA level?</li> <li>➤ Are there any patterns in parent complaints (e.g. lack of related services, lack of assistive technology evaluations, etc.)?</li> <li>➤ Are there any patterns in the issues filed for mediation or due process (e.g. lack of related services, implementation of IEP, lack of assistive technology evaluations, etc.)?</li> <li>➤ How does the LEA ensure that mediation agreements are implemented?</li> <li>➤ How does the LEA ensure that due process decisions are implemented?</li> </ul>	<p>ASPIRA Bilingual Cyber Charter School provides and encourages all parents with opportunities to discuss any issues and concerns with the student's Special Education Case Manager, the Supportive Services Coordinator, the Principal and Assistant Principal, the CAO and Counselor. In addition our School Psychologist and Director of Specialized Services has had contact with every parent of our special student and their parent or guardian. All school personnel are available to discuss concerns. In fact, we strongly believe in being proactive by inviting parents in for meetings or having conference calls even if a staff member feels a parent may have a concern. Continuous communication is the key to resolving issues.</p> <p>There have not been any patterns in parent complaints and no parent complaints to date. If we do have any in the future we will do our best to prevent any patterns by ensuring we are addressing the issues systemically across the board.</p> <p>To date there have not been any issues filed for mediation or due process.</p> <p>To date, ASPIRA Bilingual Cyber Charter School has not needed to implement mediation agreements. We have viewed the cds on the mediation process so we are aware of the process.</p> <p>To date, we have not had any need for due process but should we have a need our Supportive Services Coordinator will ensure that all decisions are implemented and documented.</p>
<p><b>5. TO BE COMPLETED BY CHAIRPERSON:</b>  <b>CONCLUSION</b>            LEA has implemented due process hearing decisions as required.  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p>	

<b>5 A.</b>	<b>TO BE COMPLETED BY CHAIRPERSON:</b> <b>CONCLUSION</b> Data indicate that the LEA uses dispute resolution systems effectively. <input type="checkbox"/> Yes <input type="checkbox"/> No (requires an improvement plan) <input type="checkbox"/> NA	
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Five Year Longitudinal Data Link

## Dispute Resolution



<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>Description</u>
0	0	0	0	0	Number of complaints filed with BSE
0	0	0	0	0	Number of complaints found to be valid
0	0	0	0	0	Number of mediation requests
0	0	0	0	0	Number of mediations held
0	0	0	0	0	Number of due process hearings held
0	0	0	0	0	Number of due process hearing decisions where the parent was the prevailing party
0	0	0	0	0	Number of appeal panel reviews

## 6. - 7. GRADUATION and DROPOUT RATES

### **STANDARD - Graduation**

The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.

### **STANDARD – Dropout**

The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.

### **REGULATORY BASE**

#### **Performance goals and indicators - 34 CFR 300.157(a)(3)(4)**

The State must—(a) Have in effect established goals for the performance of children with disabilities in the State that— (3) Address graduation rates and dropout rates, as well as such other factors as the State may determine; and (4) Are consistent, to the extent appropriate, with any other goals and academic standards for children established by the State.

**GRADUATION and DROPOUT RATES (includes students who have aged out)**

6.	<p><b>STANDARDS TO BE MET</b> <b>PROCEDURES TO FOLLOW</b></p>																																											
	<p><b>LEA PROCEDURE - GRADUATION RATES</b> LEA will discuss LEA Team Discussion Points and complete Data Collection Summary. Data will be taken from the school year PennData Report required by the SPP/APR. (NOTE: SPP target reporting is based on prior year's reporting cycle.)</p> <p><u>0</u> Total Number of students with disabilities reported graduated with diploma.</p> <p><u>0</u> Total Number of students with disabilities reported graduated with diploma, dropouts, certificate/GED recipients, reached maximum age, and died.</p> <p><u>0.00</u> LEA graduation rate for students with disabilities. <math>(1 \div 2 \times 100 = 3)</math> (OSEP)</p> <p><u>87.27</u> State graduation rate for students with disabilities (OSEP)</p> <table border="1" data-bbox="247 750 1106 1385"> <thead> <tr> <th colspan="3">LEA's Graduation/Dropout Data by Disability Category</th> </tr> <tr> <th>Disability</th> <th># Graduates</th> <th># Dropouts</th> </tr> </thead> <tbody> <tr><td>Autism</td><td>0</td><td>0</td></tr> <tr><td>Deaf-Blindness</td><td>0</td><td>0</td></tr> <tr><td>Emotional Disturbance</td><td>0</td><td>0</td></tr> <tr><td>Hearing Impairment Including Deafness</td><td>0</td><td>0</td></tr> <tr><td>Intellectual Disability (Mental Retardation)</td><td>0</td><td>0</td></tr> <tr><td>Multiple Disabilities</td><td>0</td><td>0</td></tr> <tr><td>Orthopedic Impairment</td><td>0</td><td>0</td></tr> <tr><td>Other Health Impairment</td><td>0</td><td>0</td></tr> <tr><td>Specific Learning Disability</td><td>0</td><td>0</td></tr> <tr><td>Speech or Language Impairment</td><td>0</td><td>0</td></tr> <tr><td>Traumatic Brain Injury</td><td>0</td><td>0</td></tr> <tr><td>Visual Impairment Including Blindness</td><td>0</td><td>0</td></tr> </tbody> </table>	LEA's Graduation/Dropout Data by Disability Category			Disability	# Graduates	# Dropouts	Autism	0	0	Deaf-Blindness	0	0	Emotional Disturbance	0	0	Hearing Impairment Including Deafness	0	0	Intellectual Disability (Mental Retardation)	0	0	Multiple Disabilities	0	0	Orthopedic Impairment	0	0	Other Health Impairment	0	0	Specific Learning Disability	0	0	Speech or Language Impairment	0	0	Traumatic Brain Injury	0	0	Visual Impairment Including Blindness	0	0	
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<b>GRADUATION and DROPOUT RATES (includes students who have aged out)</b>		
	<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>	
	<p>LEA results for students with disabilities compared to the SPP target:  <input type="checkbox"/> Met SPP target  <input type="checkbox"/> Did not meet SPP target  <input checked="" type="checkbox"/> NA</p> <p>Five Year Longitudinal Data Link</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE - GRADUATION RATES</b>  Chairperson will review the data and available information to determine need for an improvement plan.</p>	
7.	<p><b>LEA PROCEDURE - DROPOUT RATES</b>  LEA will discuss LEA Team Discussion Points and complete Data Collection Summary. Data will be taken from the school year PennData Report required by the SPP/APR. (NOTE: SPP target reporting is based on prior year's reporting cycle.)</p> <p><input type="checkbox"/> Total number of students with disabilities reported dropped out.  <input type="checkbox"/> Total number of students with disabilities reported graduated with diploma, dropouts, certificate/GED recipients, reached maximum age, and died.  <input type="checkbox"/> 0.00 LEA dropout rate for students with disabilities (<math>1 \div 2 \times 100 = 3</math>) (OSEP)  <input type="checkbox"/> 10.90 State dropout rate for students with disabilities. (OSEP)</p> <p>LEA results for students with disabilities compared to the SPP target:  <input type="checkbox"/> Met SPP target  <input type="checkbox"/> Did not meet SPP target  <input checked="" type="checkbox"/> NA</p> <p>Five Year Longitudinal Data Link</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE - DROPOUT RATES</b>  Chairperson will review the data and available information to determine need for an improvement plan.</p>	

**GRADUATION and DROPOUT RATES****DATA COLLECTION WORKSHEET**

<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the data collection summary.</p> <ul style="list-style-type: none"><li>➤ Are attendance rates of students with disabilities comparable to those of all students?</li> <li>➤ Does the LEA have a process for verifying accuracy of its graduation and dropout data, including students reported as "moved, known to be continuing"?</li> <li>➤ Are students who are highly mobile receiving comparable special education services, credit and partial credit for courses completed in other LEAs, and regular diplomas?</li></ul>	<p>While looking at the attendance data it appears that the attendance rates of students with disabilities is comparable to those of all of all students. The current rates are at 56%. We recognize this is a area that requires growth as a result we have implemented the following steps; teachers are required to contact the home facilitator after two days of inactivity, a certified letter is sent home on the third day a student shows inactivity followed by a home visit. On the 6th and 9th days of inactivity the 2nd and 3rd certified communication is sent to the home facilitator.</p> <p>Our Positive Behavior Support Program also focuses on attendance and that includes the Cyber Bucks Awards, weekly recognition of student achievement and attendance, and monthly opportunities to have their names submitted into a raffle.</p> <p>ASPIRA Bilingual Cyber Charter School verifies the accuracy of its graduation and drop out data in our student information system. During the 2011 - 2012 we utilized Moodle and currently we use powerschool to house the data. When students withdraw they must return the technology and sign a withdraw form which indicates the LEA they are going to enroll in. At that time, ABCCS notifies the student's neighborhood school if the student is under 17 years of age.</p> <p>Students who enter into ASPIRA Bilingual Cyber Charter School have an intake interview to review the student's transcript and all special education documents if available, so as to ascertain courses completed and any special needs. We will honor the credits or portions of credits earned by the student at their previous LEA. Students who require specialized services will receive the necessary services and if there are incomplete records ABCCS will reevaluate the student to get an accurate picture of the student's needs while providing comparable services to support the student.</p>

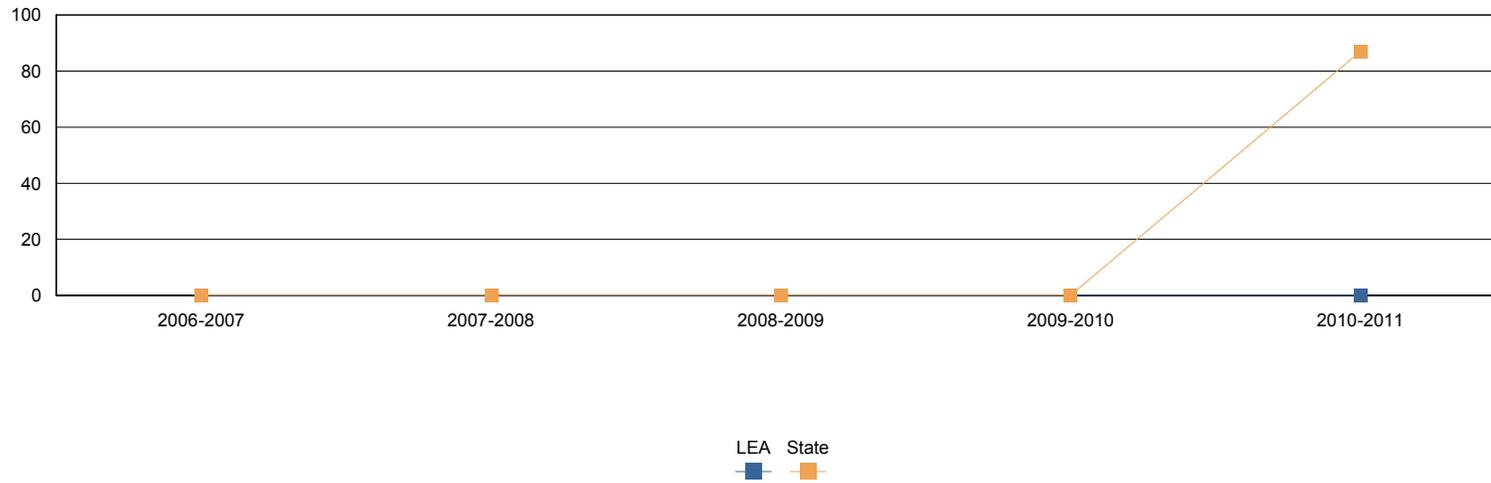
<ul style="list-style-type: none"> <li>➤ What do these data mean to the LEA?</li>   <li>➤ Does a particular disability category show a disproportionately higher drop-out rate?</li> <li>➤ Does a particular disability category show a disproportionately lower graduation rate?</li> <li>➤ How do these data compare with the trends in the LEA's general population of students?</li>   <li>➤ How will the LEA use the data for continuous improvement initiatives?</li> </ul>	<p>Currently we have identified a number of trends in the population of students who have enrolled in ABCCS and then withdrawn prior to completing the program. One of the trends include students who have been highly transient moving from school to school and have a significant history of behavioral concerns, substance abuse and/or legal issues. To address this problem we have implemented a number of additional supports and partnered with outside agencies to provide additional family systems and additional social and emotional supports for these students. These include more intensive case management from our on site school counselor and school psychologist through online chats and/or site based counseling, coordinating outside family support services in with mental health therapists, case workers and parole officers.</p> <p>There does not appear to be a particular disability category that has shown a higher drop out rate.</p> <p>There does not appear to be a particular disability category that shows a lower graduation rate. There were two eligible 12th grade students who completed the necessary graduation requirements.</p> <p>ABCCS had one special education student who did not graduate in the 2011-2012 school year compared to 8 students in the general population of students. Again this data while it does not show that there are more identified students who do not graduate has identified for us the need to adopt a more aggressive approach to promoting graduation.</p> <p>The LEA has identified a need for for a more aggressive approach to promoting graduation and improving initiatives surrounding this. To address this need the LEA has promoted a collaborative partnership with the TRIO- talent search program which provides academic, graduation, and career counseling to high school students. The services that the TRIO programs provide are:</p> <ul style="list-style-type: none"> <li>-Career exploration</li> <li>-counseling</li> <li>-workshops</li> <li>-Information on colleges and related resources</li> <li>-Financial aid information and application support</li> <li>-Career Awareness</li> <li>-Academic Skill development</li> <li>-Goal setting and decision making skills</li> </ul>
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7.	<b>TO BE COMPLETED BY CHAIRPERSON:</b> <b>CONCLUSION</b> ____ Yes (Met SPP target) ____ No (Requires improvement plan) ____ NA	
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**Five Year Longitudinal Data Link**

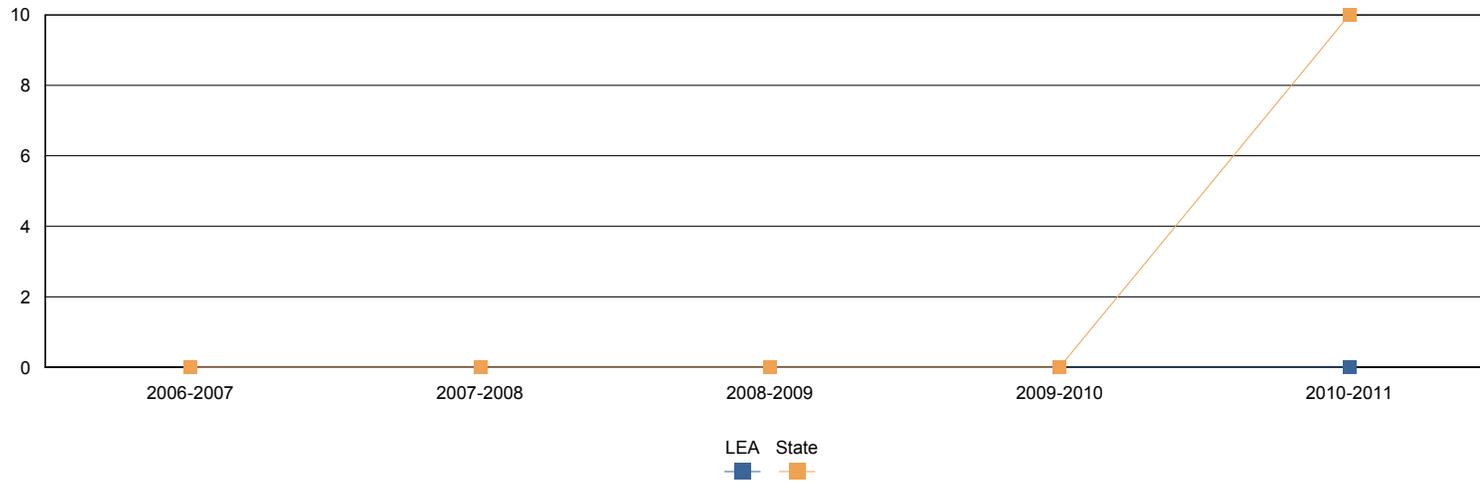
**Graduation Rates**



<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>Description</u>
0	0	0	0	0	LEA graduation rate for students with disabilities. (1 ÷ 2 X 100 = 3) (OSEP)
0	0	0	0	87.27	State graduation rate for students with disabilities (OSEP)

**Five Year Longitudinal Data Link**

**Dropout Rates**



<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>Description</u>
0	0	0	0	0	LEA dropout rate for students with disabilities ( $1 \div 2 \times 100 = 3$ ) (OSEP)
0	0	0	0	10.9	State dropout rate for students with disabilities. (OSEP)

## 8. EXCLUSIONS: SUSPENSIONS AND EXPULSIONS

### STANDARD – SUSPENSION and EXPULSION

The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.

The LEA adheres to procedural requirements in suspending students with disabilities.

### REGULATORY BASE:

#### **Suspension and expulsion rates** - 34 CFR 300.170(a)(1)(2)(b)

(a) General. The SEA must examine data, including data disaggregated by race and ethnicity, to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities—(1) Among LEAs in the State; or (2) Compared to the rates for nondisabled children within those agencies. (b) Review and revision of policies. If the discrepancies described in paragraph (a) of this section are occurring, the SEA must review and, if appropriate, revise (or require the affected State agency or LEA to revise) its policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, to ensure that these policies, procedures, and practices comply with the Act.

#### **Disciplinary placements** - 22 Pa. Code 711.61

(e) Notwithstanding the requirements incorporated by reference in 34 CFR 300.530 (b) and 300.536 (relating to authority of school personnel; and change of placement because of disciplinary removals), a disciplinary exclusion of a student with a disability for more than 15 cumulative school days in a school year will be considered a pattern so as to be deemed a change in educational placement.

(c) Any removal from the current educational placement is a change of placement for a student who is identified with mental retardation, except if the student's actions are consistent with 34 CFR 300.530 (g) (1)-(3) (relating to authority of school personnel).

**EXCLUSIONS: SUSPENSIONS AND EXPULSIONS**

<b>8.</b>	<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>	
	<p><b>LEA PROCEDURE</b> LEA will select at minimum 10% of the files of students with disabilities who have been suspended for more than 10 consecutive or 15 cumulative school days in the prior school year. LEA will review for compliance with the mandated procedural safeguards requirements. LEA will discuss LEA Team Discussion Points and complete the Data Collection Summary.</p> <p>LEA will provide a list of all students with disabilities who were suspended (in and out of school) during the prior school year. This list is to include all removals. The information will include the student’s name, birth date, primary disability, and each date the student was suspended. LEA will have available the files of all students on the list.</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE</b> Divide the list into 2 groups as follows: GROUP 1 = Students (other than a student with intellectual disability (mental retardation)) who were suspended from school for more than 10 consecutive or 15 cumulative school days during the prior school year.</p> <p>GROUP 2 = Students with intellectual disability (mental retardation) (regardless of whether the intellectual disability (mental retardation) is a primary or secondary exceptionality) who were suspended from school for any number of days during the prior school year.</p> <p>For each group, the Chairperson will select and review approximately a 20% sample and conduct the following review: a. GROUP 1 ONLY: Any disciplinary exclusion of a student with disabilities for more than 10 consecutive school days or more than 15 cumulative school days in a school year is considered a change in educational placement. Manifestation determination, and if a manifestation, either Functional Behavioral Assessment is completed and a positive behavior support plan developed, or if a behavioral intervention plan already has been developed, a review of the behavioral intervention plan and modification if necessary, and notice to the parents shall be afforded prior to exclusion.</p> <p>_____ Yes _____ No</p>	

	____ NA continued on next page	
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**EXCLUSIONS: SUSPENSIONS AND EXPULSIONS (continued)**

	STANDARDS TO BE MET PROCEDURES TO FOLLOW	
	<p>b. GROUP 2 ONLY: Any disciplinary exclusion of a student with intellectual disability (mental retardation) is considered a change in educational placement. Manifestation determination, and if a manifestation, either Functional Behavioral Assessment is completed and a positive behavior support plan developed, or if a behavioral intervention plan already has been developed, a review of the behavioral intervention plan and modification if necessary, and notice to the parents shall be afforded prior to exclusion.</p> <p>____ Yes            ____ No            ____ NA</p> <p>c. For GROUP 1 was FAPE provided on day 11 following consecutive suspension or on day 16 following cumulative suspensions?</p> <p>____ Yes            ____ No            ____ NA</p> <p>d. For GROUP 2, was FAPE provided from day 1?</p> <p>____ Yes            ____ No            ____ NA</p>	

**EXCLUSIONS: SUSPENSIONS AND EXPULSIONS**

	STANDARDS TO BE MET PROCEDURES TO FOLLOW																																					
8A.	<p><b>LEA PROCEDURE</b> LEA will complete the following information for the prior school year, discuss LEA Team Discussion Points, and complete the Data Collection Summary. Note: Suspensions include any suspension that resulted in the denial of FAPE for a student with a disability, both in-school and out-of-school suspension.</p> <p style="text-align: center;"><b>LONG TERM SUSPENSIONS</b> (Greater than 10 consecutive or 15 cumulative school days or is a pattern):</p> <p>a. Regular education population:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">Total # students</td> <td style="width: 33%;"># Suspended Long Term</td> <td style="width: 33%;">% of Pop</td> </tr> <tr> <td style="text-align: center;"><u>133</u></td> <td style="text-align: center;"><u>0</u></td> <td style="text-align: center;"><u>0.00</u></td> </tr> </table> <p>b. Population of students with intellectual disability (mental retardation):</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">Total # students with MR</td> <td style="width: 33%;"># Suspended Long Term</td> <td style="width: 33%;">% of Pop.</td> </tr> <tr> <td style="text-align: center;"><u>1</u></td> <td style="text-align: center;"><u>0</u></td> <td style="text-align: center;"><u>0.00</u></td> </tr> </table> <p>c. Other students with disabilities:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">Total # other students with disabilities</td> <td style="width: 33%;"># Suspended Long Term</td> <td style="width: 33%;">% of Pop.</td> </tr> <tr> <td style="text-align: center;"><u>24</u></td> <td style="text-align: center;"><u>0</u></td> <td style="text-align: center;"><u>0.00</u></td> </tr> </table> <p style="text-align: center;"><b>EXPULSIONS</b></p> <p>d. Total # students</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">Total # students</td> <td style="width: 33%;"># Expelled Long Term</td> <td style="width: 33%;">% of Pop.</td> </tr> <tr> <td style="text-align: center;"><u>133</u></td> <td style="text-align: center;"><u>0</u></td> <td style="text-align: center;"><u>0.00</u></td> </tr> </table> <p>e. Population of students with intellectual disability (mental retardation):</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">Total # students with MR</td> <td style="width: 33%;"># Expelled Long Term</td> <td style="width: 33%;">% of Pop.</td> </tr> <tr> <td style="text-align: center;"><u>1</u></td> <td style="text-align: center;"><u>0</u></td> <td style="text-align: center;"><u>0.00</u></td> </tr> </table> <p>f. Other students with disabilities</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">Total # other students with disabilities</td> <td style="width: 33%;"># Expelled Long Term</td> <td style="width: 33%;">% of Pop.</td> </tr> <tr> <td style="text-align: center;"><u>23</u></td> <td style="text-align: center;"><u>0</u></td> <td style="text-align: center;"><u>0.00</u></td> </tr> </table> <p><b>STUDENTS PLACED IN 45 SCHOOL DAY INTERIM ALTERNATIVE EDUCATIONAL SETTINGS FOR DRUG/WEAPONS OFFENSES AND STUDENTS WHO HAVE INFLICTED SERIOUS BODILY INJURY UPON ANOTHER PERSON WHILE AT SCHOOL, ON SCHOOL PREMISES, OR AT A SCHOOL FUNCTION UNDER SEA OR LEA JURISDICTION</b></p> <p>g. <u>24</u> Total # students with disabilities in LEA.</p> <p>h. <u>0</u> Total # students with disabilities placed in Interim Alternative Educational Settings by this LEA.</p> <p>i. <u>0</u> Total # students for whom this placement was preceded by issuance of a NOREP/PWN.</p>	Total # students	# Suspended Long Term	% of Pop	<u>133</u>	<u>0</u>	<u>0.00</u>	Total # students with MR	# Suspended Long Term	% of Pop.	<u>1</u>	<u>0</u>	<u>0.00</u>	Total # other students with disabilities	# Suspended Long Term	% of Pop.	<u>24</u>	<u>0</u>	<u>0.00</u>	Total # students	# Expelled Long Term	% of Pop.	<u>133</u>	<u>0</u>	<u>0.00</u>	Total # students with MR	# Expelled Long Term	% of Pop.	<u>1</u>	<u>0</u>	<u>0.00</u>	Total # other students with disabilities	# Expelled Long Term	% of Pop.	<u>23</u>	<u>0</u>	<u>0.00</u>	
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**SPECIAL CONSIDERATIONS**

**BSE PROCEDURE**

Chairperson will review the information the LEA provided regarding data for their student population placed on suspensions and expulsions during the prior school year and answer the corresponding compliance questions.

**EXCLUSIONS: SUSPENSIONS AND EXPULSIONS (continued)**

**DATA COLLECTION WORKSHEET**

<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <p>What evidence exists that:</p> <ul style="list-style-type: none"> <li>➤ the LEA reviews the data for patterns and causes of suspensions and expulsions?</li> <li>➤ the LEA has considered these data?</li> <li>➤ these data are comparable to trends in the general student population?</li> <li>➤ the LEA uses follow-up studies and LEA data to drive program changes?</li> <li>➤ the LEA provides Functional Behavioral Assessment, manifestation determination, and FAPE to students whose removal constitutes a change of placement?</li> <li>➤ the LEA reviews data if there are concerns specific to students identified with intellectual disability (mental retardation)?</li> <li>➤ Are there any instances of students with disabilities being sent home for disciplinary purposes that are considered official suspension?</li> </ul>	<p>Currently ASPIRA Bilingual Cyber Charter School has not had any suspensions or expulsions. We do meet as a team to identify student needs that may result in patterns but to date we have not had this issue.</p> <p>Currently there has not been patterns of suspensions therefore no data. If there were data, we are prepared to review the data and analyze the data to identify any patterns and needs.</p> <p>Yes. The data shows that there are comparable trends between the general student population and the special education population in that there have been no suspension in either group. ABCCS has not suspended or expelled any student enrolled in the 2011-12 or 2012-13 school years. ABCCS administration and LEA reviews all school data to help foster programmatic change. Despite the absence of on line or on site behavioral or disciplinary problems the LEA, psychologist, and counselor are developing on line webinars and on site sessions to address a number of topics including cyberbullying, social skill development, and conflict resolution skills.</p> <p>Currently to date ASPIRA Bilingual Cyber Charter School has in place procedures for conducting Functional Behavioral Assessments, manifestation determinations and are prepared to provide FAPE to students who may need a change of placement as part of its policies but we have not had the need to do these things as of now.</p> <p>At this time there have been no reported disciplinary concerns regarding students with intellectual disability. The administration and the LEA are aware of all restrictions on the suspension of students with intellectual disability and would review any and all data pertaining to a need for a disciplinary response to these students.</p> <p>There have been no instances of students with disabilities being sent home for disciplinary purposes that are considered an official suspension.</p>

8.	<b>TO BE COMPLETED BY CHAIRPERSON:</b> <b>CONCLUSION</b> <input type="checkbox"/> Yes, In Compliance with procedural requirements <input type="checkbox"/> No, Not in Compliance with procedural requirements <input type="checkbox"/> NA	
8 A.	<b>TO BE COMPLETED BY CHAIRPERSON:</b> <b>CONCLUSION</b> Suspension rates are appropriate for this LEA <input type="checkbox"/> Yes <input type="checkbox"/> No (requires improvement plan) <input type="checkbox"/> NA	

# 10. INDEPENDENT EDUCATIONAL EVALUATION

## STANDARD – INDEPENDENT EDUCATIONAL EVALUATION

The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense.

### REGULATORY BASE:

**Independent educational evaluation** - 34 CFR 300.502

General. (1) The parents of a child with a disability have the right under this part to obtain an independent educational evaluation of the child, subject to paragraphs (b) through (e) of this section. (2) Each public agency must provide to parents, upon request for an independent educational evaluation, information about where an independent educational evaluation may be obtained, and the agency criteria applicable for independent educational evaluations as set forth in paragraph (e) of this section.

**INDEPENDENT EDUCATIONAL EVALUATION**

10.	<p><b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b></p>	
	<p><b>LEA PROCEDURE</b>                  LEA will provide a description of its procedure for responding to requests from parents for an Independent Educational Evaluation (IEE) at public expense.</p> <p>LEA will make available files of all students for whom an IEE at public expense was requested by the parent during the prior school year.</p> <p>LEA will discuss LEA Team Discussion Points and complete the Data Collection Summary.</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE</b>                  Chairperson will select and review 10%, or not less than 3 files, of LEA files and answer the following questions:</p> <p>a. Does the LEA provide information where an IEE may be obtained?                  ___ Yes                  ___ No                  ___ NA</p> <p>b. Does the LEA notify parents in writing via a NOREP/PWN when the LEA declines the parent's request for an IEE at public expense and the reason for denial of the IEE?                  ___ Yes                  ___ No                  ___ NA</p> <p>c. Does the LEA's procedure demonstrate that the LEA does not unreasonably delay either providing the IEE at public expense or initiating a due process hearing?                  ___ Yes                  ___ No                  ___ NA</p> <p>d. Is there evidence that the LEA considered the IEE?                  ___ Yes                  ___ No                  ___ NA</p>	

<b>INDEPENDENT EDUCATIONAL EVALUATION</b>	
<b>DATA COLLECTION WORKSHEET</b>	
<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.	

<p>➤ Are LEA personnel (principals, administrators, psychologists, and teachers) familiar with the requirements for IEEs?</p>	<p>Yes, ASPIRA Bilingual Cyber Charter School principal, special education coordinator, school psychologist and teachers are knowledgeable about Independent Evaluation Requests. Our Policies and Procedures states,"ASPIRA Bilingual Cyber Charter School Independent Educational Evaluation Policy An independent educational evaluation (IEE) is an evaluation conducted by a qualified examiner who is not an employee of the child's school district. For the purposes of this policy, "evaluation" means the procedures used to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs. A parent has a right to an evaluation at public expense if the parent disagrees with a recent evaluation or re-evaluation conducted by ASPIRA Bilingual Cyber Charter School. For the purposes of this policy, "public expense" means that either the school pays the full cost of the evaluation or it will ensure that the evaluation is otherwise provided at no cost to the parent. However, ASPIRA Bilingual Cyber Charter School is not required to pay for the IEE if the school has not conducted a recent evaluation or reevaluation. In the event that a parent requests an IEE, ASPIRA Bilingual Cyber Charter School must, without unnecessary delay, either: 1. Provide an IEE at school expense, per this policy, or 2. Request a due process hearing to show that the evaluation is appropriate. If the final decision in the due process hearing is that ASPIRA Bilingual Cyber Charter School's evaluation is appropriate, the parent still has a right to an IEE, but not at public expense. If a parent requests an IEE, the school may ask for the parent's reason why he or she objects to the school's evaluation. However, the explanation by the parent is not required, and the school will not unreasonably delay either providing an IEE at the school's expense or initiating a due process hearing to defend the school's evaluation. Parents may only request one publicly funded IEE for each evaluation completed by the school. The parents must request payment for the IEE within one year of the date the results of the school's (re-) evaluation were shared with the parents. If the parent obtains an independent educational evaluation at private expense, the results of the evaluation will be considered by ASPIRA Bilingual Cyber Charter School, if it meets the school's criteria.</p>
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➤ How does the LEA ensure that the results of an IEE are considered in any decision made with respect to the provision of FAPE?

The ASPIRA Bilingual Cyber Charter School Special Education Policies and Procedures guidelines provides that the results of an IEE will be considered by ABCCS if it meets the school's criteria for an evaluation, in any decision made with respect to the provision of FAPE to the child. To date, ABCCS has had no requests for an IEE during the 2010 - 2011 or the 2011 - 2012 school years. The criteria for an evaluation are as follows; 1. Tests and other evaluation materials used to assess a child under IDEAIA are selected and administered so as not to be discriminatory on a racial or cultural basis and are provided and administrated in the child's native language or other mode of communication, unless it is clearly not feasible to do so. 2. Materials and procedures used to assess a child with limited English proficiency are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education rather than measuring a child's English language skills. 3. A variety of assessment tools and strategies are used to gather relevant functional and developmental information about the child, including information provided by the parent and information related to enabling the child to be involved in and progress in the general education curriculum, that may assist in determining whether the child is a child with a disability under IDEAIA and the content of the child's IEP. 4. Any standardized tests that are given to a child have been validated for a specific purpose for which they are used and are administered by trained personnel in accordance with the instructions provided by the producer of the . 5. If an assessment is not conducted under the standard conditions, a description to which it varied from the standard conditions (e.g., the qualifications of the person administrating the tests, or the method of test administration) is included in the evaluation report. 6. Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient. 7. Tests are selected and administered as to best ensure that if a test is administered to a child with impaired sensory, manual or speaking skills, the test results accurately reflects the child's aptitude or achievement level or whatever factors that the tests purposes to measure, rather than reflecting the child's impaired sensory, manual or speaking skills (unless those skills are the factors the tests purposes to measure). 8. No single procedure is used as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for a child's. 9. The child is assessed in all areas related to the suspected disability, including if appropriate health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities. 10. In evaluating each child with a disability, the evaluation is sufficiently comprehensive to identify all of the child's special education and related service needs, whether or not commonly linked to the disability category in which the child has been classified. 11. Technically sound instruments are used that may assess the relative contribution of cognitive and behavioral factors, in addition to the

		<p>physical or developmental factors. 12. Assessment and tools and strategies are used that provide relevant information that directly assists persons in determining the educational needs of the child. Parent initiated evaluations: If the parent obtains an independent educational evaluation at private expense, the results of the evaluation will be considered by ABCCS, if it meets the schools criteria, in any decision made with respect to the provision of FAPE to the child, and may be presented as evidence at a hearing regarding that child.</p>
<p><b>10.</b></p>	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b>  <b>CONCLUSION</b>  <input type="checkbox"/> Yes, In Compliance (Must answer Yes or NA to all 4 questions (a-d) under BSE Procedure.)  <input type="checkbox"/> No, Not in Compliance</p>	

# 11. LEAST RESTRICTIVE ENVIRONMENT (LRE)

## 1st STANDARD -- CONTINUUM

The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.

### REGULATORY BASE:

**Continuum** - 34 CFR 300.115(a)(b)(1)(2)

(a) Each public agency must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. (b) The continuum required in paragraph (a) of this section must—(1) Include the alternative placements listed in the definition of special education under § 300.38 (instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions); and (2) Make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement.

## 2nd STANDARD - DISTRIBUTION OF SCHOOL-AGED STUDENTS

Students with disabilities are provided for in the least restrictive environment. 34 CFR 300.114 – 117

### REGULATORY BASE:

**General LRE requirements** - 34 CFR 300.114-117(2)(i)(ii)

(2) Each public agency must ensure that—(i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and (ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

**FSA 11 and 11A Data and Table Index**

<b>DATA DISPLAY</b>	COMPARISON OF LEA AND STATE EDUCATIONAL PLACEMENT DATA AND LEA PERFORMANCE ON SPP TARGETS
<b>LEA TABLE 1:</b>	DISTRIBUTION OF ALL STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION
<b>STATE TABLE 1:</b>	DISTRIBUTION OF ALL STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION
<b>LEA TABLE 1A:</b>	DISTRIBUTION OF ALL STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION BY GRADE LEVEL
<b>LEA TABLE 2:</b>	DISTRIBUTION OF FIRST GRADE STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION
<b>STATE TABLE 2:</b>	DISTRIBUTION OF FIRST GRADE STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION
<b>LEA TABLE 3:</b>	DISTRIBUTION OF FIRST GRADE STUDENTS BY TYPE OF SUPPORT CATEGORY ACROSS LOCATIONS OF INTERVENTION
<b>STATE TABLE 3:</b>	DISTRIBUTION OF FIRST GRADE STUDENTS BY TYPE OF SUPPORT CATEGORY ACROSS LOCATIONS OF INTERVENTION

**LEAST RESTRICTIVE ENVIRONMENT (LRE)**

**COMPARISON OF LEA AND STATE EDUCATIONAL PLACEMENT DATA AND LEA PERFORMANCE ON SPP TARGETS**

<b>11.</b>	<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>																													
	<p><b>LEA PROCEDURE</b> LEA has reviewed its parent survey results and identified any areas of needed improvement. The LEA will make this information available on site for BSE verification.</p> <p>The LEA will examine the following data comparing local and state rates and LEA performance on SPP targets, and will reflect upon this information in the Team Discussion Points and Data Collection Summary:</p> <p>a. <u>0.00</u> % of LEA students with an IEP served inside the regular classroom 80% or more of the day (formerly less than 21%) (State % is <u>0.00</u>)</p> <p>b. <u>0.00</u> % of LEA students with an IEP served inside the regular classroom no more than 79% of the day and no less than 40% of the day (formerly 21-60%) (State % is <u>0.00</u>)</p> <p>c. <u>0.00</u> % of LEA students with an IEP served inside the regular classroom less than 40% of the day (formerly greater than 60%) (State % is <u>0.00</u>)</p> <p>d. <u>0.00</u> % of LEA students educated in public separate facilities (EX: centers, segregated settings...) (State % is <u>0.00</u>)</p> <p>e. <u>0.00</u> % of LEA students educated in private separate facilities (private day schools) (State % is <u>0.00</u>)</p> <p>f. <u>0.00</u> % of LEA students educated in public or private separate residential facilities (EX: ICP, PRRI, residential treatment program) (State % is <u>0.00</u>)</p> <p>Compared to state percentages, LEA data for the above 6 items are as follows:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Setting</th> <th style="width: 20%;">Above State Rate</th> <th style="width: 20%;">Below State Rate</th> <th style="width: 45%;">Same As State Rate</th> </tr> </thead> <tbody> <tr> <td>a.</td> <td></td> <td></td> <td style="text-align: center;">X</td> </tr> <tr> <td>b.</td> <td></td> <td></td> <td style="text-align: center;">X</td> </tr> <tr> <td>c.</td> <td></td> <td></td> <td style="text-align: center;">X</td> </tr> <tr> <td>d.</td> <td></td> <td></td> <td style="text-align: center;">X</td> </tr> <tr> <td>e.</td> <td></td> <td></td> <td style="text-align: center;">X</td> </tr> <tr> <td>f.</td> <td></td> <td></td> <td style="text-align: center;">X</td> </tr> </tbody> </table>	Setting	Above State Rate	Below State Rate	Same As State Rate	a.			X	b.			X	c.			X	d.			X	e.			X	f.			X	
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<b>LEAST RESTRICTIVE ENVIRONMENT (LRE)</b>									
<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>									
<p>LEA results for students with disabilities compared to the SPP target: (NOTE: This SPP target reporting is based on prior year's reporting cycle. The LEA may describe and discuss more current data and performance on SPP target in the Special Considerations section below.)</p> <p>g. Met SPP target for students with disabilities served inside the regular classroom 80% or more of the day. (formerly less than 21%)</p> <p>h. Met SPP target for students with disabilities served inside the regular classroom less than 40% of the day. (formerly greater than 60%)</p> <p>i. Met SPP target for students with disabilities served in other locations.</p> <table border="1"> <thead> <tr> <th>Setting</th> <th>Met SPP Target</th> </tr> </thead> <tbody> <tr> <td>80% or more</td> <td>NA</td> </tr> <tr> <td>Less than 40%</td> <td>NA</td> </tr> <tr> <td>Other Locations</td> <td>NA</td> </tr> </tbody> </table> <p><b>SPECIAL CONSIDERATIONS</b></p>	Setting	Met SPP Target	80% or more	NA	Less than 40%	NA	Other Locations	NA	
Setting	Met SPP Target								
80% or more	NA								
Less than 40%	NA								
Other Locations	NA								

<b>LEAST RESTRICTIVE ENVIRONMENT (LRE)</b>								
<b>LEA TABLE 1: DISTRIBUTION OF ALL STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION</b>								
<b>11A</b>	<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>							
	<p><b>LEA PROCEDURE</b> The LEA will review LEA Table 1 and State Table 1, carefully reviewing LEA data that is discrepant from the state data and providing an explanation for any LEA data that differs from the state data by greater than 10 percentage points for more segregated settings (i.e. inside the regular education class less than 40% of the school day, or other settings). The data in LEA Table 1 is PennData submitted by the LEA, which summarizes the number and percentage of students, by primary disability, placed in each location of intervention. A link to five years of data is provided so that trends may be examined. State Table 1, on the next page, is a state summary of the distribution, and is provided as a point of reference for the team. The team should reference their analysis of this data in the LEA Team Discussion and the LEA Data Collection Summary.</p>				<p><b>BSE PROCEDURE</b> BSE Chairperson will review the data provided for the LEA and the State and make note of data that suggests compliance, non-compliance, or need for improvement.</p>			
<b>LOCATION OF INTERVENTION: (number of students/percentage of total for the disability category)</b>								
<b>PRIMARY DISABILITY</b>	<b>Inside the regular class 80% or more of the school day</b>	<b>Inside the regular class 40-79% of the school day</b>	<b>Inside the regular class less than 40% of the school day</b>	<b>Educated in public separate facilities</b>	<b>Educated in private separate facilities</b>	<b>Educated in public or private separate residential facilities</b>	<b>Receive instruction in the home</b>	<b>TOTAL</b>
<b>Intellectual Disability (Mental Retardation)</b>	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
<b>Hearing Impairment including Deafness</b>	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
<b>Speech or Language Impairment</b>	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
<b>Visual Impairment Including Blindness</b>	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
<b>Emotional Disturbance</b>	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
<b>Orthopedic Impairment</b>	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
<b>Other Health Impairment</b>	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
<b>Specific Learning Disability</b>	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
<b>Deaf-Blindness</b>	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
<b>Multiple Disabilities</b>	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
<b>Autism</b>	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
<b>Traumatic Brain Injury</b>	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0

**LEAST RESTRICTIVE ENVIRONMENT (LRE)**

**STATE TABLE 1: DISTRIBUTION OF ALL STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION**

PRIMARY DISABILITY	LOCATION OF INTERVENTION: (percentage of total for the disability category)							TOTAL
	Inside the regular class 80% or more of the school day	Inside the regular class 40-79% of the school day	Inside the regular class less than 40% of the school day	Educated in public separate facilities	Educated in private separate facilities	Educated in public or private separate residential facilities	Receive instruction in the home	
Intellectual Disability (Mental Retardation)	14.08	34.53	42.10	5.11	3.39	0.57	0.23	0.00
Hearing Impairment including Deafness	65.78	14.05	6.73	1.25	9.64	2.50	0.04	0.00
Speech or Language Impairment	96.45	2.56	0.84	0.05	0.09	0.00	0.01	0.00
Visual Impairment Including Blindness	63.98	9.81	7.87	1.30	14.26	2.78	0.00	0.00
Emotional Disturbance	44.12	22.07	16.29	5.35	9.71	2.34	0.13	0.00
Orthopedic Impairment	43.78	37.68	13.17	2.56	1.95	0.24	0.61	0.00
Other Health Impairment	63.20	27.91	6.47	0.86	1.29	0.18	0.09	0.00
Specific Learning Disability	64.08	31.20	3.74	0.35	0.47	0.16	0.01	0.00
Deaf-Blindness	26.98	6.35	14.29	4.76	39.68	7.94	0.00	0.00
Multiple Disabilities	5.45	11.91	52.60	13.00	11.49	2.07	3.48	0.00
Autism	41.14	23.30	26.05	2.81	6.16	0.46	0.08	0.00
Traumatic Brain Injury	38.00	27.57	18.03	4.02	9.84	1.49	1.04	0.00

**LEAST RESTRICTIVE ENVIRONMENT (LRE)**

**LEA TABLE 1A: DISTRIBUTION OF ALL STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION BY GRADE LEVEL**

<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>	
<b>LEA PROCEDURE</b> The LEA will review LEA Table 1A, LEA data by grade level (E=Elementary (grades K-6), M=Middle School (grades 7-8), H=High School (grades 9-12)) and provide explanation of any significant changes in placement patterns between the three levels. For example, if 60% of students with intellectual disability (mental retardation) are served inside the regular class 80% or more at the Elementary level, and this decreases to 45% at the Middle School level, the LEA is to provide an explanation. In general, the LEA is to explain any change of greater than 10 percentage points across levels and disability categories. The team should reference their analysis of this data in the LEA Team Discussion and the LEA Data Collection Summary.	<b>BSE PROCEDURE</b> BSE Chairperson will review the data provided for the LEA and the State and make note of data that suggests compliance, non-compliance, or need for improvement.

PRIMARY DISABILITY	LOCATION OF INTERVENTION: (percentage of total for the disability category)												TOTAL												
	Inside the regular class 80% or more of the school day			Inside the regular class 40-79% of the school day			Inside the regular class less than 40% of the school day			Educated in public separate facilities				Educated in private separate facilities			Educated in public or private separate residential facilities			Receive instruction in the home					
	E	M	H	E	M	H	E	M	H	E	M	H		E	M	H	E	M	H	E	M	H			
<b>Intellectual Disability (Mental Retardation)</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
<b>Hearing Impairment including Deafness</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
<b>Speech or Language Impairment</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
<b>Visual Impairment Including Blindness</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
<b>Emotional Disturbance</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
<b>Orthopedic Impairment</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
<b>Other Health Impairment</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
<b>Specific Learning Disability</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	



**LEAST RESTRICTIVE ENVIRONMENT (LRE)**

**LEA TABLE 2: DISTRIBUTION OF FIRST GRADE STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION**

<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>	
<p><b>LEA PROCEDURE</b> The LEA will review LEA Table 2 and State Table 2, carefully reviewing LEA data that is discrepant from the state data and providing an explanation for any LEA data that differs from the state data by greater than 10 percentage points for more segregated settings (i.e. inside the regular education class less than 40% of the school day, or other settings). The data in LEA Table 2 is PennData submitted by the LEA, which summarizes the number and percentage of LEA FIRST GRADE students, by primary disability, placed in each location of intervention. A link to five years of data is provided so that trends may be examined. State Table 2, on the next page, is a state summary of the distribution of FIRST GRADE STUDENTS, and is provided as a point of reference for the team. The team should reference their analysis of this data in the LEA Team Discussion and the LEA Data Collection Summary.</p>	<p><b>BSE PROCEDURE</b> BSE Chairperson will review the data provided for the LEA and the State and make note of data that suggests compliance, non-compliance or need for improvement.</p>

PRIMARY DISABILITY	LOCATION OF INTERVENTION: (number of first grade students/percentage of total for the disability category)							TOTAL
	Inside the regular class 80% or more of the school day	Inside the regular class 40-79% of the school day	Inside the regular class less than 40% of the school day	Educated in public separate facilities	Educated in private separate facilities	Educated in public or private separate residential facilities	Receive instruction in the home	
Intellectual Disability (Mental Retardation)	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Hearing Impairment including Deafness	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Speech or Language Impairment	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Visual Impairment Including Blindness	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Emotional Disturbance	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Orthopedic Impairment	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Other Health Impairment	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Specific Learning Disability	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Deaf-Blindness	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Multiple Disabilities	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Autism	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0
Traumatic Brain Injury	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0 / 0.00	0

<b>LEAST RESTRICTIVE ENVIRONMENT (LRE)</b>								
<b>STATE TABLE 2: DISTRIBUTION OF FIRST GRADE STUDENTS BY PRIMARY DISABILITY CATEGORY ACROSS LOCATIONS OF INTERVENTION</b>								
	<b>LOCATION OF INTERVENTION: (percentage of total for the disability category)</b>							
<b>PRIMARY DISABILITY</b>	<b>Inside the regular class 80% or more of the school day</b>	<b>Inside the regular class 40-79% of the school day</b>	<b>Inside the regular class less than 40% of the school day</b>	<b>Educated in public separate facilities</b>	<b>Educated in private separate facilities</b>	<b>Educated in public or private separate residential facilities</b>	<b>Receive instruction in the home</b>	<b>TOTAL</b>
<b>Intellectual Disability (Mental Retardation)</b>	16.25	27.18	53.19	2.47	0.78	0.00	0.13	0
<b>Hearing Impairment including Deafness</b>	71.20	8.15	8.70	1.09	8.70	2.17	0.00	0
<b>Speech or Language Impairment</b>	97.02	1.80	1.04	0.05	0.07	0.01	0.01	0
<b>Visual Impairment Including Blindness</b>	75.00	4.69	7.81	0.00	12.50	0.00	0.00	0
<b>Emotional Disturbance</b>	38.11	22.54	30.53	4.10	3.89	0.82	0.00	0
<b>Orthopedic Impairment</b>	56.25	28.12	15.62	0.00	0.00	0.00	0.00	0
<b>Other Health Impairment</b>	54.06	29.32	15.00	0.29	1.15	0.00	0.19	0
<b>Specific Learning Disability</b>	50.62	41.34	7.87	0.06	0.12	0.00	0.00	0
<b>Deaf-Blindness</b>	40.00	0.00	20.00	0.00	40.00	0.00	0.00	0
<b>Multiple Disabilities</b>	6.04	14.29	56.04	10.99	10.44	1.10	1.10	0
<b>Autism</b>	40.64	21.48	33.31	1.65	2.86	0.06	0.00	0
<b>Traumatic Brain Injury</b>	33.33	22.22	33.33	5.56	0.00	5.56	0.00	0

**LEAST RESTRICTIVE ENVIRONMENT (LRE)**

**LEA TABLE 3: DISTRIBUTION OF FIRST GRADE STUDENTS BY TYPE OF SUPPORT CATEGORY ACROSS LOCATIONS OF INTERVENTION**

<p><b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b></p>	
<p><b>LEA PROCEDURE</b> The LEA will review LEA Table 3 and State Table 3 carefully reviewing LEA data that is discrepant from the state data and providing an explanation for any LEA data that differs from the state data by greater than 10 percentage points for more segregated settings (i.e. inside the regular education class less than 40% of the school day, or other settings). The data in LEA Table 3 is PennData submitted by the LEA, which summarizes the number and percentage of LEA FIRST GRADE students, by type of support and location of intervention. A link to five years of data is provided so that trends may be examined. State Table 3, on the next page, is a state summary of the distribution, and is provided as a point of reference for the team. The team should reference their analysis of this data in the LEA Team Discussion and the LEA Data Collection Summary.</p>	<p><b>BSE PROCEDURE</b> BSE Chairperson will review the data provided for the LEA and the State and make note of data that suggests compliance, non-compliance or need for improvement.</p>

<p><b>LOCATION OF INTERVENTION: (number of students/percentage of total for the type of support category)</b></p>								
<p><b>TYPE OF SUPPORT</b></p>	<p><b>Inside the regular class 80% or more of the school day</b></p>	<p><b>Inside the regular class 40-79% of the school day</b></p>	<p><b>Inside the regular class less than 40% of the school day</b></p>	<p><b>Educated in public separate facilities</b></p>	<p><b>Educated in private separate facilities</b></p>	<p><b>Educated in public or private separate residential facilities</b></p>	<p><b>Receive instruction in the home</b></p>	<p><b>TOTAL</b></p>
<p><b>Autistic Support</b></p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0</p>
<p><b>Emotional Support</b></p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0</p>
<p><b>Deaf and Hard of Hearing Support</b></p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0</p>
<p><b>Learning Support</b></p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0</p>
<p><b>Life Skills Support</b></p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0</p>
<p><b>Multiple Disabilities Support</b></p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0</p>
<p><b>Physical Support</b></p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0</p>
<p><b>Speech and Language Support</b></p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0</p>
<p><b>Blind-Visually Impaired Support</b></p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0 / 0.00</p>	<p>0</p>

**LEAST RESTRICTIVE ENVIRONMENT (LRE)**

**STATE TABLE 3: DISTRIBUTION OF FIRST GRADE STUDENTS BY TYPE OF SUPPORT ACROSS LOCATIONS OF INTERVENTION**

<b>TYPE OF SUPPORT</b>	<b>Inside the regular class 80% or more of the school day</b>	<b>Inside the regular class 40-79% of the school day</b>	<b>Inside the regular class less than 40% of the school day</b>	<b>Educated in public separate facilities</b>	<b>Educated in private separate facilities</b>	<b>Educated in public or private separate residential facilities</b>	<b>Receive instruction in the home</b>	<b>TOTAL</b>
<b>Autistic Support</b>	24.08	19.68	49.56	2.28	4.31	0.09	0.00	0
<b>Emotional Support</b>	35.34	18.90	36.57	3.89	4.59	0.71	0.00	0
<b>Deaf and Hard of Hearing Support</b>	68.33	7.22	10.56	1.11	10.56	2.22	0.00	0
<b>Learning Support</b>	54.00	37.98	7.86	0.08	0.08	0.00	0.00	0
<b>Life Skills Support</b>	3.41	17.74	72.94	3.23	2.33	0.18	0.18	0
<b>Multiple Disabilities Support</b>	3.65	6.77	65.10	12.50	8.85	1.04	2.08	0
<b>Physical Support</b>	25.00	45.83	29.17	0.00	0.00	0.00	0.00	0
<b>Speech and Language Support</b>	98.36	0.75	0.71	0.06	0.09	0.01	0.01	0
<b>Blind-Visually Impaired Support</b>	78.33	5.00	3.33	0.00	13.33	0.00	0.00	0

LEAST RESTRICTIVE ENVIRONMENT (LRE)		
DATA COLLECTION WORKSHEET		
11A	LEA Team Discussion Points	LEA Data Collection Summary <i>(What Do We Know?)</i>
	<p><b>Review LEA Tables 1 and 1A, and State Table 1, respond to the following questions and provide explanation.</b></p> <p>The team discussion points have been developed to guide discussion among members of the team as they review the data. These points are to encourage discussion on indicators that reflect effective programs. These points should be reflected in the data collection summary. Please provide a written response for each question.</p> <p>a. Are there specific disability categories that show a high number of students placed outside the general education classroom for more than 20% of the school day?</p> <p><input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>b. If the answer to "a" is "yes," list the reasons why a high number of students in those categories are placed outside the general education classroom for more than 20% of the school day.</p> <p>c. Do trend data in LEA tables and Five Year Longitudinal Data show an increase or decrease in the number of students with an IEP served in general education classrooms for increased portions of the school day? If there is a decrease in the trends, please explain.</p> <p><input checked="" type="checkbox"/> Increase  <input type="checkbox"/> Decrease  <input type="checkbox"/> Remained relatively the same  <input type="checkbox"/> NA</p> <p>d. Do the data in the LEA Tables match the current Special Education Plan Program Profile? <b>(Not applicable to Charter Schools.)</b></p>	<p>ASPIRA bilingual Cyber Charter School's data does indicate that we have a larger portion of our special education population identified with a specific learning disability and as needing supplemental intervention. We do provide special education support both in and out of the general education classroom but students who enrolled this year came in at needing an increased level of service then in the previous year.</p> <p>This school year we have increased the number of identified student who enrolled in ABCCS based on a dramatic increase in enrollment for the 2011 many of these students were identified at an increase level of support need subsequently we had to changed our service model to address this increase in need. We actually had to hire an additional special education teachers.</p>

Yes

No

NA

- e. Does the current Special Education Plan Program Profile describe the services and programs available to ensure that the continuum of services is available within the LEA? **(Not applicable to Charter Schools.)**

Yes

No

NA

**Review LEA Tables 2 & 3 and State Tables 2 & 3 for first grade students, respond to the following questions and provide explanation.**

- f. Are there specific disability categories that show a high number of first grade students placed outside the general education classroom for more than 20% of the school day?

Yes

No

NA

- g. If the answer to “f” is “yes,” list the reasons why a high number of students in those categories are placed outside the general education classroom for more than 20% of the school day.

- h. Are there specific types of support that show a high number of first grade students placed outside the general education classroom for more than 20% of the school day?

Yes

No

NA

- i. If the answer to “h” is “yes,” list the reasons why a high number of first grade students in those types of support are placed outside the regular classroom for more than 20% of the school day.

- j. Do the trend data show an increase or decrease in the number of first grade students with an IEP served in general education classrooms for increased portions of the school day? If there is a decrease in the trends, please explain.

Increase

Decrease

Remained relatively the same

NA

- k. Are there specific school buildings that show a high number of first grade students placed outside the general education classroom for more than 20% of the school day?

Yes

No

NA

To date, there are no first grade students enrolled in ABCCS.

To date, there are no students who are enrolled in first grade in ABCCS.

To date, there are no first grade students enrolled in ABCCS.

<b>LEAST RESTRICTIVE ENVIRONMENT (LRE)</b>	
<b>DATA COLLECTION WORKSHEET</b>	
<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary (What Do We Know?)</b>
<p><b>Respond to the following questions and provide a brief explanation.</b></p> <ul style="list-style-type: none"> <li>➤ For students educated outside the regular classroom for more than 20% of the school day, did IEP teams determine that those students could not receive a meaningful benefit from education in the general education classroom?</li>   <li>➤ If so, what were the reasons?</li>   <li>➤ What supplementary aids and services in the general education classroom did the team discuss prior to recommending removal from regular class for any portion of the school day?</li>   <li>➤ In what types of settings and environments are the following types of support provided: learning support, life skills support, emotional support, autistic support, physical support, multiple disability support, hearing support, vision support, speech and language support?</li> </ul>	<p>All students at ASPIRA Bilingual Cyber Charter School have access to the general education classroom. That being said, the IEP team must discuss all options related to the least restrictive environment and necessary aids and services before determining if a student will be removed from the general education environment for any amount of the school day. Some students require extensively modified small group instruction which is best administered outside the general education setting. Therefore, those students may be out of the classroom for a longer period of time but not as long as the maximum of 80% would indicate. As a standard all placement decisions begin in the general education classrooms as the IEP team must answer the questions on the IEP (Gaskin) regarding the supplementary aids and services that will enable a student more time in the general education setting making meaningful benefits.</p> <p>There are some students who the IEP team feels and data indicates, would benefit from the intensively modified instruction in a small group setting. These students are identified as significantly behind and in need of that additional support. Again, all these decisions begin with the general education classroom.</p> <p>All students receiving special education services at ABCCS have access to the general education curriculum and are included in the general education setting with their nondisabled peers. During the 2011-2012 school year the IEP teams discussed questions in relation to supplementary aids and services as well as modified instruction prior to any placement outside the general education classroom. Some of these services include assistive technology, modified font size and text per assignment, web based dictionaries, voice recognition software and noise canceling headphones. All of the supports provided at ABCCS are provided both inside and outside the general education setting with the exception our speech and language therapist who provides service through a one-to-one chat. One of our students requires occupational therapy and who additionally requires a one-to-one setting. For confidentiality reasons counseling sessions also occur through our one-to-one chat. Based on student need we currently provide learning support, life skills support, emotional support and speech and language support.</p>

<ul style="list-style-type: none"> <li>➤ For each of the above, is that type of support provided in general education classes as well as in special education classes?</li>   <li>➤ If it is not provided in general education classes, what are the reasons?</li>   <li>➤ How are students whose behavior may disrupt their own learning or that of others supported by the LEA?</li>   <li>➤ What plans does the LEA have to develop programs and services to ensure that the continuum of services is available within the LEA?</li>   <li>➤ Do students with an IEP have the same opportunities to participate in academic, nonacademic or extracurricular activities as peers who are non-disabled?</li>   <li>➤ If a student needs supplementary aids and services to participate in extracurricular activities, is that support provided?</li>   <li>➤ Do IEP teams begin the discussion of educational placement with the option of regular class for the entire school day?</li>   <li>➤ During IEP team meetings in which a student's educational placement is determined, does the team discuss how the student can be educated in regular class with supplementary aids and services for the entire school day?</li> </ul>	<p>Yes specially designed instruction is provided both in and out of the general education setting. Our speech and language therapist provides service through a one-to-one chat and one of our students who requires occupational therapy also requires a one-to-one setting. All other students share time in and out of the general education classroom based on their individual needs.</p> <p>Our counseling sessions need a private session through a one-to-one chat for confidentiality reasons. Speech and language and occupational therapy also requires a one-to one- setting based on the individual student need.</p> <p>The online Cyber program provides a different environment as students are accessing their instruction while at home with a home facilitator. We have had very little disruption of student learning based on student behavior. When we do have issues the team conducts a Functional Behavioral Assessment and writes a Behavior Support Plan in the student's IEP. We also provide both school counseling and can provide counseling by our school psychologist.</p> <p>At ABCCS we analyze our school data and student need to determine the programs and services that we need to have to support students. For example, due to enrollment and an increase in students requiring special education supports we needed to hire an additional certified special education teacher. Additionally, we needed to increase our speech and language supports and add an occupational therapist.</p> <p>All students are afforded with equal opportunities to participate in all nonacademic and/or extracurricular activities. We currently have an ASPIRA Club and monthly field trips. Additionally we have socials where all students have the opportunity to participate. We also assist the student in accessing extracurricular and sports programs at their local neighborhood school. We encourage these activities to help our students participate with their peers in a more social setting.</p> <p>Students will be provided all the necessary supplementary aids and services to participate in these activities. An example of this is providing tokens for students and their home facilitator so they can participate in various activities as well as providing the support of a teacher to assist a student with the participation in an outside activity.</p> <p>Yes, ABCCS IEP teams begin all discussions regarding a student's educational placement with the regular education classroom. Again we look to ensure that a student will make meaningful educational benefit from the program outlines in the IEP and we consider the questions regarding supplementary aids and services to increase time in the general education classroom.</p> <p>Yes during the IEP team meetings where we are discussing a student's educational placement the team considers services, supports and modifications in the general education environment for the entire school day prior to making a consideration to provide services outside the general education classroom. Again we answer the questions related to Gaskin prior to making any placement decisions.</p>
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<ul style="list-style-type: none"> <li>➤ Are additional resources or supports needed to facilitate providing supplementary aids and services to students with an IEP within general education classrooms? If so, explain.</li>   <li>➤ How often are special education teachers available for co-teaching and consultation in general education classrooms?</li>   <li>➤ Do students with an IEP tend to spend less time in general education classes as they grow older?</li>   <li>➤ If so, is this true for students with all disabilities or only for certain disability categories?</li> </ul>	<p>We need to provide more intensive professional development in the area of supplementary aids and services for staff as well as parent. We find that sometimes parents think of special education supports as a place and not a service. More education would assist in getting the appropriate message across.</p> <p>ASPIRA Bilingual Cyber Charter School is a very small community with 8 teachers and 140 students. All school personnel meet every Wednesday for half day professional development opportunities and collaboration to discuss and plan for their students. Every Friday they meet to do the same. The special education teacher consults with the general education teachers weekly and the special education teachers co-teach courses through class chats as a follow up to a course chat. We did have a 6 week period where our special education teacher was out on maternity so we have to pull in additional staff to assist the providing services.</p> <p>This depends on the individual student. We have situations where students do not need as intensive a support system as they learn strategies and begin to self advocate. We also have situations where providing smaller group intervention outside the general education environment has been more beneficial for a student.</p> <p>The need for a more restrictive environment as students grow older needs to be looked at on an individual basis not on the basis of a specific disability category. It is definitely not a "one size fits all" process. It may mean we need to provide a student with more supplementary aids and services as opposed to removing them from their general education classroom.</p>
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<b>LEAST RESTRICTIVE ENVIRONMENT (LRE)</b>	
	<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>
	<p><b>BSE PROCEDURE</b></p> <p>The BSE Chairperson will review the data in all tables, as well as the current Special Education Program Plan Profile, the Data Collection Summary, information provided by the LEA, the Parent Survey results, and the Teacher Survey results, and answer the following questions:</p> <p>a. No specific disability groups or grade levels show a high number of students in more restrictive settings?</p> <p>____ Yes ____ No</p> <p>b. Do trend data in LEA tables show an increase in the number of students with an IEP served in general education classrooms for increased portions of the school day?</p> <p>____ Yes ____ No ____ NA</p> <p>c. Do data in the LEA Tables match the current Special Education Plan Program Profile? <b>(Not applicable to Charter Schools.)</b></p> <p>____ Yes ____ No ____ NA</p> <p>d. Does the current Special Education Plan Program Profile describe the services and programs available to ensure that a continuum of services is available within the LEA? <b>(Not applicable to Charter Schools.)</b></p> <p>____ Yes ____ No ____ NA</p> <p>e. The data support a conclusion that the LEA is complying with requirements for continuum of services as articulated in the standards and regulatory base for LRE?</p> <p>____ Yes ____ No</p> <p>f. Available information supports a conclusion that the LEA is complying with requirements for the provision of a full range of supplementary aids and services as articulated in the standards and regulatory base for LRE?</p> <p>____ Yes ____ No</p>

<b>LEAST RESTRICTIVE ENVIRONMENT (LRE)</b>	
<b>11</b>	<b>TO BE COMPLETED BY BSE PERSONNEL:</b> <b>CONCLUSION</b> <input type="checkbox"/> Yes (Met SPP target) <input type="checkbox"/> No (Requires improvement plan)
<b>11A</b>	<b>TO BE COMPLETED BY CHAIRPERSON:</b> <b>CONCLUSION</b> The data and information in the FSA, in combination with interviews and file reviews, supports a conclusion that the LEA is complying with requirements for the continuum of services and provision of a full range of supplementary aids and services, as articulated in the standards and regulatory base for LRE. <input type="checkbox"/> Yes <input type="checkbox"/> No

# 12. PROVISION OF EXTENDED SCHOOL YEAR (ESY) SERVICES

## STANDARD – PROVISION OF EXTENDED SCHOOL YEAR (ESY) SERVICES

### REGULATORY BASE

#### ESY - 34 CFR 300.106

(a) General. (1) Each public agency must ensure that extended school year services are available as necessary to provide FAPE, consistent with paragraph (a)(2) of this section. (2) Extended school year services must be provided only if a child's IEP Team determines, on an individual basis, in accordance with §§ 300.320 through 300.324, that the services are necessary for the provision of FAPE to the child. (3) In implementing the requirements of this section, a public agency may not—(i) Limit extended school year services to particular categories of disability; or (ii) Unilaterally limit the type, amount, or duration of those services. (b) Definition. As used in this section, the term extended school year services means special education and related services that—(1) Are provided to a child with a disability—(i) Beyond the normal school year of the public agency; (ii) In accordance with the child's IEP; and (iii) At no cost to the parents of the child; and (2) Meet the standards of the SEA.

#### ESY 22 Pa. Code 711.44

(a) In addition to the requirements incorporated by reference in 34 CFR 300.106 (relating to extended school year services), charter schools and cyber charter schools shall use the following standards for determining whether a student with disabilities requires ESY as part of the student's program: (1) At each IEP meeting for a student with disabilities, the charter school or cyber charter school shall determine whether the student is eligible for ESY services and, if so, make subsequent determinations about the services to be provided.

<b>PROVISION OF EXTENDED SCHOOL YEAR (ESY) SERVICES</b>	
<b>12.</b>	<p><b>STANDARDS TO BE MET</b></p> <p><b>PROCEDURES TO FOLLOW</b></p> <p><b>LEA PROCEDURE</b></p> <p>LEA will prepare a list of all students currently determined to be eligible for ESY services. The list is to include the student’s name, disability category of eligibility, and type and location of special education service the student receives. (Use PennData definitions for category, type, and location.)</p> <p>LEA will send the list to BSE or make it available onsite for verification as directed by the Chairperson.</p> <p>LEA will review its data regarding ESY provision by disability, location of intervention, number of program hours, related services provided, and date of determination.</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE</b></p> <p>Chairperson will examine the list of students receiving ESY services to determine if students with various disabilities and types of services are receiving ESY programs. Chairperson will also consider the findings of other team members from the file reviews.</p> <p>Chairperson will select and review files of students found to be eligible and ineligible for ESY and reach conclusions. The sample will consist of at least 10 files in each eligibility category if available.</p> <p>Chairperson will answer the following questions:</p> <ol style="list-style-type: none"> <li>a. Is expedited review being offered to families of students who are not "target" group members if there is a disagreement about eligibility or the content of the program?</li> <li>b. Is the LEA complying with timelines for the new deadlines for "target" group students?</li> <li>c. Are procedural safeguard options provided to parents who disagree with ESY eligibility determinations?</li> <li>d. Is there evidence that ESY programs are individualized with regard to amount of services and individually appropriate goals and related services?</li> <li>e. In cases where ESY eligibility is denied, is there evidence in the file to support that conclusion, including information and data that demonstrates that the student does not require ESY in accordance with the determination criteria included in state regulations?</li> </ol>

**PROVISION OF EXTENDED SCHOOL YEAR (ESY) SERVICES**

**DATA COLLECTION WORKSHEET**

<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <ul style="list-style-type: none"> <li>➤ Does data regarding ESY participation indicate that all students with disabilities are considered for eligibility for ESY services, regardless of disability category, or type of special education service they are receiving?</li> <li>➤ Does the LEA make ESY determinations based on student needs, considering both short and long term breaks and interruptions in services?</li> <li>➤ Are ESY program decisions based on individual student needs vs. administrative convenience or other factors?</li> <li>➤ Are expedited reviews offered to families of students who are not "target" group members if there is a disagreement about eligibility or content of the program?</li> <li>➤ Are procedural safeguard options provided to parents who disagree with ESY eligibility determinations?</li> </ul>	<p>ASPIRA Bilingual Cyber Charter School has made decisions for who is eligible for ESY services based on student progress data regardless of disability category or type of service they are receiving. For example, we currently have a student who requires Life Skills Support who will be attending ESY during the summer and other students who are receiving Learning Support Services who have not made adequate progress who we are offering ESY services to this summer as well. These two groups of students represent students in the "target group" as well as students who are not in the "target group".</p> <p>Yes. The LEA makes ESY determinations based solely on students needs and the data collected on student progress. Continuous progress monitoring throughout the school year allows the LEA to consider lack of progress or regression over short and long term breaks in instruction in making the decision about the provision of ESY services.</p> <p>All ESY program decisions are solely based on individual student needs and data. We did not have any eligible students in the 2011-2012 school year but we do have students who are eligible for the 2012-2013 school year based on their student needs.</p> <p>To date, there has not been any parent concerns regarding ESY at the ASPIRA Bilingual Cyber Charter School, but if there is a disagreement we would certainly meet promptly with the parent. We are aware of the importance of effective communication with our parents and how that often alleviates problems from escalating. In addition, when we base our decisions on data that usually satisfies the parent.</p> <p>All special education personnel are directed to offer procedural safeguards to parents at every parent meeting which would include any discussion regarding ESY. Currently, we have had no incidents where parents have disagreed with ESY eligibility determinations.</p>

	<p>➤ Is there evidence that ESY programs are individualized with regard to amount of services and individually appropriate goals and related services?</p> <p>➤ In cases where ESY eligibility is denied, is there evidence in the file to support that conclusion, including information and data that demonstrates that the student does not require ESY in accordance with the determination criteria included in state regulations?</p>	<p>ASPIRA Bilingual Cyber Charter School previously did not have eligible students for ESY in the 2011-2012 school. We do have students who we found to be eligible for this coming summer. Each student has specific goals, specific services they require (ie; speech and language therapy, counseling and occupational therapy), as well as specific amount of service they require. Our program will run from July 1st 2012 until August 8th 2013 4 days per week.</p> <p>TO date, there has not been a case where ESY eligibility has been denied but all ESY eligibility decisions are based on student need and data collected related to that need.</p>
<p>12.</p>	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b></p> <p><b>CONCLUSION</b></p> <p><input type="checkbox"/> Yes, In Compliance</p> <p><input type="checkbox"/> No, Not in Compliance</p> <p><input type="checkbox"/> NA</p>	

# 13. PROVISION OF RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING

## STANDARD – PROVISION OF RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING

### REGULATORY BASE

**Related Services** – 34 CFR 300.34(10)(i)(ii)(iii)(iv)(v)(vi)

(10) Psychological services includes—(i) Administering psychological and educational tests, and other assessment procedures; (ii) Interpreting assessment results; (iii) Obtaining, integrating, and interpreting information about child behavior and conditions relating to learning; (iv) Consulting with other staff members in planning school programs to meet the special educational needs of children as indicated by psychological tests, interviews, direct observation, and behavioral evaluations; (v) Planning and managing a program of psychological services, including psychological counseling for children and parents; and (vi) Assisting in developing positive behavioral intervention strategies.

<b>PROVISION OF RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING</b>	
<b>13.</b>	<p><b>STANDARDS TO BE MET</b> <b>PROCEDURES TO FOLLOW</b></p>
	<p><b>LEA PROCEDURE</b> LEA will describe the provision of psychological counseling services to students within the LEA, specifically how it plans and manages a program of psychological services, including psychological counseling for those students whose IEPs require this service as a provision of FAPE. LEA will provide, in this FSA, a brief listing of what services are available both within the school setting and for school-funded services obtained from outside agencies. During the onsite review, the LEA must provide to the Chairperson specific written assurance or other documentation that parents are not charged for psychological counseling services that students require if the service is a necessary related service.</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE</b> Chairperson will review the description in the FSA and assurance or other documentation provided onsite to assess compliance with requirements.</p>

**PROVISION OF RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING**

**DATA COLLECTION WORKSHEET**

<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <p>➤ Are there sufficient psychological counseling services available to meet the needs of students in the LEA?</p>	<p>Yes. There are sufficient psychological services to meet the needs of students at Aspira Bilingual Cyber Charter School. ABCCS has both an on- site certified school psychologist and school counselor to support the psychological needs of students. The school psychologist is continually involved in intervention and service provision through the Response To Intervention or RTI process. The psychologist is additionally responsible for administering psychological and educational tests as well as all other psychometric testing; obtaining, integrating, and interpreting information about child behavior as it relates to learning; consultation with parents both on line and on site, as well as planning and maintaining a program of psychological services and supervising relevant staff. This staff includes a bilingual counselor and a school psychology intern who provide services to ABCCS. Additionally, ABCCS employs the resources of Abington Educational Services as well as Northwestern Human Services to help support the need for bilingual psychoeducational evaluations and referrals to outside agencies statewide as needed. Abington Educational Services provides both bilingual psychological and speech and language services in conjunction with Delta T and Staffing Plus who provide services state wide. Finally, the partnership with Northwestern Human Services has helped to facilitate counseling services and psychiatric intervention to those students who need to be referred for treatment in their communities as they are also state wide service provider.</p>

<p>➤ Is there a continuum of services available to address students who need varying types and levels of support?</p> <p>➤ Are psychological counseling services, when included in a student's IEP, provided at no cost to parents?</p> <p>➤ Does the LEA have effective arrangements with outside service providers?</p> <p>➤ If students require psychological counseling as a related service, and it is provided outside of the school setting, is transportation provided where necessary and at no cost to the parent?</p>	<p>Yes. Aspira Bilingual Cyber Charter School provides a continuum of services to those students who require support. The interventions and supports range from on line webinars that address topics such as cyber bullying to in person and chat based counseling services to address students specific social emotional needs. Additionally, there are student specific positive behavior support plans that are supported through on line individual and group intervention as well as sessions that take place on site. The continuum of psychological services addresses many types of behavioral and social emotional issues including depression, anxiety, suicidality, oppositional behaviors, attendance, truancy and substance abuse issues. Also, a school wide anti cyber- bullying campaign has been implemented by the counselor to address appropriate on line behaviors and targeted interventions to address those students who are the victims or perpetrators of cyber-bullying. The individual behavior support plans that have been implemented address specific student's needs and are tailored to the on line curriculum and are created in collaboration with the home facilitator. Many of these support plans are designed to address work completion and student engagement needs. Both group and individual on line and in person counseling sessions are available to all students regardless of disability or special education eligibility and cover a variety of topics including anger management, work completion, social skills, and organizational skills.</p> <p>Yes. Aspira Bilingual Cyber Charter School provides psychological counseling services are provided to students with IEP's that indicate this related service at no cost to the parents. Additionally, counseling services are provided at all students who demonstrate need or who's parents request that the service be provided at no cost to the student or family.</p> <p>Yes. ASPIRA Bilingual Cyber Charter has partnerships with Northwestern Human Services as well as Abington Educational Services, Delta T group, and Staffing Plus service providers in order to support the needs of students with related service needs including speech and language and occupational therapy needs. Additionally, these service providers support the psychological needs of students including those with behavioral, academic or mental health concerns. ABCCS also has a developing partnership with Philadelphia College of Osteopathic Medicine through its on-site psychologist and the school psychology intern provided through their program. The PCOM intern has consulted with school counselor on issues related to behavior support planning, teacher collaboration, and counseling supports. The internship program through PCOM and well as further collaboration with their professors for professional development purposes is anticipated to expand in the spring.</p> <p>Students who require services outside of ASPIRA Bilingual Cyber Charter School will receive those services at no cost to the parent including transportation to and from the service provider. In addition, ABCCS has a list of transportation service providers across the state to provide services if the need arises.</p>
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13.	<b>TO BE COMPLETED BY CHAIRPERSON:</b> <b>CONCLUSION</b> ___ Yes, In Compliance ___ No, Not in Compliance	
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# 15. PARENT TRAINING

## **STANDARD – PARENT TRAINING**

Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.

### **REGULATORY BASE - 34 CFR 300.34(c)(8)(i)(ii)(iii)**

(8)(i) Parent counseling and training means assisting parents in understanding the special needs of their child; (ii) Providing parents with information about child development; and (iii) Helping parents to acquire the necessary skills that will allow them to support the implementation of their child’s IEP or IFSP.

**PARENT TRAINING**

15.	<p><b>STANDARDS TO BE MET</b>  <b>PROCEDURES TO FOLLOW</b></p>																			
	<p><b>LEA PROCEDURE</b>  LEA has reviewed its parent survey results and identified any areas of needed improvement. The LEA will make this information available on-site for BSE verification.</p> <p>LEA will review its evidence of training that addresses special education held during the past 24 months as well as training anticipated to be given during the current school year.</p> <p>a. <u>  0  </u> Number of trainings offered by the LEA specifically for parents of students with disabilities</p> <p>Topic of Trainings:</p> <table style="margin-left: 40px;"> <tr><td><u>      </u> 0</td><td>Behavior Support</td></tr> <tr><td><u>      </u> 1</td><td>Response to Intervention (Reading, Math, Progress Monitoring)</td></tr> <tr><td><u>      </u> 0</td><td>Inclusive Practices</td></tr> <tr><td><u>      </u> 2</td><td>Transition</td></tr> <tr><td><u>      </u> 0</td><td>AT</td></tr> <tr><td><u>      </u> 0</td><td>Autism</td></tr> <tr><td><u>      </u> 0</td><td>Interagency</td></tr> <tr><td><u>      </u> 0</td><td>Other (please list topic)</td></tr> </table> <p style="margin-left: 40px;">Accessing Supportive Services and Child Find Policy,</p> <p>Source of Training: <u>Transition Into High School, Understanding Cyber Bullying, Accessing Supportive Services and Child Find Polic, Cyber Bullying, Child Find Policy, Home Facilitators, Child Find, Home Facilitator Role, Cyber Bullying, Cyber Bullying, Home Facilitator's Role, Child Fin, Child Find, Home Facilitator Role, Cyber Bullying, 12 week Parent Empowerment Program, Hands on Technology</u></p> <p>Approximate Dates of Trainings in the past 24 months:  9/29/2012, 10/10/2012, 9/7/2012, 11/15/2012, 10/4/2012, 9/17/2012, 9/5/2012, 11/5/2011, 11/15/2011</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p>b. <u>  0  </u> Approximate number of parents of students with disabilities who attended trainings or opportunities provided by the LEA</p> <p>Topic of Trainings:</p> <table style="margin-left: 40px;"> <tr><td><u>      </u> 0</td><td>Behavior Support</td></tr> </table>	<u>      </u> 0	Behavior Support	<u>      </u> 1	Response to Intervention (Reading, Math, Progress Monitoring)	<u>      </u> 0	Inclusive Practices	<u>      </u> 2	Transition	<u>      </u> 0	AT	<u>      </u> 0	Autism	<u>      </u> 0	Interagency	<u>      </u> 0	Other (please list topic)	<u>      </u> 0	Behavior Support	
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<u>      </u> 0	Interagency																			
<u>      </u> 0	Other (please list topic)																			
<u>      </u> 0	Behavior Support																			

	<p>_____ 0 Response to Intervention (Reading, Math, Progress Monitoring)</p> <p>_____ 0 Inclusive Practices</p> <p>_____ 0 Transition</p> <p>_____ 0 AT</p> <p>_____ 0 Autism</p> <p>_____ 0 Interagency</p> <p>_____ 0 Other (please list topic)</p>	
	<p>Source of Training:</p> <p>Approximate Dates of Trainings in the past 24 months:</p>	
	<p><b>SPECIAL CONSIDERATIONS</b></p>	

<b>PARENT TRAINING</b>	
	<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>
	<p>LEA will review its plan for parent training, methods of outreach to parents, including foster/surrogate parents, parent training needs assessment tools, and LEA policy on parent access to classrooms.</p> <p><b>BSE PROCEDURE</b> Chairperson will review the data provided by the LEA to determine compliance.</p> <p>Chairperson will review documentation of parent training delivered in the past 24 months as well as training anticipated to be given during the current school year to assess the LEA’s plans and implementation of meaningful parent training, including LEA-wide parent training, student-specific training, and counseling and support for families.</p> <p>Chairperson will verify whether the LEA has a policy that ensures that parents have reasonable access to their child’s classrooms.</p> <p>c.LEA documents that they have a policy that ensures reasonable classroom access for parents.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<b>15A</b>	<p><b>BSE PROCEDURE</b> Chairperson will review information provided by the LEA regarding parent survey results and identified areas of need, if any, and will determine if improvement plan is needed.</p>

**PARENT TRAINING**

**DATA COLLECTION WORKSHEET**

<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <p>What evidence exists that:</p> <ul style="list-style-type: none"> <li>➤ parent input is sought to determine what parent trainings are needed/desired?</li>   <li>➤ parents are notified of all meetings for the purpose of identification, evaluation, educational placement, and the provision of FAPE?</li>   <li>➤ accommodations are made by the LEA to support parent participation in meetings (e.g. after-school meetings, conference calls, transportation, childcare, etc.)?</li>   <li>➤ efforts are made by the LEA to seek parent input when parents do not attend trainings offered by the LEA?</li>   <li>➤ the LEA identifies parents who may need additional support to fully participate in their child's educational process?</li> </ul>	<p>A parent survey in both Spanish and English was given to each parent so as to get input as to the needs of the parents for trainings. In addition we reviewed the parent survey results that were submitted for this audit. Yes. Parents are notified in writing of all meeting for the purpose of identification, evaluation, educational placement, and the provision of FAPE using updated documents provided through the PaTTAN website. Invitations are sent home with the information regarding the provision of FAPE. Phone contacts and conferences are used to both elicit convenient conference times and for parents and as reminders for their upcoming scheduled meetings. In addition, parents are always provided a copy of the procedural safeguards which gives all of the required information regarding the provision of FAPE.</p> <p>ASPIRA Bilingual Cyber Charter School makes all the necessary accommodations to ensure parents are able to participate in meetings. We have conducted conference calls for IEP meetings, held meetings all through the day, have provided tokens for parents and students to attend their meetings and have entertained their other children during meetings. ASPIRA Bilingual Cyber Charter School enters the powerpoint presentations of trainings on the web so parents can view it at their convenience.</p> <p>Yes. ABCCS identifies parents who need additional support to fully participate in their child's educational process through the use of phone conferences, home visits by school personnel, and on line web chats. The staff used to employ these measures include but are not limited to the principal, vice principal, school counselor, school psychologist, or special education staff. In addition, we try to be in constant communication with our parents as a key method of involving them in the educational process. Teachers keep and maintain communications logs that indicate when phone, email, and chat based contact was made. Additionally, translation services are always provided to parents who require this service to fully participate in their child's educational process.</p>

	<ul style="list-style-type: none"> <li>➤ the LEA seeks to improve parent attendance at parent trainings?</li>   <li>➤ the LEA trains personnel and parents together?</li>   <li>➤ the LEA invites surrogate parents and foster parents to parent training opportunities?</li> </ul>	<p>We have noticed that attendance at our parent trainings has been limited even those online. We just implemented an incentive program to encourage more parents to attend. We are providing raffles where their child will receive cyber dollars to cash in at the cyber store. We are hoping this will increase attendance. We are also going to have them on a certain day each month to institute a routine and keep them online for parents to view at their convenience.</p> <p>To date we have not had the opportunity to provide training for both parents and personnel at the same time. We will try to provide this type of training over the coming year.</p> <p>Yes, all parents and/or guardians along with other relatives that support our students are invited to attend our trainings.</p>
15.	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b>  <b>CONCLUSION</b>  <input type="checkbox"/> Yes, In Compliance  <input type="checkbox"/> No, Not in Compliance</p>	
15A.	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b>  <b>CONCLUSION</b>  The parent survey results do not indicate need for an improvement plan.  <input type="checkbox"/> Yes  <input type="checkbox"/> No (Requires improvement plan)</p>	

## **16. PARTICIPATION IN PSSA AND PASA (PENNSYLVANIA SYSTEM OF SCHOOL ASSESSMENT; PENNSYLVANIA ALTERNATE SYSTEM OF ASSESSMENT) AND CHARTER SCHOOL-WIDE ASSESSMENT**

### **STANDARD – PARTICIPATION IN STATEWIDE ASSESSMENTS**

The LEA's population of students who participate in state assessment is comparable with the state data.

### **REGULATORY BASE:**

#### **Performance goals and indicators - 34 CFR 300.157(a)(1)(2)**

The State must—(a) Have in effect established goals for the performance of children with disabilities in the State that— (1) Promote the purposes of this part, as stated in § 300.1; (2) Are the same as the State's objectives for progress by children in its definition of adequate yearly progress, including the State's objectives for progress by children with disabilities, under section 1111(b)(2)(C) of the ESEA, 20 U.S.C. 6311.

<b>Participation in PSSA and PASA (Pennsylvania System of School Assessment; Pennsylvania Alternate System of Assessment) and Charter School-Wide Assessment</b>	
<b>16.</b>	<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>
	<p><b>LEA PROCEDURE</b> LEA will review data in the chart below, discuss LEA Team Discussion Points, and complete the Data Collection Summary. Data will be taken from the school year PennData Report required in the SPP/APR. (NOTE: SPP target reporting is based on prior year's reporting cycle.)</p> <p><b>SPECIAL CONSIDERATIONS</b></p>

LEA specific information will be provided in chart format on the web.

<b>Participation Rate</b>			
<b>LEA Rate</b>	<b>State Rate</b>	<b>SPP Target</b>	<b>LEA Met SPP Target</b>

<b>Performance (Percent of Students Who Earned Proficient or Advanced Scores)</b>				
<b>Content Area</b>	<b>LEA Rate</b>	<b>State Rate</b>	<b>SPP Target</b>	<b>LEA Met SPP Target</b>

<b>Participation in PSSA and PASA (Pennsylvania System of School Assessment; Pennsylvania Alternate System of Assessment) and Charter School-Wide Assessment</b>	
	<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>
<b>16A.</b>	<p><b>LEA PROCEDURE</b> LEA will complete the following information using the school year report required by the SPP/APR and discuss LEA Team Discussion Points. (NOTE: SPP target reporting is based on prior year's reporting cycle.)</p> <p><b>CHARTER SCHOOL-WIDE ASSESSMENTS</b> List grades in which the LEA conducted charter school-wide assessments. <u>grades 4, 5, 6, 7, 8, and 11</u></p> <p>_____ <u>8</u> Total number of students with disabilities in grades participating in charter school-wide assessment.</p> <p>_____ <u>8</u> Total number of students with disabilities who participated in the charter school-wide assessment.</p> <p>_____ <u>0</u> Total number of students with disabilities who participated in an alternate assessment.</p> <p><b>BSE PROCEDURE</b> Chairperson will review the data provided by the LEA to determine compliance.</p> <p><b>SPECIAL CONSIDERATIONS</b></p>

**Participation in PSSA and PASA (Pennsylvania System of School Assessment; Pennsylvania Alternate System of Assessment) and Charter School-Wide Assessment**

**DATA COLLECTION WORKSHEET**

<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <ul style="list-style-type: none"> <li>➤ If the LEA has not met the SPP target for participation in statewide assessment, what improvements are needed?</li> <li>➤ How does the LEA determine student participation in LEA and statewide assessment?</li> <li>➤ What methods are being used to ensure that students with disabilities participate in the PSSA or PASA?</li> <li>➤ Does the LEA monitor student participation in statewide assessment as students advance from elementary to secondary grades to ensure consistently high participation rates across all grade levels?</li> <li>➤ Has the LEA in-serviced its personnel, including administrators, regarding the requirement of participation in statewide assessments?</li> </ul>	<p>ASPIRA Bilingual Cyber Charter School has met the target for participation in statewide assessment. All of our students are expected to participate in the statewide assessment and or the alternative statewide assessment if a student meets the eligible criteria. We also try to provide encouragement and reinforcement for those participating in these including contests, pep rallies and Cyber Bucks.</p> <p>All students at ASPIRA Bilingual Cyber Charter School will participate in all statewide assessments. We will administer the pssa or pasa to eligible students and also the new Keystone Exams this year.</p> <p>ASPIRA Bilingual Cyber Charter School encourages all students to attend a central location to take the pssa and/or pasa. We will provide a location as close to the student as possible. We also try to provide encouragement and reinforcement for those participating in these including contests, on-line pep rallies, raffles and Cyber Bucks.</p> <p>ASPIRA Bilingual Cyber Charter School closely monitors student participation in statewide assessments. We accept only 100% participation. We notify parents and try to motivate students so the entire school community understands the importance in the statewide assessments.</p> <p>Yes, special education personnel, the assistant principal and the school counselor have all attended a training provided by PaTTAN on the participation requirement, administration of the statewide assessments as well as the allowable accommodations for these assessments. They have downloaded the guidelines from the state for the assessments and made it available to all staff. We also sent our English Language Learners Coordinator to the training at our IU-26 School District of Philadelphia Training. We will be providing parents training during one of our Parent Trainings in December through the Parent Resources Portal on the importance of the assessments.</p>

	<ul style="list-style-type: none"> <li>➤ Has the LEA made available to personnel the PA guidelines regarding statewide assessments?</li>   <li>➤ Does the LEA provide preparation for students in test-taking techniques prior to the administration of testing?</li>   <li>➤ Does the LEA provide training for personnel on the PSSA and PASA?</li>   <li>➤ Are statewide and LEA-wide assessment data used to drive program changes?</li> </ul>	<p>Yes ABCCS has provided the PA guidelines regarding statewide assessments and the necessary and allowable accommodations required by the students IEP to all staff. In addition, the administration will provide a professional development training for all staff prior to the assessment in February 2013. Special education staff also have direct discussions with the general education teachers regarding accommodations during their weekly consultations regarding individual student needs.</p> <p>Yes, ABCCS provides preparation in test taking techniques prior to March in the following ways; (1) Teachers discuss data with individual students and set goals with them. (2) Teachers incorporate Study Island into their curriculum as a means for providing students with the opportunity to work on individual learning goals that were developed based on ongoing data analysis. (3) Students will be administered the Study Island Benchmarks throughout the year to prepare students for the assessments. (4) Teachers offer one on one chat support for individual students needing additional support. (5) Tutoring is offered onsite and online for students who have been referred by the teacher, or a student may request tutoring</p> <p>Yes, ASPIRA Bilingual Cyber Charter School has provided in-service training for its personnel including administrators, all support staff, specialist teachers, special education teachers and general education teachers for the PSSA. We did not have a student who was administered the PASA last year but will be providing training to our special education staff as we will have students who meet the eligibility criteria for this year. Generally, we provide training to the staff in January or February prior to the testing window.</p> <p>All data is used to drive program decisions and changes at ASPIRA Bilingual Cyber Charter School. The team begins to analyze the PSSA data in August each year. We develop a school wide goals based on that data. We then provide professional development for teachers in that area to ensure we are providing teachers with best practices and all the necessary supports that they will need. We also analyze individual student data that helps us in supporting their individual needs.</p>
16.	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b>  <b>CONCLUSION</b>  <input type="checkbox"/> Yes (Met SPP target for participation rate)  <input type="checkbox"/> No (Requires improvement plan for participation rate)  <input type="checkbox"/> NA</p>	
16 A.	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b>  <b>CONCLUSION</b>  LEA complies with requirements for charter school-wide assessment.  <input type="checkbox"/> Yes  <input type="checkbox"/> No (Requires improvement plan)  <input type="checkbox"/> NA</p>	

# 17. PUBLIC SCHOOL ENROLLMENT

## 1st STANDARD – PUBLIC SCHOOL ENROLLMENT

The LEA's percentage of children with disabilities served in special education is comparable to state data.

### REGULATORY BASE:

**Child Find** - 34 CFR 300.111

Children with disabilities within each disability category have been identified, located, and evaluated.

## 2nd STANDARD – TIMELY PROVISION OF FAPE

### REGULATORY BASE

When IEPs must be in effect- 34 CFR 300.323

(e) IEPs for children who transfer public agencies in the same State. If a child with a disability (who had an IEP that was in effect in a previous public agency in the same State) transfers to a new public agency in the same State, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) must provide FAPE to the child (including services comparable to those described in the child's IEP from the previous public agency) until the new public agency either- (1) adopts the child's IEP from the previous public agency; or (2) develops, adopts, and implements a new IEP that meets the applicable requirements in 300.321 through 300.324.

(f) IEPs for children who transfer from another State. If a child with a disability (who had an IEP that was in effect in a previous public agency in another State) transfers to a public agency in a new State, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) must provide the child with FAPE (including services comparable to those described in the child's IEP from the previous public agency) until the new public agency (1) conducts an evaluation pursuant to 300.304 through 300.306 (if determined to be necessary by the new public agency); and (2) Develops, adopts, and implements a new IEP, if appropriate, that meets the applicable requirements in 300.320 through 300.324.

## 3rd STANDARD - CHARTER SCHOOL ENROLLMENT

### REGULATORY BASE

Enrollment - Chapter 711.7

(a) A charter school or cyber charter school may not deny enrollment or otherwise discriminate in its admission policies or practices on the basis of a child's disability or the child's need for special education or supplementary aids or services.

(c) A charter school or cyber charter school may not discriminate in its admission policies or practices on the basis of intellectual disability. Admission criteria may not include measures of achievement or aptitude.

**PUBLIC SCHOOL ENROLLMENT**

17.	<p><b>STANDARDS TO BE MET</b> <b>PROCEDURES TO FOLLOW</b></p>					
	<p><b>LEA PROCEDURE</b> LEA will review the following data from the prior school year, discuss LEA Team Discussion Points, and complete the Data Collection Summary.</p> <p><u>71</u> Total # LEA's student population</p> <p><u>6</u> Number Elementary (K-6)</p> <p><u>65</u> Number Secondary (7-12)</p> <p><u>0</u> Total # special education population</p> <p><u>0</u> Number Disabled excluding Speech</p> <p><u>0.00</u> % Disabled excluding Speech</p> <p><u>0</u> Number Speech only</p> <p><u>0.00</u> % Speech only</p> <p>Percentage of students with disabilities identified eligible for special education:</p> <table border="0"> <tr> <td><b>State</b></td> <td><b>LEA</b></td> </tr> <tr> <td><u>15.44%</u></td> <td><u>0.00%</u></td> </tr> </table> <p>LEA results compared to state:</p> <p><u>X</u> Lower</p> <p><u>      </u> Same</p> <p><u>      </u> Higher</p> <p>LEA should explain any extraordinary circumstances that might impact LEA enrollment data, e.g. institutions or correctional facilities located in the LEA's geographical region, recent establishment of community living arrangements, significant population changes, etc.</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE</b> Chairperson will review the LEA data to determine need for improvement.</p>	<b>State</b>	<b>LEA</b>	<u>15.44%</u>	<u>0.00%</u>	
<b>State</b>	<b>LEA</b>					
<u>15.44%</u>	<u>0.00%</u>					

**PUBLIC SCHOOL ENROLLMENT**

**DATA COLLECTION WORKSHEET**

<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <ul style="list-style-type: none"><li>➤ How does the LEA's overall percentage of students with disabilities compare to the state percentage of students with disabilities?</li><li>➤ Is the percentage of students with disabilities disproportionately higher or lower than the state average?</li><li>➤ Is there any particular category of disability that the LEA may need to review for proportionality?</li> <li>➤ How will the LEA use the data to make informed program decisions?</li></ul>	<p>ASPIRA Bilingual Cyber Charter School's overall percentage of students with disabilities is slightly lower than the state percentage of students with disabilities. ABCCS has 11% compared to 15.44% at the state level. It does not appear to be significantly lower.</p> <p>No. The percentage of students identified with disabilities is 4 percent lower than the state average and does not show significant disproportionality from that average. Additionally, as ABCCS's enrollment has grown the number of identified students has grown in proportion.</p> <p>ASPIRA Bilingual Cyber Charter School reviewed special education data to determine if there was any particular disability category we needed to review for proportionality. The disability category that stands out as the highest is specific learning disability. We do not feel there is a concern at this time. The state average for students with a specific learning disability is significantly higher than students in other disability categories. We will however, continue to monitor our special education data for proportionality issues.</p> <p>ASPIRA Bilingual Cyber Charter School uses this data to inform our program decisions in the following ways; (1) the number of certified teachers we need to hire, (2) the number of days we retain related service providers like speech and language therapists and occupational therapists, (3) scheduling for co-teaching, small group instruction and one-to-one online chats, (4) the appropriate materials we purchase based on student need, (5) any assistive technology we need to provide students based on student need. Based on the data, for this year compared to last year, we hired an additional certified special education teacher, we retained additional time for our speech and language therapist and we retained an occupational therapist.</p>

<b>PUBLIC SCHOOL ENROLLMENT</b>	
	<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>
<b>17A</b>	<p><b>LEA PROCEDURE</b> LEA will send its written Policy on Student Admission (22 Pa Code, 11.41 BEC Enrollment of Students, January 22, 2009) to BSE or make it available onsite for verification as directed by the Chairperson.</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE</b> Chairperson will review the Policy and answer questions a-f. If the response to any of these questions is “No” the Bureau of Special Education will refer the LEA to the School Services Unit of PDE for follow up.</p> <p>a. Does the LEA have a written Policy on Student Admission?  <input type="checkbox"/> Yes  <input type="checkbox"/> No</p> <p>b. Does the Policy include a statement or description of entitlement to education for resident and non-resident students?  <input type="checkbox"/> Yes  <input type="checkbox"/> No</p> <p>c. Does the Policy include provisions for timely enrollment? (A school district or charter school shall normally enroll a child the next business day but no later than 5 business days of application)  <input type="checkbox"/> Yes  <input type="checkbox"/> No</p> <p>d. Does the Policy include a statement or description that a child’s right to be admitted to school may not be conditioned on the child’s immigration status, and that the LEA may not inquire regarding the immigration status of a child as part of the admission process?  <input type="checkbox"/> Yes  <input type="checkbox"/> No</p> <p>e. Does the Policy include provision for administering a home language survey to all students seeking first time enrollment in its schools?  <input type="checkbox"/> Yes  <input type="checkbox"/> No</p>

**PUBLIC SCHOOL ENROLLMENT**

**STANDARDS TO BE MET  
PROCEDURES TO FOLLOW**

f. If the Policy describes additional information (other than proof of age, immunizations required by law, proof of residency, parent registration statement, and home language survey) that the LEA requests in the admission process, is it explained that the LEA can not prohibit or delay admission contingent upon receipt of this additional information?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

g. Is there any evidence in the school's Admission Policy and/or the file reviews conducted for 17B that the charter school denies enrollment or discriminates in admission policies or practices on the basis of a child's disability or the child's need for special education or supplementary aids or services?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

h. Is there any evidence in the school's Admission Policy and/or the file reviews conducted for 17B that the charter school discriminates in its admission policies or practices on the basis of intellectual ability? (Admission criteria may not include measures of achievement or aptitude.)

\_\_\_\_\_ Yes

\_\_\_\_\_ No

<b>PUBLIC SCHOOL ENROLLMENT</b>	
	<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>
<b>17B</b>	<p><b>LEA PROCEDURE</b></p> <p>LEA will compile a list of students who meet ALL of the following criteria:</p> <ul style="list-style-type: none"> <li>➤ Student transferred to the LEA from another LEA in Pennsylvania or another State within the past 6 months</li> <li>➤ Student had an IEP in place when he/she transferred to the LEA</li> <li>➤ Student is still being served by the LEA</li> </ul> <p>LEA will review the files of 10 students who meet the above criteria. If less than 10 students meet the above criteria, review all the files, e.g., if 7 students meet all three criteria review all 7 files. Respond to the LEA Team Discussion Points in the LEA Data Collection Summary.</p> <p>LEA will send the list of students to BSE or make it available onsite for verification as directed by the Chairperson. Chairperson may review the same files as the LEA, and/or select other files as warranted.</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE</b></p> <p>Chairperson will examine files, review the LEA Data Collection Summary, and respond to the following question:</p> <p>In the files reviewed, did the LEA provide timely FAPE for transfer students in accordance with regulations?</p> <p>_____ Yes          _____ No          _____ NA (no students for whom requirements were applicable)</p>

**PUBLIC SCHOOL ENROLLMENT**

**DATA COLLECTION WORKSHEET**

<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <ul style="list-style-type: none"><li>➤ Are staff that are responsible for enrolling students with disabilities in the LEA aware of the regulatory requirements for transferring students with IEPs from LEAs within state and out of state?</li> <li>➤ Are there written procedures that address these requirements?</li> <li>➤ Does the LEA have any additional requirements for admitting students with disabilities (beyond those established by the LEA’s Policy on Student Admission)?</li></ul>	<p>Yes, all personnel who enroll students with disabilities at ASPIRA Bilingual Cyber Charter School must inform the Special Education Coordinator immediately upon the student transfer. We hold an IEP meeting to review records with the parent to ascertain the necessary services and supports needed and then we provide comparable services. If a student has inadequate information we provide services and expedite a full evaluation by our School Psychologist and other related service providers as needed. Students enrolling from out of state still receive comparable supports after reviewing their out of state records in an IEP meeting and again we expedite the evaluation process to ensure we have adequate data to provide the appropriate needs. We currently have school policy that speaks to the enrollment process for all students equally including students with disabilities. We have had difficulty this year in obtaining records for 3 of our students even from our local school district but we always provide comparable services while we are attempting to obtain records.</p> <p>Yes, ASPIRA Bilingual Cyber Charter School has a written policy that addresses the entire enrollment process. Parents are provided with the entire enrollment packet when they enroll their child.</p> <p>There are no additional requirements for admitting students with disabilities beyond those established by our Student Admission Policy. All students are entitled to enroll. If a student with a disability is enrolled we take all the necessary steps to procure their records so as to provide the appropriate services and supports. While we are waiting to obtain records we provide the student with all the necessary supports.</p>

	<p>➤ Have there been instances in the past six months in which timely provision of FAPE has been denied for transferring students?</p> <p>➤ If denial of timely FAPE has occurred, did the LEA offer compensatory education?</p>	<p>Yes. A single instance of the timely provision of FAPE with respect to the delivery of speech and language service occurred with an admitted student this September of 2012. At the time the student was admitted there was no speech and language clinician on staff and subsequently speech service was not provided for the initial month of the school year (September). The speech and language services indicated in the IEP are now being provided with an additional hour per week being added to compensate this student for the time service was not provided. There have been no other occurrences where FAPE has not been provided in a timely manner for a transferred student.</p> <p>Yes. In the one instance where the timely provision of FAPE failed to occur compensatory education was provided to to address the deficit in the allotted speech and language time. A single instance of the timely provision of FAPE with respect to the delivery of speech and language service occurred with an admitted student this September of 2012. At the time the student was admitted there was no speech and language clinician on staff and subsequently speech service was not provided for the initial month of the school year (September). The speech and language services indicated in the IEP are now being provided with an additional hour per week being added to compensate this student for the time service was not provided. This will be phased out after the speech and language time has been compensated in total.</p>
17.	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b></p> <p><b>CONCLUSION</b></p> <p><input type="checkbox"/> Yes, LEA is comparable to statewide average</p> <p><input type="checkbox"/> No, LEA is significantly discrepant compared to the statewide average (Requires improvement plan)</p>	
17A.	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b></p> <p><b>CONCLUSION</b></p> <p><b>17 A. (a-f)</b></p> <p><input type="checkbox"/> Yes, LEA Policy on Student Admission includes all components reviewed.</p> <p><input type="checkbox"/> No, LEA policy on Student Admission does not have all components reviewed. BSE will refer the LEA to the School Services Unit of PDE for follow up.</p> <p><b>17 A. (g-h)</b></p> <p><input type="checkbox"/> Yes, LEA’s admission policies and practices comply with Chapter 711.7</p> <p><input type="checkbox"/> No, LEA’s admission policies and practices do not comply with Chapter 711.7. Corrective action is required and BSE will follow up.</p>	

<b>PUBLIC SCHOOL ENROLLMENT</b>		
<b>DATA COLLECTION WORKSHEET</b>		
	<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
<b>17B.</b>	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b></p> <p><b>CONCLUSION</b></p> <p>_____ Yes, In Compliance with regulatory requirements for transfer of students with IEPs from LEA to LEA.</p> <p>_____ No, Not in Compliance with regulatory requirements for transfer of students with IEPs from LEA to LEA.</p> <p>_____ NA</p>	

## 18. SURROGATE PARENTS (STUDENTS REQUIRING)

### STANDARD – SURROGATE PARENTS

The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.

### REGULATORY BASE:

**Surrogate parents** - 34 CFR 300.519(a)(1)(2)(3)(4)(b)(1)(2)(h)

(a) General. Each public agency must ensure that the rights of a child are protected when—(1) No parent (as defined in § 300.30) can be identified; (2) The public agency, after reasonable efforts, cannot locate a parent; (3) The child is a ward of the State under the laws of that State; or (4) The child is an unaccompanied homeless youth as defined in section 725(6) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(6)). (b) Duties of public agency. The duties of a public agency under paragraph (a) of this section include the assignment of an individual to act as a surrogate for the parents. This must include a method—(1) For determining whether a child needs a surrogate parent; and (2) For assigning a surrogate parent to the child. (h) SEA responsibility. The SEA must make reasonable efforts to ensure the assignment of a surrogate parent not more than 30 days after a public agency determines that the child needs a surrogate parent.

**SURROGATE PARENTS (STUDENTS REQUIRING)**

<p><b>18.</b></p>	<p><b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b></p>	
	<p><b>LEA PROCEDURE</b>                  LEA will send a report of students in need of a surrogate parent (including students whose parents are unknown or unavailable or students who are wards of the state) to BSE or make it available onsite for verification as directed by the Chairperson. LEA will have available files of all students who have a surrogate parent assigned.</p> <p>LEA will review and send to BSE, or make it available onsite for verification as directed by the Chairperson, evidence of recruitment, selection, training, and assignment of surrogate parents.</p> <p>LEA will discuss LEA Team Discussion Points and complete the Data Collection Summary.</p> <p>LEA will also answer the following two questions:                  Does the LEA document a procedure to identify students who need surrogate parents, including unaccompanied homeless youth?  <input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No</p> <p>Does the LEA document a procedure to assign a surrogate parent not more than 30 days after the LEA determines that the student needs a surrogate parent?  <input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE</b>                  Chairperson will select and review 10%, or not less than 3, files of students with surrogate parents assigned.</p> <p>Chairperson will answer the following questions:                  a. Were surrogate parents appointed within 30 days of identification of need for a surrogate?  <input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA (No students need surrogate parents)</p> <p>continued on next page</p>	

<b>SURROGATE PARENTS (STUDENTS REQUIRING)</b>	
	<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>
	<p>b. Are assigned surrogate parents persons other than individuals employed by an agency involved in the education or care of the child?</p> <p><input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA (No students need surrogate parents)</p> <p>c. Are surrogate parents actively involved in the education of the child (e.g. attending IEP meetings)?</p> <p><input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA (No students need surrogate parents)</p> <p>d. Does the LEA document a procedure to identify students who need surrogate parents, including unaccompanied homeless youth?</p> <p><input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p>Chairperson will review the report provided by the LEA to determine compliance.</p>

<b>SURROGATE PARENTS (STUDENTS REQUIRING)</b>		
<b>DATA COLLECTION WORKSHEET</b>		
	<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
	LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.	

➤ How does the LEA determine whether a student needs a surrogate parent?

ASPIRA Bilingual Cyber Charter School's Policy for Surrogate Parent outlines how we determine whether a student needs a surrogate parent. The policy states, "Surrogate Parents To ensure that the rights of a child are protected, ASPIRA Bilingual Cyber Charter School assigns an individual to act as a surrogate parent for the child in the following situations: • If no parent or guardian can be identified, • If, after reasonable efforts, ASPIRA Bilingual Cyber Charter School cannot discover the whereabouts of a parent or guardian, • If the child is a ward of the State under the law of PA, or • If the child is an unaccompanied homeless youth as defined in section 725(6) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 1143a(6)). The surrogate parent may represent the child in all matters relating to the identification, evaluation, and educational placement of the child and the provision of FAPE to the child. Procedure for Assigning Surrogates The procedures for identifying a child in need of a surrogate parent and for assigning the surrogate parent to a child where the child's parents or guardian cannot be identified or located are as follows: 1. In the course of its enrollment process, ASPIRA Bilingual Cyber Charter School documents all students who are wards of the State or an unaccompanied homeless youth. This documentation is forwarded to the Principal and Special Education Coordinator. If any of the listed students are already eligible students, or if they are at some later point thought-to-be- eligible students, then the Principal and Special Education Coordinator shall assign them surrogate parents. 2. If the school's personnel are unable to contact either parent (or the legal guardian/custodian) of a child who is an eligible student or a thought-to-be- eligible student, he or she shall promptly notify the Principal and Special Education Coordinator. 3. The Principal and Special Education Coordinator must document reasonable efforts to locate the child's parents or guardians, including unaccompanied homeless youth. A. These efforts include activities such as telephone contact, letters including certified letters with return receipts, and home visits to the last known address of the parent or guardians. 4. If after employing such reasonable efforts to locate the child's parents or guardians, the Principal and Special Education Coordinator shall assign a surrogate parent to the child, and such surrogate parent shall have all of the rights and responsibilities available to parents or guardians. 5. The Principal and Special Education Coordinator shall make every reasonable effort to ensure the assignment of a surrogate parent not more than 30 days after he/she determines that the child needs a surrogate parent. ASPIRA Bilingual Cyber Charter School will recruit candidates for surrogate parents from among membership of our partner schools Home and School Association Membership. ASPIRA Bilingual Cyber Charter School selects individuals to serve as surrogate parents on a case by case basis. Eligible candidates for surrogate parents: • Are not employees of the PA Department of Education, • ASPIRA Bilingual Cyber Charter School, or • Any other agency that is involved in the education or care of the child. Note: A person, who otherwise qualifies to be a surrogate parent, is not an

<ul style="list-style-type: none"> <li>➤ What methods are used to recruit surrogate parents?</li>   <li>➤ Are there enough surrogate parents to meet the LEA's needs?</li>   <li>➤ Are surrogate parents afforded all the educational rights of other parents of students with disabilities in the LEA?</li>   <li>➤ Does the LEA review the training provided to surrogate parents to ensure surrogate parents have adequate knowledge to serve in this capacity?</li> </ul>	<p>employee of the school solely because he/she is paid by the school to serve as a surrogate parent: • Shall have knowledge and skills that ensure adequate representation of the child, • May include an individual who is a foster parent and who is an employee of a nonpublic agency that only provides non-educational care for the child, and • Must have completed training provided by ASPIRA Bilingual Cyber Charter School.</p> <p>ASPIRA Bilingual Cyber Charter School has a plan in place to recruit surrogates as needed. To date, we have not had to recruit a surrogate parent. Our policy states that we recruit candidates for surrogate parents from among membership of our partner schools Home and School Association. ABCCS is required to select individuals to serve as surrogate parents on a case by case basis. Eligible candidates for surrogate parent - (1) are not employees of the PA Department of Education, ASPIRA Bilingual Cyber Charter School, or any other agency that is involved in the education or care of the child; Note: A person, who otherwise qualifies to be a surrogate parent, is not an employee of the school solely because he/she is paid by the school to serve as a surrogate parent; (2) have no interest that conflicts with the interest of the child he/she represents; (3) have knowledge and skills that ensure adequate representation of the child; (4) may include an individual who is a foster parent and who is also an employee of a nonpublic agency that only provides non-educational care for the child; and (5) must have completed a training provided by ASPIRA Bilingual Cyber Charter School. In addition, we will consult with our IU-26 Interagency Coordinator Michael Andrews for support if the need arises.</p> <p>Currently, ASPIRA Bilingual Cyber Charter School has not had a need to assign a surrogate parent for a student. Every year ABCCS will review the process with the team and the Home and School membership of our partner school.</p> <p>Currently, ASPIRA Bilingual Cyber Charter School has not had a need to assign a surrogate parent for a student. That being said, we would afford surrogate parents all the educational rights of other parents of students with disabilities. AS indicated in our Surrogate Policy and Procedures: The surrogate parent will represent the child in all matters relating to the identification, evaluation, and educational placement of the child and the provision of FAPE to the child.</p> <p>Currently, ASPIRA Bilingual Cyber Charter School has not had a need to assign a surrogate parent for a student. ASPIRA Bilingual Cyber Charter School would ensure that surrogate parents would be provided with the necessary training they would need to serve in this capacity. We will review this policy annually to ensure personnel have adequate knowledge of the policy, training and to determine if there is anything else we need to add.</p>
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	<p>➤ For children for whom a surrogate parent is required, does the LEA have procedures in place to ensure that a surrogate is appointed within 30 days?</p>	<p>Yes, there is a procedure in place to ensure that if the need arises a surrogate parent would be appointed within 30 days. As indicated in our Special Education Policies; (1) During the course of the admission/enrollment process, we must document all students who are wards of the state or an unaccompanied homeless youth. This documentation is forwarded to the Principal and the Special Education Coordinator. If any listed students are already eligible students, then the Principal and Special Education Coordinator shall assign them a surrogate parent, (2) If school personnel are unable to contact either parent (or legal guardian/custodian) of a child who is an eligible student or a thought to be eligible student, he/she shall immediately notify the School Principal and Special Education Coordinator of this matter. Policy specifies specific efforts must be made. (3) An emergency meeting shall be held to review the individual case and the procedures for recruiting a surrogate is initiated., (4) The School Principal and Special Education Coordinator must make every effort to ensure the assignment of a surrogate parent not more than 30 days after he/she determines that the child needs a surrogate parent., (5) IU-26 support and/or support from PaTTAN will be initiated if difficulty is encountered.</p>
<p><b>18.</b></p>	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b>  <b>CONCLUSION</b>  <input type="checkbox"/> Yes, In Compliance  <input type="checkbox"/> No, Not in Compliance</p>	

# 19. PERSONNEL TRAINING

## **STANDARDS - TRAINING**

In-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills, and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable.

## **REGULATORY BASE:**

### **Personnel development** - 34 CFR 300.207

The LEA must ensure that all personnel necessary to carry out Part B of the Act are appropriately and adequately prepared, subject to the requirements of 300.156 (related to personnel qualifications) and section 2122 of the ESEA.

### **State-level activities** - 34 CFR 300.704(b)(4)(i)

Funds reserved under paragraph (b) (1) of this section must be used to carry out the following activities: (1) For support and direct services, including technical assistance, personnel preparation, and professional development and training.

**PERSONNEL TRAINING**

19.	<p><b>STANDARDS TO BE MET</b>  <b>PROCEDURES TO FOLLOW</b></p>																	
	<p><b>LEA PROCEDURE</b>  LEA has reviewed its teacher survey results and identified any areas of needed improvement. The LEA will make this information available on-site for BSE verification.</p> <p>LEA will review its evidence of training that addresses special education held during the past 24 months as well as training anticipated to be given during the current school year.</p> <p>LEA will provide the following data:  Training is provided as part of the Professional Development Plan of the LEA and Act 48 credit is available.</p> <p><input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> NA</p> <p><u>  24  </u> Number of trainings and/or consultations with topics regarding special education provided to LEA personnel.</p> <p>Topic of Training:</p> <table style="margin-left: 40px;"> <tr><td><u>    1    </u></td><td>Behavior Support</td></tr> <tr><td><u>    0    </u></td><td>Reading</td></tr> <tr><td><u>    0    </u></td><td>FAPE in the LRE</td></tr> <tr><td><u>    0    </u></td><td>Transition</td></tr> <tr><td><u>    0    </u></td><td>AT/Low Incidence</td></tr> <tr><td><u>    1    </u></td><td>Confidentiality</td></tr> <tr><td><u>    1    </u></td><td>FBA/Manifestation Determinations</td></tr> <tr><td><u>    0    </u></td><td>Other (please list topic)</td></tr> </table>	<u>    1    </u>	Behavior Support	<u>    0    </u>	Reading	<u>    0    </u>	FAPE in the LRE	<u>    0    </u>	Transition	<u>    0    </u>	AT/Low Incidence	<u>    1    </u>	Confidentiality	<u>    1    </u>	FBA/Manifestation Determinations	<u>    0    </u>	Other (please list topic)	
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<u>    1    </u>	FBA/Manifestation Determinations																	
<u>    0    </u>	Other (please list topic)																	

	<p>Source of Training: Accommodations and Modifications , Special Educati, School Wide Positive Behavior Support Plan, Accommodations for Special Education Students in a, RTII Tier I Intervention, RTI Overview, PSSA Data Analysis, Co-Teaching, Overview of Special Education, Mandated Reporting, Student Health and Confidentialia, Parent Engagement, RTII, Academic Concerns and Differentiation, School Wide Needs Assessment and Progress Monitori, Data Analysis and Uses for General Education and S, Reading an IEP, Testing Accommodations and the RTI, Assessing Instructional Styles in Chat, Passive v, Course Organization and Student Expectations for S, Cyber Substitute Training - Lesson Creation and Mo, Cyber Substitute Training - IEP Overview, Student Communicationn Logs and Reflective Teachin, Curriculum Training - Parent Involvement and Lesso, Class Make Up - ELL and Special Education, Study Island Data Analysis / Differentiation, Intensive Interagency Coordinator, Keystone and PSSA Accommodation Guidelines</p> <p>Approximate Dates of Trainings in the past 24 months:  12/5/2012, 11/16/2012, 10/31/2012, 10/17/2012, 10/3/2012, 10/3/2012, 8/21/2012, 8/22/2012, 8/23/2012, 3/6/2021, 3/7/2012, 2/15/2012, 1/25/2012, 1/18/2012, 11/9/2011, 11/2/2011, 10/26/2011, 9/21/2011, 8/23/2011, 6/2/2011, 11/28/2012, 11/14/2012, 11/6/2012</p> <p>Does the LEA plan include a description of personnel training on use of PBS, de-escalation techniques, and emergency responses.</p> <p><input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No</p>	
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**PERSONNEL TRAINING**

<b>19.</b>	<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>																	
	<p><u>  0  </u> Number of trainings and/or consultations with topics regarding special education provided jointly to parents of students with disabilities and personnel.</p> <p>Topic of Training:</p> <table style="margin-left: 40px;"> <tr><td><u>  0  </u></td><td>Behavior Support</td></tr> <tr><td><u>  0  </u></td><td>Reading</td></tr> <tr><td><u>  0  </u></td><td>FAPE in the LRE</td></tr> <tr><td><u>  0  </u></td><td>Transition</td></tr> <tr><td><u>  0  </u></td><td>AT/Low Incidence</td></tr> <tr><td><u>  0  </u></td><td>Confidentiality</td></tr> <tr><td><u>  0  </u></td><td>FBA/Manifestation Determinations</td></tr> <tr><td><u>  0  </u></td><td>Other (please list topic)</td></tr> </table> <p>Source of Training:</p> <p>Approximate Dates of Trainings in the past 24 months:</p> <p>The LEA will indicate whether the training audience included the following stakeholders:</p> <p>a. Administration  <u>  X  </u> Yes  <u>    </u> No</p> <p>b. Teachers, Regular Education  <u>  X  </u> Yes  <u>    </u> No</p> <p>c. Teachers, Special Education  <u>  X  </u> Yes  <u>    </u> No</p> <p>d. Paraprofessionals  <u>    </u> Yes  <u>    </u> No  <u>  X  </u> NA</p> <p>e. Personal Care Assistants  <u>    </u> Yes  <u>    </u> No  <u>  X  </u> NA</p> <p>f. Educational Interpreters</p>	<u>  0  </u>	Behavior Support	<u>  0  </u>	Reading	<u>  0  </u>	FAPE in the LRE	<u>  0  </u>	Transition	<u>  0  </u>	AT/Low Incidence	<u>  0  </u>	Confidentiality	<u>  0  </u>	FBA/Manifestation Determinations	<u>  0  </u>	Other (please list topic)	
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<u>  0  </u>	Other (please list topic)																	

	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE</b> Chairperson will review the evidence of training and determine compliance.</p>	
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<b>PERSONNEL TRAINING</b>		
	<b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b>	
<b>19A.</b>	<b>BSE PROCEDURES</b> Chairperson will review information provided by the LEA regarding teacher survey results and identified areas of need, if any, and will determine if improvement plan is needed.	

<b>PERSONNEL TRAINING</b>	
<b>DATA COLLECTION WORKSHEET</b>	
<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <p>What evidence exists that:</p> <ul style="list-style-type: none"> <li>➤ instructional paraprofessionals receive 20 hours of staff development activities related to their assignment each school year?</li> <li>➤ personal care assistants receive 20 hours of staff development activities related to their assignment each school year (the 20 hours of training may include training required by the school-based ACCESS program)?</li> <li>➤ educational interpreters receive 20 hours of staff development activities relating to interpreting or transliterating services annually?</li> </ul>	<p>To date we do not have paraprofessionals employed at ASPIRA Cyber Charter School however we offer professional development opportunities to all personnel on a weekly basis on Wednesdays as students have a 1:15 dismissal.</p> <p>To date ASPIRA Bilingual Cyber Charter School does not employ personal care assistants. If we did have a need to employ such personnel we would offer them professional development opportunities as we do all of our employees.</p> <p>Currently we do not have the need for educational interpreters. Most of our instructional staff are bilingual in both Spanish and English and there has not been a need for any other interpreting.</p>



<ul style="list-style-type: none"> <li>➤ the LEA provides professional development activities for both general and special education professional personnel?</li>   <li>➤ the LEA provides professional development activities for paraprofessional personnel?</li>   <li>➤ the LEA provides professional development activities for personal care assistant personnel?</li> <li>➤ the LEA ensures that personnel have the skills and knowledge necessary to meet the needs of students with disabilities?</li>     <li>➤ training has enhanced the ability of teachers and others to use strategies such as behavioral interventions to address the conduct of students with disabilities that impedes their learning?</li>   <li>➤ the LEA acquires and disseminates to teachers, administrators, and related services personnel significant knowledge derived from educational research and other sources?</li> </ul>	<p>ASPIRA Bilingual Cyber Charter School provides professional development opportunities to both general education and special education personnel together. Currently, we have a very small staff so we have the opportunity to meet on a regular basis all together for collaboration. Of significance is our beginning of the year professional development. All personnel begin the school year two weeks prior to the return of the students for professional development. During those two weeks ASPIRA Bilingual Cyber Charter School participates in this PD with our other partner schools and this includes general education staff, special education staff and all other school personnel.</p> <p>To date, we do not have any paraprofessionals employed. If we did we would provide professional development opportunities as we do our teachers.</p> <p>To date, we do not have any personal care assistants employed.</p> <p>ASPIRA Bilingual Cyber Charter School provides all personnel with ongoing professional development opportunities. Administration ensures there is essential time for consultation between counselor, school psychologist, special education teachers and general education teachers. They also provided time to collaborate about the students they service in addition to refining the necessary skills to provide effective instruction. In addition, during IEP meetings all special education teachers discuss in any specially designed instruction a student may need This is, however, a continuous process for our teachers where we will be providing these professional development opportunities throughout the school year.</p> <p>Speaking in general training does enhance the ability of teachers to address the behavioral needs of students. However, due to the online nature of ABCCS's educational programming we have not had significant difficulty with behaviors either on line or when the students are on site.</p> <p>Yes. The LEA acquires and disseminates to all school staff including teaching staff, administrators, and related service personnel information acquired through educational research including on line journal articles, relevant presenters, webinars, professional developments through PaTTAN and other resources. Additionally, effective teaching practices and other evidence based interventions are provided through the ASPIRE teacher improvement program that is a part of the professional development requirements at ABCCS.</p>
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	<p>➤ the LEA adopts effective practices, materials, and technology?</p> <p>➤ the data demonstrate instructional changes that impact student performance?</p>	<p>Yes. The LEA has adopted effective practices, materials, and technology through the following practices. ASPIRE- Teacher improvement program that is based on constructive feedback and reflection on the part of the teacher. IEPWriter- Online data management system for all special education documents ensures compliance and through completion of all forms. A+ Platform- Online instruction based service that provides the instructional model for students and allows for differentiation of assignments and content based on need and level. Powerschool- Online grade and attendance tracking system that centralizes student data for all teachers and administrators to access.</p> <p>Yes the data demonstrates that the instructional changes that have been made have impacted student performance. The impact can be seen through better work completion rates and higher attendance in the overall student population as well as higher participation rates for identified students in their small group instruction and related service provision.</p>
<p>19.</p> <p>19A.</p>	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b>  <b>CONCLUSION</b>  <input type="checkbox"/> Yes, In Compliance  <input type="checkbox"/> No, Not in Compliance</p> <p><b>TO BE COMPLETED BY CHAIRPERSON:</b>  <b>CONCLUSION</b>  The teacher survey results do not indicate need for an improvement plan.  <input type="checkbox"/> Yes  <input type="checkbox"/> No (Requires improvement plan)</p>	

## **20. INTENSIVE INTERAGENCY APPROACH (FORMERLY CORDERO CLASS MEMBERS)**

### **STANDARDS – INTENSIVE INTERAGENCY APPROACH**

The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.

### **REGULATORY BASE:**

#### **Provision of FAPE – 300.101(a)**

(a) General. A free appropriate public education must be available to all children residing in the State between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school, as provided for in 300.530(d).

#### **Least Restrictive Environment - 34 CFR 300.114**

Each public agency shall ensure – (i) that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and (ii) that special classes, separate schooling or other removal of children with disabilities from the regular education environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

<b>INTENSIVE INTERAGENCY APPROACH</b>	
<b>20.</b>	<p><b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b></p> <p><b>LEA PROCEDURE:</b> LEA will have available for the onsite review files of all students included on the TAP Report.</p> <p>LEA will review the files of students reported as Cordero class members and those students with disabilities currently receiving Instruction in the Home or Homebound Instruction and answer the following questions:</p> <p>Does the LEA report all students with disabilities who have been identified as requiring homebound instruction?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA</p> <p>Does the LEA report all students with disabilities who have been identified as requiring Instruction in the Home?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE:</b> Chairperson will answer the following questions:</p> <p>a. Has the LEA reported in a timely manner all students with disabilities that are receiving Instruction in the Home or Homebound Instruction?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA (Mark NA only if the LEA does not have any students receiving Instruction in the Home or Homebound Instruction.)</p> <p>b. Has the LEA reported in a timely manner all currently active Cordero class members?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA (Mark NA only if the LEA does not have any currently active Cordero class members.)</p>

**INTENSIVE INTERAGENCY APPROACH**

**DATA COLLECTION WORKSHEET**

<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <p>What evidence exists that:</p> <ul style="list-style-type: none"> <li>➤ the LEA has students for whom it has had difficulty locating a program to ensure the provision of FAPE?</li> <li>➤ the LEA has resolved the issues of locating services for difficult to place students?</li> <li>➤ the LEA utilizes the Regional Interagency Coordinators to assist in interagency planning to mitigate and/or eliminate barriers to placement resolution?</li> <li>➤ the LEA participated in interagency approach trainings?</li>   <li>➤ the LEA uses interagency approach situations to improve LEA program capacity?</li>   <li>➤ the LEA engages in intensive interagency collaboration for students with complex needs?</li>   <li>➤ the LEA engages other student serving systems (e.g. mental health, intellectual disability (mental retardation), child protective services, juvenile probation, and drug/alcohol treatment services) for difficult to place students?</li> <li>➤ there is a particular disability category of students or types of educational placement needed that the LEA has difficulty locating?</li> <li>➤ the LEA continually monitors students receiving Homebound Instruction?</li>   <li>➤ the LEA continually monitors students receiving Instruction in the Home for ongoing placement needs?</li> </ul>	<p>To date, ASPIRA Bilingual Cyber Charter School has not had difficulty ensuring the provision of FAPE to any student enrolled.</p> <p>To date, ASPIRA Bilingual Cyber Charter School has not had difficulty ensuring the provision of FAPE to any student enrolled.</p> <p>To date, ASPIRA Bilingual Cyber Charter School has not had difficulty ensuring the provision of FAPE to any student enrolled.</p> <p>ASPIRA Bilingual Cyber Charter School required our special education team, our school counselor and our assistant principal to participate a training webinar provided by PaTTAN on the Interagency Approach on ABCCS not had difficulty in locating a program to ensure the provision of FAPE and therefore has had no need to to use the interagency approach situation to improve program capacity.</p> <p>ABCCS engages in intensive interagency collaboration for students with complex needs. The following agencies have provided support personnel to ABCCS: HUNE, Northweten Human Services, COMHAR, Philadelphia College of Osteopathic Medicine, Northeast Treatment Centers, and Child Guidance Resource Centers.</p> <p>ABCCS has not had difficulty in locating a program to ensure FAPE and therefore has had no need to utilize alternative student service systems for difficult to place students. We have; however, utilized these services for trainings and professional developments.</p> <p>There is no particular disability category of students or type of educational placement needed that ABCCS has had difficulty locating.</p> <p>All of our students are provided their instruction in the home but this is not considered "homebound instruction". Our teachers provide instruction online and through "Chats" on a daily basis and they monitor their progress regularly.</p> <p>All of our students are provided their instruction in the home but this is not considered "homebound instruction". Our teachers provide instruction online and through "Chats" on a daily basis and they monitor their progress regularly.</p>

	<ul style="list-style-type: none"> <li>➤ the LEA has effective arrangements with outside service providers?</li>   <li>➤ the LEA continues to identify unmet needs that may still exist?</li> </ul>	<p>Yes. ABCCS has effective arrangements with outside service providers. These include: HUNE, Northwestern Human Services, COMHAR, Philadelphia College of Osteopathic Medicine, Northeast Treatment Centers, TRIO talent search and Child Guidance Resource Centers. ABCCS has identified three areas of need that will be address through colloboration with outside agencies. First, we feel that it is important for our transition services to be robust and meaningful to our graduating 8th and 12th grades and are actively seeking consultation and traing around this topic. Second, traing around specific disabilites including autism and intellectual disability and how to best accommodate them is an area that we are seeking training on from several of the ouside agencies that partner with us. Finally, we have identified a need in developing our dropout prevention programing and are working with the TRIO talent search program to train our staff in this area.</p>
<p>20.</p>	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b>  <b>CONCLUSION</b>  <input type="checkbox"/> Yes, In Compliance  <input type="checkbox"/> No, Not in Compliance  <input type="checkbox"/> NA</p>	

# **21. SUMMARY OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION**

## **STANDARD – SUMMARY OF PERFORMANCE**

The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out.

## **REGULATORY BASE**

### **Additional requirements for evaluations and reevaluations - 34 CFR 300.305(e)(3)**

(e) Evaluations before change in eligibility. (1) Except as provided in paragraph (e)(2) of this section, a public agency must evaluate a child with a disability in accordance with §§300.304 through 300.311 before determining that the child is no longer a child with a disability. (3) For a child whose eligibility terminates under circumstances described in paragraph (e)(2) of this section, a public agency must provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.

## **STANDARD – PROCEDURAL SAFEGUARDS FOR GRADUATION**

The LEA provides required prior written notice for graduation.

## **REGULATORY BASE**

### **Limitation-exception to FAPE for certain ages – 34 CFR 300.102(B)(iii)**

(iii) Graduation from high school with a regular high school diploma constitutes a change in placement, requiring written prior notice in accordance with §300.503.

**SUMMARY OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION**

21.	<p><b>STANDARDS TO BE MET</b> <b>PROCEDURES TO FOLLOW</b></p>	
	<p><b>LEA PROCEDURE</b> LEA will prepare a list of students who graduated or aged out in the prior school year and send the list to BSE or make it available onsite for verification as directed by the Chairperson. LEA will make files available for those students selected by the Chairperson.</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE</b></p> <p><b>NOTE: The following 3 questions (a, b and the conclusion) can only be marked NA for charter schools who do not serve children whose eligibility terminates due to graduation or aging out.</b></p> <p>Chairperson will select and review 10%, or not less than 3 files, of students who have graduated or aged out, and confirm that a Summary of Academic Achievement and Functional Performance has been provided to the student.</p> <p>Chairperson will select and review 10%, or not less than 3 files, of students who have graduated, and confirm that a NOREP/PWN was issued by the LEA.</p> <p>Chairperson will answer the following questions:</p> <p>a. Has the LEA issued a Summary of Academic Achievement and Functional Performance for all students reviewed as required?</p> <p>____ Yes ____ No ____ NA</p> <p>b. Did the LEA issue prior written notice (NOREP/PWN) recommending graduation for all students reviewed?</p> <p>____ Yes ____ No ____ NA</p>	

21.	<b>TO BE COMPLETED BY CHAIRPERSON:</b> <b>CONCLUSION</b> ___ Yes, In Compliance ___ No, Not in Compliance ___ NA	
-----	--	--

## **22. DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION**

### **STANDARD – DISPROPORTIONATE REPRESENTATION**

LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.

### **REGULATORY BASE**

**State monitoring and enforcement** - 34 CFR 300.600(d)(3)

(d) The State must monitor the LEAs located in the State, using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in those areas: (3) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification.

<b>DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION</b>	
<b>22.</b>	<p><b>STANDARDS TO BE MET</b> <b>PROCEDURES TO FOLLOW</b></p>
	<p><b>LEA PROCEDURE</b> LEA will review its identification data by race/ethnicity and complete LEA Team Discussion Points.</p> <p><b>SPECIAL CONSIDERATIONS</b></p> <p><b>BSE PROCEDURE</b> Chairperson will review LEA team discussion points, compare with the charter school annual report/SPP-APR Annual Public Reporting, consider results of file review findings for evaluation, and will answer the following questions.</p> <p>a. Is there an indication of disproportionate representation of racial/ethnic groups receiving special education that is the result of inappropriate identification?  <input type="checkbox"/> Yes  <input type="checkbox"/> No</p> <p>b. Is there an indication of disproportionate representation of racial/ethnic groups by disability category receiving special education that is the result of inappropriate identification?  <input type="checkbox"/> Yes  <input type="checkbox"/> No</p>

**DATA COLLECTION WORKSHEET**

<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary</b>
<p>LEA Team Discussion Points have been developed to begin and sustain discussion among members of the team. These points should be reflected in the Data Collection Summary.</p> <p>LEA will review its identification data by race/ethnicity.</p> <ul style="list-style-type: none"> <li>➤ What do the data mean to the LEA?</li>   <li>➤ How do the data for students with disabilities compare with race/ethnicity in the general student population of the LEA?</li>   <li>➤ Is any particular disability group disproportionately represented by a higher or lower identification rate?</li>   <li>➤ If so, are continuous improvement activities in place?</li>   <li>➤ Has the LEA established policies and procedures to prevent inappropriate identification of students by race/ethnicity receiving special education?</li>   <li>➤ If so, are continuous improvement activities in place?</li> </ul>	<p>Data was not included due to the small percentage of students eligible for special education services for the previous year. We did however analyze our current enrollment as our numbers of special education students has increased during this school year. Our student population by race/ethnicity is consistent with the population of our identified students. However, the general population of our students is predominantly Hispanic which is reflected in the sample of students that are identified with disabilities at ABCCS.</p> <p>Data was not included due to the small percentage of students eligible for special education services for the previous year. However, the general population of our students is predominantly Hispanic which is reflected in the sample of students that are identified with disabilities at ABCCS.</p> <p>There is no particular disability group that is disproportionately represented as compared to the state data that was provided.the general population of our students is predominantly Hispanic which is reflected in the sample of students that are identified with disabilities at ABCCS.</p> <p>There is no particular disability group that is disproportionately represented as compared to the state data that was provided.</p> <p>Yes. The LEA has put in place policies and procedures to prevent the inappropriate identification of students by race or ethnicity. The procedures to adress this include the use of the bilingual school school psychologist to accurately assess the needs of our non english speaking students. Additionally, throught the our instructional process consultation with the ELL department takes place to ensure that appropraite assignments and modifications are made to the curriculum so that students with language needs are not being misidentified as students with learning needs.</p> <p>To date this has not been a concern but the LEA will continously monitor data to prevent the inappropriate identification of students by race or ethnicity.</p>

	<p>➤ Has the LEA established policies and procedures to prevent inappropriate identification of students by race/ethnicity by disability category?</p> <p>➤ If so, are continuous improvement activities in place?</p>	<p>Yes. ABCCS policy ensures the prevention of identification of students by race/ethnicity by disability category through our continuous monitoring of student data. The monitoring of data is conducted through the RTII process where student needs are identified and addressed through intervention on a cyclical basis and solely based on student need. Our related service providers for both occupational therapy and speech and language services are bilingual and able to identify student needs and assess students in their native language. Additionally, support is provided through ELL services to those students who are in need.</p> <p>To date this has not been determined to be an area of concern but the LEA will continue to monitor student data to ensure that students are identified based on need and not inappropriately identified based on race or ethnicity.</p>
<p>22.</p>	<p><b>TO BE COMPLETED BY CHAIRPERSON:</b>  <b>CONCLUSION</b>  <input type="checkbox"/> Yes  <input type="checkbox"/> No (Requires an improvement plan)</p>	

## 23. EDUCATIONAL BENEFIT REVIEW

### **STANDARD:**

The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals.

### **REGULATORY BASE:**

#### **Definition of individualized education program - 34 CFR 300.320**

IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with 300.320 through 300.324 and that must include- (2) (i) A statement of measurable annual goals, including academic and functional goals designed to- (A) Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and (B) Meet each of the child's other educational needs that result from the child's disability.

#### **Development, review, and revision of IEP – 34 CFR 300.324**

Each public agency must ensure that, subject to paragraphs (b) (2) and (b) (3) of this section, the IEP Team – (i) Reviews the IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved; and (ii) Revises the IEP, as appropriate, to address- (A) Any lack of expected progress toward the annual goals described in 300.320 (a) (2), and in the general education curriculum, if appropriate

**EDUCATIONAL BENEFIT REVIEW**

23.	<p><b>STANDARDS TO BE MET PROCEDURES TO FOLLOW</b></p>	
	<p><b>LEA PROCEDURE</b> LEA will conduct an Educational Benefits Review (EBR) for a sample of students, in accordance with training and instructions provided by the BSE. The team will answer the following ten questions for each student in the sample:</p> <ol style="list-style-type: none"> <li>1. Are the assessments complete and do they identify all of the student's needs, including postsecondary outcomes and/or career assessment/functional vocational evaluation for secondary students?</li> <li>2. In Year 3, does the IEP, through the Present Level of Academic Achievement and Functional Performance (PLAAFP) statement or other IEP information, identify all of the student's significant needs?</li> <li>3. In Year 3, are all of the student's needs addressed by goals and objectives, transition services, and/or supplementary aids and services, including, for secondary students, postsecondary outcomes, preferences, and interests?</li> <li>4. In Year 3, are there programs and services to support all of the student's goals and objectives?</li> <li>5. Do the transition services provided for the student over the three-year period of review represent a coordinated set of activities related to the student's vision for adult life?</li> <li>6. In reviewing the comparison of the PLAAFP from Year 1 to Year 2 and from Year 2 to Year 3, if the student <i>did not</i> make progress, were the goals and objectives, transition activities, or programs and services in Year 3 changed in the IEP to facilitate the student's future progress?</li> <li>7. In reviewing the comparison of the PLAAFP from Year 1 to Year 2 and from Year 2 to Year 3, if the student <i>did</i> make progress, were the goals and objectives, transition activities, or programs and services in Year 3 changed in the IEP to facilitate the student's future progress, including participation in general education?</li> <li>8. Were sufficient services provided to ensure that the student would make progress?</li> <li>9. Is this student provided with supplementary aids and services to support participation in extracurricular and non-academic activities if determined to be needed by the IEP team?</li> <li>10. Based upon the review of Worksheets Year 1, 2 and 3 and questions # 1-9 above, the LEA has determined that the student has received educational benefit?</li> </ol>	

<b>EDUCATIONAL BENEFIT REVIEW</b>		
<b>DATA COLLECTION WORKSHEET</b>		
	<b>LEA Team Discussion Points</b>	<b>LEA Data Collection Summary (What Do We Know?)</b>
	LEA team will analyze results of the EBR review in accordance with training and instructions provided by BSE, and will provide summary results in the LEA Data Collection Summary.	
	<b>BSE PROCEDURE</b> BSE will review the data provided, discuss the LEA's conclusions with LEA personnel, and determine compliance or noncompliance with requirements.	
<b>23.</b>	<b>TO BE COMPLETED BY BSE PERSONNEL:</b> <b>CONCLUSION</b> IEPs for all students in the sample are reasonably calculated to result in Educational Benefit. ____ Yes ____ No	

Staff Last Name	Staff First Name	Assignment	Certification Area	Certification Type	Application Status	NHQT	HQT
Garofalo	Diana	Technology	Technology	Emergency: Pending Review		1	
Paramo	Lucila	Principal	Principal K-12	Emergency: Pending Review		1	
Ramos-Pagan	Sheila	Counselor	Secondary School Counselor	Emergency: Pending Review		1	
Benn	Joshua	Social Studies	Social Studies	Instructional I			1
Comaskey	Nicole	Special Education	Special Education N-12/English 7-12	Instructional I			1
Pugliese	Jayda	MidMath, ELA/SPED	Mid-Level Math 7-9/Special Education N-12/Elementary K-	Instructional I		0.25	0.75
Rucco	Jesse	Science	Biology 7-12/Earth and Space Science 7-12/Mid-Lev	Instructional I			1
Powell-Rodrigue	Maria	K-6 ELL/Spanish	Program Specialist ESL K-12/Spanish K-12/Element	Instructional I/Instuctional II			1
Ruth	Jaime	Elementary K-6	Elementary K-6	Instructional I			1
Zapata	Leocadia	Spanish/Biology	Spanish K-12/Biology	Instructional I			1



**Preliminary Statement of Revenues, Expenditures & Fund Balances**  
**Include ALL Funds**  
**as of June 30, 2014**

Name of School ASPIRA Bilingual Cyber Charter School

Address of School 4322 N. 5th Street, Philadelphia, PA 19140

CEO Signature \_\_\_\_\_

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

**EXPENDITURES**

<b>1000</b>	<b>INSTRUCTION</b>	
1100	REGULAR PROGRAMS - ELEMENTARY / SECONDARY	792,586.05
1200	SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	270,835.35
1300	VOCATIONAL EDUCATION	
1400	OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	
1600	ADULT EDUCATION PROGRAMS	
1700	HIGHER EDUCATION PROGRAMS	
1800	PRE-KINDERGARTEN	
<b>2000</b>	<b>SUPPORT SERVICES</b>	
2100	SUPPORT SERVICES - PUPIL PERSONNEL	
2110	Supervision of Pupil Personnel Services	
2120	Guidance Services	90,166.92
2130	Attendance Services	
2140	Psychological Services	
2150	Speech Pathology and Audiology Services	
2160	Social Work Services	
2170	Student Accounting Services	
2190	Other Pupil Personnel Services	
2200	SUPPORT SERVICES - INSTRUCTIONAL STAFF	
2210	Supervision of Educational Media Services	
2220	Technology Support Services	
2230	Educational Television Services	4,213.32
2240	Computer-Assisted Instruction Support Services	19,010.50
2250	School Library Services	
2260	Instruction and Curriculum Development Services	
2270	Instructional Staff Professional Development Services	360.00
2280	Nonpublic Support Services	
2300	SUPPORT SERVICES - ADMINISTRATION	
2310	Board Services	256.34
2320	Board Treasurer Services	
2340	Staff Relations and Negotiations Services	
2350	Legal Services	5,862.50
2360	Office of the Superintendent (Executive Director) Services	
2370	Community Relations Services	
2380	Office of the Principal Services	410,723.83
2390	Other Administration Services	
2400	SUPPORT SERVICES - PUPIL HEALTH	5,628.81
2500	SUPPORT SERVICES - BUSINESS	
2510	Fiscal Services	56,266.76
2520	Purchasing Services	
2530	Warehousing and Distributing Services	
2540	Printing, Publishing and Duplicating Services	

	2590	Other Support Services - Business	
2600		<b>OPERATION AND MAINTENANCE OF PLANT SERVICES</b>	
	2610	Supervision of Operation and Maintenance of Plant Services	
	2620	Operation of Buildings Services	2,034.82
	2630	Care and Upkeep of Grounds Services	
	2640	Care and Upkeep of Equipment Services	
	2650	Vehicle Operations and Maintenance Services (Other than Student Transportation Vehicles)	
	2660	Security Services	27,173.53
	2690	Other Operation and Maintenance of Plant Services	
2700		<b>STUDENT TRANSPORTATION SERVICES</b>	
	2710	Supervision of Student Transportation Services	
	2720	Vehicle Operation Services	800.00
	2730	Monitoring Services	
	2740	Vehicle Servicing and Maintenance Services	
	2750	Nonpublic Transportation	
	2790	Other Student Transportation Services	
2800		<b>SUPPORT SERVICES - CENTRAL</b>	
	2810	Planning, Research, Development and Evaluation Services	
	2820	Information Services	
	2830	Staff Services	5,014.75
	2840	Data Processing Services	7,409.46
	2850	State and Federal Agency Liaison Services	
	2860	Management Services	
	2890	Other Support Services Central	
2900		<b>OTHER SUPPORT SERVICES - CENTRAL</b>	
	2990	Pass-Thru Funds	
<b>3000</b>		<b>OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	
3100		<b>FOOD SERVICES</b>	5,423.17
3200		<b>STUDENT ACTIVITIES</b>	
	3210	School Sponsored Student Activities	-
	3250	School Sponsored Athletics	
3300		<b>COMMUNITY SERVICES</b>	
	3310	Community Recreation	
	3320	Civic Services	3,000.00
	3330	Public Library Services	
	3340	Custody and Child Care	
	3350	Welfare Activities	
	3390	Other Community Services	-
3400		<b>SCHOLARSHIPS AND AWARDS</b>	
<b>4000</b>		<b>FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	
4100		<b>SITE ACQUISITION SERVICES - ORIGINAL AND ADDITIONAL</b>	
4200		<b>EXISTING SITE IMPROVEMENT SERVICES</b>	
4300		<b>ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS DEVELOPMENT - ORIGINAL AND ADDITIONAL</b>	
4400		<b>ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS - IMPROVEMENTS</b>	
4500		<b>BUILDING ACQUISITION AND CONSTRUCTION SERVICES - ORIGINAL AND ADDITIONAL</b>	
4600		<b>EXISTING BUILDING IMPROVEMENT SERVICES</b>	
<b>5000</b>		<b>OTHER EXPENDITURES AND FINANCING USES</b>	4,798.61

5100		DEBT SERVICE / OTHER EXPENDITURES AND FINANCING USES	-
5200		FUND TRANSFERS	-
5300		TRANSFERS INVOLVING COMPONENT UNITS	
5400		INTRAFUND TRANSFERS OUT	
5800		SUSPENSE ACCOUNT	
5900		BUDGETARY RESERVE	
<b>TOTAL EXPENDITURES</b>			<b>1,711,564.72</b>

**TOTAL REVENUES MINUS TOTAL EXPENDITURES = CURRENT FUND  
BALANCE AS OF JUNE 30, 2014**

(14,926.23)  
(48,839.45)



WithSmith+Brown  
A Professional Corporation  
Certified Public Accountants and Consultants

**ASPIRA BILINGUAL CYBER CHARTER SCHOOL**

**Financial Statements**

**June 30, 2013**

**(With Summarized Comparative Financial Information  
For The Year Ended June 30, 2012)**

**With Independent Auditors' Reports**

**Aspira Bilingual Cyber Charter School**  
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**June 30, 2013**  
**(With Summarized Comparative Financial Information For The Year Ended June 30, 2012)**

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## Independent Auditors' Report

To the Board of Trustees,  
Aspira Bilingual Cyber Charter School:

We have audited the accompanying financial statements of the governmental activities and each major fund of Aspira Bilingual Cyber Charter School (the "School") as of June 30, 2013, which collectively comprise the School's basic financial statements as listed in the table of contents.

### Management's Responsibility for the Financial Statements

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

### Auditors' Responsibility

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

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

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

**Opinion**

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the governmental activities and each major fund of Aspira Bilingual Cyber Charter School as of June 30, 2013, and the changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

**Report on Summarized Comparative Information**

We have previously audited Aspira Bilingual Cyber Charter School's June 30, 2012 financial statements and we have expressed an unmodified audit opinion on these financial statements in our audit report dated April 18, 2013. In our opinion, the summarized comparative information presented hereon as of and for the year ended June 30, 2012 is consistent in all material respects, with the audited financial statements from which it is have been derived.

**Other Matters**

In addition, the management discussion and analysis is not a required part of the basic financial statements but is supplementary information required by accounting principles generally accepted by the United States of America. We have applied certain limited procedures, which consisted primarily of inquiries of management regarding the measurement and presentation of the required supplementary information. However, we did not audit the information and do not express an opinion on it.

**Report on Other Legal and Regulatory Requirements**

In accordance with *Government Auditing Standards*, we have also issued our report dated January 8, 2014 on our consideration of the Aspira Bilingual Cyber Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Aspira Bilingual Cyber Charter School's internal control over financial reporting and compliance.

A handwritten signature in blue ink that reads "WithumSmith+Brown, PC". The signature is written in a cursive, flowing style.

January 8, 2014

**Aspira Bilingual Cyber Charter School  
Management's Discussion and Analysis  
June 30, 2013  
(With Summarized Comparative Financial Information For The Year Ended June 30, 2012)**

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The Board of Trustees of the Aspira Bilingual Cyber Charter School offers readers of the School's financial statements this narrative overview and analysis of the financial activities of the School for the fiscal year ended June 30, 2013. We encourage readers to consider the information presented here in conjunction with the School's financial statements.

**Financial Highlights**

- This fiscal year was the second of the School's operation.
- Current year revenues of \$1,574,775 are primarily due to the per student subsidy amounts earned for the approximately 163 regular education and 28 special education students enrolled at the School.
- At the close of the current fiscal year, the School reports ending net assets of \$94,816. This net assets balance represents an increase in net assets of \$48,928 for the year ended June 30, 2013.
- The School's cash balance at June 30, 2013 was \$198,020, representing an increase of \$1,954 from June 30, 2012.

**Overview of the Financial Statements**

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

**Government-Wide Financial Statements**

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

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

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

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

**Fund Financial Statements**

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

**Notes to the Financial Statements**

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

**Aspira Bilingual Cyber Charter School  
Management's Discussion and Analysis  
June 30, 2013**

**(With Summarized Comparative Financial Information For The Year Ended June 30, 2012)**

**Government-Wide Financial Analysis**

As noted earlier, net assets may serve over time as a useful indicator of a government's financial position. In the case of the School, liabilities exceeded assets by \$94,816 as of June 30, 2013.

	<b>2013</b>	<b>2012</b>
Total assets	\$ 887,917	\$ 594,644
Total liabilities	<u>793,101</u>	<u>548,756</u>
Total net assets	<u>\$ 94,816</u>	<u>\$ 45,888</u>

The School's revenues are predominantly from the School District of Philadelphia, based on student enrollment.

	<b>2013</b>	<b>2012</b>
Revenues		
Local education agencies	\$ 1,328,185	\$ 1,082,287
Other local sources	103	--
State sources	84,419	16,086
Federal sources	<u>162,068</u>	<u>--</u>
	1,574,775	1,098,373
Expenditures		
Instruction	786,548	702,847
Student support services	95,792	55,744
Administration support	548,024	285,958
Pupil health	13,853	72
Business services	37,558	14,270
Student activities	6,155	468
Depreciation	<u>37,917</u>	<u>26,250</u>
	<u>1,525,847</u>	<u>1,085,609</u>
Change in net assets	48,928	12,764
Net assets, beginning	<u>45,888</u>	<u>33,124</u>
Net assets, ending	<u>\$ 94,816</u>	<u>\$ 45,888</u>

**Governmental Funds**

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

The School's governmental funds, (the General and Student Activities Funds), reported an ending fund balance of \$(33,911). For the year ended June 30, 2013, the School's revenue of \$1,574,775 exceeded its expenditures of \$1,562,712 by \$12,063.

**Aspira Bilingual Cyber Charter School  
Management's Discussion and Analysis  
June 30, 2013  
(With Summarized Comparative Financial Information For The Year Ended June 30, 2012)**

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**Governmental Fund Budgetary Highlights**

Some categories of revenues and expenditures varied significantly from those budgeted. Expenses allocated from Aspira for maintenance, security, IT support and other administrative expenses were not included in the budget due to the deadline of the filing of the budget and the fact that the expenses could not be reasonably estimated.

**Capital Asset and Debt Administration**

**Capital Assets**

As of June 30, 2013, the School's net investment in capital assets for its governmental activities totals \$133,319 (net of depreciation). This investment in capital assets consists of computer equipment.

Major capital asset purchases during the year included the following:

- Computer equipment amounting to \$67,351

Additional information on the School's capital assets can be found in Note 4 of this report. There were capital lease obligations related to the investment in capital assets amounting to \$4,592 at June 30, 2013.

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

The School's primary source of revenue, the per student subsidy provided by the School District of Philadelphia, will decrease by approximately \$274,253 for fiscal year 2013-2014, due to an increased subsidy per student of \$533, but a decreased enrollment of 42. The per student subsidy will increase by approximately \$156,474 in special education for fiscal year 2013-14 due to an increased subsidy per student of \$2,411 and an increased enrollment of 4. The current amount of students enrolled at Aspira Bilingual Cyber Charter School is 191, consisting of 163 Regular Education students and 28 Special Education students, which is expected to increase in fiscal 2013-2014.

**Contacting the School's Financial Management**

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

**Aspira Bilingual Cyber Charter School****Statements of Net Assets****June 30, 2013****(With Summarized Comparative Financial Information For The Year Ended June 30, 2012)**

	<b>Governmental Activities</b>	
	<b>2013</b>	<b>2012</b>
<b>Assets</b>		
Current assets		
Cash and cash equivalents	\$ 198,020	\$ 196,066
State subsidies receivable	26,635	16,086
Federal subsidies receivable	132,495	--
Other receivables	397,304	278,607
Due from related parties	144	--
Total current assets	<u>754,598</u>	<u>490,759</u>
Capital assets - net of depreciation		
Computer equipment	133,319	103,885
	<u>133,319</u>	<u>103,885</u>
	<u>\$ 887,917</u>	<u>\$ 594,644</u>
<b>Liabilities and Net Assets</b>		
Current liabilities		
Accounts payable and accrued expenses	\$ 45,514	\$ 19,541
Accrued payroll and payroll taxes	105,061	137,109
Refundable advances	44,088	44,088
Due to related parties	593,846	335,995
Current portion of obligations under capital lease	4,592	7,431
Total current liabilities	<u>793,101</u>	<u>544,164</u>
Long-term liabilities		
Obligations under capital lease	--	4,592
Total liabilities	<u>793,101</u>	<u>548,756</u>
Net assets		
Invested in capital assets, net of related debt	128,727	91,862
Unrestricted	<u>(33,911)</u>	<u>(45,974)</u>
Total net assets	<u>94,816</u>	<u>45,888</u>
	<u>\$ 887,917</u>	<u>\$ 594,644</u>

The Notes to Financial Statements are an integral part of these statements.

**Aspira Bilingual Cyber Charter School**

**Statement of Activities**

**June 30, 2013**

**(With Summarized Comparative Financial Information For The Year Ended June 30, 2012)**

Functions	Expenses	Program Revenues		2013	2012
		Charges for Service	Operating Grants and Contributions	Net (Expense) Revenue and Changes in Net Assets	Net (Expense) Revenue and Changes in Net Assets
				Total Governmental Activities	Total Governmental Activities
Governmental activities					
Instruction	\$ 786,548	\$ --	\$ 162,068	\$ (624,480)	\$ (702,847)
Student support services	95,792	--	--	(95,792)	(55,744)
Administrative support	548,024	--	--	(548,024)	(285,958)
Pupil health	13,853	--	--	(13,853)	(72)
Business services	37,558	--	--	(37,558)	(14,270)
Student activities	6,155	103	--	(6,052)	(468)
Depreciation	37,917	--	--	(37,917)	(26,250)
	<u>1,525,847</u>	<u>103</u>	<u>162,068</u>	<u>(1,363,676)</u>	<u>(1,085,609)</u>
<b>General Revenues</b>					
				84,419	16,086
				1,328,185	1,082,287
				<u>1,412,604</u>	<u>1,098,373</u>
				48,928	12,764
				45,888	33,124
				<u>\$ 94,816</u>	<u>\$ 45,888</u>

The Notes to Financial Statements are an integral part of this statement.

**Aspira Bilingual Cyber Charter School****Balance Sheet – Governmental Funds**

June 30, 2013

**(With Summarized Comparative Financial Information For The Year Ended June 30, 2012)**

<b>Functions</b>	<b>General Fund</b>	<b>Student Activities Fund</b>	<b>2013 Total Governmental Activities</b>	<b>2012 Total Governmental Activities</b>
<b>Assets</b>				
Cash and cash equivalents	\$ 198,020	\$ --	\$ 198,020	\$ 196,066
State subsidies receivable	26,635	--	26,635	16,086
Federal subsidies receivable	132,495	--	132,495	--
Other receivables	397,304	--	397,304	278,607
Due from related parties	144	--	144	--
	<u>\$ 754,598</u>	<u>\$ --</u>	<u>\$ 754,598</u>	<u>\$ 490,759</u>
<b>Liabilities</b>				
Accounts payable and accrued expenses	\$ 45,514	\$ --	\$ 45,514	\$ 19,541
Accrued payroll an payroll taxes	105,061	--	105,061	137,109
Refundable advances	44,088	--	44,088	44,088
Due to related parties	593,846	--	593,846	335,995
Total liabilities	<u>788,509</u>	<u>--</u>	<u>788,509</u>	<u>536,733</u>
<b>Fund Balances</b>				
Unrestricted fund balances	<u>(33,911)</u>	<u>--</u>	<u>(33,911)</u>	<u>(45,974)</u>
	<u>\$ 754,598</u>	<u>\$ --</u>	<u>\$ 754,598</u>	<u>\$ 490,759</u>

The Notes to Financial Statements are an integral part of this statement.

**Aspira Bilingual Cyber Charter School**  
**Reconciliation of the Balance Sheet of Governmental Funds to the Statement of Net Assets**  
**June 30, 2013**

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**Total Fund Balances for Governmental Funds** \$ (33,911)

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

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

Computer equipment	\$	201,029	
Accumulated depreciation		(67,710)	
Obligations under capital leases		(4,592)	
		128,727	128,727

Total net assets of governmental activities \$ 94,816

**Aspira Bilingual Cyber Charter School**  
**Statement of Revenues, Expenditures and Changes in Fund Balances- Governmental Funds**  
**Year Ended June 30, 2013**  
**(With Summarized Comparative Financial Information For The Year Ended June 30, 2012)**

<b>Functions</b>	<b>General Fund</b>	<b>Student Activities Fund</b>	<b>2013 Total Governmental Activities</b>	<b>2012 Total Governmental Activities</b>
<b>Revenues</b>				
Local educational agency assistance	\$ 1,328,185	\$ --	\$ 1,328,185	\$ 1,082,287
Other local sources	--	103	103	--
State sources	84,419	--	84,419	16,086
Federal sources	162,068	--	162,068	--
	<u>1,574,672</u>	<u>103</u>	<u>1,574,775</u>	<u>1,098,373</u>
<b>Expenditures</b>				
Instruction	861,330	--	861,330	809,642
Support services	95,792	--	95,792	55,744
Administrative support	548,024	--	548,024	285,958
Pupil health	13,853	--	13,853	72
Business services	37,558	--	37,558	14,270
Student activities	--	6,155	6,155	468
	<u>1,556,557</u>	<u>6,155</u>	<u>1,562,712</u>	<u>1,166,154</u>
Excess (deficiency) of revenues over expenditures	18,115	(6,052)	12,063	(67,781)
<b>Other financing sources (uses)</b>				
Transfer in	--	6,052	6,052	2,490
Transfer out	(6,052)	--	(6,052)	(2,490)
	<u>(6,052)</u>	<u>6,052</u>	<u>--</u>	<u>--</u>
Net change in fund balances	12,063	--	12,063	(67,781)
Fund balances - beginning of year	<u>(45,974)</u>	<u>--</u>	<u>(45,974)</u>	<u>21,807</u>
Fund balances - end of year	<u>\$ (33,911)</u>	<u>\$ --</u>	<u>\$ (33,911)</u>	<u>\$ (45,974)</u>

The Notes to Financial Statements are an integral part of this statement.

**Aspira Bilingual Cyber Charter School**  
**Reconciliation of the Statement of Revenues, Expenditures and Changes in Fund**  
**Balances of Governmental Funds to the Statement of Activities**  
**Year Ended June 30, 2013**

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**Net Change in Fund Balances - Total Governmental Funds** \$ 12,063

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

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

Capital outlays	67,351
Payments under capital leases	7,431
Depreciation expense	<u>(37,917)</u>

**Change in Net Assets of Governmental Activities** \$ 48,928

The Notes to Financial Statements are an integral part of this statement.

# Aspira Bilingual Cyber Charter School

## Notes to Financial Statements

### June 30, 2013 and 2012

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#### 1. Organization and Purpose of Corporation

Aspira Bilingual Cyber Charter School ("the School") was incorporated as a 501(c)(3) in 2008 under the non-profit law of the Commonwealth of Pennsylvania. The School serves grades eight through twelve and is located in Philadelphia, Pennsylvania. The School was established and operates under the provisions enacted by the General Assembly of the Commonwealth of Pennsylvania in 1997 and is operating under a charter school contract ending on June 30, 2015. The net assets of the School would remain with the School if its charter were not renewed. Aspira Bilingual Cyber Charter School is a charter school which has financial accountability and control over all activities related to the students' education. The School receives funding from local, state, and federal government sources and must comply with the requirements of these funding source entities. However, the School is not included in any other governmental "reporting entity" as defined by the Governmental Accounting Standards Board ("GASB") pronouncement. In addition, there are no component units as defined in the standards established for defining and reporting on the financial reporting entity.

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

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

#### 2. Summary of Significant Accounting Policies

##### **Basis of Presentation**

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

##### **Government-wide and Fund Financial Statements**

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

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

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

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

**Aspira Bilingual Cyber Charter School**  
**Notes to Financial Statements**  
**June 30, 2013 and 2012**

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Fund Financial Statements-Governmental funds financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School considers revenues to be available if they are collected within 60 days of the end of the current period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. The government reports the following major governmental funds:

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

**Method of Accounting**

The School has adopted the provision of the accounting pronouncement on financial reporting for state and local governments. The accounting pronouncement on financial reporting for state and local governments established standards for external financial reporting for all state and local governmental entities, which includes a statement of net assets (deficit), and a statement of activities and changes in net assets (deficit). It requires the classification of net assets (deficit) into three components - invested in capital assets, net of related debt; restricted; and unrestricted.

These classifications are defined as follows:

- Invested in capital assets, net of related debt - This component of net assets consists of capital assets, including restricted capital assets, net of accumulated depreciation and reduced by the outstanding balances of any bonds, mortgages, notes, or other borrowings that are attributable to the acquisition, construction, or improvement of those assets. If there are significant unspent related debt proceeds at year-end, the portion of the debt attributable to the unspent proceeds are not included in the calculation of invested in capital assets, net of related debt. Rather, that portion of the debt is included in the same net assets component as the unspent proceeds. The School presently has not incurred any related debt.
- Restricted - This component of net assets consists of constraints placed on net asset use through external constraints imposed by creditors such as through debt covenants, grantors, contributors, or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation. The School presently has no temporarily or permanently restricted net assets.
- Unrestricted net assets - This component of net assets consists of net assets that do not meet the definition of "restricted" or "invested" in capital assets, net of related debt.

**Use of Estimates**

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

**Concentration of Credit Risk**

Financial instruments which potentially subject the School to concentrations of credit risk consist of cash and cash equivalents, contributions and grants receivables and revenue. Cash and cash equivalents are held primarily at one high-credit quality financial institution. At June 30, 2013 and 2012, the School received eighty-one and eighty-eight percent, respectively of their total revenue from one source.

**Aspira Bilingual Cyber Charter School**  
**Notes to Financial Statements**  
**June 30, 2013 and 2012**

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**Capital Assets**

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

**Income Tax Status**

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

The School adopted the accounting pronouncement dealing with uncertain tax positions as of the date of inception in December 2010. Upon adoption of this accounting pronouncement, the School had no unrecognized tax benefits. Furthermore, the School had no unrecognized tax benefits at June 30, 2013 and 2012. There were no open tax years prior to 2011. In addition, the School had no income tax related penalties or interest for the periods reported in these financial statements.

**3. Cash and Cash Equivalents**

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

**Deposits**

Custodial credit risk is the risk that in the event of a bank failure, the government's deposits may not be returned to it. The School does have a policy for custodial credit risk. For each of the years ended June 30, 2013 and 2012, none of the School's bank balances were exposed to custodial credit risk:

	<b>2013</b>	<b>2012</b>
Uninsured and uncollateralized	\$ --	\$ --
Plus: Insured amount	210,734	209,124
Less: Outstanding checks	(12,714)	(13,058)
Plus: Deposits in transit	--	--
Carrying amount - bank balances	<u>198,020</u>	<u>196,066</u>
Plus: Petty cash	--	--
Total cash per financial statements	<u>\$ 198,020</u>	<u>196,066</u>

**4. Capital Assets**

Capital asset activity for the years ended June 30, 2013 and 2012 was as follows:

	<u>Balance</u> <u>July 1, 2012</u>	<u>Deletions</u>	<u>Additions</u>	<u>Balance</u> <u>June 30, 2013</u>
Computer equipment	\$ 133,678	\$ --	\$ 67,351	\$ 201,029
Less: Accumulated depreciation	<u>29,793</u>	<u>--</u>	<u>37,917</u>	<u>67,710</u>
Capital assets, net	<u>\$ 103,885</u>	<u>\$ --</u>	<u>\$ 29,434</u>	<u>\$ 133,319</u>

**Aspira Bilingual Cyber Charter School**  
**Notes to Financial Statements**  
**June 30, 2013 and 2012**

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	<u>Balance</u> <u>July 01, 2011</u>	<u>Deletions</u>	<u>Additions</u>	<u>Balance</u> <u>June 30, 2012</u>
Computer equipment	\$ 33,793	\$ --	\$ 99,885	\$ 133,678
Less: Accumulated depreciation	<u>3,543</u>	<u>--</u>	<u>26,250</u>	<u>29,793</u>
Capital assets, net	<u>\$ 30,250</u>	<u>\$ --</u>	<u>\$ 73,635</u>	<u>\$ 103,885</u>

Depreciation expense for the years ended June 30, 2013 and 2012 was \$37,917 and 26,250, respectively.

**5. Capital Leases**

The School leases computer equipment, under a capital lease, with a total original cost of \$21,798 for each of the years ended June 30, 2013 and 2012. The lease expires in 2014, with monthly principal and interest payments of \$672. The interest rate on this capital lease is 7.30 percent. Computers are included in property and equipment in the statement of net assets at June 30, 2013 and 2012 as follows:

	<b>2013</b>	<b>2012</b>
Machinery and equipment	\$ 21,798	\$ 21,798
Less: Accumulated depreciation	<u>(18,165)</u>	<u>(10,899)</u>
	<u>\$ 3,633</u>	<u>\$ 10,899</u>

The future minimum lease payments under capital lease and the net present value of the future minimum lease payments are as follows:

<b>Year Ending June 30</b>	<b>Amount</b>
2014	\$ 4,704
Less: Amounts representing interest	<u>112</u>
Net minimum lease payment	4,592
Less: Current portion	<u>4,592</u>
Long-term obligations under capital leases	<u>\$ --</u>

**6. Local Educational Agency Revenue**

Charter schools are funded by the local public school district in which each student resides. The rate per student is determined annually and is based on the budgeted total expenditure per average daily membership of the prior school year for each school district. The majority of the students of the School reside in Philadelphia. For the years ended June 30, 2013 and 2012, the rate for the School District of Philadelphia was \$8,096 and \$8,773, respectively per year for regular education students plus additional funding for special education students. The annual rate is earned monthly and paid when billed by the School District of Philadelphia and is prorated if a student enters or leaves during the year. Total revenue from local sources was \$1,328,185 and \$1,082,287 for the fiscal years ended June 30, 2013 and 2012, respectively.

**Aspira Bilingual Cyber Charter School**  
**Notes to Financial Statements**  
**June 30, 2013 and 2012**

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**7. Government Grants and Reimbursement Programs**

The School participates in numerous state and federal grant and reimbursement programs, which are governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs and reimbursement programs for retirement (pension) expense are subject to audit and adjustment by the grantor agencies; therefore, to the extent that the School has not complied with the rules and regulations governing the grants and reimbursement programs, refunds of any money received may be required and the collectability of any related receivable at June 30, 2013 and 2012 may be impaired. In the opinion of the School, there are no significant contingent liabilities relating to compliance with the rules and regulations governing the respective grants; therefore, no provision has been recorded in the accompanying financial statements for such contingencies.

**8. Leasing Arrangements**

The School leases a portion of 4322-42 North 5<sup>th</sup> Street in Philadelphia, Pennsylvania under a 10 year operating lease from Aspira, Inc. of Pennsylvania (a related party, see Note 10). The School paid monthly rent of \$20,000 and \$10,000 for the years ended June 30, 2013 and 2012.

**9. Risk Management**

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

**10. Related Party**

The School is associated with Aspira, Inc. of Pennsylvania (“Aspira”) through board control. The School is associated with Aspira Community Enterprises, Inc. (“ACE”), Eugenio Maria de Hostos Charter School (“Hostos”), Antonia Pantoja Charter School (“Pantoja”), John B. Stetson Charter School (“Stetson”), Olney Charter High School (“Olney”), and ACE/Dougherty, Inc. through common board membership and management.

The School’s bylaws stipulate that Aspira will appoint 55 percent of the members of the School’s Board of Trustees.

As described in Note 8, the School leases a portion of Aspira’s building under an operating lease expiring in the year 2022. In connection with the operation of its charter school, the School made lease payments to Aspira in the amount of \$240,000 and \$120,000 for the years ended June 30, 2013 and 2012, respectively.

The School reimbursed Aspira for instruction and administrative expenses paid by Aspira in the amount of \$137,237 and \$283,120 for the years ended June 30, 2013 and 2012, respectively.

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

	<b>2013</b>		<b>2012</b>	
	<b>Receivable</b>	<b>Payable</b>	<b>Receivable</b>	<b>Payable</b>
ASPIRA, Inc. of Pennsylvania	\$ --	\$ 476,414	\$ --	\$ 280,565
Antonia Pantoja Charter School	--	1,044	--	1,066
Eugenio Maria de Hostos Charter School	72	--	--	--
John B. Stetson Charter School	72	--	--	--
Olney Charter High School	--	116,388	--	54,364
	<u>144</u>	<u>593,846</u>	<u>\$ --</u>	<u>335,995</u>

**Aspira Bilingual Cyber Charter School**  
**Notes to Financial Statements**  
**June 30, 2013 and 2012**

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**11. Commitments and Contingencies**

The School is involved in legal proceedings arising in the ordinary course of business. In the opinion of management, although the outcome of any legal proceedings cannot be predicted, ultimate liability of the School in connection with its legal proceedings will not have a material adverse effect on the financial position or activities of the School.

**12. Retirement Plan**

The School contributes to the Public School Employees' Retirement System (the "System"), a governmental cost-sharing multiple-employer defined benefit pension plan. The plan provides retirement and disability benefits, legislatively mandated ad hoc cost-of-living adjustments, and healthcare insurance premium assistance to qualifying annuitants. The Public School Employees' Retirement Code (Act No. 96 of October 2, 1975, as amended) (24 Pa.C.S. 8101-8535) assigns the authority to establish and amend benefit provisions to the System. The System issues a comprehensive annual financial report that includes financial statements and required supplementary information for the plan. A copy of the report may be obtained by writing to Diane J. Wert, Office of Financial Management, Public School Employees' Retirement System, P.O. Box 125, Harrisburg, Pennsylvania 17108-0125. This publication is also available on the PSERS website at [www.psers.state.pa.us/publications/cafr/index.htm](http://www.psers.state.pa.us/publications/cafr/index.htm).

Member contributions are as follows:

- Active members who joined the System prior to July 22, 1983, contribute at 5.25 percent (Membership Class T-C) or at 6.5 percent (Membership Class T-D) of the member's qualifying compensation.
- Members who joined the System on or after July 22, 1983, and who were active or inactive as of July 1, 2001, contribute at 6.25 percent (Membership Class T-C) or at 7.5 percent (Membership Class T-D) of the member's qualifying compensation.
- Members who joined the System after June 30, 2001, contribute at 7.5 percent (automatic Membership Class T-D). For all new hires and for members who elected Class T-D membership, the higher contribution rates began with service rendered on or after January 1, 2002.
- Members who joined the System after June 30, 2011, may choose between two classes of membership in PSERS, and therefore, two base contribution rates. These rates are between 7.5 percent and 9.5 percent (Membership class T-E) and 10.3 percent and 12.3 percent (Membership class T-F).

Employer contributions are based upon an actuarial valuation. For the fiscal year ended June 30, 2013, the rate of employer's contribution was 8.65 percent of covered payroll.

Payroll expense for employees covered by the System for the years ended June 30, 2013 and 2012 was approximately \$608,000 and \$470,000, respectively.

In accordance with Act 29 of 1994, the Commonwealth of Pennsylvania will pay school entities for contributions made to the System based on the formula in Act 29 of 1994, but not less than one-half of the school entities' contributions. The School's contribution to the Plan for the years ended June 30, 2013 and 2012 was \$90,646 and \$41,253, respectively.

**13. Subsequent Events**

The School has evaluated subsequent events occurring after the statement of net assets date through the date of January 8, 2014 which is the date the financial statements were available to be issued. Based on this evaluation, the School has determined that no subsequent events have occurred which require disclosure in or adjustment to the financial statements.



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**Report on Internal Control Over Financial Reporting and on  
Compliance and Other Matters Based on an Audit of Financial  
Statements Performed in Accordance with  
Government Auditing Standards**

**Independent Auditors' Report**

To the Board of Trustees,  
Aspira Bilingual Cyber Charter School:

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of the governmental activities and each major fund of Aspira Bilingual Cyber Charter School (the "School") and the related notes to the financial statements, as of and for the year ended June 30, 2013, which collectively comprises the School's basic financial statements and have issued our report thereon dated January 8, 2014.

**Internal Control Over Financial Reporting**

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

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

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

**Compliance and Other Matters**

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

**Purpose of this Report**

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

A handwritten signature in blue ink that reads "Withum Smith &amp; Brown, PC".

January 8, 2014