

Insight PA Cyber CS

**Charter Annual Report**

07/01/2018 - 06/30/2019

# School Profile

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## Demographics

350 Eagleview Blvd  
Exton, PA 19341  
(484)713-4353

Phase:

Phase 3

CEO Name:

Eileen Cannistraci

CEO E-mail address:

[eicannistraci@insightpa.org](mailto:eicannistraci@insightpa.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:

The ISPA Board of Trustees did add two new board members during the 2018-2019 school year. The two new board members were recruited by the Board President and the ISPA CFO. Two board members resigned during the 2018-2019 school year. Both resigned board members had served the board for over two years, and needed to resign due to time conflicts.

There were no leadership changes within the ISPA school administration. The Executive Director for ISPA who is a K12, Inc employee did resign in March for personal reasons. K12, Inc assigned an Interim Executive Director to serve the school for the remainder of the school year, and has now, in collaboration with Insight PA's CEO, hired that person to serve as the Executive Director.

## *Board of Trustees Meeting Schedule*

<b>Location</b>	<b>Date and Time</b>
Blackboard Collaborate On-Line Meeting Link : <a href="https://sas.illuminate.com/m.jnlp?password=M.AC88147EEC302ECBA7F9AA835C5F37&amp;sid=559">https://sas.illuminate.com/m.jnlp?password=M.AC88147EEC302ECBA7F9AA835C5F37&amp;sid=559</a>	8/20/201 8 7:00 PM
Blackboard Collaborate On-Line Meeting Link : <a href="https://sas.illuminate.com/m.jnlp?password=M.AC88147EEC302ECBA7F9AA835C5F37&amp;sid=559">https://sas.illuminate.com/m.jnlp?password=M.AC88147EEC302ECBA7F9AA835C5F37&amp;sid=559</a>	9/24/201 8 7:00 PM
Blackboard Collaborate On-Line Meeting Link : <a href="https://sas.illuminate.com/m.jnlp?password=M.AC88147EEC302ECBA7F9AA835C5F37&amp;sid=559">https://sas.illuminate.com/m.jnlp?password=M.AC88147EEC302ECBA7F9AA835C5F37&amp;sid=559</a>	10/15/20 18 7:00 PM
Blackboard Collaborate On-Line Meeting Link : <a href="https://sas.illuminate.com/m.jnlp?password=M.AC88147EEC302ECBA7F9AA835C5F37&amp;sid=559">https://sas.illuminate.com/m.jnlp?password=M.AC88147EEC302ECBA7F9AA835C5F37&amp;sid=559</a>	11/19/20 18 7:00 PM
Blackboard Collaborate On-Line Meeting Link : <a href="https://sas.illuminate.com/m.jnlp?password=M.AC88147EEC302ECBA7F9AA835C5F37&amp;sid=559">https://sas.illuminate.com/m.jnlp?password=M.AC88147EEC302ECBA7F9AA835C5F37&amp;sid=559</a>	12/17/20 18 7:00 PM
Blackboard Collaborate On-Line Meeting Link : <a href="https://sas.illuminate.com/m.jnlp?password=M.AC88147EEC302ECBA7F9AA835C5F37&amp;sid=559">https://sas.illuminate.com/m.jnlp?password=M.AC88147EEC302ECBA7F9AA835C5F37&amp;sid=559</a>	1/28/201 9 7:00 PM
Blackboard Collaborate On-Line Meeting Link : <a href="https://sas.illuminate.com/m.jnlp?password=M.AC88147EEC302ECBA7F9AA835C5F37&amp;sid=559">https://sas.illuminate.com/m.jnlp?password=M.AC88147EEC302ECBA7F9AA835C5F37&amp;sid=559</a>	2/25/201 9 7:00 PM
Blackboard Collaborate On-Line Meeting Link : <a href="https://sas.illuminate.com/m.jnlp?password=M.AC88147EEC302ECBA7F9AA835C5F37&amp;sid=559">https://sas.illuminate.com/m.jnlp?password=M.AC88147EEC302ECBA7F9AA835C5F37&amp;sid=559</a>	3/18/201 9 7:00 PM
Blackboard Collaborate On-Line Meeting Link : <a href="https://sas.illuminate.com/m.jnlp?password=M.AC88147EEC302ECBA7F9AA835C5F37&amp;sid=559">https://sas.illuminate.com/m.jnlp?password=M.AC88147EEC302ECBA7F9AA835C5F37&amp;sid=559</a>	4/15/201 9 7:00 PM

835C5F37&sid=559	
Blackboard Collaborate On-Line Meeting Link : https://sas.illuminate.com/m.jnlp?password=M.AC88147EEC302ECBA7F9AA 835C5F37&sid=559	5/20/201 9 7:00 PM
Blackboard Collaborate On-Line Meeting Link : https://sas.illuminate.com/m.jnlp?password=M.AC88147EEC302ECBA7F9AA 835C5F37&sid=559	6/17/201 9 7:00 PM

### ***Professional Staff Member Roster***

*There are no professional staff members.*

The professional staff member roster as recorded originally on the PDE-414 form

*XLSX file uploaded.*

### ***Quality of Teaching and Other Staff***

<b>Position Categories</b>	<b>Number of Staff per Category</b>	<b>Number of Staff Appropriately Certified</b>	<b>Number of Staff Promoted</b>	<b>Number of Staff Transferred</b>	<b>Number of Staff Terminated</b>	<b>Number of Staff Contracted for Following Year</b>
Chief Executive Officer	1.00					1.00
Principal	3.00	3.00				3.00
Assistant Principal						
Classroom Teacher (including Master Teachers)	64.00	64.00				64.00
Specialty Teacher (including Master Teachers)	11.00	11.00				11.00
Special Education Teacher (including Master Teachers)	21.00	21.00				21.00
Special Education Coordinator	1.00					1.00
Counselor	4.00	4.00				4.00
Psychologist	2.00					3.00
School Nurse	2.00					2.00
<b>Totals</b>	<b>109.00</b>	<b>103.00</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>110.00</b>

Further explanation:

*This narrative is empty.*

# Fiscal Matters

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## *Major Fundraising Activities*

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

Insight PA Cyber Charter School did not perform any major fundraising activities during the 2018-2019 school year and does not have any major fundraising activities planned for the 2019-2020 school year.

## *Fiscal Solvency Policies*

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

The 2018-2019 school year was Insight PA Cyber Charter School's second year of operation. As indicated in our previous year's Charter School Annual Report, the school was then in the process of broadening and revising our financial policies. Since then, all fiscal policies and procedures were reviewed by internal staff and our auditors. Previously approved policies were updated, if needed, new policies were added, and all then approved by the Board of Trustees. A copy of the updated Financial Policies and Procedures Manual has been uploaded for this annual report. Also attached is the most current copy of the the school's Uniform Grant Guidance Manual (UGG), related to federal funding. This manual was also approved by the Board of Trustees.

### **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)

#### **Files uploaded:**

- ISPA Financial Policies and Procedures Manual 2019-Final.pdf
- UGGManual 2019 - Final.pdf

## *Accounting System*

Changes to the accounting system the charter school uses:

Insight PA Cyber Charter School uses the accrual method of accounting. The school utilizes the *Sage Intacct* accounting application that allows for alignment with the PDE's Chart of Accounts, along with being fully compliant with PA, GASB, and GAAP reporting requirements. The *Sage Intacct* secure, cloud-based financial management application includes accounting, cash management, purchasing, vendor management, financial consolidation, revenue recognition, contract management, project accounting, fund accounting, inventory management, and financial reporting functions.

As this is the school's second year of operations, there are no changes to the accounting system to note during 2018-2019. However, we are investigating systems and a migration to a new accounting system is anticipated during the upcoming school year.

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

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

*PDF file uploaded.*

### ***Financial Audits***

#### **Basics**

Audit Firm: Barbacane, Thorton & Company  
 Date of Last Audit: 06/30/2018  
 Fiscal Year Last Audited: 2017-2018

#### **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 recent audit report, from the 2017-2018 school year, is provided. There were no findings indicating nonconformity.

The 2018-2019 audit process has been scheduled with the school's auditors and will begin during the final week of July.

#### **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  
 Title I First Year Status: No  
 Date of Last Federal Programs Consolidated Review: 10/01/2019  
 School Year Reviewed: 2018-2019

### **Federal Programs Consolidated Review Report**

Upload the most recent Federal Programs Monitoring Report or Consolidated Review Report.

*DOCX file uploaded.*

### **Citations**

Federal Programs Consolidated Review citations and the corresponding Charter School responses

Description	Response
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# 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>Position Title</b>	<b>Building(s) Name and Location for Charter Schools</b>	<b>Caseload</b>	<b>Low Age</b>	<b>High Age</b>
Director of Special Education Compliance	Insight PA Cyber Charter School	1	0	0
Related Service Coordinator	Insight PA Cyber Charter School	1	0	0
School Psychologist - ES	Insight PA Cyber Charter School	1	0	0
School Psychologist - HS	Insight PA Cyber Charter School	1	0	0
School Psychologist - MS	Insight PA Cyber Charter School	1	0	0
Special Education Compliance Coordinator	Insight PA Cyber Charter School	1	0	0
Special Education	Insight PA Cyber Charter	1	0	0

Instructional Coordinator - ES/MS	School			
Special Education Instructional Coordinator - HS	Insight PA Cyber Charter School	1	0	0
Special Education Transition Coordinator	Insight PA Cyber Charter School	1	0	0

### Special Education Contracted Services

Title	Amt. of Time per Week	Operator	Number of Students
ABA Therapy	20 Hours	Outside Contractor	10 or fewer
Adaptive Physical Education	1 Hours	Outside Contractor	10 or fewer
BCBA	3.5 Hours	Outside Contractor	10 or fewer
Counseling Services	18 Hours	Outside Contractor	50
Functional Behavior Analysis (FBA) Services	1.5 Hours	Outside Contractor	10 or fewer
Instructional Aide	10.5 Hours	Outside Contractor	10 or fewer
Occupational Therapy	16.5 Hours	Outside Contractor	40
Physical Therapy	1 Hours	Outside Contractor	10 or fewer
School Psychology Services	3 Hours	Outside Contractor	10 or fewer
School Social Work Services	3 Hours	Outside Contractor	17
Speech-Language Therapy	42.5 Hours	Outside Contractor	205
Tutoring Services	30 Minutes	Outside Contractor	10 or fewer

### Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring:  
Link to Report (Optional):

04/09/2019  
Not Provided

### Special Education Cyclical Monitoring Report

Upload the most recent Special Education Cyclical Monitoring Report, which includes the Bureau's findings, and the most recent Corrective Action Plan, if indicated.

*No file has been uploaded.*

# Special Education Personnel Development

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## IEP Institute

Six special education teachers have been nominated to serve as Peer Mentor and participate in the IEP Institute on-going training series delivered by Chester County Intermediate Unit.

Person Responsible	Jennifer Jennings
Start Date	8/23/2019
End Date	5/29/2020
Program Areas	Professional Education, Special Education
Hours Per Session	8
# of Sessions	6
# of Participants Per Session	24
Provider	Chester County IU #24
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops
Participant Roles	Classroom teachers Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion Lesson modeling with mentoring
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

	Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans Regular IEP and file audits by special education administrative personnel
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### **Ed Law Interactive: 2-Day IEP Writing Workshop**

All special education teachers were offered the opportunity to participate in this workshop as it was to be delivered across various regions of the state. Six of our special education team have already registered to attend. This workshop is provided by special education law attorney who also hosted sessions at the 2019 PDE Conference.

Person Responsible	Jennifer Jennings
Start Date	4/25/2019
End Date	10/11/2019
Program Areas	Special Education
Hours Per Session	8
# of Sessions	2
# of Participants Per Session	20
Provider	Ed Law Interactive
Provider Type	Ed Law Interactive
PDE Approved	Yes
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops
Participant Roles	Classroom teachers
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Special education document audits for improved quality and compliance

### Child Find & IDEA

- Child Find indicators from parent and staff perspective
- Internal protocols for meeting compliance on responses to evaluation requests
- Considerations for students enrolling with significant achievement gaps
- Exclusionary factors for consideration and prevention of SLD overidentification

Person Responsible	Academic Professional Development Coordinator
Start Date	8/28/2018
End Date	8/28/2018
Program Areas	Special Education, Student Services
Hours Per Session	1
# of Sessions	1
# of Participants Per Session	90
Provider	Charter School
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation Live Webinar Online-Synchronous
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors New Staff Other educational specialists Related Service Personnel

Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

### LEA Meeting: Compliance & Logistics

- Review of Case Management model for scaled caseload ratios by level of support
- SE Case Manager scheduling needs for IEP-determined SDI delivery
- Internal IEP meeting structure, format, standard expectations for case managers
- Review of internal "IEP Analysis Tool" to guide LEAs in thorough reviews of draft IEPs prior to IEP meetings

Person Responsible	Special Education Compliance Manager
Start Date	8/29/2018
End Date	8/29/2018
Program Areas	Professional Education, Special Education, Student Services
Hours Per Session	1
# of Sessions	1
# of Participants Per Session	5
Provider	Charter School
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	<p>Increased knowledge for academic administrators with limited background experience directly supervising special education instructional personnel.&amp;nbsp;  </p> <p>Specific common-languages used amongst school community and overlap/impacts on common language under the IDEA framework</p> <p>General guidance for fiscally responsible decision-making &amp; considerations for committing public school funds while serving as LEA in IEP meetings</p>

Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation Department Focused Presentation Online-Synchronous
Participant Roles	Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Joint planning period activities Use of IEP Analysis Tool rubric scores according to specific IEPs reviewed
Evaluation Methods	Review of participant lesson plans Review/Discussion of IEP Analysis Tool rubric scores according to specific IEPs reviewed

### Least Restrictive Environment

Special Education Case Manager professional development training on LRE model differentiation based on location & circumstances

Person Responsible	Special Education Compliance Manager
Start Date	10/5/2018
End Date	10/5/2018
Program Areas	Professional Education, Special Education, Student Services
Hours Per Session	1
# of Sessions	1
# of Participants Per Session	22
Provider	Charter School
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided

For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	Department Focused Presentation Online-Synchronous
Participant Roles	Classroom teachers Other educational specialists Related Service Personnel
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Review of newly completed IEPs following training session

### Special Education Team Meeting

All Special Education Teacher review of compliance needs/trends:

- Standard protocol for coordinating/documenting attempts to schedule IEP team meetings
- Quality improvement needs from specific IEP fields
- Utilization of internal IEP database for efficient data updates

IMPLEMENTATION: Scheduled meeting with automatic reminders for each participant's school-based calendars; Meeting recorded for archiving & reference

Person Responsible	Special Education Compliance Manager
Start Date	10/25/2018
End Date	10/25/2018

Program Areas	Professional Education, Special Education
Hours Per Session	1
# of Sessions	1
# of Participants Per Session	22
Provider	Charter School
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Department Focused Presentation Online-Synchronous
Participant Roles	Classroom teachers New Staff Other educational specialists Related Service Personnel
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Classroom student assessment data On-going compliance audits & IEP analyses

### **Student Support Services Training Session**

School Psychologist and Special Education Compliance Manager co-presentation to all non-instructional, school support personnel:

- PDE/IDEA guidelines for pre/post-referral communications
- Child Find protections and 'thought-to-be' status
- IDEA vs. Section 504 overview
- IDEA eligibility categories with ISPA-specific prevalence data
- Standard internal student evaluation process, logistics, and timelines

- Considerations for non-academic/engagement concerns and patterns

Meeting session scheduled on individual personnel calendards with reminders; Session was recorded

Person Responsible	Director of Student Support Services
Start Date	11/2/2018
End Date	11/2/2018
Program Areas	Professional Education, Special Education, Student Services
Hours Per Session	1.5
# of Sessions	1
# of Participants Per Session	70
Provider	Charter School
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	Department Focused Presentation Online-Synchronous
Participant Roles	Supt / Ast Supts / CEO / Ex Dir School counselors New Staff Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Joint planning period activities
Evaluation Methods	Review of written reports summarizing instructional activity Portfolio Review of periodic family pulse check survey results for increasing rates of satisfaction with program/supports

### Youth Mental Health First Aid Training

Certified trainers delivered the Youth Mental Health First Aid Training to 24 school administrators, department leads, and student resource personnel

All participants were issued certificates upon training completion

Person Responsible	Youth Mental Health First Aid Certified Trainers
Start Date	1/24/2019
End Date	1/25/2019
Program Areas	Professional Education, Student Services
Hours Per Session	8
# of Sessions	2
# of Participants Per Session	24
Provider	Youth Mental Health First Aid
Provider Type	Non-profit Organization
PDE Approved	Yes
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation
Participant Roles	Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Classified Personnel New Staff Other educational specialists Related Service Personnel
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Joint planning period activities

Evaluation Methods	Student PSSA data Participant survey Certificates issued confirming training completion for each participant
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### **PDE Conference - Hershey**

Insight Pa Cyber CS Special Education Compliance Manager, Principals, Transition Coordinator, and School Psychologist attended the PDE Conference in Hershey, PA on March 11-13, 2019.

Scheduled and direct participation of all school personnel verified.

Person Responsible	Insight PA Cyber CS Chief Executive Officer
Start Date	3/11/2019
End Date	3/13/2019
Program Areas	Professional Education, Special Education, Student Services, Educational Technology
Hours Per Session	8
# of Sessions	3
# of Participants Per Session	6
Provider	Chester County IU24
Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
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Training Format	Offsite Conferences
Participant Roles	Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)

	High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Submission for Act 48 hours

### **PASA Updates & Training for Assessment Coordinators**

Special Education Compliance Manager registration for and participation in webinar training on 9/25/2018.

Person Responsible	PASA Digital
Start Date	9/25/2018
End Date	9/25/2018
Program Areas	Professional Education, Special Education, Student Services, Educational Technology
Hours Per Session	3
# of Sessions	1
# of Participants Per Session	1
Provider	PASA Digital
Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Instructs the leader in managing resources for effective results.
Training Format	Online-Synchronous
Participant Roles	Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Joint planning period activities
Evaluation Methods	PASA virtual training portal

# Special Education Program Profile

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## Program Position #0

*Operator:* Charter School

### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	20	1
Locations:				
Insight PA CCS	An Elementary School Building	A building in which General Education programs are operated		

## Program Position #1

*Operator:* Charter School

### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 8	25	1
Locations:				
Insight PA CCS	An Elementary School Building	A building in which General Education programs are operated		

## Program Position #2

*Operator:* Charter School

### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 8	25	1
Locations:				
Insight PA CCS	An Elementary School Building	A building in which General Education programs are operated		

## Program Position #3

*Operator:* Charter School

### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	20	1
Locations:				
Insight PA CCS	An Elementary School Building	A building in which General Education programs are operated		

## Program Position #4

*Operator:* Charter School

### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	20	1
Locations:				
Insight PA CCS	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #5***Operator: Charter School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	20	1
Locations:				
Insight PA CCS	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #6***Operator: Outside Contractor for the School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	7 to 10	12	1
Locations:				
Insight PA Cyber CS	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #7***Operator: Outside Contractor for the School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	11 to 14	12	1
Locations:				
Insight PA Cyber CS	A Middle School Building	A building in which General Education programs are operated		

**Program Position #8***Operator: Charter School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	40	1
Locations:				
Insight PA Cyber CS	A Middle School Building	A building in which General Education programs are operated		

**Program Position #9***Operator: Charter School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	40	1
Locations:				
Insight PA Cyber CS	A Middle School Building	A building in which General Education programs are operated		

**Program Position #10***Operator: Charter School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	45	1
Locations:				
Insight PA Cyber CS	A Middle School Building	A building in which General Education programs are operated		

**Program Position #11***Operator: Charter School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	13 to 16	30	1
Locations:				
Insight PA Cyber CS	A Middle School Building	A building in which General Education programs are operated		

**Program Position #12***Operator: Charter School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 16	35	1
Locations:				
Insight PA Cyber CS	A Middle School Building	A building in which General Education programs are operated		

**Program Position #13***Operator: Charter School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	15 to 19	11	1
Locations:				
Insight PA Cyber CS	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #14***Operator: Charter School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 15	40	1
Locations:				
Insight PA Cyber CS	A Middle School Building	A building in which General Education programs are operated		

**Program Position #15***Operator: Charter School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	30	1
Locations:				
Insight PA Cyber CS	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #16***Operator: Charter School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 16	35	1
Locations:				
Insight PA Cyber CS	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #17***Operator: Charter School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 18	40	1
Locations:				
Insight PA Cyber CS	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #18***Operator: Charter School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	20	1
Locations:				

Insight PA Cyber CS	A Senior High School Building	A building in which General Education programs are operated		
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**Program Position #19***Operator:* Charter School**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	20	1
Locations:				
Insight PA Cyber CS	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #20***Operator:* Charter School**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	35	1
Locations:				
Insight PA Cyber CS	A Senior High School Building	A building in which General Education programs are operated		

# 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:

2018-2019: The school did not purchase any facilities, as we lease our offices, nor did we acquire additional lease space. We did acquire furniture, fixtures, and equipment and the total expenditures for these items are provided below. The items provided per the Services Agreement with our Management Company are not owned by Insight PA Cyber Charter School and are not included in the School's fixed assets.

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

*\$68,380.00*

## *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:

Insight PA Cyber Charter grew to just shy of 2000 students by year end, 2018-2019. Accordingly our staffing numbers have increased to support the needs of the students and their families, along with the operational needs of the school. As such, we have a plan to expand our offices to include an academic wing designed for our teachers. It will include private teaching booths (to reduce ambient noise and distractions) and areas to encourage collaboration among the faculty. This additional office space will be connected to our current office.

## *Memorandums of Understanding*

<b>Organization</b>	<b>Purpose</b>
Association Builders and Contractors (ABC) Keystone Chapter	Insight PA Cyber Charter School and Associated Builders & Contractors (ABC) Keystone Chapter seek to encourage the growth of career pathway opportunities for Insight students in the construction sectors through pre-apprenticeships. The development of pre-apprenticeships will provide students career-specific skills in the construction field, advancing work-readiness, and connecting to longer-term career opportunities.
Community College of Philadelphia	For dual enrollment academic programming for High School students
Harrisburg University	For dual enrollment academic programming for high school students.
Pennsylvania College of Technology	To provide Insight PA students with an opportunity to participate in an Advanced Manufacturing Pre-Apprenticeship program through Penn College.

Uwchlan Township Police	This MOU will serve as official communication with the Uwchlan PD to ensure Insight PA has safety measures in place for the administrative offices and school events.
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# Charter School Annual Report Affirmations

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## **Charter Annual Report Affirmation**

I verify that all information and records in this charter school annual report are complete and accurate.

**The Chief Executive Officer and the Board of Trustee President of the charter school must sign this verification.**

**Affirmed by Michael Adler on 7/29/2019**

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*Board President*

**Affirmed by Eileen Cannistraci on 7/29/2019**

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*Chief Executive Officer*

## Charter School Law Affirmation

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

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

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

**The Chief Executive Officer and Board of Trustees President of the charter school must sign this assurance.**

**Affirmed by Michael Adler on 7/29/2019**

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*Board President*

**Affirmed by Eileen Cannistraci on 7/29/2019**

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*Chief Executive Officer*

## **Ethics Act Affirmation**

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

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

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

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

**The Chief Executive Officer and Board of Trustees President of the charter school must sign this assurance.**

**Affirmed by Michael Adler on 7/29/2019**

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*Board President*

**Affirmed by Eileen Cannistraci on 7/29/2019**

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*Chief Executive Officer*

## **Charter Annual Background Check Affirmation**

I certify that, as of this date, the above referenced LEA is in compliance with all applicable provisions of Sections 111 and 111.1 of the Public School Code of 1949.

**Affirmed by Michael Adler on 7/29/2019**

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*Board President*

**Affirmed by Eileen Cannistraci on 7/29/2019**

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*Chief Executive Officer*

## **Charter Annual Administrative Certification Affirmation**

All public school principals, including charter and cyber charter school principals, are subject to the applicable certification requirements of the Public School Code ( 24 P.S. § 11-1109) as well as any Act 45 continuing education and Pennsylvania Inspired Leaders (PIL) requirements. In keeping with the intent of section 1109, any person who devotes half or more of their time to supervision or administration in a public school, without an identified principal, is serving as the "principal" of the school regardless of the locally titled position (i.e., school director, head teacher, etc.). Such individuals must hold a valid administrative certificate and comply with all applicable Act 45 and PIL requirements. In addition, the public school should properly identify the individual as a principal in PIMS/PERMS regardless of the local title utilized.

The Charter School assures that the Public School Code ( 24 P.S. § 11-1109) as well as any Act 45 continuing education and Pennsylvania Inspired Leaders (PIL) requirements are met as outlined above.

**Affirmed by Michael Adler on 7/29/2019**

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*Board President*

**Affirmed by Eileen Cannistraci on 7/29/2019**

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*Chief Executive Officer*