

Insight PA Cyber Charter School
Board Meeting - September 28, 2021
7:00pm



INSIGHT PA
CYBER CHARTER SCHOOL

Board Members present: Michael Adler, Katie McGeehan, Edward Knittel, Lowell Thomas, Katie McGeehan,
ISPA Employees: Eileen Cannistraci, Anthony Pirello, Samantha Chacanas, Angela Decker, Johanna Best, Julie Jaszcar
Stride Employees: Michael Frost, Mary Markert, Linda Carter, Todd McIntire
School Solicitor: Pat Hennessey

Meeting called to order at 7:01 PM

1. Preliminary

A. Call to Order

B. Roll Call

2. Communications

A. General Public Comment

B. Approval of August Board Meeting Minutes

Motion to approve the August 2021 board minutes

Motion by Chris Rossi, second by Edward Knittel.

Final Resolution: Motion Carries

Aye: Lowell L Thomas, Michael Adler, Chris Rossi, Katie McGeehan, Edward Knittel

C. Executive Sessions

The Board of Trustees held an executive session on August 16th 2021 to address a confidential settlement agreement and personnel issue.

3. Reporting

A. CEO Report

- Committee Meeting Overview
- Charter Renewal Site Visit
- Legislative Updates
- DEI Updates
- Action Items

B. CFO Report

- August Financials

C. CAO Report

- Academic Initiatives

4. Action Items

A. August 2021 Financials

Motion to approve the August 2021 Financials

Motion by Michael Adler, second by Chris Rossi.

Final Resolution: Motion Carries

Aye: Lowell L Thomas, Michael Adler, Chris Rossi, Katie McGeehan, Edward Knittel

B. August 2021 Employee Roster

Motion to approve the August 2021 Employee Roster

Motion by Lowell L Thomas, second by Edward Knittel.

Final Resolution: Motion Carries

Aye: Lowell L Thomas, Michael Adler, Chris Rossi, Katie McGeehan, Edward Knittel

C. Job Descriptions

Motion to approve the proposed Job Description

Motion by Michael Adler, second by Katie McGeehan.

Final Resolution: Motion Carries

Aye: Lowell L Thomas, Michael Adler, Chris Rossi, Katie McGeehan, Edward Knittel

D. Cell Phone Proposal Recommendation

Motion to approve the Cell Phone Proposal Recommendation.

Motion by Michael Adler, second by Katie McGeehan.

Final Resolution: Motion Carries

Aye: Lowell L Thomas, Michael Adler, Chris Rossi, Katie McGeehan, Edward Knittel

5. Announcements

A. Next Board Meeting - October 26, 2021 at 7:00pm

6. Adjournment

A. Meeting Adjournment

Motion to approve adjourn the meeting.

Motion by Michael Adler, second by Katie McGeehan.

Final Resolution: Motion Carries

Aye: Lowell L Thomas, Michael Adler, Chris Rossi, Katie McGeehan, Edward Knittel



Insight PA Cyber Charter School
Board Meeting - Tuesday, October 26, 2021
7:00pm



INSIGHT PA
CYBER CHARTER SCHOOL

Board Members present: Michael Adler, Katie McGeehan, Edward Knittel, Lowell Thomas, Alice Solomon
ISPA Employees: Eileen Cannistraci, Anthony Pirello, Samantha Chacantias, Angela Decker, Julie Jaszcar
Stride Employees: Michael Frost, Mary Markert, Linda Brown Carter, Todd McIntire
School Solicitor: Pat Hennessey

Meeting called to order at 7:00 PM

1. Preliminary

A. Call to Order

B. Roll Call

2. Communications

A. General Public Comment

B. Approval of September Board Meeting Minutes

Motion to approve the September 2021 board minutes

Motion by Katie McGeehan, second by Edward Knittel.

Final Resolution: Motion Carries

Aye: Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel

C. Executive Sessions

The Board of Trustees have not held an executive session since the last board meeting.

3. Reporting

A. CEO Report

- Committee Meeting Overview
- Legislative Updates
- Board Retreat 11/23/21
- Action Items

B. CFO Report

- September Financials
- September Staff Roster
- Audit Update

C. Executive Director Report

- Demographics

C. CAO Report

- Beginning of Year Exact Path Data

4. Action Items

A. September 2021 Financials

Motion to approve the September 2021 Financials

Motion by Michael Adler, second by Alice Solomon.

Final Resolution: Motion Carries

Aye: Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel

B. September 2021 Employee Roster

Motion to approve the September 2021 Employee Rosters

Motion by Michael Adler, second by Chris Rossi.

Final Resolution: Motion Carries

Aye: Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel

C. Job Descriptions (Psychological Services Support Specialist)

Motion to approve the proposed Job Description

Motion by Katie McGeehan, second by Edward Knittel.

Final Resolution: Motion Carries

Aye: Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel

D. Travel Agency Proposal

Motion to approve the Travel Agency proposal.

Motion by Michael Adler, second by Alice Solomon.

Final Resolution: Motion Carries

Aye: Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel

E. Emergency Paid Sick Leave Extension

Motion to approve the Emergency Paid Sick Leave Extension

Motion by Michael Adler, second by Katie McGeehan.

Final Resolution: Motion Carries

Aye: Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel

5. Announcements

A. Next Board Meeting - November 23, 2021 at 7:00pm

6. Adjournment

A. Meeting Adjournment

Motion to approve adjourn the meeting.

Motion by Katie McGeehan, second by Edward Knittel.

Final Resolution: Motion Carries

Aye: Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel

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Insight PA Cyber Charter School
Board Meeting - Tuesday, November 23, 2021
7:00pm



INSIGHT PA
CYBER CHARTER SCHOOL

Board Members present: Michael Adler, Katie McGeehan, Edward Knittel, Alice Solomon
ISPA Employees: Eileen Cannistraci, Anthony Pirello, Samantha Chacacias, Angela Decker, Julie Jaszczak
Stride Employees: Michael Frost, Mary Markert, Linda Brown Carter, Darren Reed
School Solicitor: Pat Hennessey

Meeting called to order at 7:01 PM

1. Preliminary

A. Call to Order

B. Roll Call

2. Communications

A. General Public Comment

B. Approval of October Board Meeting Minutes

Motion to approve the October 2021 board minutes

Motion by Michael Adler, second by Chris Rossi.

Final Resolution: Motion Carries

Aye: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel

C. Executive Sessions

The Board of Trustees held an executive session on 11/23/2021 to discuss a confidential settlement agreement.

D. Motion to Approve New Board Member

Motion to approve Ms. Courtney Jackson as a new Board Member

Motion by Michael Adler, second by Alice Solomon

Final Resolution: Motion Carries

Aye: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel

E. Swearing in of New Board Member

School Solicitor, Pat Hennessey, swore in new Board Member, Ms. Courtney Jackson.

3. Reporting

A. CEO Report

- Committee Meeting Overview
- Legislative Updates
- Action Items

B. CFO Report

- October Financials
- October Staff Roster
- Tuition Reimbursement Change
- 2022 Medical Benefits Renewal
- Stipend Payout Change

C. Executive Director Report

- Pulse Check Report

4. Action Items

A. October 2021 Financials

Motion to approve the October 2021 Financials

Motion by Chris Rossi, second by Alice Solomon.

Final Resolution: Motion Carries

Aye: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Courtney Jackson

B. October 2021 Employee Roster

Motion to approve the October 2021 Employee Roster

Motion by Michael Adler, second by Alice Solomon.

Final Resolution: Motion Carries

Aye: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Courtney Jackson

C. Emergency Certification Clause in Tuition Reimbursement Policy

Motion to approve the change to the Tuition Reimbursement Policy.

Motion by Michael Adler, second by Chris Rossi.

Final Resolution: Motion Carries

Aye: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Courtney Jackson

D. 2022 Medical Benefits Renewal

Motion to approve the recommended Medical Benefits Renewal Proposal.

Motion by Michael Adler, second by Edward Knittel.

Final Resolution: Motion Carries

Aye: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Courtney Jackson

E. Stipend Payout Change

Motion to approve the changes to the Stipend Payout Process.

Motion by Michael Adler, second by Alice Solomon.

Final Resolution: Motion Carries

Aye: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Courtney Jackson

F. Officer Slate 2021/2022

Motion to approve the 2021/2022 officer slate.

Motion by Michael Adler, second by Katie McGeehan.

Final Resolution: Motion Carries

Aye: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Courtney Jackson

G. Settlement Agreement

Motion to approve the confidential Settlement Agreement

Motion by Michael Adler, second by Alice Solomon.

Final Resolution: Motion Carries

Aye: Michael Adler, Chris Rossi, Alice Solomon, Edward Knittel, Courtney Jackson

Abstain: Katie McGeehan

5. Announcements

A. Next Board Meeting - January 25, 2022 at 7:00pm

6. Adjournment

A. Meeting Adjournment

Motion to approve adjourn the meeting.

Motion by Michael Adler, second by Edward Knittel.

Final Resolution: Motion Carries

Aye: Michael Adler, Chris Rossi, Alice Solomon, Edward Knittel, Courtney Jackson

Abstain: Katie McGeehan



Insight PA Cyber Charter School
Board Meeting - Tuesday, January 22, 2022
7:00pm



INSIGHT PA
CYBER CHARTER SCHOOL

Board Members present: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Courtney Jackson
ISPA Employees: Eileen Cannistraci, Anthony Pirello, Angela Decker, Julie Jaszcar
Stride Employees: Michael Frost, Mary Markert,
School Solicitor: Pat Hennessey

Meeting called to order at 7:01 PM

1. Preliminary

A. Call to Order

B. Roll Call

2. Communications

A. General Public Comment

B. Approval of November Board Meeting Minutes

Motion to approve the November 2021 board minutes

Motion by Chris Rossi, second by Michael Adler.

Final Resolution: Motion Carries

Aye: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Courtney Jackson

C. Executive Sessions

The Board of Trustees has not held an executive session since the last public board meeting.

3. Reporting

A. CEO Report

- Committee Meeting Overview
- Legislative Updates
- Action Items

B. CFO Report

- November & December Financials
- November & December Staff Roster
- Audit Report
- Budget Update

4. Action Items

Action: A. November 2021 Financials

Motion to approve the November 2021 Financials

Motion by Edward Knittel, second by Chris Rossi.

Final Resolution: Motion Carries

Aye: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Courtney Jackson

Action: B. December 2021 Financials

Motion to approve the December 2021 Financials

Motion by Edward Knittel, second by Michael Adler.

Final Resolution: Motion Carries

Aye: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Courtney Jackson

Action: C. November 2021 Employee Roster

Motion to approve the November 2021 Employee Roster

Motion by Katie McGeehan, second by Michael Adler.

Final Resolution: Motion Carries

Aye: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Courtney Jackson

Action: D. December 2021 Employee Roster

Motion to approve the December 2021 Employee Roster

Motion by Courtney Jackson, second by Chris Rossi.

Final Resolution: Motion Carries

Aye: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Courtney Jackson

Action: E. January Job Descriptions

Motion to approve all of the proposed January Job Descriptions

Motion by Chris Rossi, second by Michael Adler.

Final Resolution: Motion Carries

Aye: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Courtney Jackson

Action: F. 2021 Annual Audit Results

Motion to approve the 2021 Annual Audit findings.

Motion by Edward Knittel, second by Chris Rossi.

Final Resolution: Motion Carries

Aye: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Courtney Jackson

Action: G. Emergency Paid Sick Leave Update

Motion to approve the changes to the Emergency Paid Sick Leave policy.

Motion by Michael Adler, second by Katie McGeehan.

Final Resolution: Motion Carries

Aye: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Courtney Jackson

Action: H. Transition Discoveries Grant

Motion to approve the Transition Discoveries Grant.

Motion by Katie McGeehan, second by Chris Rossi.

Final Resolution: Motion Carries

Aye: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Courtney Jackson

5. Announcements

A. Next Board Meeting - February 22, 2022 at 7:00pm

6. Adjournment

A. Meeting Adjournment

Motion to approve adjourn the meeting.

Motion by Katie McGeehan, second by Michael Adler.

Final Resolution: Motion Carries

Aye: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Courtney Jackson

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Insight PA Cyber Charter School
Board Meeting - Tuesday, February 22, 2022
7:00pm



INSIGHT PA
CYBER CHARTER SCHOOL

Board Members present: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Courtney Jackson
School Solicitor: Pat Hennessey

Meeting called to order at 7:00 PM

1. Preliminary

A. Call to Order

B. Roll Call

2. Communications

A. General Public Comment

B. Approval of November Board Meeting Minutes

Motion to approve the January 2022 board minutes

Motion by Chris Rossi, second by Michael Adler.

Final Resolution Motion Carries

Aye: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Courtney Jackson

C. Executive Sessions

The Board of Trustees has not held an executive session since the last public board meeting

3. Reporting

A. CEO Report

- Committee Meeting Overview

- Legislative Updates

- Action Items

B. CFO Report

- November & December Financials

- November & December Staff Roster

Audit Report

- Budget Update

4. Action Items

Action: A. January 2022 Financials

Motion to approve the January 2022 Financials

Motion by Edward Knittel, second by Katie McGeehan.

Final Resolution Motion Carries

Aye: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Courtney Jackson

Action: B. January 2022 Employee Roster

Motion to approve the January 2022 Employee Roster

Motion by Michael Adler, second by Edward Knittel.

Final Resolution: Motion Carries

Aye: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Courtney Jackson

Action: C. 2022-2023 School Calendar

Motion to approve the 2022-2023 School year calendar

Motion by Chris Rossi, second by Michael Adler.

Final Resolution Motion Carries

Aye: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Courtney Jackson

Action: D. Settlement Agreement

Motion to approve settlement agreement

Motion by Katie McGeehan, second by Edward Knittel.

Final Resolution: Motion Carries

Aye: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Courtney Jackson

5. Announcements

A. Next Board Meeting - March 29, 2022 at 7pm.

6. Adjournment

A. Meeting Adjournment

Motion to approve adjourn the meeting.

Motion by Chris Rossi, second by Michael Adler.

Final Resolution: Motion Carries

Aye: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Courtney Jackson

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Board Members present: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Courtney Jackson
School Solicitor: Pat Hennessey

Meeting called to order at 7:01 PM

1. Preliminary

A. Call to Order

B. Roll Call

C. Mission and Vision

Mission: Enable, inspire, and prepare students to achieve the highest levels of academic standards so they make a powerful contribution in their communities.

Vision: Ignite a desire for learning in every student and nurture them to understand their goals and create a clear path to achieve them.

2. Communications

A. General Public Comment

B. Approval of February 2022 Board Meeting Minutes

Motion to approve the February 2022 board minutes

Motion by Michael Adler, second by Chris Rossi.

Final Resolution: Motion Carries

Aye: Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Courtney Jackson

C. Executive Sessions

The Board of Trustees held an executive session at 6:30pm on March 29th to discuss a sensitive personnel matter.

3. Reporting

A. CEO Report

- Committee Meeting Overview

- Legislative Updates

Action Items

B. CFO Report

- November & December Financials

November & December Staff Roster

- Audit Report

- Budget Update

4. Action Items

Action: A. February 2022 Financials

Motion to approve the February 2022 Financials

Motion by Michael Adler, second by Chris Rossi

Final Resolution: Motion Carries

Aye: Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Courtney Jackson

Action B February 2022 Employee Roster

Motion to approve the February 2022 Employee Roster

Motion by Michael Adler, second by Katie McGeehan.

Final Resolution: Motion Carries

Aye Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Courtney Jackson

Action: C. Proxus Agreement

Motion to approve Proxus agreement

Motion by Katie McGeehan, second by Chris Rossi

Final Resolution: Motion Carries

Aye: Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Courtney Jackson

Action D Job descriptions

Motion to approve new job descriptions.

Motion by Chris Rossi, second by Courtney Jackson.

Final Resolution: Motion Carries

Aye: Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Courtney Jackson

Action: E. Chief Executive Officer Performance Based Increase

Motion to approve CEO performance based increase.

Motion by Katie McGeehan, second by Edward Knittel.

Final Resolution: Motion Carries

Aye: Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Courtney Jackson

Action: F. Charter Choices Terms

Motion to approve moving forward to craft an agreement based on the terms proposed.

Motion by Chris Rossi, second by Michael Adler.

Final Resolution: Motion Carries

Aye: Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Courtney Jackson

Action, Procedural: G. California Area SD Write Off

Motion to approve the California Area SD write off from the 2019-20 FY

Motion by Katie McGeehan, second by Edward Knittel.

Final Resolution: Motion Carries

Aye: Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Courtney Jackson

Action: H. Release of Committed Funds

Motion to release the committed funds as stated in the resolution.

Motion by Chris Rossi, second by Courtney Jackson.

Final Resolution: Motion Carries

Aye: Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Courtney Jackson

5. Announcements

A. Next Board Meeting - April 26, 2022 at 7:00 pm

6. Adjournment


A. Meeting Adjournment

Motion to adjourn the meeting.

Motion by Michael Adler, second by Chris Rossi.

Final Resolution: Motion Carries

Aye: Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Courtney Jackson

A large, handwritten signature in black ink that reads "Alice Solomon". The signature is written in a cursive style and spans across the width of the page.

Insight PA Cyber Charter School
Board Meeting - Tuesday, April 26, 2022
7:00pm



INSIGHT PA
CYBER CHARTER SCHOOL

Board Members present: Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Courtney Jackson
School Solicitor: Pat Hennessey

Meeting called to order at 7:01 PM

1. Preliminary

A. Call to Order

B. Roll Call

C. Mission and Vision

Mission: Enable, inspire, and prepare students to achieve the highest levels of academic standards so they make a powerful contribution in their communities.

Vision: Ignite a desire for learning in every student and nurture them to understand their goals and create a clear path to achieve them

2. Communications

A. General Public Comment

B. Approval of March 2022 Board Meeting Minutes

Motion to approve the March 2022 board minutes

Motion by Michael Adler, second by Katie McGeehan.

Final Resolution Motion Carries

Aye: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Courtney Jackson

C. Executive Sessions

The Board of Trustees has not held an executive session since the last regularly scheduled board meeting

3. Reporting

A. CEO Report

Committee Meeting Overview

- Legislative Updates

- Action Items

B. CFO Report

- March Financials

- March Staff Roster

- Charter Choices Agreement

C. CAO Report

- FBLA

D. Manager of Communications Report

- Student of the Month

- Audacity Agreement

E. Executive Director Report

- Stride Marketing Update

- Reregistration

- Demographics

4. Action Items

Action: A. March 2022 Financials

Motion to approve the March 2022 Financials

Motion by Chris Rossi, second by Michael Adler

Final Resolution: Motion Carries

Aye: Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Courtney Jackson

Action B March 2022 Employee Roster

Motion to approve the March 2022 Employee Roster

Motion by Katie McGeehan, second by Chris Rossi.

Final Resolution: Motion Carries

Aye Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Courtney Jackson

Action: C. Charter Choices Agreement

Motion to approve agreement with Charter Choices agreement with the stipulation that Insight Pa attorney's revisions are incorporated and accepted by Charter Choices.

Motion by Michael Adler, second by Chris Rossi.

Final Resolution: Motion Carries

Aye: Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Courtney Jackson

Action: D. School Wide Plan Affirmation

Motion to approve the School Wide Plan

Motion by Chris Rossi, second by Lowell L Thomas.

Final Resolution: Motion Carries

Aye: Lowell L Thomas, Chris Rossi, Alice Solomon, Katie McGeehan, Courtney Jackson

Abstain: Michael Adler

Action: E. Travel Policy

Motion to approve the new travel policy

Motion by Katie McGeehan, second by Michael Adler.

Final Resolution: Motion Carries

Aye: Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Courtney Jackson

Action: F. Family Engagement Policy

Motion to approve the new family engagement policy

Motion by Lowell L Thomas, second by Chris Rossi.

Final Resolution: Motion Carries

Aye: Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Courtney Jackson

Action: G. 2022 UGG Manual

Motion to approve the updated UGG Manual

Motion by Chris Rossi, second by Katie McGeehan.

Final Resolution: Motion Carries

Aye: Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Courtney Jackson

Action: H. Audacy Agreement

Motion to approve the agreement with Audacy

Motion by Katie McGeehan, second by Michael Adler.

Final Resolution: Motion Carries

Aye: Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Courtney Jackson

5. Announcements

A. Next Board Meeting - May 31, 2022 at 7:00 pm

6. Adjournment**A. Meeting Adjournment**

Motion to adjourn the meeting.

Motion by Michael Adler, second by Katie McGeehan.

Final Resolution: Motion Carries

Aye: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Courtney Jackson

A handwritten signature in black ink, appearing to read 'Michael Adler', is written across the bottom of the page.

Insight PA Cyber Charter School
Board Meeting - Tuesday, May 31st, 2022
7:00pm



INSIGHT PA
CYBER CHARTER SCHOOL

Board Members present: Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel
School Solicitor: Pat Hennessey

Meeting called to order at 7:00 PM

1. Preliminary

A. Call to Order

B. Roll Call

C. Mission and Vision

Mission: Enable, inspire, and prepare students to achieve the highest levels of academic standards so they make a powerful contribution in their communities.

Vision: Ignite a desire for learning in every student and nurture them to understand their goals and create a clear path to achieve them

2. Communications

A. General Public Comment

B. Approval of April 2022 Board Meeting Minutes

Motion to approve the April 2022 board minutes

Motion by Chris Rossi, second by Michael Adler.

Final Resolution Motion Carries

Aye: Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel

C. Executive Sessions

The Board of Trustees held an executive session on Thursday May 26th, 2022 at 5pm to discuss sensitive personnel matters

3. Reporting

A. CEO Report

- Committee Meeting Reviews
- Legislative Updates
- Action Items
- Next Board Meeting

B. Manager of Communications Report

- Student of the Month

C. Executive Director Report

- Reregistration
- Projected Enrollment

D. CFO Report

- April Financials
- April Staff Roster
- iSolved Agreement

4. Action Items

4. Action Items

Action A April 2022 Financials

Motion to approve the April 2022 Financials

Motion by Lowell L Thomas, second by Chris Rossi.

Final Resolution: Motion Carries

Aye Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel

Action: B. April 2022 Employee Roster including Summer School and ESY

Motion to approve the April 2022 Employee Roster including Summer School and ESY

Motion by Chris Rossi, second by Michael Adler

Final Resolution: Motion Carries

Aye: Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel

Action C iSolved Agreements

Motion to approve the iSolved Agreements.
Motion by Katie McGeehan, second by Lowell L Thomas.
Final Resolution: Motion Carries
Aye: Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward KnittelAction:

D. Schoology Agreement
Motion to approve Schoology Agreement. (pending legal review)
Motion by Chris Rossi, second by Edward Knittel.
Final Resolution: Motion Carries
Aye: Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel

Action: E. Student #120-22 Settlement
Motion to approve Student #120-22 Settlement
Motion by Katie McGeehan, second by Edward Knittel.
Final Resolution: Motion Carries
Aye: Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel

Action: F. Student # 120-23 Settlement
Motion to approve Student # 120-23 Settlement
Motion by Alice Solomon, second by Edward Knittel.
Final Resolution: Motion Carries
Aye: Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel

Action: G. Employee Severance Agreement
Motion to approve Employee Severance Agreement
Motion by Michael Adler, second by Edward Knittel.
Final Resolution: Motion Carries
Aye: Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel

Action: H. 2022-2023 Employee Handbook
Motion to approve the changes to the 2022-2023 Employee Handbook, pending final review.
Motion by Chris Rossi, second by Katie McGeehan.
Final Resolution: Motion Carries
Aye: Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel

Action: I. Job Descriptions
Motion to approve job descriptions
Motion by Katie McGeehan, second by Michael Adler.
Final Resolution: Motion Carries
Aye: Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel

Action: J. Contractor Agreement Amanda Morrison
Motion to approve Contractor Agreement for Amanda Morrison
Motion by Alice Solomon, second by Edward Knittel.
Final Resolution: Motion Carries
Aye: Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel

5. Announcements

A. Next Board Meeting - June 28, 2022 at 7:00 pm

6. Adjournment

A. Meeting Adjournment
Motion to adjourn the meeting.
Motion by Alice Solomon, second by Edward Knittel.
Final Resolution: Motion Carries
Aye: Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel



Regular Board Meeting (Tuesday, June 28, 2022)

Generated by Sarah Birdsall on Thursday, June 30, 2022

Members present

Lowell L Thomas, Michael Adler, Eileen Cannistraci, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Courtney Jackson

Meeting called to order at 6:57 PM

1. Preliminary

Procedural: A. Call to Order

Procedural: B. Roll Call

Information: C. Mission and Vision

2. Communications

Procedural: A. Executive Sessions

Procedural: B. General Public Comment

Action, Minutes: C. Approval of the May 2022 Board Minutes

Motion to approve the May board minutes

Motion by Edward Knittel, second by Chris Rossi.

Final Resolution: Motion Carries

Aye: Lowell L Thomas, Michael Adler, Eileen Cannistraci, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Courtney Jackson

3. Reporting

Discussion: A. CEO Report - Committee Meeting Reviews - Legislative Updates - Next Board of Trustees Meeting- August 23rd, 2022

Discussion: B. COO Report HR Report -Employee List -Email Communications Policy/Employee Handbook -Job Descriptions

Discussion: C. CAO Report End of Year Highlights -Graduation -Prom -Student Events/Activities

Discussion: D. Executive Director Report -Re-Registration Update/Forecast

Discussion: E. CFO Report -May Financials -May Roster -May Budget

4. Action Items

Action: A. May 2022 Financials

Motion to approve May 2022 Financials

Motion by Chris Rossi, second by Lowell L Thomas.

Final Resolution: Motion Carries

Aye: Lowell L Thomas, Michael Adler, Eileen Cannistraci, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Courtney Jackson

Action: B. May 2022 Employee Roster

Motion to approve May 2022 Employee Roster

Motion by Michael Adler, second by Katie McGeehan.

Final Resolution: Motion Carries

Aye: Lowell L Thomas, Michael Adler, Eileen Cannistraci, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Courtney Jackson

Action: C. 2022-2023 Budget
Motion to approve the 2022-2023 Budget

Motion by Chris Rossi, second by Edward Knittel.

Final Resolution: Motion Carries

Aye: Lowell L Thomas, Michael Adler, Eileen Cannistraci, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Courtney Jackson

Action: D. June Job Descriptions: Stride to Insight, Status/Job Title Changes, New Positions
Motion to approve all of the proposed June Job Descriptions

Motion by Edward Knittel, second by Lowell L Thomas.

Final Resolution: Motion Carries

Aye: Lowell L Thomas, Michael Adler, Eileen Cannistraci, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Courtney Jackson

Action: E. 2022 Parent and Student Handbook Updates (pending legal review)
Motion to approve the 2022 Parent and Student Handbook Updates

Motion by Edward Knittel, second by Michael Adler.

Final Resolution: Motion Carries

Aye: Lowell L Thomas, Michael Adler, Eileen Cannistraci, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Courtney Jackson

Action: F. Update to Electronic Resources and Communication Systems Policy
Motion to approve the Update to Electronic Resources and Communication Systems Policy

Motion by Chris Rossi, second by Katie McGeehan.

Final Resolution: Motion Carries

Aye: Lowell L Thomas, Michael Adler, Eileen Cannistraci, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Courtney Jackson

Action: G. MCIU Agreement
Motion to ratify MCIU Level Data Agreement

Motion by Edward Knittel, second by Chris Rossi.

Final Resolution: Motion Carries

Aye: Lowell L Thomas, Michael Adler, Eileen Cannistraci, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Courtney Jackson

Action: H. Michael Adler Award for a Graduating Senior
Motion to ratify the \$1,000 Michael Adler Award for a Graduating Senior

Motion by Chris Rossi, second by Katie McGeehan.

Final Resolution: Motion Carries

Aye: Lowell L Thomas, Eileen Cannistraci, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Courtney Jackson
Abstain: Michael Adler

Action: I. 2022/2023 Board Calendar
Motion to approve the 2022/2023 Board Calendar

Motion by Chris Rossi, second by Lowell L Thomas.

Final Resolution: Motion Carries

Aye: Lowell L Thomas, Michael Adler, Eileen Cannistraci, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Courtney Jackson

Action: J. CEO Contract

Motion to approve the CEO Contract.

Motion by Alice Solomon, second by Michael Adler.

Final Resolution: Motion Carries

Aye: Lowell L Thomas, Michael Adler, Eileen Cannistraci, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Courtney Jackson

5. Announcements

Information: A. Next Board Meeting - August 23, 2022 at 7:00pm

6. Adjournment

Procedural: A. Meeting Adjournment

A handwritten signature in black ink, appearing to be "E. Knittel".



INSIGHT PA CYBER CHARTER SCHOOL

Anthony J. Pirrello, CFO
350 Eagleview Blvd., Suite 350
Exton, PA 19341
Phone: 484-713-4353, ext. 2012
Fax: 610-968-1858
apirrello@insightpa.org
<http://pa.insightschools.net>

To: Johanna Best, Federal Programs Coordinator
From: Anthony Pirrello, CFO
Re: UGG Manual
Date: 3-21-22

Dear Johanna,
Insight Pa has put it's UGG Manual on the school's Board Docs page for easy access to all employees and the general public (<https://go.boarddocs.com/pa/ipccs/Board.nsf/Public>). Since it is in electronic form, I have included the link as well as a copy of all the policies for the Federal Programs review.

If you have any additional needs or questions, please let me know.

Thank you,
Anthony

Division of Responsibilities

Board of Trustees

1. Complies with Board of Trustee's Bylaw and Pennsylvania School Code as they related to financial matters.
2. Reviews, approves, and amends as needed the annual budget
3. Reviews and approves financial policies and procedures
4. Reviews and approves annual and periodic financial statements and information
5. Reviews and approves School and Trustees' Liability Insurance and Workers Compensation coverage for the school,
6. Reviews and approves all contracts at the amount required by the Pennsylvania Department of Labor & Industry for municipal bidding, currently higher than \$20,600
7. Reviews and approves monthly disbursements retroactively, with the exception of payments to K12 and those disbursements outside of the approved budget

Chief Executive Officer/Chief Financial Officer (Insight PA Employees)

1. Reviews and approves all financial reports including bank statements, bank reconciliations and cash flow projections
2. Oversees and contributes to the annual budget process and ensures that an appropriate budget is developed annually
3. Reviews and signs all issued checks and/or approves check signing procedures
4. Is designated to review and approve all contracts below the amount required by the Pennsylvania Department of Labor & Industry for municipal bidding, currently \$20,600 or less, with Board ratification at a public meeting
5. Is on-site signatory for all bank accounts

6. Oversees the adherence to all internal controls
7. Reviews and approves all non-budgeted expenditures
8. Reviews and approves all Insight PA payrolls with Executive Director
9. Reviews and approves all Federal and State grant submissions
10. Reviews and approves ISPA-specific expenditures (not processed by K12)
11. Ensure Records Retention policy is followed

Senior Financial Manager (K12 Employee)

1. Processes all ISPA hired staff payrolls
2. Prepares checks for signatures
3. In conjunction with CFO, reviews and manages cash flow
4. With input from CEO/CFO and appropriate K12 staff, develops annual and program budgets
5. Reviews and approves all incoming invoices for proper expense coding submitted by Operations Manager to K12 for processing
6. Prepares bank deposits for funds received directly
7. In conjunction with CFO, monitors and manages all expenses to ensure most effective use of assets
8. Monitors grant reporting and appropriate release of temporarily restricted funds
9. Reviews, revises, and maintains internal accounting controls and procedures
10. Reviews all monthly and year-end financial reports and prepares management reporting for Executive Director approval, CEO/CFO review and Board review and acceptance.
11. Reviews monthly bank statements and completed monthly bank reconciliation
12. Reviews enrollment data submitted to Charter Choices by Child Accounting
13. Reviews invoicing prepared by Charter Choices
14. Reviews Charter Choices Deposit summaries, A/R Summary, and K12 A/R reconciliation between Charter Choices and G/L.
15. Processes all inter-account bank transfers
16. Maintains financial records and documentation in compliance with school policy

Child Accounting Coordinator (K12 Employee)

1. Performs all change of address requests and billing processing as it relates to the students.
2. Provides student enrollment information to Charter Choices for monthly invoicing
3. Responds to districts' requests related to student invoicing

Region Finance Director (K12 Employee)

1. Assists Senior Finance Manager with the development of annual and program budget and monthly forecasts
2. Reviews monthly P&L/Balance Sheet/Forecast detail and analysis versus Budget

K12 Accounting Staff in Virginia (K12 Employee)

1. Reconciles bank accounts
2. Completes all journal entries
3. Prepares Processes Accounts Payable for check writing by Senior Finance Manager
4. Prepares monthly financial reports for review by Senior Finance Manager, Region Finance Director, and CFO\

Charter Choices, Inc. (Contracted by Insight PA)

1. Maintains school enrollment data in Charter Choices system VSIMS
2. Prepares and processes all outgoing student-home school district funding invoices in accordance with Pennsylvania Department of Education (PDE) published requirements.
3. Receives and posts student-home school district funding payments from districts to VSIMS.
4. Prepares bank deposits of student-home school district funding
5. Submits monthly and year-end reconciliation invoices to PDE for redirection of funds

K12 Executive Director (K12 Employee)

1. Reviews and Approves K12 and ISPA Payroll with CEO/CFO
2. Reviews and Approves K12 Financial Package
3. Records and monitors Paid Time Off requests or delegates to appropriate supervisor(s)
4. Review and approve general ledger payables prior to check processing
5. Approves staff continuing education requests for reimbursement or delegates to appropriate supervisor(s)

Annual Budget

PA's fiscal year runs from July 1 through June 30. The CFO, along with CEO, K12 School Educational Administrators, K12 Senior Finance Manager, and K12 Regional Finance Manager, will have responsibility for planning a detailed annual budget. The budget will be reviewed by the CEO and presented to the Board of Trustees. The Board of Trustees will review and approve the budget prior at a public meeting to submission to the Pennsylvania Department of Education.

Insight PA will maintain a budget calendar that will consist of the budget developed by management during January, February, and March each year. The budget will be presented to the Board of Trustees for initial review in April. The budget will "sit publicly" for 30 days in accordance with PDE regulations and will be posted on the Insight PA website and for available for viewing in the main office. The Board of Trustees will approve the final draft of the budget in May or June, but no later than June 30th. Insight PA will file the budget with Pennsylvania Department of Education (PDE) within 15 days of the final budget approval by the Board.

The budget, as adopted by the Board, becomes the financial plan of the charter school for the ensuing budget period. The CEO/CFO is authorized to make expenditures and commitments in accordance with the approved budget.

Financial System Access

Insight PA utilizes K12's Intacct cloud-based accounting system with secured access, process work-flow and back-up recovery services Access is limited to designated individuals with various data access rights as specified by job requirements. All users are approved by the Senior Finance Director. All other financial schedules are maintained on the ISPA's shared drive or hard copy in secured file cabinets. ISPA's shared drive is backed up daily. The Finance Shared Drive has restricted access in which only Finance personnel have access and only ISPA's IT Coordinator can grant access upon approval by the on-site Sr. Finance Manager.

Tax and Exempt Status

The CFO confirms annually that school's Federal and State not for profit status continues to be valid and made available as requested.

The IRS Form 990 is to be filed annually by the 15th day of the 5th month following the close of the tax year. (A return for the June 30 year end would be due by November 15.)

Accounts Receivable and Funding

ISPA follows PDE Charter School funding guidelines and requirements. As such, ISPA, via K12, has contracted with Charter Choices Inc. to invoice individual PA school districts, and track payment receipts by school district. ISPA designated staff have read-only access to review and verify data in Charter Choices' VSIMS system.

The Child Accountant works with the Senior Finance Manager to export enrollment data from Omnibus to Excel to be submitted to Charter Choices to upload to VSIMS. Invoices are calculated and samples are reviewed by ISPA finance Staff before invoices are mailed to all school districts. A list of all districts that choose to pay through PDE is emailed to PDE for payment.

ISPA's funding is based on actual days enrolled by School District, however, monthly invoices sent to school districts are calculated based on students enrolled for that month. At the end of the year, a reconciliation invoice is sent based on actual total days enrolled for the year. As such, ISPA accrues monthly revenue to forecast, until the end of the year. Once the reconciliation invoices are calculated, the Senior Finance Manager completes a Revenue Analysis worksheet to verify VSIMS is using the PDE published school district rates and all calculations are correct. The school year revenue is adjusted to the total amount invoiced to all PA School Districts.

K12's internal review department reviews monthly enrollment data sent to Charter Choices for accuracy.

Bank Accounts

Authorization and Approval

- Board of Trustees must authorize the opening/closing of a bank account.
- CEO, CFO, Executive Director and Board President are the signatory / agents for all Insight PA bank accounts. Two signatures are required for expenditures greater than \$5,000.
- Cash balances shall not be reduced below zero.
- Public fund balances over \$250,000 must be insured (collateralized).
- Checks outstanding and unpaid for a period of 90 days shall be declared void, included as receipts and removed from the outstanding check listing.
- Any adjustments to cash, such as the write-off of old outstanding checks, must be approved by the CFO.
- Upon termination or change in job responsibility of a check signer the bank authorized signatures must be updated immediately.
- The CFO will review the bank authorized signatories annually and confirm review to the CEO. CFO will also review access to PayPal or similar accounts.
- Debit cards issued on school bank accounts are not authorized.
- For credit card or purchasing card (P-Card) acquisitions, see the Credit Card Policy.
- Pay Pal Accounts or similar accounts may be established through the CFO to manage incidental student activities (field trips, events etc.) where absolutely necessary. The accounts must be tracked through the General Ledger and follow the standard monthly account reconciliation and review process.

Custodial and Security Arrangements

- The Senior Finance Manager (K12) maintains and secures the check stock.
- Access to check stock is separated from those with the ability to sign checks.
- Check stock is stored in a secure/locked area.
- Check sequencing is printed on each check as disbursed.
- Checks voided for any reason are maintained by the Senior Finance Manager (K12). "Void" is indicated on the check and the reason the check was voided is also noted on the check.
- Petty cash funds are not permitted.
- Checks written to "Cash" are not permitted. All checks must be written to a specific individual using their full name or to an organization/vendor using their entity's complete name.

Bank Account Reconciliations

1. All bank statements are downloaded from Bank website by the K12 Accounting Staff.
2. K12 Accounting Staff does a comparison of dates and amounts of deposits as shown in the accounting system and on the statement, an investigation of any rejected items, a comparison of cleared checks with the accounting record including amount, payee, and sequential check numbers.
3. K12 Senior Finance Manager will verify that voided checks, if returned, are appropriately defaced and filed.
4. K12 Senior Finance Manager will investigate any checks that are outstanding over three months.
5. K12 Senior Finance Manager will attach the completed bank reconciliation to the applicable bank statement, along with all deposit and check copy documentation to a monthly reconciliation folder. The reconciliation folder will be reviewed and signed by the CFO.

Investments

It is the policy of the Board of Trustees to optimize its return through investment of cash balances in such a way as to minimize non-invested balances and to maximize return on investments. All investments shall be made in accordance with applicable laws of Pennsylvania including Section 440.1 of the PA School Code. Investments shall remain sufficiently liquid to meet all operating requirements that are reasonably anticipated.

Investments shall be made with the objective of attaining a maximum rate of return available in the market at the time of investment and taking into account the investment risk constraints and liquidity needs. All investments require approval of the Board of Trustees prior to the date of investment. The CEO and CFO shall manage the school's investment program, in accordance with written, Board-approved procedures for operation of the investment program.

An annual review of the investment program shall be prepared by the designated individual and presented to the Board of Trustees for review. A monthly report will be prepared by the designated individual responsible for investments and presented to the board and shall include the amount of funds invested, any amounts earned in the investment fund, types of investments and the names of the institution where investments are held.

All investments shall be purchased in the name of the school. All investment advisors shall verify in writing that they have received a copy of the school's investment policy and submit annually audited financial statements, proof of National Association of Securities Dealers (NASD) certification, and proof of state registration.

Designated officers and employees involved in the school's investment process shall disclose any personal business activity that could conflict with the proper execution and management of the investment program or could impair their ability to make impartial decisions.

Bond proceeds shall be invested in accordance with the Local Government Unit Debt Act and applicable federal and state laws, subject to approval by bond counsel and the Board of Trustees. Investment transactions arising from bond proceeds shall be reported monthly to the board in accordance with this policy.

Expenditures

Authorization and Approval

- The CEO, CFO, Executive Director, and Operations Manager are authorized to approve and make expenditures on behalf of the school for operational purchases in accordance with the Board-approved budget.
- Purchase requests under \$5,000 must be approved by the CEO, CFO, Executive Director, or Operations Manager. Purchase requests greater than \$5,000 require approval by both the Executive Director and the CEO or CFO.
- For purchases made by the School, not purchases made by K12, the School must adhere to the quotation and bidding thresholds published annually by the PA Department of Labor and Industry when required to comply as stated in the PA School Code (School Code – 24 P.S. Sec. 751, 807.1).
- The Regional IT Administrator (K12) must be consulted on technology purchases and implementation decisions. The Regional IT Administrator (K12) will assist in the securing of competitive pricing for computers, monitors, printers, software and school technology infrastructure components.
 - Equipment must be supportable by the K12 technology infrastructure and meet necessary requirements to ensure the security and privacy of sensitive school data.
- All service contracts must be supported by a current written contract. The contract must be reviewed and approved by the Executive Director and the CEO or CFO. All contracts in excess of \$100 must additionally be approved by the Board.
 - The CEO and CFO are designated to review and approve and enter into all contracts below the amount required by the Pennsylvania Department of Labor & Industry for municipal bidding, currently \$20,600 or less, with Board ratification at a public meeting.
 - Contracts valued above the level for municipal bidding, currently \$20,600 or less, must be approved by the Board prior to the CEO or CFO entering into the contract.
- Loans to employees and Board members are prohibited under all circumstances.
- Compensation and any other payments for goods and services may not be paid in advance with the exception of: insurance, rent, facility/room rentals, and software licenses and a contract for each service must be tied to the service.

- All invoices must be paid in a timely manner within 30 days. The turnaround time for payment processing by K12 accounting staff is 5-10 business days.
- Expenditures for federal program funds must follow all Federal Program Uniform Grant Guidance provisions outlined in the *Insight PA Cyber Charter School Uniform Grant Guidelines (U.G.G.) Manual*. [\[1\]](#)

For Payments to be Processed the Following Must Occur (depending on type)

Purchase Order Processing for Vendors Requesting a PO

- Complete purchase requisition form.
- The submitter secures the approval signature of the supervisor and executive director.
- If the items and cost are approved, the Senior Finance Manager is provided with the PR form. If the items and cost are not approved, the PR goes back to the submitter.
- The Senior Finance Manager applies the appropriate GL account code to the PR. The Senior Finance Manager holds the PR for receipt of the corresponding invoice.
- Once the invoice is received, it is matched against the PR for accuracy and the Senior Finance Manager provides both the invoice and the PR to K12 Accounting Staff for processing and payment.

Non-Purchase Order Invoice Processing

- Invoice is received by Office Administrator and entered into AP Control Sheet.
- On weekly basis, the Control Sheet and invoices are provided to the Senior Finance Manager for review and coding.
- Senior Finance Manager submits coded invoices and summary sheet to K12 Accounting Staff for processing and payment.
- All invoices require the approval of the Operations Manager, the Senior Finance Manager, and the Executive Director prior to payment. Senior Finance Manager prints checks after K12 Accounting staff process is complete.
- CFO reviews checks and accompanying support documents and signs checks. Checks over \$5,000 require dual signatures.

Gift Card Purchasing

- Preapproval by the CEO, CFO, or Executive Director is required prior to purchase. Documentation must include the purpose of the gift cards, intended recipients, and timing of distribution.
- Gift card must be stored in a locked and secure location with restricted access.
- Monthly reconciliation of remaining gift cards and card distribution must be provided to the Senior Finance Manager and included in the monthly financial review.
- All gift cards distributed to employees must be reported to payroll and is considered imputed income. Taxes are paid by the receiving employee on the value of the gift card.

K12 Invoices for Payment

- All K12 invoices must be reviewed by the CFO and approved by the Board prior to payment in accordance with the Educational Services Agreement (ESA).
- Management and Technology fees: Management and technology fee invoices are reviewed by the Executive Director and Operations Manager to confirm compliance with the Services Agreement.
- Student computer, On-line School (OLS) invoices and materials: Invoices are reviewed against student records and approved by the Ops Manager to confirm compliance with the Services Agreement. Other K12 Billing:

- Invoices include Supplemental Software, Payroll and other costs that are paid on behalf of K12 and charged back to the school according to the Services Agreement. These are reviewed by the Senior Finance Manager.

Student Internet Service Provider (ISP) payments (as per school policy)

- The Operations Manager processes lists of families eligible for payments twice a year in accordance with the Internet Reimbursement Policy (Student/Family Handbook)
- The Executive Director reviews and approves the payment report prior to sending to Senior Finance Manager for review of amounts. Once completed, the report is approved by the CFO and sent to K12 Accounting Staff who then outsources to a third service provider for check processing, signing, and mailing to the families designated on the approved listing.

Expense Reimbursement

- See expense policy in the ISPA Employee Handbook for detail of reimbursable expenses.
- The Regional Vice President approves the Executive Director's expense reports. The CFO, preferably, or Executive Director approves the CEO's expense reports.

Manual Expense Reports

- Manual expense report along with supporting receipts are sent to Supervisor for approval.
- The Supervisor reviews for expense policy compliance, reviews and forwards approval Senior Finance Manager for review and approval. Expense reports not in compliance are returned to the employee for correction.
- The Senior Finance Manager confirms inclusion of supporting documentation, applies general ledger coding, and sends information to K12 Accounting Staff for processing and payment.
- During processing all invoices require the approval of the Operations Manager, the Executive Director, and the Senior Finance Manager prior to payment.
- See Payment Process below.

Intacct Expense Processing

- K12 accounting staff initiates the payment process in the Accounting System once all approvals have been received.
- K12 accounting staff will select invoices ready for payment and communicates with the school that checks are in the queue ready to be printed.

Payment Process

- Senior Finance Manager prints checks using blank check stock and a MICR printer cartridge stored in a secure location. Should support be required to be sent with the check, the vendor invoice is contained electronically in the system and can be viewed and printed if necessary.
- CFO reviews checks and accompanying support documents and signs checks. Checks over \$5,000 require dual signatures, typically CFO and CEO.
- The Senior Finance Manager / Office Admin photocopies the signed checks and files them with their respective expense report.
- Once printed, confirmed, and signed, checks are mailed to vendors from the school location.

Payroll Processing

Salaried employees are not required to check in on a daily basis. Individual supervisors share a PTO-day exception report with the K12 Senior Finance Manager which indicates when PTO time is not available and a paycheck should be adjusted accordingly.

Hourly employees clock in and out via a computerized time clock. At the end of the pay period, hourly timesheets will be reviewed and approved by the employee's supervisor for payroll processing.

The payroll specialist processes payroll, the Senior Finance Manager oversees the process ensuring accurate completion with sufficient time for payroll vendor processing.

The Executive Director and CFO review and approve payroll reports prior to processing.

K12 Accounting Staff posts the payroll journal entry to the General Ledger on a semi-monthly basis. Employees are paid over 24 semi-monthly pays.

- e. Must choose direct deposit to a designated bank account. Paychecks are deposited directly into the designated direct deposit accounts on the payroll date. Employees can access their payroll information via the web-based payroll system.

All tax-related and mandated payroll-related reports are prepared by the payroll vendor and filed as necessary.

W-2 statements are processed by the payroll vendor and issued to employees by January 31st of the following year for the prior year.

Any changes to the standing information of the payroll from the prior period including addition of new employees, separation of employees, or changes in base pay rate is provided to the Senior Finance Manager by the K12 HR staff or the CFO.

For days off known in advance, all employees are required to request time off on a Paid Time Off (PTO) form in advance of the absence.

K12 HR staff will reconcile the daily PTO list to PTO requests for accuracy and proper payroll processing

Accounts Receivable

Deposits of student funding and grants should be routed to automatically deposit into the school bank account. Whenever possible, *any* funding should be routed to automatically deposit. (See *Cash Receipts* policy.)

A copy of all backup documentation for direct deposits must be sent to the Senior Finance Manager with duplicate to K12 Accounting Staff by Charter Choices.

Use of a bank lockbox for payment (Charter Choices' lockbox) is highly encouraged. Cash should not be sent directly to the school. In the limited cases where checks are received by the school the following process must be followed:

1. Administrative Assistant (K12) opens mail and indicates date received on remittance information.
2. The check and accompanying documentation is provided to the Senior Finance Manager (K12).
3. Senior Finance Manager (K12) processes the check, indicates how to code the check, and CFO deposits into the school bank account within two business days of receipt.
4. The Senior Finance Manager (K12) provides a copy of all deposit backup documentation to the K12 accounting staff.

Petty Cash

Petty cash funds are not maintained by Insight PA and are not permitted.

Annual Audit

Annually, charter schools are responsible for hiring an independent certified public accounting (CPA) firm to review all financial transactions. Insight PA's CFO, as authorized by the Board of Trustees, will ensure there is a third-party audit conducted on an annual basis. Insight CEO and CFO have the responsibility of providing the auditors with the Insight PA management letter for inclusion in the audit report.

The results of the examination will be reported to the Charter Authorizer and to the Board. The report shall include:

1. An independent auditor's report on the fair presentation of all financial statements;
2. An independent auditor's report on compliance and on internal controls;
3. All financial statements with accompanying notes;
4. Reportable findings and recommendations; and
5. Auditee's comments and corrective action plan(s).

Inventory: Fixed Assets and Physical

Annually, a physical inventory must be performed for all capitalized items, as well as all computers and all technology equipment that do not meet the capitalization threshold, by the Operations Manager and IT Administrator. The inventory is performed to determine that all assets are present, in usable condition, located in the assigned area, and accurately recorded on the fixed asset and/or inventory records. Upon completion, the Operations Manager, IT Administrator, and Senior Finance Manager must review and approve the results. Review includes a comparison of physical inventory to accounting records and the fixed asset schedule. Any discrepancies must be communicated to the CFO for a review.

A fixed asset inventory is to be performed on an annual basis at the completion of the physical inventory.

Net Assets

The Net Assets Policy is adopted to ensure that Insight PA maintains adequate net asset balances and reserves in order to:

- a. Provide sufficient cash flow for daily financial needs,
- b. Secure and maintain investment grade bond ratings,
- c. Offset significant economic downturns or revenue shortfalls, and
- d. Provide funds for unforeseen expenditures related to emergencies.

Net Asset Definitions

The following definitions will be used in reporting activity of the school in accordance with FASB ASC 958-205, Financial Statements for Not-for-Profit Organizations and PA Department of Education Guidelines. Insight PA may or may not report all net asset types in any given reporting period, based on actual circumstances and activity.

Unrestricted/Unassigned: unrestricted and unassigned portion of expendable funds that are available for support of operations and investments. Must have a positive fund balance.

Temporarily Restricted: donations with various donor restrictions. Funds may only be expended for the donor-specified purpose.

Assigned: reflects the school's intent to use the money for a specific purpose but is not considered restricted or committed. Unlike committed fund balances, assigned fund balances can be changed without formal action and do not need to be designated by the Board. The assignment of funds for a specified purpose cannot result in a negative unrestricted/unassigned fund balance.

Committed: a portion of fund balance that can only be used for specific purposes as a result of formal action by Board of Trustees. Once the amount is committed, it cannot be used for any other purpose unless changed by the same procedures used to initially constrain the money (action of the Board of Trustees). The action of the board to commit the funds should take place before the end of the reporting period; however, the amount can be determined in the subsequent period.

Restricted: a portion of the fund balance that is restricted to be spent for a specific purpose. The constraints on these amounts must be externally imposed by creditors, grantors, contributors or laws or regulations of other governments; or by enabling legislation. used to account for resources restricted to the extent that only earnings, and not principal, may be used for purposes that support Insight PA’s purposes.

Minimum Unrestricted/Unassigned Net Assets

While the ideal minimum unrestricted/unassigned net asset balance to maintain is 10% of the year’s budgeted expenditures and outgoing transfers, Insight PA shall maintain at least a minimum unrestricted/unassigned net asset balance of 1% percent of the subsequent year’s budgeted expenditures and outgoing transfers. This minimum unrestricted net asset balance is to protect against cash flow shortfalls related to timing of projected revenue receipts and to maintain a budget stabilization commitment.

Replenishing Deficiencies

When unrestricted/unassigned net assets fall below the minimum 1% range, Insight PA will replenish shortages/deficiencies using the budget strategies and timeframes described below.

1. Reduce recurring expenditures to eliminate any structural deficit or,
2. Increase revenues or pursue other funding sources, or,
3. Some combination of the two options above.

When a minimum unrestricted/unassigned net asset deficiency is identified, a replenishment plan shall be identified and presented to the Board of Trustees for approval.

Records Retention (Financial)

The purpose of this Policy is to ensure that necessary records and documents of are adequately protected and maintained and to ensure that records that are no longer needed by the school or are of no value are discarded at the proper time. This Policy is also for the purpose of aiding employees of Insight PA in understanding their obligations in retaining electronic financial documents.

The Record Retention Schedule follows the text of the policy. The CEO/CFO is the officer in charge of the administration of this Policy and the implementation of processes and procedures to ensure that the Record Retention Schedule is followed. The Administrator is also authorized to: make modifications to the Record Retention Schedule from time to time to ensure that it complies with local, state and federal laws and includes the appropriate document and record categories; monitor local, state and federal laws affecting record retention; annually review the record retention and disposal program; and monitor compliance with this Policy.

In the event Insight PA is served with any subpoena or request for documents or any employee becomes aware of a governmental investigation or audit concerning Insight PA or the commencement of any litigation against or concerning Insight PA, such employee shall inform the CEO/CFO and any further disposal of documents shall be suspended until shall time as the CEO/CFO, with the advice of counsel, determines otherwise. The CEO/CFO shall take such steps as is necessary to promptly inform all staff of any suspension in the further disposal of documents.

This Policy applies to all physical records generated in the course of Insight PA’s operation, including both original documents and reproductions. It also applies to the electronic documents.

Record Retention Schedule

1. **A. ACCOUNTING AND FINANCE**

Record Type	Retention Period
Accounts Payable ledgers and schedules	7 years
Accounts Receivable ledgers and schedules	7 years

Record Type**Retention Period**

Annual Audit Reports and Financial Statements

Permanent

Annual Audit Records, including work papers and other documents that relate to the audit

7 years after completion of audit

Annual Plans and Budgets

2 years

Bank Statements and Canceled Checks

7 years

Employee Expense Reports

7 years

General Ledgers

Permanent

Interim Financial Statements

7 years

Notes Receivable ledgers and schedules

7 years

Investment Records

7 years after sale of investment

Credit card records (documents showing customer credit card number)

2 years

1.

B. CONTRACTS**Record Type****Retention Period**

Contracts and Related Correspondence (including any proposal that resulted in the contract and all other supportive documentation)

7 years after expiration or termination

1.

C. CORPORATE RECORDS**Record Type****Retention Period**

Corporate Records (minute books, signed minutes of the Board and all committees, corporate seals, articles of incorporation, bylaws, annual corporate reports)

Permanent

Licenses and Permits

Permanent

1.

D. GRANT RECORDS**Record Type****Retention Period**[Original grant proposal](#)

7 years after completion of grant period

Grant agreement and subsequent modifications, if applicable

7 years after completion of grant period

All requested IRS/grantee correspondence including determination letters and "no change" in exempt status letters

7 years after completion of grant period

Record Type	Retention Period
Final grantee reports, both financial and narrative	7 years after completion of grant period
All evidence of returned grant funds	7 years after completion of grant period
All pertinent formal correspondence including opinion letters of counsel	7 years after completion of grant period
Report assessment forms	7 years after completion of grant period
Documentation relating to grantee evidence of invoices and matching or challenge grants that would support grantee compliance with the grant agreement	7 years after completion of grant period
Pre-grant inquiry forms and other documentation for expenditure responsibility grants	7 years after completion of grant period
Grantee work product produced with the grant funds	7 years after completion of grant period

1.

E. INSURANCE RECORDS

Record Type	Retention Period
Annual Loss Summaries	10 years
Audits and Adjustments	3 years after final adjustment
Certificates Issued to Insight PA	Permanent
Claims Files (including correspondence, medical records, injury documentation, etc.)	Permanent
Group Insurance Plans	Until Plan is amended or terminated
Inspections	3 years
Insurance Policies (including expired policies)	Permanent
Journal Entry Support Data	7 years
Loss Runs	10 years
Releases and Settlements	25 years

1.

F. LEGAL FILES AND PAPERS

Record Type	Retention Period
Legal Memoranda and Opinions (including all subject matter files)	7 years after close of matter
Litigation Files	1 year after expiration of appeals or time for filing appeals
Court Orders	Permanent
Requests for Departure from Records Retention Plan	10 years

1.

G. MISCELLANEOUS

Record Type	Retention Period
Consultant's Reports	2 years
Material of Historical Value (including pictures, publications)	Permanent
Policy and Procedures Manuals – Original	Current version with revision history
Policy and Procedures Manuals - Copies	Retain current version only
Annual Reports	Permanent

1.

H. PAYROLL DOCUMENTS

Record Type	Retention Period
Employee Deduction Authorizations	4 years after termination
Payroll Deductions	Termination + 7 years
W-2 and W-4 Forms	Termination + 7 years
Garnishments, Assignments, Attachments	Termination + 7 years
Labor Distribution Cost Records	7 years
Payroll Registers (gross and net)	7 years
Time Cards/Sheets	2 years
Unclaimed Wage Records	6 years

1.

I. PENSION and 403b DOCUMENTS AND SUPPORTING EMPLOYEE DATA

Record Type	Retention Period
Retirement and Pension/403b Records	Permanent

1.

J. PROPERTY RECORDS

Record Type	Retention Period
Correspondence, Property Deeds, Assessments, Licenses, Rights of Way	Permanent
Original Purchase/Sale/Lease Agreement	Permanent
Property Insurance Policies	Permanent

1.

K. TAX RECORDS

Record Type	Retention Period
Tax-Exemption Documents and Related Correspondence	Permanent
IRS Rulings	Permanent
Excise Tax Records	7 years
Payroll Tax Records	7 years
Tax Bills, Receipts, Statements	7 years
Tax Returns - Income, Franchise, Property	Permanent
Tax Workpaper Packages - Originals	7 years
Sales/Use Tax Records	7 years
Annual Information Returns - Federal and State	Permanent
IRS or other Government Audit Records	Permanent

1. L. CONTRIBUTION RECORDS

Record Type	Retention Period
Records of Contributions	Permanent
Insight PA's or other documents evidencing terms of gifts	Permanent

Cash Receipts

Cash receipts are any funds received by Insight PA, including but not limited to cash, checks, money orders, ACH payments, credit card payments, wire transfers, etc.

Cash receipts generally arise from:

1. School Districts

2. Federal Programs and State Programs
3. Miscellaneous donations, payments, credits, etc.

The principal steps in the cash receipts process are:

- Cash receipts from students' home school districts funding are typically received by Charter Choices, processed, entered in the VSIMS system, and prepared for deposit. Once received, the cash receipts are kept in a secure location during processing and until the deposit is complete. Charter Choices provides image documents of the checks and deposit slips to the K12 Senior Finance Manager and K12 Accounting Staff. Charter Choices enters payments into the VSIMS system for recording.
- Cash receipts received directly by Insight PA are processed and prepared for deposit by the Senior Finance Manager. Once received, the cash receipts are kept in a secure location during processing and until the deposit is complete. Cash receipts from students' home school districts funding received by Insight PA are processed and image documents of the checks and deposit slips to Charter Choices for entry in the VSIMS system for recording.
- A copy of the deposit slip is verified to the deposit record and filed.
- The cash receipts are posted and reconciled with the bank statement monthly by K12 Accounting Staff using the appropriate code.

Capital Assets

A capital asset is a piece of property that meets all of the following requirements:

1. The asset is tangible and complete.
2. The asset is used in the operation of the school system's activities.
3. The asset has a useful life of longer than the current fiscal year.
4. The asset individual unit price is \$2,000 or more.

Capital assets may be acquired through donation, purchase or may be self-constructed. The asset value for donations will be the fair market value at the time of the donation. The asset value, when purchased, will be the initial cost plus the trade-in value of any old asset given up, plus all costs related to placing the asset into operation. The cost of self-constructed assets will include all costs of construction.

Land

- Land acquired by purchase is recorded at cost to include the amount paid for the land itself and all incidental costs.
- Land acquired by gift or bequest is recorded at the fair market value at the date of the acquisition.
- When land is acquired with buildings erected thereon, total cost is allocated between the two in reasonable proportion at the date of acquisition. If the transfer document does not show the allocation, other sources of the information may be used such as an expert appraisal or the real estate tax assessment records.
- Land is not depreciable.

Land Improvements

- This category will include parking lots, outdoor lighting, covered walkways, fences, tennis courts, running tracks, and grandstands, etc.
- The cost of landscaping will not be capitalized.
- Land Improvements will be depreciated over their estimated useful lives.

Buildings

- Buildings will be recorded at either their acquisition cost or construction cost. If a building is acquired by purchase, the capitalized cost should include the purchase price and other incidental expenses at the time of acquisition.
- If a building is constructed, the capitalized cost should include all construction costs. The constructed building will be capitalized upon completion of the project. For the first year, all the component units of the building, such as HVAC, plumbing system, sprinkler systems, elevators, etc. will be included in the capitalized cost of the building.

Building Additions

- Building additions will be recorded at their construction cost.
- Building additions will be capitalized separately and depreciated over their useful life.

Building Improvements

- Component Units (HVAC, plumbing systems, sprinkler systems, elevators, etc.)
- When building component units are replaced, the new component unit will be capitalized separately, and the old component (subsequent to original construction) will be removed from the property report. However, if the original component unit was included in the original construction, it will not be removed since it was not a separately valued component. The new component unit will be depreciated over the remaining useful life of the building.
- Major Renovations or Alterations
- Any major renovations or alterations within an existing building will be added to the cost of the original building. These renovations/alterations will be depreciated over the remaining life of the building/structure.

Repairs & Maintenance

- The cost of normal repairs and maintenance that do not add to the value of the asset or materially extend lives of the assets are not capitalized.

Construction in Progress

- This includes all projects for buildings or land improvements' construction that are not completed at the end of the fiscal year.

Furniture & Equipment

- Expenditures for furniture and equipment costing \$2,000 or more per item and have an estimated life of more than one year will be capitalized.

Depreciation Method

The "straight line" method of depreciation should be utilized to depreciate capital assets, except for land, over the estimated useful lives of the related assets principally as follows. Estimated life for fixed assets shall follow IRS guidelines.

Permanent Buildings:	40 years
Building Additions:	Remaining Useful Life up to 40 years
Building Improvements:	Remaining Useful Life up to 40 years
Computer Hardware:	3 years
Software:	3-5 years (amortized)
Equipment:	7 years
Furniture:	7 years
Land Improvements:	20 to 80 years (dependent upon the improvement)

Disposition of Assets

When capital assets are sold or otherwise disposed of, the inventory of capital assets should be relieved of the cost of the asset and the associated accumulated depreciation. Assets will be removed at the time of sale. The appropriate depreciation will be taken for the year of disposal. The CEO or CFO approves the disposition of assets.

Detailed Property Records

Insight PA will maintain an accurate account of all owned capital assets. The account will contain sufficient data to allow:

- Preparation of fiscal year-end financial statements in accordance with Generally Accepted Accounting Principles (GAAP),
- Adequate insurance coverage, and
- Control, accountability, security.

The Operations Manager (K12) is responsible for maintaining this record. Each asset acquired will have a detailed property record including the following detail:

- A description of the asset, a reference number, asset classification, and location of the asset,
- Acquisition cost, vendor, and date of purchase,
- Assigned life and method of depreciation,
- Indication if asset was purchased with restricted funds (ex. Federal title monies) and noting any limitations on use, and
- Description taken on an annual basis with accumulation thereof.

Each asset will be tagged with a visible reference number. To safeguard against the loss or unauthorized use of property, on an annual basis a physical count of property will be conducted by the Operations Manager (see Inventory: Fixed Assets and Physical).

Accruals

Insight PA uses the accrual basis of accounting. Fund accounting is used to account for the financial activities. The preparation of all monthly and year-end financial statements is in accordance with Generally Accepted Accounting Principles for 501(c)(3) entities and any other state-specific reporting requirements.

To ensure a timely close of the General Ledger, Insight PA books accrual entries. Some accruals will be made as recurring entries. Accrual entries are made by K12 Accounting Staff.

Travel Policy – Federal Programs

Travel: Travel costs are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of a grant recipient. Such costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not selected days of the trip, and results in charges consistent with those normally allowed in like circumstances in the recipient’s non-federally funded activities and in accordance with the recipient’s written travel reimbursement policies. [\[1\]](#)

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

Legal

[1. 2 C.F.R §200.474\(a\).](#)

[2. 2 C.F.R §200.474\(b\).](#)

Allowability of Costs– Federal Programs

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

When determining how Insight PA will spend its grant funds, the Senior Finance Manager (K12) will review the proposed cost to determine whether it is an allowable use of federal grant funds *before* obligating and spending those funds on the proposed good or service. All costs supported by federal education funds must meet the standards outlined in EDGAR, 2 C.F.R. Part 3474 and 2 C.F.R. Part 200, Subpart E, which are provided in the bulleted list below. The Senior Finance Manager (K12) must consider these factors when making an allowability determination. Additional helpful questions to ask when making allowability determinations are located within this policy.

- **Be Necessary and Reasonable for the performance of the federal award.** Insight PA staff must consider these elements when determining the reasonableness of a cost. A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision to incur the cost was made. For example, reasonable means that sound business practices were followed, and purchases were comparable to market prices.

When determining reasonableness of a cost, consideration must be given to:

- Whether the cost is a type generally recognized as ordinary and necessary for the operation of Insight PA or the proper and efficient performance of the federal award.
- The restraints or requirements imposed by factors, such as: sound business practices; arm's-length bargaining; federal, state and other laws and regulations; and terms and conditions of the federal award.
- Market prices for comparable goods or services for the geographic area.
- Whether the individuals concerned acted with prudence in the circumstances considering their responsibilities to Insight PA, its employees, its students, the public at large, and the federal government.
- Whether Insight PA significantly deviates from its established practices and policies regarding the incurrence of costs, which may unjustifiably increase the federal award's cost. 2 C.F.R. §200.404

While 2 C.F.R. §200.404 does not provide specific descriptions of what satisfies the "necessary" element beyond its inclusion in the reasonableness analysis above, necessary is determined based on the needs of the program. Specifically, the expenditure must be necessary to achieve an important program objective. A key aspect in determining whether a cost is necessary is whether Insight PA can demonstrate that the cost addresses an existing need, and can prove it. For example, Insight PA may deem a language skills software program necessary for a limited English proficiency program.

When determining whether a cost is necessary, consideration may be given to:

- Whether the cost is needed for the proper and efficient performance of the grant program.
- Whether the cost is identified in the approved budget or application.
- Whether there is an educational benefit associated with the cost.
- Whether the cost aligns with identified needs based on results and findings from a needs assessment.
- Whether the cost addresses program goals and objectives and is based on program data.

- **Allocable to the federal award.** A cost is allocable to the federal award if the goods or services involved are chargeable or assignable to the federal award in accordance with the relative benefit received. This means that the federal grant program derived a benefit in proportion to the funds charged to the program. 2 C.F.R. §200.405. For example, if 50% of a teacher's salary is paid with grant funds, then that teacher must spend at least 50% of his or her time on the grant program.
- **Consistent with policies and procedures that apply uniformly to both federally-financed and other activities of Insight PA.**
- **Conform to any limitations or exclusions set forth as cost principles in Part 200 or in the terms and conditions of the federal award.**
- **Consistent treatment.** A cost cannot be assigned to a federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been assigned as an indirect cost under another award.
- **Adequately documented.** All expenditures must be properly documented.
- **Be determined in accordance with general accepted accounting principles (GAAP), unless provided otherwise in Part 200.**
- **Not included as a match or cost-share, unless the specific federal program authorizes federal costs to be treated as such.** Some federal program statutes require the non-federal entity to contribute a certain amount of non-federal resources to be eligible for the federal program.
- **Be the net of all applicable credits.** The term "applicable credits" refers to those receipts or reduction of expenditures that operate to offset or reduce expense items allocable to the federal award. Typical examples of such transactions are: purchase discounts; rebates or allowances; recoveries or indemnities on losses; and adjustments of overpayments or erroneous charges. To the extent that such credits accruing to or received by the state relate to the federal award, they shall be credited to the federal award, either as a cost reduction or a cash refund, as appropriate. 2 C.F.R. §200.406.

Part 200's cost guidelines must be considered when federal grant funds are expended. As provided above, federal rules require state-level and Insight PA-level requirements and policies regarding expenditures to be followed as well. For example, state and/or Insight PA policies relating to travel or equipment may be narrower than the federal rules, and the stricter State and/or Insight PA policies must be followed. Further, certain types of incentives are allowable under federal law, but are not allowable under State law.

Selected Items of Cost

Part 200 examines the allowability of 55 specific cost items (commonly referred to as Selected Items of Cost) at 2 C.F.R. §§ 200.420-200.475. These cost items are listed in the chart below along with the citation where it is discussed whether the item is allowable. Please do not assume that an item is allowable because it is specifically listed in the regulation as it may be unallowable despite its inclusion in the selected items of cost section. The expenditure may be unallowable for a number of reasons, including: the express language of the regulation states the item is unallowable; the terms and conditions of the grant deem the item unallowable; or State/local restrictions dictate that the item is unallowable. The item may also be unallowable because it does not meet one of the cost principles, such as being reasonable because it is considered too expensive. If an item is unallowable for any of these reasons, federal funds cannot be used to purchase it.

Insight PA personnel responsible for spending federal grant funds and for determining allowability must be familiar with the Part 200 selected items of cost section. Insight PA must follow these rules when charging these specific expenditures to a federal grant. When applicable, Insight PA staff must check costs against the selected items of cost requirements to ensure the cost is allowable. In addition, State, Insight PA and program-specific rules may deem a cost as unallowable and Insight PA personnel must follow those non-federal rules as well.

The selected item of cost addressed in Part 200 includes the following (in alphabetical order):

Item of Cost	Citation of Allowability Rule
Advertising and public relations costs	2 CFR § 200.421
Advisory councils	2 CFR § 200.422
Alcoholic beverages	2 CFR § 200.423
Alumni/ae activities	2 CFR § 200.424
Audit services	2 CFR § 200.425
Bad debts	2 CFR § 200.426
Bonding costs	2 CFR § 200.427
Collection of improper payments	2 CFR § 200.428
Commencement and convocation costs	2 CFR § 200.429
Compensation – personal services	2 CFR § 200.430
Compensation – fringe benefits	2 CFR § 200.431
Conferences	2 CFR § 200.432
Contingency provisions	2 CFR § 200.433
Contributions and donations	2 CFR § 200.434
Defense and prosecution of criminal and civil proceedings, claims, appeals and patent infringements	2 CFR § 200.435
Depreciation	2 CFR § 200.436
Employee health and welfare costs	2 CFR § 200.437
Entertainment costs	2 CFR § 200.438
Equipment and other capital expenditures	2 CFR § 200.439
Exchange rates	2 CFR § 200.440
Fines, penalties, damages and other settlements	2 CFR § 200.441
Fund raising and investment management costs	2 CFR § 200.442

Gains and losses on disposition of depreciable assets	2 CFR § 200.443
General costs of government	2 CFR § 200.444
Goods and services for personal use	2 CFR § 200.445
Idle facilities and idle capacity	2 CFR § 200.446
Insurance and indemnification	2 CFR § 200.447
Intellectual property	2 CFR § 200.448
Interest	2 CFR § 200.449
Lobbying	2 CFR § 200.450
Losses on other awards or contracts	2 CFR § 200.451
Maintenance and repair costs	2 CFR § 200.452
Materials and supplies costs, including costs of computing devices	2 CFR § 200.453
Memberships, subscriptions, and professional activity costs	2 CFR § 200.454
Organization costs	2 CFR § 200.455
Participant support costs	2 CFR § 200.456
Plant and security costs	2 CFR § 200.457
Pre-award costs	2 CFR § 200.458
Professional services costs	2 CFR § 200.459
Proposal costs	2 CFR § 200.460
Publication and printing costs	2 CFR § 200.461
Rearrangement and reconversion costs	2 CFR § 200.462
Recruiting costs	2 CFR § 200.463
Relocation costs of employees	2 CFR § 200.464
Rental costs of real property and equipment	2 CFR § 200.465
Scholarships and student aid costs	2 CFR § 200.466
Selling and marketing costs	2 CFR § 200.467
Specialized service facilities	2 CFR § 200.468
Student activity costs	2 CFR § 200.469
Taxes (including Value Added Tax)	2 CFR § 200.470
Termination costs	2 CFR § 200.471
Training and education costs	2 CFR § 200.472
Transportation costs	2 CFR § 200.473
Travel costs	2 CFR § 200.474
Trustees	2 CFR § 200.475

Likewise, it is possible for the State and/or Insight PA to put additional requirements on a specific item of cost. Under such circumstances, the stricter requirements must be met for a cost to be allowable. Accordingly, employees must consult federal, State and Insight PA requirements when spending federal funds. For example, often the State's travel rules are more restrictive than federal rules, which means the State's policies must be followed.

In order for a cost to be allowable, the expenditure must also be allowable under the applicable program statute (e.g., Title I of the Elementary and Secondary Education Act (ESEA), or the Carl D. Perkins Career and Technical Education Act (Perkins)), along with accompanying program regulations, non-regulatory guidance and grant award notifications.

The state and/or Insight PA rules related to some specific cost items are discussed below. Insight PA employees must be aware of these State and Insight PA rules and ensure they are complying with these requirements.

Helpful Questions for Determining Whether a Cost is Allowable

In addition to the cost principles and standards described above, the Senior Finance Manager (K12) can refer to this section for a useful framework when performing an allowability analysis. In order to determine whether federal funds may be used to purchase a specific cost, it is helpful to ask the following questions:

- Is the proposed cost allowable under the relevant program?
- Is the proposed cost consistent with an approved program plan and budget?
- Is the proposed cost consistent with program specific fiscal rules?
 - For example, Insight PA may be required to use federal funds only to supplement the amount of funds available from nonfederal (and possibly other federal) sources.
- Is the proposed cost consistent with EDGAR?
- Is the proposed cost consistent with specific conditions imposed on the grant (if applicable)?

As a practical matter, the Federal Programs Coordinator should also consider whether the proposed cost is consistent with the underlying needs of the program. For example, program funds must benefit the appropriate population of students for which they are allocated. This means that, for instance, funds allocated under Title III of the Elementary and Secondary Education Act (ESEA) governing language instruction programs for limited English proficient (LEP) students must only be spent on LEP students and cannot be used to benefit non-LEP students.

Also, funds should be targeted to address areas of weakness, as necessary. To make this determination, the Federal Programs Coordinator should review data when making purchases to ensure that federal funds to meet these areas of concern.

Cash Management – Federal Programs

Insight PA will comply with applicable methods and procedures for payment that minimize the time elapsing between the transfer of funds and disbursement by Insight PA, in accordance with the Cash Management Improvement Act at 31 CFR Part 205. Generally, Insight PA receives payment from the PDE on a reimbursement basis. 2 C.F.R. § 200.305. However, if Insight PA receives an advance in federal grant funds, Insight PA will remit interest earned on the advanced payment quarterly to the federal agency consistent with 2 C.F.R. § 200.305(b)(9). According to guidance from the U.S. Department of Education (ED), when calculating the interest earned on ED grant funds, regardless of the date of obligation, interest is calculated from the date that the federal funds are drawn down from the G5 system until the date on which those funds are disbursed by the LEA.

Interest would not accrue if the LEA uses nonfederal funds to pay the vendor and/or employees prior to the funds being drawn down from the G5 system, commonly known as a reimbursement.

Payment Methods

Reimbursements: Insight PA will initially charge federal grant expenditures to nonfederal funds.

Insight PA's Senior Finance Manager (K12) will request reimbursement for actual expenditures incurred under the federal grants. Reimbursement will be submitted on the appropriate form to the PDE portal. All reimbursements are based on actual disbursements, not on obligations. PDE will process reimbursement requests within the timeframes required for disbursement. Consistent with state and federal requirements, Insight PA will maintain source documentation supporting the federal expenditures (invoices, time sheets, payroll stubs, etc.) and will make such documentation available for PDE to review upon request. Reimbursements of actual expenditures do not involve interest calculations. Consistent with state and federal requirements, Insight PA will maintain source documentation supporting the federal expenditures (invoices, time sheets, payroll stubs, etc.) and will make such documentation available for PDE review upon request.

Reimbursements of actual expenditures do not require interest calculations.

Advances: To the extent Insight PA receives advance payments of federal grant funds, Insight PA will strive to expend the federal funds on allowable expenditures as expeditiously as possible. Specifically, Insight PA attempts to expend all drawn downs of federal funds within 72 hours of receipt.

When applicable, the Insight PA shall use existing resources available within a program before requesting additional advances. Such resources include program income (including repayments to a revolving fund), rebates, refunds, contract settlements, audit recoveries, and interest earned on such funds. (2 CFR Sec. 305(b)(5)) Insight PA shall hold federal advance payments in insured, interest-bearing accounts. Insight PA is permitted to retain for administrative expense up to \$500 per year of interest earned on federal grant cash balances. Regardless of the federal awarding agency, interest earnings exceeding \$500 per year shall be remitted annually to the Department of Health and Human Services Payment Management System (PMS) through an electronic medium using either Automated Clearing House (ACH) network or a Fedwire Funds Service payment. (2 CFR Sec. 200.305(b)(9))

Pursuant to federal guidelines, interest earnings shall be calculated from the date that the federal funds are drawn down from the G5 system until the date on which those funds are disbursed by the Insight PA. Consistent with state guidelines, interest accruing on total federal grant cash balances shall be calculated on cash balances per grant and applying the actual or average interest rate earned.

Conflict of Interest – Federal Programs

Standards of Conduct

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

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

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

Definitions

Confidential information shall mean information not obtainable from reviewing a public document or from making inquiry to a publicly available source of information.

Conflict or Conflict of interest shall mean use by a Board member or Insight PA employee of the authority of his/her office or employment, or any confidential information received through his/her holding public office or employment, for the private pecuniary benefit of him/herself, a member of his/her immediate family or a business with which s/he or a member of his/her immediate family is associated. The term does not include an action having a de minimis economic impact, or which affects to the same degree a class consisting of the general public or a subclass consisting of an industry, occupation or other group which includes the Board member or employee, a member of his/her immediate family or a business with which s/he or a member of his/her immediate family is associated.

De minimis economic impact shall mean an economic consequence which has an insignificant effect.

Financial interest shall mean any financial interest in a legal entity engaged in business for profit which comprises more than five percent (5%) of the equity of the business or more than five percent (5%) of the assets of the economic interest in indebtedness.

Honorarium shall mean payment made in recognition of published works, appearances, speeches and presentations, and which is not intended as consideration for the value of such services which are nonpublic occupational or professional in nature. The term does not include tokens presented or provided which are of de minimis economic impact.

Immediate family shall mean a parent, parent-in-law, spouse, child, spouse of a child, brother, brother-in-law, sister, sister-in-law, or the domestic partner of a parent, child, brother or sister.

Business partner shall mean a person who, along with another person, plays a significant role in owning, managing, or creating a company in which both individuals have a financial interest in the company.

Disclosure of Financial Interests

No Board member shall be allowed to take the oath of office or enter or continue upon his/her duties, nor shall s/he receive compensation from public funds, unless s/he has filed a statement of financial interests as required by law. The Insight PA board members, solicitor, and designated Insight PA employees shall file a statement of financial interests as required by law and regulations.

Standards of Conduct

Insight PA maintains the following standards of conduct covering conflicts of interest and governing the actions of its employees and Board members engaged in the selection, award and administration of contracts. No employee or Board member may participate in the selection, award or administration of a contract supported by a federal award if s/he has a real or apparent conflict of interest as defined above, as well as any other circumstance in which the employee, Board member, any member of his/her immediate family, his/her business partner, or an organization which employs or is about to employ any of them, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.

Insight PA shall not enter into any contract with a Board member or employee, or his/her spouse or child, or any business in which the person or his/her spouse or child is associated valued at \$500 or more, nor in which the person or spouse or child or business with which associated is a subcontractor.

Any Board member or employee who in the discharge of his/her official duties would be required to vote on a matter that would result in a conflict of interest shall abstain from voting and, prior to the vote being taken, publicly announce and disclose the nature of his/her interest as a public record.

No public official or public employee shall accept an honorarium.

Board members and employees may neither solicit nor accept gratuities, favors or anything of monetary value from contractors or parties to subcontracts, unless the gift is an unsolicited item of nominal value. Gifts of a nominal value may be accepted in accordance with Board policy.

Improper Influence

No person shall offer or give to a Board member, employee or nominee or candidate for the Board, or a member of his/her immediate family or a business with which s/he is associated, anything of monetary value, including a gift, loan, political contribution, reward or promise of future employment based on the offeror's or donor's understanding that the vote, official action or judgment of the Board member, employee or nominee or candidate for the Board would be influenced thereby.

No Board member, employee or nominee or candidate for the Board shall solicit or accept anything of monetary value, including a gift, loan, political contribution, reward or promise of future employment, based on any understanding of that Board member, employee or nominee or candidate that the vote, official action or judgment of the Board member, employee or nominee or candidate for the Board would be influenced thereby.

Organizational Conflicts

Organizational conflicts of interest may exist when due to Insight PA's relationship with a subsidiary, affiliated or parent organization that is a candidate for award of a contract in connection with federally funded activities, Insight PA may be unable or appear to be unable to be impartial in conducting a procurement action involving a related organization.

In the event of a potential organizational conflict, the potential conflict shall be reviewed by the CEO or designee to determine whether it is likely that Insight PA would be unable or appear to be unable to be impartial in making the award.

If such a likelihood exists, this shall not disqualify the related organization; however, the following measures shall be applied:

1. The organizational relationship shall be disclosed as part of any notices to potential contractors;
2. Any employees or officials directly involved in the activities of the related organization are excluded from the selection and award process;
3. A competitive bid, quote or other basis of valuation is considered; and

4. The Board has determined that contracting with the related organization is in the best interests of the program involved.

Reporting

Any perceived conflict of interest that is detected or suspected by any employee or third party shall be reported to the CEO. If the CEO is the subject of the perceived conflict of interest, the employee or third party shall report the incident to the Board President. Any perceived conflict of interest of a Board member that is detected or suspected by any employee or third party shall be reported to the Board President. If the Board President is the subject of the perceived conflict of interest, the employee or third party shall report the incident to the CEO, who shall report the incident to the solicitor. No reprisals or retaliation shall occur as a result of good faith reports of conflicts of interest.

Investigation

Investigations based on reports of perceived violations of this policy shall comply with state and federal laws and regulations. No person sharing in the potential conflict of interest being investigated shall be involved in conducting the investigation or reviewing its results. In the event an investigation determines that a violation of this policy has occurred, the violation shall be reported to the federal awarding agency in accordance with that agency's policies.

Disciplinary Actions

If an investigation results in a finding that the complaint is factual and constitutes a violation of this policy, Insight PA shall take prompt, corrective action to ensure that such conduct ceases and will not recur. Insight PA staff shall document the corrective action taken and, when not prohibited by law, inform the complainant. Violations of this policy may result in disciplinary action up to and including discharge, fines and possible imprisonment. Disciplinary actions shall be consistent with Board policies, procedures, applicable collective bargaining agreements and state and federal laws.

Equipment and Inventory Management

Inventory

For each equipment and computing device purchased with federal funds, the following information is maintained:

- Serial number or other identification number;
- Source of funding for the property; Who holds the title;
- Acquisition date and cost of the property;
- Percentage of federal participation in the project costs for the federal award under which the property was acquired;
- Location, use, and condition of the property; and
- Any ultimate disposition data including the date of disposal and sale price of the property.

All equipment/capital outlay, regardless of cost, must be tracked and inventoried in order to provide adequate controls to safeguard all equipment purchased with federal funds. This directive includes "computing devices" such as laptop computers, calculators, digital cameras, scanners, and other items that are easily stolen.

Procedures for managing equipment must meet the following requirements:

1. Inventory must be current and available for review and audit. The following information must be included:
 - Description of the property, including manufacturer's model number, if any;
 - Manufacturer's serial number or other identification number;
 - Identification of the funding source under which the property was acquired;
 - Acquisition date and unit cost;
 - Source of property (company name);
 - Percentage of federal funds used in the purchase of the property;
 - Present location, use, condition of the property, and date the information was reported; and

- All pertinent information on the ultimate transfer, replacement, or disposition of the equipment.
- 2. Physical inventory must be conducted at least every two years.
- 3. There must be a control system in place to prevent loss, damage, or theft.
- 4. Adequate maintenance procedures must be implemented.
- 5. If authorized or required to sell property, proper sales procedures must be maintained to ensure highest possible return.
- 6. Items acquired using federal monies shall be physically marked by source of funding and acquisition date.

Disposition of Equipment

Equipment must be disposed of in accordance with applicable laws and procedures and may be disposed of with no obligation to the federal government, if all the following criteria are met:

- Equipment is no longer needed in the current program;
- Equipment is not needed in other programs currently or previously funded by a federal agency; and
- Equipment is an item that has a current per-unit fair market value of less than \$5,000.

An LEA may purchase or lease equipment with federal funds if: 1) it is reasonable and necessary to operate its federal program effectively; 2) existing equipment will not be sufficient; and 3) the costs are reasonable.

Real property and equipment purchased with federal funds may be made available to other educational programs or projects, providing this use does not interfere with its use for the federal program or significantly shorten the equipment's useful life.

Records of transferred equipment must be retained for three years from date of transfer. The written notification to purge or transfer must include:

- Item,
- Date of acquisition,
- Original cost,
- Reason for purge or transfer, and
- Anticipated Use.

Generally, disposition of equipment is dependent on its fair market value (FMV) at the time of disposition. If the item has a current FMV of \$5,000 or less, it may be retained, sold, or otherwise disposed of with no further obligation to the federal awarding agency. If the item has a current FMV of more than \$5,000, the federal awarding agency is entitled to the federal share of the current market value or sales proceeds. Insight PA must request disposition instructions for capital outlay with an acquisition cost of \$5,000 or more per unit from the Division of Federal Programs.

Procurement Policy – Federal Programs

Insight PA Charter School is committed to securing goods and services using grant funds from reputable and responsible suppliers in an equitable and competitive manner and in accordance with applicable federal and state laws, regulations and guidance.

Reason for Policy

2 CFR Part 200.317 requires that grantees and subgrantees will use their own procurement procedures which reflect applicable state (PA School Code Section 807.1) and local laws and regulations, provided that procurements conform to applicable federal law and other standards. In using federal funds for procurements, Insight PA is

bound to adhere to all of the procurement standards identified in 2 CFR Part 200.317 et. seq. If the School's procurement policies and procedures are more restrictive than state or federal laws and regulations, school policies must be followed. 2 CFR Part 200.318 includes but is not limited to the following requirements:

- Insight PA will use its own procurement procedures which reflect applicable state and local laws and regulations, provided that the procurements conform to applicable Federal law and regulations
- Insight PA will have written selection procedures for procurement transactions
- Any lists of prequalified persons, firms or products to be used by the School will be updated regularly and will ensure open and free competition
- Only responsible contractors that have the ability to successfully complete contract terms will be used
- If available and applicable, excess federal property and equipment will be used before purchasing new equipment
- Insight PA will ensure no real or apparent conflicts of interest arise during procurement activities
- All transactions will be conducted in a manner providing full and open competition (See 34 CFR 80.36(c) for examples of restrictive procurement situations)
- Unnecessary or duplicative purchases will be avoided
- Insight PA will perform a cost or price analysis in connection with every procurement action including contract modifications
- Detailed records to substantiate procurement decisions, rationale and history will be maintained
- Insight PA will handle and resolve any contract or procurement disputes
- Insight PA will take all necessary affirmative steps to assure that minority firms, women's business enterprises, and labor surplus area firms are used when possible
- Insight PA must make available, upon request of the awarding agency, technical specifications on proposed procurements where the awarding agency believes such review is needed to ensure that the item and/or service specified is the one being proposed for purchase
- Any applicable bonding requirements will be followed
- Insight PA contracts must contain provisions of paragraph 2 CFR 200.326.
- Contracting with faith-based organizations is allowed provided there is no discrimination for or against the organization and provided that the faith-based organization offers any religious worship, instruction or proselytization at a time and in a location separate from any programs or services provided to the School and any participation in such services by beneficiaries of grant programs is voluntary.

Procurement Thresholds (effective January 1, 2019):

Micro Purchases – below \$10,000 – no quotes required

Small Purchases – purchase of goods \$10,000 - \$20,599 and purchase of services \$10,000 - \$249,999 –
Three (3) quotes required

Non-Competitive - \$10,000 and above – sole source justification required

Competitive/Sealed Bid Proposal – advertising RFP – purchase of goods \$20,600 and over; purchase of services \$250,000 and over – RFP and advertising required

Policy Requirements

Purchasing procedures using federal and non-federal grant funds will conform to applicable state, local and federal law and any regulations identified in 2 CFR. Procurements may be awarded through noncompetitive means under certain circumstances such as if the goods/services are only available from a single source, public exigency or emergency necessitates noncompetitive procurement, the awarding agency authorizes it, or if competition is deemed inadequate. See 2 CFR Part 200.320 for additional guidance on when noncompetitive procurement may be used.

Documentation of procurement processes should be maintained.

Technology & Record Retention Policy

Record Retention

Insight PA maintains all records that fully show (1) the amount of funds under the grant or subgrant; (2) how the school uses those funds; (3) the total cost of each project; (4) the share of the total cost of each project provided

from other sources; (5) other records to facilitate an effective audit; and (6) other records to show compliance with federal program requirements. Insight PA also maintains records of significant project experiences and results. These records and accounts must be retained and made available for programmatic or financial audit.

The U.S. Department of Education is authorized to recover any federal funds misspent within 5 years before the receipt of a program determination letter. Consequently, Insight PA retains records for a minimum of five (5) years from the date on which the final Financial Status Report is submitted, unless otherwise notified in writing to extend the retention period by the awarding agency, cognizant agency for audit, oversight agency for audit, or cognizant agency for indirect costs. However, if any litigation, claim, or audit is started before the expiration of the record retention period, the records will be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken.

If a retention period for the same type of record listed in this UGG Manual conflicts with a retention period listed in the Insight PA *Records Retention Policy (Financial)* in the *Financial Policies and Procedures Manual*, the records will be retained for the longer of the two periods.

Collection and Transmission of Records

The majority of records are stored electronically on Insight PA's servers unless required by applicable law to be kept in paper format. Physical records are stored in the Business Office in a program file during the program year and then are moved to storage located on-site. Electronic records are transmitted electronically to the grantee agency. Original hard copy reports will be mailed to the grantee agency if required in grant guidelines. Records are provided electronically for audits and monitoring when possible and will be provided physically when requested.

Access to Records

Insight PA provides the awarding agency, Inspectors General, the Comptroller General of the United States, and the pass-through entity (The Chester County Intermediate Unit), or any of their authorized representatives the right of access to any documents, papers, or other records of the Intermediate Unit which are pertinent to the Federal award, in order to make audits, examinations, excerpts, and transcripts. The right also includes timely and reasonable access to Insight PA's personnel for the purpose of interview and discussion related to such documents.

Privacy

Insight PA has procedures in place to ensure that the personal information of both students and employees is protected.

Time and Effort Documentation Procedure

Time and Effort Standards

All employees who are paid in full or in part with federal funds must keep specific documents to demonstrate the amount of time they spent on grant activities. This includes an employee whose salary is paid with state or local funds and is used to meet a required "match" in a federal program. These documents, known as time and effort records, are maintained to charge the costs of personnel compensation to federal grants.

Charges to federal awards for salaries and wages must be based on records that accurately reflect the work performed. These records must:

- Be supported by a system of internal controls which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;
- Be incorporated into official records;
- Reasonably reflect total activity for which the employee is compensated, not exceeding 100% of compensated activities;
- Encompass both federally assisted, and all other activities compensated by Insight PA on an integrated basis;
- Comply with the established accounting policies and practices of the Insight PA, and
- Support the distribution of the employee's salary or wages among specific activities or costs objectives.

Time and Effort Procedures

In order to meet the above requirements, all employees who must complete time and effort forms must submit either a semi-annual certification or a personnel time & effort sheet (TER), as required below. The type of form depends on the number of programs or cost objectives that an employee works on.

A cost objective is a program, function, activity, award, organizational subdivision, contract, or work unit of which cost data are described and from which provision is made to accumulate and measure the cost of processes, products, jobs, capital projects, etc. [1]

All employees who work on a single program or cost objective must complete a semi-annual certification.

The semi-annual certification must be:

- Completed at least every six (6) months;
- Be signed by the employee or the supervisor with direct knowledge of the work being performed;
- Reflect an after-the-fact distribution of the actual activity; and
- Account for the total activity for which each employee is compensated.

All employees who work on multiple programs or cost objectives must complete a Personnel Activity Report (PAR) that support the distribution of their salaries /wages that meet the following standards:

- Reflect an after-the-fact distribution of the actual activity;
- Account for the total activity for which each employee is compensated;
- Are prepared semi-annually; and
- Are signed by the employee.

Reconciliation and Closeout Procedures

It is critical for payroll charges to match the actual distribution of time recorded on the monthly certification documents. Budget estimates determined before the services are performed do not qualify as support for charges to federal awards. These estimates may be used for interim accounting purposes provided that the system for establishing the estimates produces reasonable approximations of the activity actually performed.

The certifications are submitted to the Program supervisor. Certifications are collected from staff semi-annually by the program, reviewed by the supervisor. If an employee exits the program mid- year, the supervisor is responsible for collecting outstanding certifications.

Personally Identifiable Information and Protected Personally Identifiable Information

Definition

Personally Identifiable Information (PII) means information that can be used to distinguish or trace an individual's identity, either alone or when combined with other personal or identifying information that is linked or linkable to a specific individual. Some information that is considered to be PII is available in public sources such as telephone books, public Web sites, and university listings. This type of information is considered to be Public PII and includes, for example, first and last name, address, work telephone number, email address, home telephone number, and general educational credentials. The definition of PII is not anchored to any single category of information or technology. Rather, it requires a case-by-case assessment of the specific risk that an individual can be identified. Non-PII can become PII whenever additional information is made publicly available, in any medium and from any source, that, when combined with other available information, could be used to identify an individual. ([§200.79 Personally Identifiable Information](#)).

Protected PII means an individual's first name or first initial and last name in combination with any one or more of types of information, including, but not limited to, social security number, passport number, credit card numbers, clearances, bank numbers, biometrics, date and place of birth, mother's maiden name, criminal, medical and financial records, educational transcripts. This does not include PII that is required by law to be disclosed. ([§200.82 Protected Personally Identifiable Information](#)).

Responsibility

Insight PA employees, contractors, and their designees are required to take reasonable measures to safeguard protected personally identifiable information as well as any information designated as sensitive. This includes taking measures during the publication of a Single Audit Report and all other reporting, including those published online and those submitted electronically.

Related Policies

Please see Insight PA's FERPA policy (2016.1) and Student Records (2016) policy. Confidentiality of information is discussed there as well.

Cash Disbursements & Expense Allocations

Cash disbursements are payments made by Insight PA for expenses. The payments are made in, but are not limited to cash, checks, money orders, credit card payments, ACH payments, wire transfers, etc.

Invoices received are processed by K12 Accounting Staff and entered in the *Intacct* system. Invoices are paid weekly, dependent on due date, by Senior Finance Manager. Checks are processed weekly by the Senior Finance Manager after receiving a check run report from K12 Accounting Staff. Checks are matched to original invoices. Checks are given to CFO for review and signature. Amounts over \$5,000 require dual signature (CFO and CEO). Once signed they are provided to the K12 Office Administrator for mailing, check and remittance order copying, and the copies returned to the K12 Senior Finance Manager for filing.

Checks can be prepared manually within one day, but this is limited to emergency situations.

Requests for cash disbursements are submitted in three ways:

1. Original invoice,
2. Employee reimbursement request, or
3. Credit card statement.

The Senior Finance Manager codes all requests for disbursement to the accurate and appropriate account. A W-9 Form must be received from a vendor before payment can be issued. School districts are not required to provide a W-9 form.

A list of disbursements is provided monthly to the Board of Trustees for their review and approval.

Every employee reimbursement must be documented on the approved form and include a receipt from the vendor detailing all goods or services purchased and the specific business purpose.

Financial Reports and Monthly Close

K12 Accounting Staff prepares the detailed monthly financial reports. These reports and substantiating details are reviewed and used in preparation of monthly budget to actual analysis. The reports are reviewed and approved by the K12 Senior Finance Manager and K12 Region Director. Once approved, the detailed reports are provided to the CFO for review and approval. From the detailed financial reports, the monthly and Board Finance Report is prepared and presented to the Board for their approval.

The Board Finance Report includes the following summary-level reports: enrollment, balance sheet, statement of income and expenses, disbursements, K12 invoice aging, cash flow projections, top 10 A/R balance, and personnel. The Board of Trustees is also provided with detail-level financial reports in spreadsheet form.

Monthly Close

Accruals - On a monthly basis, the Senior Finance Manager and K12 Accounting Staff prepare journal entries to accrue for revenue, expense line items including teacher bonuses, Special Ed Related Services, ISP, Management & Technology/Oversight fees, etc. These expenses are reversed on a monthly basis and trued up each month end. The accruals are included in the Monthly Financial Packet that is provided to K12 corporate and to the CFO, CEO, and Board of Trustees.

Balance Sheet Reconciliations – K12 Accounting Staff performs a reconciliation for each balance sheet account on a monthly basis. Unusual items and differences are investigated and resolved on a timely basis. The monthly reconciliations are reviewed by the Shared Services Accounting Manager. All accounts are reviewed on a monthly basis with the Senior Finance Manager and Region Director.

Monthly Financial Package – All journal entries are created by the K12 Accounting Staff. The journal entries, along with supporting documents, are reviewed and posted by the Shared Services Accounting Manager or the Director Shared Services.

During month-end, the general ledger transaction level details (list of all general ledger activity/journal entries from the month) are included in the monthly financial package for review by the Region Director/Senior Finance Manager, CFO, and Executive Director. The Executive Director replies via email confirming their review of the general ledger transaction level details.

Regular finance meetings are held with the Finance Director, Senior Finance Manager, the Executive Director, CFO, and CEO. Additionally, the School Finance team, CFO and Executive Director are in continuous communication. During these meetings, items such as financial results, accuracy of the forecast, upcoming events/initiatives, revenue projections, risks, and enrollment projections are discussed.

The Senior Finance Manager completes the month variance and trend analysis as part of the monthly closing process and is included in the Monthly Financial Board Package. This is reviewed with the Executive Director, CFO, and CEO. The Senior Finance Manager prepares the latest forecast based on current actuals and discussions with the Executive Director, CEO, and CFO. Variances to prior forecasts and original approved budget are reviewed and commentary is included for any significant line items. This is also reviewed in detail with the Executive Director and the Region Finance Director and K12 Accounting Staff. Any questions/concerns are followed up in a timely manner. The most recent budget to actual YTD results are presented to the Board of Trustees at the subsequent board meeting for their approval.

Credit Card Use

Insight PA has bank-issued credit cards. The credit card is used for vendor payments when it is more convenient than processing a regular check payment or required by the vendor. Except for emergency purchases, all purchases using the credit card are approved in advance by the CEO or CFO.

Managing & Possession of Cards

- The CEO and CFO are authorized to consider and approve the issuance of a credit card for employees.
- Upon the CEO/CFO's approval, a card request form is then fully completed and signed. This form is submitted to the bank for processing, review, and approval.
- The CFO reviews this policy and the Employee Usage Agreement with the employee prior to receipt of the card.
- Once the card is received, the employee must sign the Employee Usage Agreement and activate and sign the card.
- The safe maintenance of the card at all times is the responsibility of the employee to whom it is issued.
- Employees are to use the card for Insight PA purchases and business-travel only. These purchases must be within the Insight PA purchasing guidelines. Employees may not use the card for non-Insight PA-related purchases or for cash advances.
- If an employee who was issued a card leaves Insight PA, the bank is notified and the card surrendered to the CFO and destroyed. Upon termination or separation of employment, the card holder must surrender the

card and itemized receipts for any expenses incurred to date, not previously submitted, to the CFO. This must occur on or prior to the last day of employment.

- The CFO performs an annual review of all active cards usage frequency and credit limits. If applicable, new requests and change requests are submitted.

Lost Cards & Misuse of Cards

- If the card is lost or stolen, the employee shall immediately notify the bank by phone via the number listed on the back of the card. The employee must also notify the CFO. Employees should note this phone number in a secure location in the event of lost card.
- By accepting the card, the employee agrees not to make personal purchases or any unapproved purchases for Insight PA.
- Failure to follow this procedure can result in disciplinary action up to and including termination in accordance with the Insight PA Employee Manual.

Purchasing

- All purchases must be made in accordance with Insight PA purchasing procedures, including obtaining appropriate approvals in advance of the purchase.
- Documentation of all purchases (original invoice/itemized receipts/packing slips) must be retained by the employee cardholder and submitted to the K12 Senior Finance Manager.
- The employee cardholder will be financially responsible for any purchase for which an itemized receipt is not submitted per the terms of this policy.
- The employee cardholder is responsible to know and adhere to the purchase limits and restrictions of the card, to ensure the card is used for legitimate business purposes, and is held responsible for all charges to the card.
- An employee cardholder who intentionally makes unauthorized purchases or carelessly uses the card is liable for the total dollar amount of such unauthorized or personal purchases. They are also subject to disciplinary action in accordance with the Insight PA Employee Manual.
- Unauthorized use of the card may result in withdrawal of the card, disciplinary action, and/or criminal action.

Account Management

- The regular credit limit is \$50,000 for all cards on the account.
- The CEO and CFO are authorized to make temporary adjustments to the credit limit when school circumstances necessitate. (Example, state standardized testing period.)
- The CEO and CFO are authorized for temporary adjustments up to \$100,000.
- Permanent adjustments to the credit limit or temporary adjustments beyond \$100,000 require Board of Trustees' approval at a public Board meeting

Fiscal Year-End Close

The K12 Senior Finance Manager and Region Finance Director review and approve all monthly and year-end financial reports as described in "Financial Reports" (page 14). They are filed for audit purposes.

The final fiscal year-end financial statements are run and reviewed by the K12 Accounting Staff. They are then reviewed and approved by the K12 Senior Finance Manager, K12 Region Finance Director, and school CFO. From the detailed financial statements, the year-end Board Finance Report is prepared and presented to the Board for their approval. The Board of Trustees is also provided with detail-level year-end financial statements in spreadsheet form.

At the end of the fiscal year, an outside Audit Firm will prepare an Annual Audit (see "Annual Audit" (page7) and the annual *Return for Organization Exempt from Income Tax* (IRS Form 990). The return and audit will be presented to the CEO/CFO for review. The CEO/CFO will present to the Board for their approval. Insight PA will

then file the approved return with the Internal Revenue Service by the annual deadline of November 15th and comply with PA Department of Education requirements for audit confirmation.

All other appropriate government filings including those required by the PDE and attorney general's office will be completed and filed with the appropriate agency.

Chart of Accounts and General Ledger

Insight PA has designated a Chart of Accounts in accordance with the PDE. The Chart of Accounts will assist with managing operations, preparing financial statements, and facilitating the preparation of the end of year Financial Report.

Insight PA currently uses *Intacct* as its accounting system and will periodically review the system to determine its ability to meet the school's accounting needs. Intacct maintains the General Ledger for all funds of the school. An adequate segregation of duties is maintained to ensure that approval of transactions, the entry of the transactions into the general ledger, and reconciliation of the chart of accounts is complete by separate individuals. Access to the *Intacct* file will be restricted to those individuals with a need to access accounting data. *Intacct* data files are backed-up and maintained to allow for recovery of the Intacct data file in the case of a disaster.

Insight PA Cyber Charter School Fundraiser Policy

All fundraisers conducted by Insight PA Cyber Charter School must be organized by and benefit an Insight PA Cyber Charter School group or be organized and sponsored by an ISPA group for the benefit of a charitable organization. No outside fundraisers will be supported, advertised or permitted by Insight PA.

ISPA students and employees wishing to initiate a fundraiser must present a written proposal naming the beneficiary of the fundraiser to the appropriate Principal and request the approval of the concept/idea. Following Principal approval, the fundraiser must be placed on the school's calendar with the Family Engagement Coordinator, and a plan for communication, advertising, etc. will be developed at that time. No distribution of information regarding the fundraiser may occur until the event is on the ISPA calendar and the Family Engagement Coordinator approves information for distribution.

**Preliminary Statement of Revenues, Expenditures & Fund Balances
Include ALL Funds
as of June 30, 2022**

Name of School Insight PA Cyber Charter School

Address of School 350 Eagleview Boulevard, Suite 350, Exton PA 19341

CEO Signature _____

REVENUES

6000		REVENUE FROM LOCAL SOURCES	
6500		EARNINGS ON INVESTMENTS	
	6510	Interest on Investments and Interest-Bearing Checking Accounts	6,357.29
	6520	Dividends on Investments	
	6530	Gains or Losses on Sale of Investments	
	6540	Earnings on Investments in Real Property	
	6590	Other Earnings or Investments	
6600		FOOD SERVICE REVENUE	
	6610	Daily Sales - Reimbursable Programs	
	6620	Daily Sales - Non-Reimbursable Programs	
	6630	Special Functions	
	6640	Non-Cash Contributions	
	6650	Price Reduction for Reduced Price and Free Meals (Debit)	
	6690	Other Food Service Revenues	
6700		REVENUES FROM STUDENT ACTIVITIES	
	6710	Admissions	
	6720	Bookstore Sales	
	6730	Student Organization Membership Dues and Fees	
	6740	Fees	
	6750	Student Activity - Special Events	
	6790	Other Student Activity Income	
6800		REVENUES FROM INTERMEDIARY SOURCES / PASS THROUGH	
	6810	Revenue from Local Governmental Units	
	6820	Revenue from Intermediary Sources - Commonwealth Funds	
	6830	Revenues from Intermediary Sources - Federal Funds	826,155.99
	6890	Other Revenues from Intermediary Sources	
6900		OTHER REVENUE FROM LOCAL SOURCES	
	6910	Rentals	
	6920	Contributions & Donations from Private Sources / Capital Contributions	
	6930	Gains or Losses on Sale of Fixed Assets (Economic Resource Measurement Focus Only)	
	6940	Tuition from Patrons	
	6941	Regular Day School Tuition	
	6942	Summer School Tuition	
	6943	Adult Education Tuition	
	6944	Receipts From Other LEAs in Pennsylvania - Education	66,492,929.12
	6945	Receipts from Out-of-State LEAs	
	6946	Receipts from Member Districts - AVTS / Special Program Jointure only	
	6947	Receipts from Members of Intermediate Units for Education by Withholding	

	6948	Receipts from Members of Intermediate Units for Direct Contributions	
	6949	Other Tuition from Patrons	
	6950	Unassigned	
	6960	Services Provide Other Local Governmental Units / LEAs	
	6961	Transportation Services Provided Other Pennsylvania LEAs	
	6969	All Other Services Provided Other Governments and LEAs Not Specified Above	
	6970	Services Provided Other Funds	
	6980	Revenue from Community Service Activities	
	6990	Refunds and Other Miscellaneous Revenue	
	6991	Refunds of a Prior Year Expenditure	
	6999	Other Revenues Not Specified Above	
7000		REVENUE FROM STATE SOURCES	
7100		BASIC INSTRUCTIONAL AND OPERATING SUBSIDIES	
	7150	Unassigned	
	7160	Tuition for Orphans and Children Placed in Private Homes	
	7180	Staff and Program Development	
7200		REVENUE FOR SPECIFIC EDUCATIONAL PROGRAMS	
	7210	Homebound Instruction	
	7220	Vocational Education	
	7230	Alternative Education	
	7240	Driver Education - Student	
	7250	Migratory Children	
	7260	Workforce Investment Act (WIA)	
	7270	Specialized Education of Exceptional Pupils	
	7280	Adult Literacy	
	7290	Additional Educational Program Revenues	
7300		REVENUES FOR NON-EDUCATIONAL PROGRAMS	
	7310	Transportation (Regular and Additional)	
	7320	Rental and Sinking Fund Payments / Building Reimbursement Subsidy	
	7330	Health Services (Medical, Dental, Nurse, Act 25)	60,551.14
	7340	Unassigned	
	7350	Sewage Treatment Operations / Environmental Subsidies	
	7360	Safe Schools	
7400		VOCATIONAL TRAINING OF THE UNEMPLOYED	
7500		STATE REVENUE NOT LISTED ELSEWHERE IN THE 7000 SERIES OF ACCOUNTS	
	7502	Dual Enrollment Grants	
	7503	Project 720/High School Reform	
	7599	Other State Revenue Not Listed Elsewhere in the 7000 Series	
7600		REVENUE FOR MILK, LUNCH AND BREAKFAST PROGRAMS	
7800		REVENUE FOR THE COMMONWEALTH'S SHARE OF PAID BENEFITS	
	7810	State Share of Social Security and Medicare Taxes	
	7820	State Share of Retirement Contributions	
7900		REVENUE FOR TECHNOLOGY	
	7910	Educational Technology	
	7990	Other Technology Grants	
8000		REVENUE FROM FEDERAL SOURCES	

8100		UNRESTRICTED GRANTS-IN-AID DIRECT FROM THE FEDERAL GOVERNMENT	
	8110	Payments for Federally Impacted Areas - P.L. 81-874	
	8190	Other Unrestricted Federal Grants-in-Aid Direct from the Federal Government	
8200		UNRESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH	
8300		RESTRICTED GRANTS-IN-AID DIRECTLY FROM THE FEDERAL GOVERNMENT	
	8310	Payments for Federally Impacted Areas - P.L. 81-815	
	8320	Energy Conservation Grants - TA and ECM	
	8390	Other Restricted Federal Grants-in-Aid Directly from the Federal Government	
8500		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), NO CHILD LEFT BEHIND (NCLB), VOCATIONAL EDUCATION, CHILD NUTRITION AND CAREER EDUCATION PROGRAMS	
	8510	Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB)	2,053,067.78
	8520	Vocational Education	
	8530	Child Nutrition Program	
	8540	Nutrition Education and Training	
	8560	Federal Block Grants	
	8570	Unassigned	
	8580	Child Care and Development Block Grants	
	8590	Unassigned	
8600		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR DRIVER EDUCATION, ADULT EDUCATION, CETA, HEADSTART, ENERGY CONSERVATION, WORKFORCE INVESTMENT ACT AND OTHER PROGRAMS	
	8610	Homeless Assistance Act	
	8620	Adult Basic Education	
	8640	Headstart	
	8650	Unassigned	
	8660	Workforce Investment Act (WIA)	
	8670	Unassigned	
	8680	Unassigned	
	8690	Other Restricted Federal Grants-in-Aid through the Commonwealth	
8700		FEDERAL STIMULUS FUNDING	
	8740	CARES ACT, CRRSA ACT AND ARP ACT FUNDING	5,008,367.02
8800		MEDICAL ASSISTANCE REIMBURSEMENTS	
9000		OTHER FINANCING SOURCES	
9100		SALE OF BONDS	
	9110	Bond Issue Proceeds (Gross)	
	9120	Proceeds from Refunding of Bonds	
9200		PROCEEDS FROM EXTENDED TERM FINANCING	
9300		INTERFUND TRANSFERS	
	9310	General Fund Transfers	

	9320	Special Revenue Fund Transfers	
	9330	Capital Projects Funds Transfers	
	9340	Debt Service Fund Transfers	
	9350	Enterprise Fund Transfers	
	9360	Internal Service Fund Transfers	
	9370	Trust and Agency Fund	
	9380	Activity Fund Transfers	
	9390	Permanent Fund Transfers	
9400		SALE OF OR COMPENSATION FOR LOSS OF FIXED ASSETS	
9500		Unassigned	
9600		Unassigned	
9700		TRANSFERS INVOLVING COMPONENT UNITS AND PRIMARY GOVERNMENTS	
	9710	Transfers from Component Units	
	9720	Transfers from Primary Governments	
9800		INTRAFUND TRANSFERS IN	
	9810	General Fund Intrafund Transfers	
	9820	Special Revenue Intrafund Transfers	
	9840	Debt Service Intrafund Transfers	
	9850	Enterprise Intrafund Transfers	
	9860	Internal Service Intrafund Transfers	
	9870	Trust and Agency Intrafund Transfers	
	9880	Activity Interfund Transfers	
TOTAL REVENUES			74,447,428.34

Preliminary Statement of Revenues, Expenditures & Fund Balances
Include ALL Funds
as of June 30, 2022

Name of School Insight PA Cyber Charter School

Address of School 350 Eagleview Boulevard, Suite 350, Exton PA 19341

CEO Signature _____

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

EXPENDITURES

1000	INSTRUCTION	
1100	REGULAR PROGRAMS - ELEMENTARY / SECONDARY	30,133,999.41
1200	SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	7,973,267.41
1300	VOCATIONAL EDUCATION	
1400	OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	359,107.83
1600	ADULT EDUCATION PROGRAMS	
1700	HIGHER EDUCATION PROGRAMS	
1800	PRE-KINDERGARTEN	
2000	SUPPORT SERVICES	
2100	SUPPORT SERVICES - PUPIL PERSONNEL	
	2110 Supervision of Pupil Personnel Services	1,637,981.98
	2120 Guidance Services	1,938,741.93
	2130 Attendance Services	713,733.75
	2140 Psychological Services	522,119.32
	2150 Speech Pathology and Audiology Services	
	2160 Social Work Services	855,536.24
	2170 Student Accounting Services	972,434.01
	2190 Other Pupil Personnel Services	1,066,603.49
2200	SUPPORT SERVICES - INSTRUCTIONAL STAFF	
	2210 Supervision of Educational Media Services	
	2220 Technology Support Services	1,414,005.81
	2230 Educational Television Services	
	2240 Computer-Assisted Instruction Support Services	
	2250 School Library Services	
	2260 Instruction and Curriculum Development Services	816,276.19
	2270 Instructional Staff Professional Development Services	776,403.80
	2280 Nonpublic Support Services	
2300	SUPPORT SERVICES - ADMINISTRATION	
	2310 Board Services	27,750.00
	2320 Board Treasurer Services	
	2340 Staff Relations and Negotiations Services	

	2350	Legal Services	88,998.82
	2360	Office of the Superintendent (Executive Director) Services	2,559,824.33
	2370	Community Relations Services	1,728,793.28
	2380	Office of the Principal Services	814,574.24
	2390	Other Administration Services	551,399.00
2400		SUPPORT SERVICES - PUPIL HEALTH	254,362.07
2500		SUPPORT SERVICES - BUSINESS	
	2510	Fiscal Services	569,215.95
	2520	Purchasing Services	
	2530	Warehousing and Distributing Services	
	2540	Printing, Publishing and Duplicating Services	
	2590	Other Support Services - Business	
2600		OPERATION AND MAINTENANCE OF PLANT SERVICES	
	2610	Supervision of Operation and Maintenance of Plant Services	
	2620	Operation of Buildings Services	511,242.81
	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	
	2690	Other Operation and Maintenance of Plant Services	
2700		STUDENT TRANSPORTATION SERVICES	
	2710	Supervision of Student Transportation Services	
	2720	Vehicle Operation Services	
	2730	Monitoring Services	
	2740	Vehicle Servicing and Maintenance Services	
	2750	Nonpublic Transportation	
	2790	Other Student Transportation Services	3,556.80
2800		SUPPORT SERVICES - CENTRAL	
	2810	Planning, Research, Development and Evaluation Services	
	2820	Information Services	465,816.65
	2830	Staff Services	508,932.46
	2840	Data Processing Services	339,149.35
	2850	State and Federal Agency Liaison Services	
	2860	Management Services	2,104,296.67
	2890	Other Support Services Central	
2900		OTHER SUPPORT SERVICES - CENTRAL	
	2910	Other Support Services - Data	111,315.44
3000		OPERATION OF NON-INSTRUCTIONAL SERVICES	
3100		FOOD SERVICES	
3200		STUDENT ACTIVITIES	
	3210	School Sponsored Student Activities	
	3250	School Sponsored Athletics	
3300		COMMUNITY SERVICES	
	3310	Community Recreation	
	3320	Civic Services	

	3330	Public Library Services	
	3340	Custody and Child Care	
	3350	Welfare Activities	
	3390	Other Community Services	
3400		SCHOLARSHIPS AND AWARDS	
4000		FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	
4100		SITE ACQUISITION SERVICES - ORIGINAL AND ADDITIONAL	
4200		EXISTING SITE IMPROVEMENT SERVICES	
4300		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS DEVELOPMENT - ORIGINAL AND ADDITIONAL	
4400		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS - IMPROVEMENTS	
4500		BUILDING ACQUISITION AND CONSTRUCTION SERVICES - ORIGINAL AND ADDITIONAL	
4600		EXISTING BUILDING IMPROVEMENT SERVICES	
5000		OTHER EXPENDITURES AND FINANCING USES	
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	
TOTAL EXPENDITURES			59,819,439.04

**TOTAL REVENUES MINUS TOTAL EXPENDITURES = CURRENT FUND
BALANCE AS OF JUNE 30, 2022**

14,627,989.30

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 Market Street Harrisburg, PA 17126-0333

Division of Federal Programs
Consolidated Program Review

2021-2022 School Year

Insight PA Cyber CS

LEA Level Monitoring

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
Superintendent:	<u>Eileen Cannistraci</u>	<u>484.713.4353</u>	<input checked="" type="checkbox"/>
Business Manager:	<u>Anthony Pirrello</u>	<u>484.713.4353</u>	<input checked="" type="checkbox"/>
Federal Program Coordinator:	<u>Johanna Best</u>	<u>484.713.4353 ext 3491</u>	<input checked="" type="checkbox"/>
Parent/Family Member:	<u></u>	<u></u>	<input type="checkbox"/>

Program(s) Reviewed:

- Title IA: Fiscal
- Title IVA: Fiscal
- Title IIA: Fiscal
- Title IIIA: Fiscal

Program Reviewer(s): Michael Matta and Janice Joyce

Program Review Date: 05/02/2022

Title IA: Fiscal

Component I: General Fiscal Requirements/Uniform Grants Guidance

Fiscal monitoring is different than program monitoring: Fiscal monitoring will include a review of a subgrantee's financial operations, which may include a review of internal controls for program funds in accordance with state and federal requirements, an examination of principles, laws and regulations, and a determination of whether costs are reasonable and necessary to achieve program objectives. This activity involves an assessment of financial statements, records, and procedures. It is similar to an audit but has a lesser degree of detail and depth and, usually, a higher degree of frequency.

Fiscal monitoring includes, but is not limited to:

- Reviewing a random sample (usually 3-5 per program) of invoices or bills for expenditures charged to the program to determine if appropriate units of measure are reported and that costs (units x rate) are correct and that costs align with grant objectives and were approved in the application for funds.
- Comparing budgets or budget limits to actual costs to determine if the LEAs expenditures are likely to be more or less than budgeted
- Obtaining documentation that services billed or items purchased were actually delivered according to the contract
- Comparing invoices with supporting documentation to determine that costs were allowable, necessary, and allocable.

An expenditure is allowable if it is an approved use of funds under the statute or regulations governing a program and meet the intent of the program.

An expenditure is necessary if it is part of an approved application for funding.

An expenditure is allocable to the extent that the expenditure is used to meet the intent of the grant program (costs are pro-rated across grants if used to meet several grant program objectives).

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>1. Audits</p> <p>The SEA ensures that LEAs are audited annually, if required, and that all corrective actions identified through this process are fully implemented. NOTE: The most recent federal audit corrective actions may not be fully implemented if the audit was just completed in the last few months. Uniform Grants Guidance Section 200.501</p>	<p>1. Copies of single audit reports (2 most recent), corrective action plans and approval documents for the LEA</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Two most recent audit reports					
<p>2. Equipment and Related Property</p> <p>UGG Sec. 200.313</p>	<p>1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$5,000) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$4,999) for current and prior years.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> UGG compliant inventory log of items purchased with Title I A.	<table border="1"> <thead> <tr> <th data-bbox="1675 769 2062 824">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1675 824 2062 1068"> 3/17/2022 2:20:01 PM Dir. of Reporting and Compliance Johanna Best ISPA did not purchase equipment with Federal funds. </td> </tr> <tr> <th data-bbox="1675 1068 2062 1123">Monitor Comments</th> </tr> <tr> <td data-bbox="1675 1123 2062 1326"> 5/2/2022 10:45:15 AM Monitor Michael Matta ISPA did not purchase equipment with Federal funds. </td> </tr> </tbody> </table>	District Comments	3/17/2022 2:20:01 PM Dir. of Reporting and Compliance Johanna Best ISPA did not purchase equipment with Federal funds.	Monitor Comments	5/2/2022 10:45:15 AM Monitor Michael Matta ISPA did not purchase equipment with Federal funds.
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3/17/2022 2:20:01 PM Dir. of Reporting and Compliance Johanna Best ISPA did not purchase equipment with Federal funds.										
Monitor Comments										
5/2/2022 10:45:15 AM Monitor Michael Matta ISPA did not purchase equipment with Federal funds.										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. LEA conducts a physical inventory of all items every two years	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> UGG compliant inventory log dated and signed by LEA to ensure physical inventory is conducted within the last two years	<div data-bbox="1675 131 2055 175" style="background-color: #cccccc; text-align: center;">District Comments</div> <div data-bbox="1675 183 2055 423">3/17/2022 2:20:40 PM Dir. of Reporting and Compliance Johanna Best ISPA does not purchase equipment with federal funds.</div> <div data-bbox="1675 431 2055 475" style="background-color: #cccccc; text-align: center;">Monitor Comments</div> <div data-bbox="1675 483 2055 678">5/2/2022 10:45:29 AM Monitor Michael Matta ISPA does not purchase equipment with federal funds.</div>
3. Obligating Funds UGG Sec. 200.309	1. LEA began obligating funds on or after the programs approved/submit date (List approval/submit date in comment section).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of Title 1 expenditures, showing very 1st expense using current year's funds.	<div data-bbox="1675 699 2055 743" style="background-color: #cccccc; text-align: center;">District Comments</div> <div data-bbox="1675 751 2055 987">4/22/2022 12:08:32 PM Dir. of Reporting and Compliance Johanna Best Insight PA submitted the SY 21-22 application on 8/23/21.</div>
4. Time Documentation UGG Section 200.430	1A. The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective. Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employee's activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Semi-annual time certifications	

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	1B. If LEA is using semi-annual certifications to document time for an employee with a fixed schedule, prior written approval from DFP was obtained.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Documentation of Fixed schedule semi-annual time documentation DFP approval, i.e. email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule	<table border="1"> <thead> <tr> <th data-bbox="1675 128 2062 175">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1675 175 2062 427">3/21/2022 10:57:32 AM Dir. of Reporting and Compliance Johanna Best ISPA does not use federal funds for employees with a fixed schedules.</td> </tr> <tr> <th data-bbox="1675 427 2062 474">Monitor Comments</th> </tr> <tr> <td data-bbox="1675 474 2062 686">5/2/2022 10:46:40 AM Monitor Michael Matta This requirement does not apply to the ISPA Charter School.</td> </tr> </tbody> </table>	District Comments	3/21/2022 10:57:32 AM Dir. of Reporting and Compliance Johanna Best ISPA does not use federal funds for employees with a fixed schedules.	Monitor Comments	5/2/2022 10:46:40 AM Monitor Michael Matta This requirement does not apply to the ISPA Charter School.
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Monitor Comments										
5/2/2022 10:46:40 AM Monitor Michael Matta This requirement does not apply to the ISPA Charter School.										
	2. The LEA maintains Personnel Activity Reports (PARs) for employees who work on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees' time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Time logs <input type="checkbox"/> Staff schedules	<table border="1"> <thead> <tr> <th data-bbox="1675 696 2062 743">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1675 743 2062 1027">3/21/2022 10:55:31 AM Dir. of Reporting and Compliance Johanna Best ISPA does not use federal funds for employees who work on multiple cost objectives.</td> </tr> <tr> <th data-bbox="1675 1027 2062 1075">Monitor Comments</th> </tr> <tr> <td data-bbox="1675 1075 2062 1287">5/2/2022 10:47:03 AM Monitor Michael Matta This requirement does not apply to the ISPA Charter School.</td> </tr> </tbody> </table>	District Comments	3/21/2022 10:55:31 AM Dir. of Reporting and Compliance Johanna Best ISPA does not use federal funds for employees who work on multiple cost objectives.	Monitor Comments	5/2/2022 10:47:03 AM Monitor Michael Matta This requirement does not apply to the ISPA Charter School.
District Comments										
3/21/2022 10:55:31 AM Dir. of Reporting and Compliance Johanna Best ISPA does not use federal funds for employees who work on multiple cost objectives.										
Monitor Comments										
5/2/2022 10:47:03 AM Monitor Michael Matta This requirement does not apply to the ISPA Charter School.										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. Time and Effort Procedures	1. LEA has written time and effort procedures that include directions for (1) the completion of time and attendance reporting; (2) the approval process that is required; (3) the processing of personnel charges to federal awards; and (4) the internal review process that will be established to ensure effective internal control over the federal awards.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Written Procedure for Time and Effort (do not need board approval)	
6. Record Retention UGG Sec. 200.333	1. Federal program records are maintained for a period of 7 years (current year plus 6 prior)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Federal Program document(s) (i.e. invoices paid from federal funds) from up to 7 years ago <input type="checkbox"/> Screenshot of files/records <input type="checkbox"/> Photo of files/records	District Comments 3/21/2022 10:54:13 AM Dir. of Reporting and Compliance Johanna Best ISPA opened in SY 17-18. Records are retained since the school inception. Samples of invoices paid with Title I funds are uploaded.
7. Performance Goal Reporting Verification UGG 200.328	1. LEA has submitted the Performance Goal Output Report, for the prior year, for Title IA.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application, Performance Goal Output Report in Title IA	Monitor Comments 5/2/2022 10:48:02 AM Monitor Michael Matta The report was submitted after the due date.
	2. Backup documentation exists for the performance goal report from the prior year that aligns with the data indicated in the goals that would be used to determine success.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Data summary narratives to demonstrate how LEA determined met/not met for goals must be present at time of monitoring.	

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>8. Conflict of Interest Policy</p> <p>UGG Sec 200.112</p>	<p>1. Conflict of Interest Requirement the non-federal entity must disclose in writing any potential conflict of interest to the Federal awarding agency or pass-through entity in accordance with the applicable Federal awarding agency policy, which includes:</p> <ul style="list-style-type: none"> • Standards of Conduct (covering conflicts of interest when governing the actions of its employees engaged in the selection award and administration of contracts) • Organizational Conflicts- (relationships with a parent company, affiliate, or subsidiary organization, the non-Federal entity is unable or appears to be unable to be impartial in conducting a procurement action involving a related organization) • Disciplinary Actions- (actions taken against an individual who violates the standards of conduct) • Mandatory Disclosure- (potential conflict disclosed in writing) 	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Board Approved policy - LEA must highlight all four bullets in policy Please note: if an LEA is using the PSBA template prior to 2016-17 must update, new policy includes language under Reporting Conflicts of Interest - <i>The Superintendent or designee shall report in writing to the federal awarding agency or pass-through entity any potential conflict of interest related to a federal award, in accordance with federal awarding agency policy.</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1675 131 2055 180" style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1675 180 2055 391"> <p>4/7/2022 3:32:14 PM Dir. of Reporting and Compliance Johanna Best Please see pages 11-13 of uploaded UGG Manual.</p> </td> </tr> <tr> <th data-bbox="1675 391 2055 440" style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td data-bbox="1675 440 2055 646"> <p>5/2/2022 10:48:56 AM Monitor Michael Matta The policy did not contain the mandatory disclosure segment.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/7/2022 3:32:14 PM Dir. of Reporting and Compliance Johanna Best Please see pages 11-13 of uploaded UGG Manual.</p>	Monitor Comments	<p>5/2/2022 10:48:56 AM Monitor Michael Matta The policy did not contain the mandatory disclosure segment.</p>
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Monitor Comments										
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>9. Allowability of Costs Procedures</p> <p>UGG Sec 200.43</p>	<p>1. Allowability of Costs Requirement - Expenditures must be aligned with approved budgeted items and when determining how the District expends its funds the procedures must include the following cost principles:</p> <ul style="list-style-type: none"> • Necessary, reasonable and allocable • Conform with federal law and grant terms • Consistent with state and local policies • Adequately documented 	☑	☐	☐	<p>☑ Review Allowability of Costs Procedures to check for internal controls relating to bulleted items. LEA must highlight the four required bullets in their evidence.</p>	<p style="text-align: center;">District Comments</p> <p>4/7/2022 3:39:29 PM Dir. of Reporting and Compliance Johanna Best Please see pages 4-8 of uploaded UGG Manual.</p>
<p>10. Procurement Procedures</p> <p>UGG Sec 200.320, 100.67, 200.88</p>	<p>1. Procurement the LEA maintains purchasing procedures</p> <p>Micro-purchases (purchase up to \$10,000)</p> <ul style="list-style-type: none"> • Small Purchase (between \$10,000-\$250,000) • Sealed Bids (purchases over \$250,000 with formal advertising) • Competitive Proposals (more than one source submitting a proposal) • Non-competitive Proposals i.e. Sole Source (Solicitation of a proposal from only one source) 	☑	☐	☐	<p>☑ Procurement procedures exist and include the specific procedures to be followed internally for the five procurement levels - LEA must highlight the required bullets in their evidence.</p>	<p style="text-align: center;">District Comments</p> <p>4/7/2022 3:41:50 PM Dir. of Reporting and Compliance Johanna Best Please see pages 16-17 of uploaded UGG Manual.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>11. Cash Management Procedures</p> <p>UGG Sec 200.305</p>	<p>1. Cash Management - the LEA must maintain written procedures to implement the following cash management requirements:</p> <ul style="list-style-type: none"> • Reimbursements - explain what happens if the LEA is initially charging federal grant expenditures to nonfederal funds • Advances - explain what happens if the LEA receives advance payments of federal grant funds • Interest - explain how the LEA will manage interest earned on federal grant awards 	☑	☐	☐	<p>☑ Cash Management Procedures are available that address the three components. LEA must highlight the required bullets in their evidence.</p>	<p style="text-align: center;">District Comments</p> <p>4/7/2022 3:43:24 PM Dir. of Reporting and Compliance Johanna Best Please see pages 9-10 of uploaded UGG Manual.</p>
<p>12. Travel Reimbursement Policy</p> <p>UGG Sec 200.474</p>	<p>1. Travel the LEA must have written travel policies for travel costs to be allowable</p> <ul style="list-style-type: none"> • Types of travel (single day, overnight or out-of-state) • What expenses may be reimbursed (food, lodging, transportation, airfare) • What type of documentation is needed for reimbursement? (pre-approval travel form, receipts, post travel form) 	☑	☐	☐	<p>☑ Board approved policy - LEA must highlight the required bullets in their evidence. Policy does not have to be specific to federal funds.</p>	<p style="text-align: center;">District Comments</p> <p>4/21/2022 9:31:21 AM Dir. of Reporting and Compliance Johanna Best Please see Board approved Travel Policy.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>13. Prior Written Approval for Various Expenditures UGG Sec 200.413, 200.474, 200.438, 200.439, 200.454</p>	<p>1. LEA must obtain prior written approval for the following expenditures:</p> <ul style="list-style-type: none"> • Salaries of Administrative Staff (Clerical and Federal Program Coordinators) (200.413(c)) • Out of State Travel for workshops/conferences (200.474) • Entertainment Costs (200.438) • Equipment (200.439) • Student Activity Costs • Memberships, subscriptions, and Professional Activities (200.454) 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Items were included in approved consolidated application budgets and/or narratives</p> <p><input type="checkbox"/> Emails or other correspondence with regional coordinator requesting and receiving approval for expenditures.</p>	<p style="text-align: center;">District Comments</p> <p>4/21/2022 9:30:02 AM Dir. of Reporting and Compliance Johanna Best Insight PA has not charged to Title funds for these expenditures.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/2/2022 10:49:24 AM Monitor Michael Matta This requirement does not apply to the ISPA Charter School.</p>
<p>14. Carryover</p> <p>The LEA complies with the carryover provisions of Title I.</p> <p>Sec. 1127</p>	<p>1. LEAs with Title I allocations greater than \$50,000 per year have not carried over more than 15% of their allocation from one year to next unless the SEA has waived the limitation (allowable once every 3-year cycle if the SEA believes the request is reasonable and necessary</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Waiver request and Carryover Waiver Approval Letter, if over 15%.</p>	<p style="text-align: center;">District Comments</p> <p>4/21/2022 9:27:08 AM Dir. of Reporting and Compliance Johanna Best Insight PA has not carried over more than 15% of allocation.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/2/2022 10:49:38 AM Monitor Michael Matta This requirement does not apply to the ISPA Charter School.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>15. Rank Order</p> <p>The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible school attendance area.</p> <p>Sec. 1113</p>	<p>1. LEA appropriately distributed funds to all Title I buildings</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Title I allocation for each Title I building from LEA budget and a copy of the Title I application within the Consolidated Application to verify amounts spent by building</p>	<table border="1"> <thead> <tr> <th data-bbox="1675 131 2047 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1675 180 2047 423"> <p>3/21/2022 11:07:35 AM Dir. of Reporting and Compliance Johanna Best ISPA is a single school LEA, rank order is not-applicable.</p> </td> </tr> <tr> <th data-bbox="1675 423 2047 472">Monitor Comments</th> </tr> <tr> <td data-bbox="1675 472 2047 683"> <p>5/2/2022 10:49:48 AM Monitor Michael Matta This requirement does not apply to the ISPA Charter School.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/21/2022 11:07:35 AM Dir. of Reporting and Compliance Johanna Best ISPA is a single school LEA, rank order is not-applicable.</p>	Monitor Comments	<p>5/2/2022 10:49:48 AM Monitor Michael Matta This requirement does not apply to the ISPA Charter School.</p>
District Comments										
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Monitor Comments										
<p>5/2/2022 10:49:48 AM Monitor Michael Matta This requirement does not apply to the ISPA Charter School.</p>										
	<p>2. Buildings above 75% low-income must be served and can only not be served after written approval has been established by PDE. If an LEA has a building over 75%, this cannot be marked N/A</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> List of schools served, building level budgets aligned with Consolidated Application</p>	<table border="1"> <thead> <tr> <th data-bbox="1675 699 2047 748">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1675 748 2047 1024"> <p>4/7/2022 3:52:20 PM Dir. of Reporting and Compliance Johanna Best Insight PA is a single school LEA, this requirement is not applicable.</p> </td> </tr> <tr> <th data-bbox="1675 1024 2047 1073">Monitor Comments</th> </tr> <tr> <td data-bbox="1675 1073 2047 1284"> <p>5/2/2022 10:50:00 AM Monitor Michael Matta This requirement does not apply to the ISPA Charter School.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/7/2022 3:52:20 PM Dir. of Reporting and Compliance Johanna Best Insight PA is a single school LEA, this requirement is not applicable.</p>	Monitor Comments	<p>5/2/2022 10:50:00 AM Monitor Michael Matta This requirement does not apply to the ISPA Charter School.</p>
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Monitor Comments										
<p>5/2/2022 10:50:00 AM Monitor Michael Matta This requirement does not apply to the ISPA Charter School.</p>										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	3. Pre-kindergarten children are excluded from the poverty count of any school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> PIMS Report on Economically Disadvantaged <input type="checkbox"/> Other printed documentation showing Pre-K excluded from enrollment counts	District Comments 4/7/2022 3:56:39 PM Dir. of Reporting and Compliance Johanna Best Insight PA does not serve pre-kindergarten students.
16. Compliance to Reservations The LEA complies with requirements regarding the reservation of funds. Sec. 1113(c)(3), 42 U.S.C 11432 Sec. 1116(a)(3)	1. The LEA has reserved funds for Homeless students at both Title I served and non-Title I served buildings. This is a district-level reservation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application Reservation of Funds page and statement of expenditures for Homeless students	District Comments 4/22/2022 12:06:43 PM Dir. of Reporting and Compliance Johanna Best Please see page 30 of SY 21-22 Consolidated Application Grant Content.
	2. The LEA has reserved funds for Foster students at both Title I served and non-Title I served buildings. This is a district-level reservation. (LEAs are not required to set aside funds for Foster students. This can be marked N/A If not used).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Statement of expenditures for Foster	District Comments 4/13/2022 1:04:38 PM Dir. of Reporting and Compliance Johanna Best Insight PA did not reserve funds for Foster students. Monitor Comments 5/2/2022 10:50:25 AM Monitor Michael Matta This requirement does not apply to the ISPA Charter School.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	3. If LEA has indicated the use of the Salary and Fringe Benefit set-aside on the Reservation of Funds worksheet, does documentation exist to show how the calculation was derived. (If not used, select NA)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Spreadsheet demonstrating calculations	<p style="text-align: center;">District Comments</p> <p>4/21/2022 11:32:49 AM Dir. of Reporting and Compliance Johanna Best Insight PA did not use the use the salary and fringe benefits set-aside.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/2/2022 10:50:32 AM Monitor Michael Matta This requirement does not apply to the ISPA Charter School.</p>
	4. The LEA indicated the use of Optional set asides, such as audit, community day programs, district wide professional development, pupil transportation, pre-school programs, program evaluation, summer and intersession programs, state and federal liaison on the set-aside Reservation of Funds worksheet.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> LEA Title I budget and expenditures	<p style="text-align: center;">District Comments</p> <p>4/22/2022 12:12:01 PM Dir. of Reporting and Compliance Johanna Best Insight PA did not reserve funds for the optional set-asides.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/2/2022 10:50:42 AM Monitor Michael Matta This requirement does not apply to the ISPA Charter School.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	5. LEA reserved appropriate funds for Neglected Institution served. (If not used, select NA)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Statement of expenditures for Neglected Institution	<p>District Comments</p> <p>4/21/2022 11:30:16 AM Dir. of Reporting and Compliance Johanna Best Insight Pa did not serve Neglected Institutions.</p> <p>Monitor Comments</p> <p>5/2/2022 10:50:53 AM Monitor Michael Matta This requirement does not apply to the ISPA Charter School.</p>
17. Transferability Sec 5103(b)	1. Up to 100% of Title II and IV funds can be transferred. Funds can be transferred into Title I and Title III but not out of either subprogram. Title IIA and IV can transfer between programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Expenditures aligned to transferred into subprogram <input type="checkbox"/> Consolidated Application, Transferability page	<p>District Comments</p> <p>3/21/2022 11:09:43 AM Dir. of Reporting and Compliance Johanna Best Insight PA did not transfer Title II or Title IV funds.</p> <p>Monitor Comments</p> <p>5/2/2022 10:51:03 AM Monitor Michael Matta This requirement does not apply to the ISPA Charter School.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	2. Evidence that Nonpublic school consultation to discuss transfer of funds occurred prior to the transfer of funds.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Agendas/sign in sheets <input type="checkbox"/> Emails <input type="checkbox"/> Other documentation to reflect consultation occurred prior to the transfer of funds	<table border="1"> <thead> <tr> <th data-bbox="1675 131 2055 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1675 180 2055 391">3/22/2022 10:38:18 AM Dir. of Reporting and Compliance Johanna Best Insight PA is exempt from this requirement.</td> </tr> <tr> <th data-bbox="1675 391 2055 440">Monitor Comments</th> </tr> <tr> <td data-bbox="1675 440 2055 651">5/2/2022 10:51:13 AM Monitor Michael Matta This requirement does not apply to the ISPA Charter School.</td> </tr> </tbody> </table>	District Comments	3/22/2022 10:38:18 AM Dir. of Reporting and Compliance Johanna Best Insight PA is exempt from this requirement.	Monitor Comments	5/2/2022 10:51:13 AM Monitor Michael Matta This requirement does not apply to the ISPA Charter School.
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3/22/2022 10:38:18 AM Dir. of Reporting and Compliance Johanna Best Insight PA is exempt from this requirement.										
Monitor Comments										
5/2/2022 10:51:13 AM Monitor Michael Matta This requirement does not apply to the ISPA Charter School.										
18. Comparability The LEA complies with the comparability provisions of Title I Sec. 1118(c)	1. Title I Comparability Report comparing Title I schools to non-Title I schools reported to SEA annually in Pennsylvania and submitted by November 15	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Detailed Data Sheet and Assurance page <input checked="" type="checkbox"/> Assurance page for those LEAs that are exempt	<table border="1"> <thead> <tr> <th data-bbox="1675 665 2055 714">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1675 714 2055 925">3/22/2022 10:37:35 AM Dir. of Reporting and Compliance Johanna Best Insight PA is exempt from this requirement.</td> </tr> </tbody> </table>	District Comments	3/22/2022 10:37:35 AM Dir. of Reporting and Compliance Johanna Best Insight PA is exempt from this requirement.		
District Comments										
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If you have additional comments to make about this section, enter them here:										

Component II: Community Eligibility Provision (CEP) 7 CFR 245.9(f)97) (iii)

The Healthy, Hunger-Free Kids Act of 2010 (Public Law 111-296) offers LEAs an alternative to collecting household applications in the National School Lunch and National School Breakfast Programs, which eliminates unnecessary paperwork previously required by the Richard B. Russell National School Lunch Act. The CEP is a reimbursement option for eligible LEAs and schools that wish to offer free meals to all children in high-poverty schools.

If the LEA does not use the Community Eligibility Provision (CEP), this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>1. Did your LEA have schools that participated in the Community Eligibility Provision (CEP) during the 18-19 SY? This is asked for 19-20 monitoring because data from the previous year is used for the current year Selection of Schools and Nonpublic Equitable Share data</p> <p>Note: If your LEA has schools that have adopted CEP for the first time during the 19-20 SY this answer is "no". Note: If a "no" answer the remaining questions can be marked N/A.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated Application, Selection of Schools	
<p>2. LEA has a data source/process that was used to ensure that CEP building low-income data was uniform with other non-CEP buildings and/or was equitable in regard to nonpublic schools</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated Application Selection of Schools	

Title II A: Fiscal

Requirements

If the LEA transferred all of Title II A funds, please check here.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>1. Supplement/Supplant</p> <p>The LEA ensures that Federal funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources</p> <p>Sec. 1118(b)</p>	<p>1. Title II - the LEA approved budget and records of expenditures of Title II funds match</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Title II budgets</p> <p><input checked="" type="checkbox"/> LEA budget</p> <p><input checked="" type="checkbox"/> Statement of Expenditures for Title II</p>	
<p>2. Time Documentation</p> <p>UGG 200.430</p>	<p>1A. The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective. Semi-annual funding certifications are signed after the fact by the employee or supervisor with direct knowledge of the employee's activities.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Semi-annual time certifications</p>	

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	1B. If LEA is using semi-annual certifications to document time for an employee with a fixed schedule, prior written approval from DFP was obtained.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Documentation of Fixed schedule semi-annual time documentation DFP approval, i.e. email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule	<div style="background-color: #cccccc; padding: 2px;">District Comments</div> <p>4/21/2022 9:34:19 AM Dir. of Reporting and Compliance Johanna Best Insight PA does not charge employees with fixed schedules to Title II.</p> <div style="background-color: #cccccc; padding: 2px;">Monitor Comments</div> <p>5/2/2022 10:51:54 AM Monitor Michael Matta This requirement does not apply to the ISPA Charter School.</p>
	2. The LEA maintains Personnel Activity Reports (PARs) for employees who work on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees' time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Time logs <input type="checkbox"/> Staff schedules	<div style="background-color: #cccccc; padding: 2px;">District Comments</div> <p>4/21/2022 9:35:24 AM Dir. of Reporting and Compliance Johanna Best Insight PA does not charge employees who work on multiple cost objectives to Title II.</p> <div style="background-color: #cccccc; padding: 2px;">Monitor Comments</div> <p>5/2/2022 10:52:07 AM Monitor Michael Matta This requirement does not apply to the ISPA Charter School.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
3. Performance Goal Reporting Verification UGG 200.328	1. LEA has submitted the Performance Goal Output Report for Title II by the due date.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application, Performance Goal Output Report in Title II.	<table border="1"> <thead> <tr> <th data-bbox="1688 126 2049 180">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1688 180 2049 393"> 5/2/2022 10:52:38 AM Monitor Michael Matta The Performance Goal Report was submitted after the due date. </td> </tr> </tbody> </table>	Monitor Comments	5/2/2022 10:52:38 AM Monitor Michael Matta The Performance Goal Report was submitted after the due date.		
Monitor Comments										
5/2/2022 10:52:38 AM Monitor Michael Matta The Performance Goal Report was submitted after the due date.										
	2. Backup documentation exists for the performance goal report from the prior year that aligns with the data indicated in the goals that would be used to determine success	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Data summary narratives to demonstrate how LEA determined met/not met for goals must be present at time of monitoring.					
4. Equipment and Related Property UGG 200.313	1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$5,000) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$4,999)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> UGG compliant inventory list of items purchased with Title IIA, for current and all prior years	<table border="1"> <thead> <tr> <th data-bbox="1688 630 2049 683">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1688 683 2049 927"> 4/21/2022 9:36:13 AM Dir. of Reporting and Compliance Johanna Best Insight PA does not charge equipment and related property to Title II. </td> </tr> <tr> <th data-bbox="1688 927 2049 980">Monitor Comments</th> </tr> <tr> <td data-bbox="1688 980 2049 1188"> 5/2/2022 10:52:47 AM Monitor Michael Matta This requirement does not apply to the ISPA Charter School. </td> </tr> </tbody> </table>	District Comments	4/21/2022 9:36:13 AM Dir. of Reporting and Compliance Johanna Best Insight PA does not charge equipment and related property to Title II.	Monitor Comments	5/2/2022 10:52:47 AM Monitor Michael Matta This requirement does not apply to the ISPA Charter School.
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Monitor Comments										
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If you have additional comments to make about this section, enter them here:										

Title IVA: Fiscal

Requirements

If the LEA transferred all of Title IVA funds, please check here.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<p>1. Supplement/Supplant</p> <p>The LEA ensures that Federal funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources</p> <p>Sec. 1118(b)</p>	<p>1. Title IV (where applicable) - the LEA approved budget and records of expenditures of Title IV funds match.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Title IV budget from the Consolidated Application and Statement of Expenditures for Title IV</p>			
<p>2. Performance Goal Reporting Verification</p> <p>UGG 200.328</p>	<p>1. LEA has submitted the Performance Goal Output Report for Title IV by the due date.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Consolidated Application, Performance Goal Output Report in Title IV.</p>	<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td> <p>5/2/2022 10:53:48 AM</p> <p>Monitor Michael Matta</p> <p>The Performance Goal Report was submitted after the due date.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/2/2022 10:53:48 AM</p> <p>Monitor Michael Matta</p> <p>The Performance Goal Report was submitted after the due date.</p>
Monitor Comments								
<p>5/2/2022 10:53:48 AM</p> <p>Monitor Michael Matta</p> <p>The Performance Goal Report was submitted after the due date.</p>								
	<p>2. Backup documentation exists for the performance goal report from the prior year that aligns with the data indicated in the goals that would be used to determine success.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Data summary narratives to demonstrate how LEA determined met/not met for goals must be present at time of monitoring.</p>	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td> <p>4/26/2022 1:01:39 PM</p> <p>Dir. of Reporting and Compliance Johanna Best</p> <p>We did not meet the performance goals outlined in Title IV. Explanations for why we did not meet these goals are outlined in the Performance Report, all related to the obstacles due to the Covid-19 pandemic.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/26/2022 1:01:39 PM</p> <p>Dir. of Reporting and Compliance Johanna Best</p> <p>We did not meet the performance goals outlined in Title IV. Explanations for why we did not meet these goals are outlined in the Performance Report, all related to the obstacles due to the Covid-19 pandemic.</p>
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
3. Time Documentation UGG 200.430	1A. The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective. Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employee's activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Semi-annual time certifications	<table border="1"> <thead> <tr> <th data-bbox="1619 131 2049 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1619 180 2049 391"> 4/21/2022 9:49:51 AM Dir. of Reporting and Compliance Johanna Best Insight PA does not charge salaries/benefits to Title IV. </td> </tr> <tr> <th data-bbox="1619 391 2049 440">Monitor Comments</th> </tr> <tr> <td data-bbox="1619 440 2049 610"> 5/2/2022 10:54:06 AM Monitor Michael Matta This requirement does not apply to the ISPA Charter School. </td> </tr> </tbody> </table>	District Comments	4/21/2022 9:49:51 AM Dir. of Reporting and Compliance Johanna Best Insight PA does not charge salaries/benefits to Title IV.	Monitor Comments	5/2/2022 10:54:06 AM Monitor Michael Matta This requirement does not apply to the ISPA Charter School.
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<p>4. Equipment and Related Property</p> <p>UGG 200.313</p>	<p>1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$5,000) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$4,999)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> UGG compliant inventory list of items purchased with Title IV, for current and all prior years</p>	<p style="text-align: center;">District Comments</p> <p>4/21/2022 9:51:36 AM Dir. of Reporting and Compliance Johanna Best Insight PA does not charge equipment or related property to Title IV.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/2/2022 10:54:30 AM Monitor Michael Matta This requirement does not apply to the ISPA Charter School.</p>
<p>If you have additional comments to make about this section, enter them here:</p>						

Personnel Interviews

Building	Date	Staff Member Interviewed	Staff Member Position
No interviews have been entered.			

**Division of Federal Program
Consolidated Program Review
2021-2022 School Year
Insight PA Cyber CS**

Insight PA Cyber Charter School

SCHOOL Level Monitoring

	Name	Check if Interviewed
Principal:	<u>Julie Jaszcar</u>	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>

Program Reviewers: Michael Matta and Janice Joyce Visit Date: 5/2/2022

School Level Monitoring

Component I: Requirements

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
1. Time Documentation UGG Sec. 200.430	1A. The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective. Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employees activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Semi-annual time certifications					
	1B. If LEA is using semi-annual certifications to document time for an employee with a fixed schedule, prior written approval from DFP was obtained.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Documentation of Fixed schedule semi-annual time documentation DFP approval, i.e. email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>4/21/2022 9:53:55 AM Dir. of Reporting and Compliance Johanna Best Insight PA does not charge employees with fixed schedules to any Title grants.</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>5/2/2022 10:55:26 AM Monitor Michael Matta This requirement does not apply to the ISPA Charter School.</td> </tr> </tbody> </table>	District Comments	4/21/2022 9:53:55 AM Dir. of Reporting and Compliance Johanna Best Insight PA does not charge employees with fixed schedules to any Title grants.	Monitor Comments	5/2/2022 10:55:26 AM Monitor Michael Matta This requirement does not apply to the ISPA Charter School.
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. The LEA maintains Personnel Activity Reports (PARs) for employees who works on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees' time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Time logs <input type="checkbox"/> Staff schedules	<p style="text-align: center;">District Comments</p> <p>4/21/2022 9:58:00 AM Dir. of Reporting and Compliance Johanna Best Insight PA does not charge employees with multiple cost objectives to any Title programs.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/2/2022 10:55:33 AM Monitor Michael Matta This requirement does not apply to the ISPA Charter School.</p>
2. Building Level Budget	1. The LEA and Title I School maintain a building level budget documenting ALL Title I expenditures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> School's Title I building level budget including specific salary and benefits for personnel and supply orders for actual and anticipated expenditures, must be used for this analysis	
	2. Identify the areas in your Schoolwide plan such as, the needs assessment, goals, interventions, etc., being supported with Title I funds. Be specific and include the amount of funds being used at each area.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Schoolwide Plan highlighting how Title I funds are used	<p style="text-align: center;">District Comments</p> <p>4/25/2022 11:24:30 AM Dir. of Reporting and Compliance Johanna Best Title I funds are used to support evidence based small group direct instruction (page 6 TSI Title I School Plan) which will result in growth in ELA and math proficiency. \$773,718 is budgeted for salaries and benefits for Interventionists. Additionally, Reading Horizons, a foundational reading program was purchased (\$20K) to support growth in ELA for K-3 students.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
If you have additional comments to make about this section, enter them here:						

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 Market Street Harrisburg, PA 17126-0333

Division of Federal Programs
Consolidated Program Review

2021-2022 School Year

Insight PA Cyber CS

LEA Level Monitoring

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
Superintendent:	Eileen Cannistraci	484.713.4353	<input type="checkbox"/>
Business Manager:	Anthony Pirrello	484.713.4353	<input type="checkbox"/>
Federal Program Coordinator:	Johanna Best	484.713.4353 ext 3491	<input type="checkbox"/>
Parent/Family Member:			<input type="checkbox"/>

Program(s) Reviewed:

- | | |
|--------------------------------------------------------|--------------------------------------------------------|
| <input checked="" type="checkbox"/> Title IA: Program | <input checked="" type="checkbox"/> Title IVA: Program |
| <input type="checkbox"/> Ed-Flex Waiver Review | <input type="checkbox"/> Title VI-B REAP |
| <input checked="" type="checkbox"/> Title IIA: Program | <input type="checkbox"/> Title VIII |

Program Reviewer(s): Michael Matta and Janice Joyce

Program Review Date: 05/02/2022

Title IA: Program

Component I: Appropriately State Certified

The Local Education Agency (LEA) will ensure that all teachers and paraprofessionals working in a program supported with Title I funds meet applicable State certification and licensure requirements.

Section 1111(c)(6)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
1. Teachers working in a Title I program are appropriately state certified. Are there any staff on emergency permits? If yes, submit suggested evidence and mark Not Met. If no, mark N/A and add the comment that all staff at the LEA are Appropriately State Certified. If you are a Charter School, please submit entire roster.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> list of staff, highlighting those on emergency permits	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1646 461 2047 509" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1646 514 2047 721"> 3/17/2022 12:43:05 PM Dir. of Reporting and Compliance Johanna Best ISPA has provided a copy of SY 21-22 PDE 414. </td> </tr> <tr> <th data-bbox="1646 725 2047 774" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1646 779 2047 979"> 5/2/2022 10:57:28 AM Monitor Michael Matta The ISPA has staff who are not appropriately state certified. </td> </tr> </tbody> </table>	District Comments	3/17/2022 12:43:05 PM Dir. of Reporting and Compliance Johanna Best ISPA has provided a copy of SY 21-22 PDE 414.	Monitor Comments	5/2/2022 10:57:28 AM Monitor Michael Matta The ISPA has staff who are not appropriately state certified.
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If you have additional comments to make about this section, enter them here:									

Component II: Equity Plan

The LEA will describe how low-income and minority children enrolled in Title I schools are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.

Section 1111(b)(2)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>1. The LEA has developed an Equity plan that assures, through the implementation of various strategies, poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers in Title I schools.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Updated Equity Plan, with dated agenda and sign-in sheet	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1518 375 2060 431" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1518 431 2060 643"> <p>4/28/2022 12:17:57 AM Dir. of Reporting and Compliance Johanna Best Insight PA's Equity plan is embedded in the strategic plan for DEI.</p> </td> </tr> <tr> <th data-bbox="1518 643 2060 691" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1518 691 2060 907"> <p>5/2/2022 10:58:40 AM Monitor Michael Matta The LEA has a plan, however there was no evidence that it was shared with others in the Charter School.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/28/2022 12:17:57 AM Dir. of Reporting and Compliance Johanna Best Insight PA's Equity plan is embedded in the strategic plan for DEI.</p>	Monitor Comments	<p>5/2/2022 10:58:40 AM Monitor Michael Matta The LEA has a plan, however there was no evidence that it was shared with others in the Charter School.</p>
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Component III: Foster Care

The Local Education Agency (LEA) must develop and implement clear written procedures for how transportation will be provided, arranged, and funded for the duration of the time in foster care.

Section 1112(c)(5)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
1. The LEA developed and signed transportation procedures for students in foster care.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Written transportation procedures with signatures	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1503 380 2045 431" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1503 431 2045 643"> <p>4/7/2022 9:01:51 AM Dir. of Reporting and Compliance Johanna Best This is not applicable to cyber charter schools.</p> </td> </tr> <tr> <th data-bbox="1503 643 2045 695" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1503 695 2045 867"> <p>5/2/2022 10:59:03 AM Monitor Michael Matta This requirement does not apply to the ISPA Charter School.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/7/2022 9:01:51 AM Dir. of Reporting and Compliance Johanna Best This is not applicable to cyber charter schools.</p>	Monitor Comments	<p>5/2/2022 10:59:03 AM Monitor Michael Matta This requirement does not apply to the ISPA Charter School.</p>
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Component IV: Head Start Coordination Requirements

Each LEA receiving Title I funds must carry out the activities described in subsection (b) with Head Start agencies and, if feasible, other entities carrying out early childhood development programs. Each LEA shall develop agreements with such Head Start agencies and other entities to carry out such activities.

Section 1119(a-c)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
1. The LEA developed a Memorandum of Understanding (MOU) with local Head Start agency(ies) that increase coordination.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> MOU, with signatures, uploaded to eGrants	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1291 381 2043 430" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1291 430 2043 641"> <p>3/17/2022 12:51:28 PM Dir. of Reporting and Compliance Johanna Best ISPA is a cyber charter school and exempt from this requirement. Please see page 13 of the SY 21-22 Consolidated Application Grant Content pdf.</p> </td> </tr> <tr> <th data-bbox="1291 641 2043 690" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1291 690 2043 867"> <p>5/2/2022 10:59:16 AM Monitor Michael Matta This requirement does not apply to the ISPA Charter School.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/17/2022 12:51:28 PM Dir. of Reporting and Compliance Johanna Best ISPA is a cyber charter school and exempt from this requirement. Please see page 13 of the SY 21-22 Consolidated Application Grant Content pdf.</p>	Monitor Comments	<p>5/2/2022 10:59:16 AM Monitor Michael Matta This requirement does not apply to the ISPA Charter School.</p>
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Component V: Transition

Title I requires that activities be coordinated with outside agencies, when applicable, so that transitions from early childhood/preschool to kindergarten, middle school to high school, and high school to post-secondary education as well as school to work transitions are coordinated to prevent duplication of efforts or services.

Section 1112(b)(8)

Section 1112(b)(10)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
1. The LEA implements strategies to facilitate effective transitions for students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application - Transition and Coordination section	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1142 448 2062 500" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1142 500 2062 719"> 3/17/2022 1:08:03 PM Dir. of Reporting and Compliance Johanna Best Please see pages 12-13 of the AY 21-22 Consolidated Application Grant Content pdf. Additionally, we have provided the transition plans that are updated yearly for elementary, middle and high school. </td> </tr> </tbody> </table>	District Comments	3/17/2022 1:08:03 PM Dir. of Reporting and Compliance Johanna Best Please see pages 12-13 of the AY 21-22 Consolidated Application Grant Content pdf. Additionally, we have provided the transition plans that are updated yearly for elementary, middle and high school.
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Component VI: Parent and Family Engagement

The LEA may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of Title I students.

Section 1116(a)(1-3)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<p>1. LEA has a written Parent and Family Engagement policy and evidence that it is reviewed and updated annually. Required Components:</p> <ul style="list-style-type: none"> description of how the LEA involves parents in the joint development of the Title I Plan (Title I Application) 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> LEA Parent and Family Engagement policy with review/revision date. Dated parent meeting agenda and sign in sheet and evidence of distribution, examples website posting, handbook, mailing, etc.</p>	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="898 410 2062 467" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="898 467 2062 639"> <p>4/28/2022 8:57:51 AM Dir. of Reporting and Compliance Johanna Best The Parent and Family Engagement Policy is posted on the school website at https://insightpa.k12.com/resources/important-documents.html</p> </td> </tr> </tbody> </table>	District Comments	<p>4/28/2022 8:57:51 AM Dir. of Reporting and Compliance Johanna Best The Parent and Family Engagement Policy is posted on the school website at https://insightpa.k12.com/resources/important-documents.html</p>
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> description of how the LEA provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent involvement and described in Section 1116 parent and family involvement activities to improve student academic achievement and school performance 					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> • description of how the LEA coordinates and integrates parent and family engagement strategies under Title I, Part A with parent and family engagement strategies, with other relevant Federal, State, and local laws and programs • description of how the LEA conducts with parents an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all school served under Title I, Part A, including identifying: 					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> ○ barriers to greater participation in activities, ○ the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers ○ strategies to support successful school and family interactions • description of how the LEA uses the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and how to revise, if necessary, the parent and family engagement policies, and 					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<ul style="list-style-type: none"> description of involvement of parents in the activities of the Title I schools. 							
<p>2. Parents and family members of Title I students shall be involved in the decisions regarding how funds reserved are allotted for parental involvement activities. (This can be marked N/A if the LEA did not reserve funds for Parent and Family Engagement)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dated agendas and sign in sheets demonstrating parents were included in the decision on how to use the set aside	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="905 380 2055 431" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="905 431 2055 743"> <p>3/17/2022 1:44:10 PM Dir. of Reporting and Compliance Johanna Best Parents were emailed a needs assessment survey on June 9, 2021 to gather feedback regarding what types of offerings they would like to be provided. You can view the survey sent to parents and families here: https://forms.office.com/Pages/ResponsePage.aspx?id=LUmWRm1kPE2UZWxaNvMaFnvMj4xMNYNjHqmvxhb9uWJUNVBSSEQ3NlhLSFIHR05RNUk5RDYzUUtUWi4u&wdLOR=c46BA13DC-C842-41B6-BABB-6A13874862AA</p> </td> </tr> </tbody> </table>	District Comments	<p>3/17/2022 1:44:10 PM Dir. of Reporting and Compliance Johanna Best Parents were emailed a needs assessment survey on June 9, 2021 to gather feedback regarding what types of offerings they would like to be provided. You can view the survey sent to parents and families here: https://forms.office.com/Pages/ResponsePage.aspx?id=LUmWRm1kPE2UZWxaNvMaFnvMj4xMNYNjHqmvxhb9uWJUNVBSSEQ3NlhLSFIHR05RNUk5RDYzUUtUWi4u&wdLOR=c46BA13DC-C842-41B6-BABB-6A13874862AA</p>
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> LEA Parent and Family Engagement policy that includes at least one of the five bullets , parent meeting agenda and sign in sheet			

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>3. If the LEA received \$500,000 or more in Title I funds, the set aside funds shall be used to carry out activities and strategies consistent with the LEA Parent and Family Engagement Policy, including at least one of the following:</p> <ul style="list-style-type: none"> •supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies. •supporting programs that reach parents and family members at home, in the community, and at school 					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> •disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members •collaborating, or providing subgrants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement •engaging in any other activities and strategies that the LEA determines appropriate and consistent with the Parent and Family Engagement Policy. (This can be marked N/A if the LEA received \$500,000 or less in Title I funds.) 					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>4. LEA must conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy use the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Dated agenda and sign in sheets from meeting with parents to discuss the evaluation</p> <p><input type="checkbox"/> Surveys and collated results to demonstrate evaluation process</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="905 222 2055 272" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="905 272 2055 448"> <p>4/21/2022 9:05:32 AM Dir. of Reporting and Compliance Johanna Best Parents have not yet been surveyed on the content and effectiveness of the Parent and Family Engagement Policy this school year.</p> </td> </tr> <tr> <th data-bbox="905 448 2055 498" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="905 498 2055 634"> <p>5/2/2022 11:00:36 AM Monitor Michael Matta Parents have not been surveyed on the effectiveness of the policy.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/21/2022 9:05:32 AM Dir. of Reporting and Compliance Johanna Best Parents have not yet been surveyed on the content and effectiveness of the Parent and Family Engagement Policy this school year.</p>	Monitor Comments	<p>5/2/2022 11:00:36 AM Monitor Michael Matta Parents have not been surveyed on the effectiveness of the policy.</p>
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. Each LEA shall reserve at least one percent of its Title I allocation to assist schools to carry out the activities in this section, unless the LEA receives less than \$500,000 in Title I funds. (This can be marked N/A in the LEA receives less than \$500,000 in Title I funds.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> LEA level budget (not from eGrants) demonstrating 1% was reserved for allowable parent and family engagement activities	<div data-bbox="905 131 2053 175" style="background-color: #cccccc; text-align: center;">District Comments</div> <p data-bbox="905 183 2053 224">4/7/2022 9:38:14 AM</p> <p data-bbox="905 232 2053 272">Dir. of Reporting and Compliance Johanna Best</p> <p data-bbox="905 280 2053 386">The attached LEA Level budget is the budget prior to the funding adjustment. Parent and Family Engagement reservation will remain \$35K after funding adjustment is submitted.</p>
6. For those LEAs that received \$500,000 and more, of the 1% reserved, LEAs must distribute at least 90% to schools with priority given to high need schools. LEAs receiving less than \$500,000 in Title I can mark N/A.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Building Level budgets demonstrating 90% was allocated to schools and a list of allowable parent and family engagement expenditures to date. If current year expenditures are not available, provide a list of prior year expenditures.	<div data-bbox="905 651 2053 695" style="background-color: #cccccc; text-align: center;">District Comments</div> <p data-bbox="905 703 2053 743">4/7/2022 9:50:34 AM</p> <p data-bbox="905 751 2053 792">Dir. of Reporting and Compliance Johanna Best</p> <p data-bbox="905 800 2053 979">Our parent and family engagement activities typically involve educational trips to museums. Because we are a cyber school, physical interactions are limited and we have found this to be the most effective way to get families engaged. Due to Covid-19, we have been unable to provide in person trips, however we will be providing these activities again shortly. We have been able to provide a few virtual trip opportunities.</p>
If you have additional comments to make about this section, enter them here:					

Component VII: Consolidation of Federal Administrative Funds

A local educational agency (LEA) that consolidates administrative funds for any fiscal year (FY) shall not use any other funds under the programs included in the consolidation for administration for that FY (Every Student Succeeds Act [ESSA] Section 8203). Indirect costs are a part of costs of administration; thus, indirect costs pertaining to programs included in the consolidation may only be paid out of the funds available for the administrative cost pool. For example, if a program must budget and expend at least 85 percent on direct services to students, then the total allowable for administration (e.g., program administration plus indirect costs) cannot exceed 15 percent.

- Title I, Part A (Basic)
- Title I, Part C (Migrant Education)
- Title I, Part D (Delinquent)
- Title II, Part A (Supporting Effective Instruction)
- Title III (Immigrant Students)
- Title III (English Learner Students)
- Title IV, Part A (Student Support and Academic Enrichment)

The consolidated funds may be used for the administration of the programs included in the consolidation and for uses, at the school district and school levels, designed to enhance the effective and coordinated use of funds under those programs.

ESSA Section 8203

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA is consolidating, Federal Administrative funds. (If not applicable, mark N/A)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Approval letter from Regional Coordinator including the above information	<div style="text-align: center;">District Comments</div> <p>3/17/2022 1:53:47 PM Dir. of Reporting and Compliance Johanna Best ISPA is not consolidating Federal Administrative Funds.</p> <div style="text-align: center;">Monitor Comments</div> <p>5/2/2022 11:01:03 AM Monitor Michael Matta This requirement does not apply to the ISPA Charter School.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>If you have additional comments to make about this section, enter them here:</p>					

Component VIII: Program Accuracy Verification

The Grant Agreement signed by this LEA in order to receive federal education funds under ESSA, includes a legally binding agreement that the LEA will implement the programs written as narrative for each of the grants (Grant Agreement Section 3). The applications and budgets were reviewed by PDE and approved for allowability under the program rules for each grant in accordance with 34 CFR 76.400. Any changes or modifications to the programs and/or budget require prior written approval in accordance with 2 CFR 200.308(a) and (b) and 2.

34 CFR 76.400
 2 CFR 200.308(a) and (b) and 2

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The program/activities observed and verified by the monitor are being implemented and match the program/activities approved in the most recent copy of the Title I application. Please note: LEAs do not need to upload documentation for this requirement. The verification will be done by the monitor. This requirement cannot be marked N/A.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Component IX: Nonpublic Schools

The LEA provides Title I services to eligible children attending nonpublic schools.

Sections 1117, 8501, and 8503

Uniform Grants Guidance (UGG) Sec. 200.313 and 200.320

If the LEA does not serve Nonpublic Schools, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Initial Consultation has occurred between the LEA and nonpublic official(s) prior to submitting LEA's Consolidated Application and the start of the services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Intent to participate <input type="checkbox"/> Copies of outreach attempts, i.e., letters, e-mails, call log <input type="checkbox"/> Meeting agenda / sign-in sheet(s) between LEA and nonpublic official(s)	
2. Consultation is ongoing between LEA and nonpublic officials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copies of outreach attempts, i.e., letters, e-mails, call log <input type="checkbox"/> Meeting agenda / sign-in sheet(s) between LEA and nonpublic official(s)	
3. The results of agreement following consultation have been transmitted to the PDEs equitable services ombudsman.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Signed Affirmation of Consultation form uploaded to eGrants	
4. LEA regularly monitors the provision of Title I services to nonpublic students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copies of outreach attempts, i.e., letters, e-mails, call log <input type="checkbox"/> Visitation log <input type="checkbox"/> Emails <input type="checkbox"/> Virtual visit/meeting	
5. LEA is evaluating the Title I program serving nonpublic school students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Evaluation data <input type="checkbox"/> Needs assessment, survey form and collated results <input type="checkbox"/> Assessment data	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
6. If LEA has Nonpublic Carryover funds, there is evidence to demonstrate Nonpublic school(s) were consulted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Carryover section of eGrants <input type="checkbox"/> Copies of letters, e-mails <input type="checkbox"/> Agenda <input type="checkbox"/> Meeting sign-in sheets between LEA and nonpublic officials	
7. LEAs are properly monitoring the distribution and use of equipment and supplies purchased for the purposes of providing equitable services to eligible private school students. If equipment was not purchased for Nonpublic schools, select N/A.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> UGG compliant inventory equipment log dated and signed by LEA to ensure physical inventory is conducted annually at the end of the school year	
8. LEA has third-party contracts (per Uniform Grants Guidance / Procurement procedures) that include the proportionate share of Title I funds determined by eGrants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of third-party contracts that include; <ul style="list-style-type: none"> • Breakdown of instructional costs, • Type of services to be delivered, • Administrative costs for nonpublic schools • Multi-year contracts DO NOT exceed three years • An exit clause. 	
9. LEA has procedures for provision of services to eligible children attending nonpublic schools. Please note: for the 2022-23 SY LEAs will be required to have documented procedures detailing the provision of services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated application, Nonpublic Narrative section, detailing the services provided to nonpublic students at each school	
10. LEA has performance goal detailing use of equitable share as discussed and agreed upon during consultation with NP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated application, Performance Goals section listing nonpublic student's measurable goals	
11. Evidence LEA is following procurement procedures when the LEA is using a third-party provider for nonpublic equitable services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Informal quotes or RFPs	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
12. LEA has Title I Nonpublic complaint procedures available for nonpublic schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of Nonpublic Complaint Procedure and proof of distribution to nonpublic schools, i.e. <ul style="list-style-type: none"> • Agenda listing review/receipt of Complaint Procedures • Mail receipt • Website link/email to nonpublic official(s) 	
13. Nonpublic school students are receiving equitable services as discussed during consultation and Parent & Family Engagement if allocation is \$500,000 and over.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Nonpublic Organizations Summary and Nonpublic Institutions sections of eGrants	
14. LEA's budget documents appropriate set-asides.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Title I budget/Budget Summary section of eGrants	
15. Transferability Sec. 5103(b) Up to 100% of Title II and IV funds can be transferred. Funds can be transferred into Title I and Title III but not out of either subprogram. Title IIA and IV can transfer between programs. (Complete only if transfer) Evidence of Nonpublic school consultation to discuss transferred amounts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Agendas/sign in sheets <input type="checkbox"/> Emails <input type="checkbox"/> Other documentation to reflect nonpublic consultation occurred prior to the transfer of funds.	
If you have additional comments to make about this section, enter them here:					

Component X: Targeted Support and Improvement (TSI) Plans

Schools are encouraged to create a multiyear plan. The deadline for TSI schools to have their plan complete is the end of their school year. Plans must be board approved, but not approved by PDE. If the LEA is in recovery or receivership the Chief Recovery Officer or Receiver must sign off.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Each TSI school must have either a completed plan or can demonstrate progress towards completing the plan.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Written plan	
If you have additional comments to make about this section, enter them here:					

Title II A: Program

Component I:

The purpose of this title is to provide grants to State educational agencies and subgrants to local educational agencies to (1) increase student achievement consistent with the challenging State academic standards; (2) improve the quality and effectiveness of teachers, principals, and other school leaders; (3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and (4) provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

If the LEA transferred all of Title IIA funds only answer question, #2. All others can be marked N/A, with comment all Title IIA funds transferred to Title IA/Title IVA.

Section 2001

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA provides evidence that Title II activities are data driven and that if data indicates a need in higher poverty schools, priority is given to these school(s).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Evidence of data used to indicate large class sizes or justification for the types of professional development activities offered, prior to the writing of the grant.	<p style="text-align: center;">District Comments</p> <p>3/17/2022 2:01:48 PM Dir. of Reporting and Compliance Johanna Best Over the last several years, ISPA has identified several areas of need for our teachers. Formal/Informal evaluations and staff needs assessments were used to determine areas of focus. Instructional Coaches were hired to help develop teachers in the areas of need.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. The LEA provides evidence of stakeholder engagement in the development of Title II activities (including transfer discussions) e.g. parents, community members, schools staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dated agendas and sign-in sheets for meetings that took place prior to the writing of the grant	District Comments
					3/17/2022 2:07:19 PM Dir. of Reporting and Compliance Johanna Best On June 9th, 2021, staff were emailed a needs assessment to determine professional development need and to gather feedback regarding what types of PD they would like to see in the future. The survey sent to staff can be viewed here: https://forms.office.com/Pages/ResponsePage.aspx?id=LUMWRm1kPE2UZWxANvMaFnvMj4xMNYNJhQmVxhb9uWJUMDU4QkRHUEIEQTBXU0hKN0VQUE1aQTMwTS4u&wdLOR=cCBEF9B8A-A92B-4750-859D-73356A7FF230
<p>If you have additional comments to make about this section, enter them here:</p>					

Component II: Program Accuracy Verification

The Grant Agreement signed by this LEA in order to receive federal education funds under ESSA, includes a legally binding agreement that the LEA will implement the programs written as narrative for each of the grants (Grant Agreement Section 3). The applications and budgets were reviewed by PDE and approved for allowability under the program rules for each grant in accordance with 34 CFR 76.400. Any changes or modifications to the programs and/or budget require prior written approval in accordance with 2 CFR 200.308(a) and (b) and 2.

34 CFR 76.400
2 CFR 200.308(a) and (b) and 2

Requirements	Met	Not Met	N/A	Comments
1. The program/activities observed and verified by the monitor are being implemented and match the program/activities approved in the most recent copy of the Title II application. Please note: LEAs do not need to upload documentation for this requirement. The verification will be done by the monitor. This requirement cannot be marked N/A.	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
If you have additional comments to make about this section, enter them here:				

Title IVA: Program

Component I:

The Student Support and Academic Enrichment (SSAE) program is intended to: 1) provide all students with access to a well-rounded education, 2) improve school conditions for student learning, and 3) improve the use of technology to improve the academic achievement and digital literacy of all students. (ESEA section 4101)

Questions #1, #2, and # 3 must be answered despite transferring funds and if the LEA received \$30,000 in Title IV funds. If the LEA received less than \$30,000 and is transferring all funds, answer question #1 and #2 and mark N/A for question #3.

Sec. 4101

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA involves stakeholders (teachers, principals, parents/family members, specialized instructional support, nonpublic school officials (consultation), community partners/members, employers and local government representatives) in the planning of the Title IV application and activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dated agendas and sign-in sheets for meetings that took place prior to writing the grant.	<p style="text-align: center;">District Comments</p> <p>4/19/2022 1:04:39 PM Dir. of Reporting and Compliance Johanna Best As a school, we hold bi-weekly meetings with all departments to discuss pertinent upcoming deliverables. We discussed Title IV on June 8th and had a working group to discuss. In addition, feed back from the Staff and Family needs assessments were used to determine activities/programs Title IV would support.</p>
2. The LEA continued to consult with stakeholders to improve the activities it conducts and coordinates implementation with other related activities conducted in the community	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dated agendas and sign-in sheets for consultation that took place during the implementation of the grant	<p style="text-align: center;">District Comments</p> <p>4/21/2022 8:47:25 AM Dir. of Reporting and Compliance Johanna Best Each Title Program was discussed in detail during the October 6th 2021 Townhall.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
3. If LEA receives more than \$30,000, the activities supported by Title IV are aligned with the needs of the district/schools. (Evidence: Needs Assessment Data that is less than 3 years old)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dated needs Assessment	<p style="text-align: center;">Monitor Comments</p> <p>5/2/2022 11:02:40 AM Monitor Michael Matta No needs assessment was shared that addressed Title IV.</p>
4. If the LEA distributed funds to schools , it targeted schools that have the greatest needs; have the highest percentages or numbers of children low-income; are identified as CSI and TSI; or are identified as persistently dangerous. If the LEA did not distribute funds to schools this can be marked N/A.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated application Selection of Schools ranking page	<p style="text-align: center;">District Comments</p> <p>4/21/2022 8:48:33 AM Dir. of Reporting and Compliance Johanna Best We are a charter school and as such only have one school.</p> <p style="text-align: center;">Monitor Comments</p> <p>5/2/2022 11:03:05 AM Monitor Michael Matta This requirement does not apply to the ISPA Charter School.</p>
5. LEA has only budgeted a maximum of 15% of the total amount budgeted in Effective Use of Technology for technology infrastructure (devices, equipment, and software applications to address readiness shortfalls, blended learning technology software and platforms, the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated application showing funds in the Effective Use of Technology expenditure section	<p style="text-align: center;">District Comments</p> <p>4/21/2022 8:51:52 AM Dir. of Reporting and Compliance Johanna Best Please see page 7 of the SY 21-22 Title IV Grant Content document.</p>
6. If the LEA has received more than \$30,000 in Title IV funds, a minimum of 20% has been budgeted for Well-Rounded Educational activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated application Well-Rounded narrative completed. <input checked="" type="checkbox"/> Consolidated application showing funds in the Well-Rounded expenditure section	<p style="text-align: center;">District Comments</p> <p>4/21/2022 8:53:04 AM Dir. of Reporting and Compliance Johanna Best Please see pages 3-4 of the ST 21-22 Title IV Grant Content document.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
7. If the LEA has received more than \$30,000 in Title IV funds, a minimum of 20% has been budgeted for Safe and Healthy activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated application Safe and Healthy narrative completed. <input checked="" type="checkbox"/> Consolidated application showing funds in the Safe and Healthy expenditure section	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td>4/21/2022 8:54:03 AM Dir. of Reporting and Compliance Johanna Best Please see pages 5-6 of the SY 21-22 Title IV Grant Content document.</td> </tr> </tbody> </table>	District Comments	4/21/2022 8:54:03 AM Dir. of Reporting and Compliance Johanna Best Please see pages 5-6 of the SY 21-22 Title IV Grant Content document.
District Comments							
4/21/2022 8:54:03 AM Dir. of Reporting and Compliance Johanna Best Please see pages 5-6 of the SY 21-22 Title IV Grant Content document.							
8. If the LEA has received more than \$30,000 in Title IV funds, some funds are budgeted for Effective Use of Technology activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated application Effective Use of Technology narrative completed. <input checked="" type="checkbox"/> Consolidated application showing funds in the Effective Use of Technology expenditure section	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td>4/21/2022 8:57:51 AM Dir. of Reporting and Compliance Johanna Best Please see page 7 and page 23 of the SY 21-22 Title IV Grant Content document. Title IV budgeted for the PETE and C conference to address the effective use of technology.</td> </tr> </tbody> </table>	District Comments	4/21/2022 8:57:51 AM Dir. of Reporting and Compliance Johanna Best Please see page 7 and page 23 of the SY 21-22 Title IV Grant Content document. Title IV budgeted for the PETE and C conference to address the effective use of technology.
District Comments							
4/21/2022 8:57:51 AM Dir. of Reporting and Compliance Johanna Best Please see page 7 and page 23 of the SY 21-22 Title IV Grant Content document. Title IV budgeted for the PETE and C conference to address the effective use of technology.							
If you have additional comments to make about this section, enter them here:							

Component II: Program Accuracy Verification

The Grant Agreement signed by this LEA in order to receive federal education funds under ESSA, includes a legally binding agreement that the LEA will implement the programs written as narrative for each of the grants (Grant Agreement Section 3). The applications and budgets were reviewed by PDE and approved for allowability under the program rules for each grant in accordance with 34 CFR 76.400. Any changes or modifications to the programs and/or budget require prior written approval in accordance with 2 CFR 200.308(a) and (b) and 2.

34 CFR 76.400

2 CFR 200.308(a) and (b) and 2

Requirements	Met	Not Met	N/A	Comments
1. The program/activities observed and verified by the monitor are being implemented and match the program/activities approved in the most recent copy of the Title IV application. Please note: LEAs do not need to upload documentation for this requirement. The verification will be done by the monitor. This requirement cannot be marked N/A.	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
If you have additional comments to make about this section, enter them here:				

Personnel Interviews

Building	Date	Staff Member Interviewed	Staff Member Position
No interviews have been entered.			

**Division of Federal Program
Consolidated Program Review
2021-2022 School Year
Insight PA Cyber CS**

Insight PA Cyber Charter School

SCHOOL Level Monitoring

	Name	Check if Interviewed
Principal:	<u>Julie Jaszcar</u>	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>

Program Reviewers: Michael Matta and Janice Joyce Visit Date: 5/2/2022

School Level Monitoring

Component I: Appropriately State Certified

The Local Education Agency (LEA) and the Title I School has professional standards for paraprofessionals working in a program supported with Title I.

Sec. 1112(c)(6) Sec. 1112(e)(1)(A)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. All instructional paraprofessionals working in a Title I program are appropriately certified.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of paraprofessionals working in the school & their qualifications: HS Diploma plus 2 years of college (48 credits), AA Degree or local assessment	District Comments
					4/5/2022 3:21:17 PM Dir. of Reporting and Compliance Johanna Best We have attached a list of paraprofessionals and if they did not meet the minimum qualifications, they were administered a local assessment.
2. Parents (in Title I schools only) are directly notified annually that they may request information regarding the professional qualifications of their child's teacher(s), and of paraprofessionals who provide instructional services to their children.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of Right-to-Know - Teacher Qualifications letter dated and evidence of distribution date	District Comments
					4/19/2022 10:28:28 AM Dir. of Reporting and Compliance Johanna Best At the beginning of each school year and as students enroll during the year, parents are emailed a welcome letter with the Parent and Family Engagement Policy, Right to Know and Parent/School Compact. Examples of the emails are attached, as well as the PDF of the documents attached to the email.
3. Parents (in Title I schools only) are notified if their child is assigned to or being taught for four or more consecutive weeks by a teacher who is not appropriately state certified. (This cannot be marked N/A.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/> Copy of Right-to-Know - Four Consecutive Week letter <input checked="" type="checkbox"/> Evidence of distribution date with signature, if applicable	Monitor Comments
					5/2/2022 11:05:02 AM Monitor Michael Matta Right-to-know-4 week letters were all distributed at the end of March 2022 for staff who were not appropriately state certified since the beginning of the school term.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
If you have additional comments to make about this section, enter them here:					

Component II: Parent and Family Engagement

The LEA may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of Title I students.

Sec. 1116

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<p>1. Schools receiving Title I funds shall jointly develop with, and distribute to, Title I parents and family members a written parent and family engagement policy. Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.</p> <p>All the following are Required components:</p> <ul style="list-style-type: none"> • Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their school's Title I program and to explain the requirements of Title I and the right of parents to be involved. • Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> School Parent and Family Engagement policy, (that includes all required components), with review/revision date, dated parent meeting, dated agenda & sign-in sheets, and method of distribution	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1100 410 2062 467" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1100 467 2062 675"> <p>4/28/2022 8:58:21 AM Dir. of Reporting and Compliance Johanna Best The Parent and Family Engagement Policy is posted on the school website at https://insightpa.k12.com/resources/important-documents.html</p> </td> </tr> </tbody> </table>	District Comments	<p>4/28/2022 8:58:21 AM Dir. of Reporting and Compliance Johanna Best The Parent and Family Engagement Policy is posted on the school website at https://insightpa.k12.com/resources/important-documents.html</p>
District Comments							
<p>4/28/2022 8:58:21 AM Dir. of Reporting and Compliance Johanna Best The Parent and Family Engagement Policy is posted on the school website at https://insightpa.k12.com/resources/important-documents.html</p>							

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> • Involve parents, in an organized ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan, if applicable, except that if a school has a process in place in process for involving parents in the joint planning and design of the school's programs, the school may use the process, if such process included an adequate representation of Title I. • Provide Title I parents <ul style="list-style-type: none"> ◦ Timely information about Title I programs ◦ A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards 					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> ○ If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible. ○ If the schoolwide plan is not satisfactory to Title I parents, submit any parent comments on the plan when the school makes the plan available to the LEA. (Only applies to Schoolwide schools). ○ Shall educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school. 					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> ○ Describes how the school will aid parents in understanding the State's academic content standards and student achievement standards, local academic assessments and how to monitor a child's progress and work with teachers to improve the achievement of their children. ○ States that a school-parent compact was jointly developed with parents and the compact outlines how parents, the entire school staff and students will share in the responsibility for improved student achievement. ○ Describes how the school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement. 					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> ○ States how the school will, to the extent feasible and appropriate, coordinate, and integrate parent involvement programs and activities with other Federal, State, and local programs including public preschool programs and conduct other activities, that encourage and support parents and family members in more fully participating in the education of their children. ○ States how the school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and family members of participating children in a format and to the extent practicable, in a language the parents and family members can understand. 					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<ul style="list-style-type: none"> ○ States how the school, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children). 							
<p>2. Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their school's Title I program and to explain the requirements of Title I and the right of parents to be involved.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dated Title I meeting agenda & sign-in sheets	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1104 753 2062 805" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1104 805 2062 980"> <p>4/5/2022 2:37:45 PM Dir. of Reporting and Compliance Johanna Best Agenda is located on page 2 of the 2021-2022 Federal Programs PP for Parents and Families.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/5/2022 2:37:45 PM Dir. of Reporting and Compliance Johanna Best Agenda is located on page 2 of the 2021-2022 Federal Programs PP for Parents and Families.</p>
District Comments							
<p>4/5/2022 2:37:45 PM Dir. of Reporting and Compliance Johanna Best Agenda is located on page 2 of the 2021-2022 Federal Programs PP for Parents and Families.</p>							
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<p>3. Each Title I school shall jointly develop with parents of Title I children a school parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact shall</p> <ul style="list-style-type: none"> describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I children to meet the State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom, and participating as appropriate, in decisions relating to the education of their children and positive use of extracurricular time, and 				<p><input checked="" type="checkbox"/> School-parent compact with review/revision date, dated agenda, sign-in sheets and method of distribution</p>	<table border="1"> <thead> <tr> <th data-bbox="1106 131 2049 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1106 180 2049 391"> <p>4/19/2022 2:15:43 PM Dir. of Reporting and Compliance Johanna Best Agenda is located on page 2 of the 2021-2022 Federal Programs PP for Parents and Families. The compact is distributed to parents via email in their welcome letter.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/19/2022 2:15:43 PM Dir. of Reporting and Compliance Johanna Best Agenda is located on page 2 of the 2021-2022 Federal Programs PP for Parents and Families. The compact is distributed to parents via email in their welcome letter.</p>
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<ul style="list-style-type: none"> address the importance of communication between teachers and parents on an ongoing basis through at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; frequent reports to parents on their children's progress; reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and ensuring two way meaningful communication between family members and school staff, and to the extent practicable, in a language that family members can understand. 							
<p>4. Title I Schools shall aid parents of Title I children in understanding such topics as the challenging State academic standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dated Title I meeting agenda & sign-in sheets that indicate topics of discussion <input type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1104 1032 2062 1081" style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1104 1081 2062 1256"> 4/19/2022 2:16:33 PM Dir. of Reporting and Compliance Johanna Best Agenda is located on page 2 of the 2021-2022 Federal Programs PP for Parents and Families. </td> </tr> </tbody> </table>	District Comments	4/19/2022 2:16:33 PM Dir. of Reporting and Compliance Johanna Best Agenda is located on page 2 of the 2021-2022 Federal Programs PP for Parents and Families.
District Comments							
4/19/2022 2:16:33 PM Dir. of Reporting and Compliance Johanna Best Agenda is located on page 2 of the 2021-2022 Federal Programs PP for Parents and Families.							

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>5. Title I Schools shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy) as appropriate, to foster parent involvement.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Submit only one example of Training materials provided to parents, evaluations, agendas & sign-in sheets, or calendar of events</p> <p><input checked="" type="checkbox"/> Submit only one example of workshops with copies of dated agendas and sign-in sheets.</p>	<p style="text-align: center;">District Comments</p> <p>4/19/2022 10:57:17 AM Dir. of Reporting and Compliance Johanna Best Parent workshops (Learning Coach Cafe's) are offered throughout the year and are advertised through social media, email communications and newsletter. Thus far this year, there has been no attendance. A calendar of the Learning Coach Cafe offerings is uploaded.</p>
<p>6. ALL schools' teachers and staff shall annually be educated, with the assistance of parents, in how to better communicate with, or work with, parents as equal partners.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Dated staff meeting agendas and sign-in sheets</p> <p><input type="checkbox"/> SPAC skits and staff agendas and sign in sheets</p> <p><input type="checkbox"/> Dated staff meeting agenda and sign-in sheets utilizing parent survey results (open-ended questions included)</p>	<p style="text-align: center;">District Comments</p> <p>4/19/2022 11:36:35 AM Dir. of Reporting and Compliance Johanna Best Teaching staff are assigned an online training designed to help them learn to better support our students and families at the beginning of school and all year long. At the end of this course, teachers will be able to: Recognize the ten key understandings for learning coaches; Understand the need to be proactive with these key understandings; Prevent unnecessary withdrawals of students</p> <p style="text-align: center;">Monitor Comments</p> <p>5/2/2022 11:06:12 AM Monitor Michael Matta The documentation provided did not meet the requirement.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
7. Title I Schools shall coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Transition Plan <input type="checkbox"/> Parent training materials, evaluations, agendas, calendar of events <input type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets			
8. Title I schools shall ensure that information related to school and parent programs, meetings, and other activities is sent to Title I parents in a format and, the extent practicable, in a language the parents can understand.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Translated documents such as fliers, letters, web site postings <input type="checkbox"/> Translated Schoolwide Plan	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1106 498 2049 548" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1106 548 2049 761"> 4/21/2022 10:52:19 AM Dir. of Reporting and Compliance Johanna Best Translated documents are uploaded as well as posted on our school website at https://insightpa.k12.com/resources/important-documents.html </td> </tr> </tbody> </table>	District Comments	4/21/2022 10:52:19 AM Dir. of Reporting and Compliance Johanna Best Translated documents are uploaded as well as posted on our school website at https://insightpa.k12.com/resources/important-documents.html
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If you have additional comments to make about this section, enter them here:							

Component III: Schoolwide Programs

An eligible school operating a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act)

Sec. 1114

If the school does not operate a Schoolwide Program, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<p>1. Have a completed/revised Schoolwide Plan. Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; and includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards; use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Copy of the Schoolwide Plan, must also provide agendas and sign-in sheets, demonstrating plan was updated within a year of the monitoring visit.</p>	<table border="1"> <thead> <tr> <th data-bbox="1581 474 2053 522">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1581 522 2053 734"> <p>5/2/2022 11:07:45 AM Monitor Michael Matta There was no agenda or sign-in sheet to address the schoolwide plan.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>5/2/2022 11:07:45 AM Monitor Michael Matta There was no agenda or sign-in sheet to address the schoolwide plan.</p>
Monitor Comments							
<p>5/2/2022 11:07:45 AM Monitor Michael Matta There was no agenda or sign-in sheet to address the schoolwide plan.</p>							

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<p>2. Identify the areas in your Schoolwide plan such as, the needs assessment, goals, interventions etc., being supported with Title I funds. Be specific and include the amount of funds being used at each area. Please note: there is no suggested evidence. Add a comment in the comment section to include the above information. This requirement cannot be marked N/A.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			<table border="1"> <thead> <tr> <th data-bbox="1583 128 2049 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1583 180 2049 673"> <p>4/26/2022 1:15:43 PM Dir. of Reporting and Compliance Johanna Best Title I funds are used to support small group direct instruction which will result in growth in ELA and math proficiency. \$773,718 is budgeted for salaries and benefits for Interventionists. Additionally, Reading Horizons, a foundational reading program was purchased (\$20K) to support growth in ELA for K-3 students.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/26/2022 1:15:43 PM Dir. of Reporting and Compliance Johanna Best Title I funds are used to support small group direct instruction which will result in growth in ELA and math proficiency. \$773,718 is budgeted for salaries and benefits for Interventionists. Additionally, Reading Horizons, a foundational reading program was purchased (\$20K) to support growth in ELA for K-3 students.</p>
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<p>Note: If the school does not have an updated 2021-22 Schoolwide Plan, must monitor requirements in the Targeted Assistance section.</p>							
<p>If you have additional comments to make about this section, enter them here:</p>							

Component IV: Targeted Assistance Programs

In all schools selected to receive funds under section 1113(c) that are ineligible for a schoolwide program under section 1114, have not received a waiver under section 1114(a)(1)(B) to operate such a schoolwide program, or choose not to operate such a schoolwide program, a local educational agency serving such school may use funds received under this part only for programs that provide services to eligible children under subsection (c) identified as having the greatest need for special assistance.

Sec. 1113

If the school does not operate a Targeted Assistance Program, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The Title I school determines which students will be served, and serves participating students identified as eligible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Selection criteria and student roster with test scores that includes rank order listing.	
2. The Title I school uses resources under this part to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> List of programs, activities, and academic courses provided to eligible children	
3. The Title I school uses methods and instructional strategies to strengthen the academic program of the school through activities, which may include expanded learning time, before- and after-school, and summer programs and opportunities; and a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> List of instructional strategies including activities that strengthen the academic program provided to eligible children	
4. The Title I school coordinates with and supports the regular education program, which may include services to assist preschool children in the transition from early childhood education programs such as Head Start, the literacy program under subpart 2 of part B of title II, or State-run preschool programs to elementary school programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Documentation of regular team meetings, dated agenda, sign-in sheets, and minutes	
5. The Title I school provides professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> List of professional development activities, dated agendas, and sign in sheets	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
If you have additional comments to make about this section, enter them here:					



October 12, 2020

Mrs. Eileen Cannistraci
Chief Executive Officer
Insight PA Cyber
350 Eagleview Boulevard
Suite 350
Exton, Pa 19341

Dear Mrs. Cannistraci:

I have been informed that the areas of noncompliance cited as a result of the special education compliance monitoring visit conducted on April 8, 2019 have been corrected as of July 21, 2020 by the charter school. It is with pleasure that I commend you and your staff for efforts made in achieving resolution of the noncompliance areas.

Please note, if you have improvement plans that were developed as a component of the corrective action plan, they will remain open and you are required to implement the improvement plans until the specific action for those items has been completed as approved by your adviser.

As you know, compliance monitoring is required by Federal regulations to determine a local education agency's compliance with Federal and State requirements for students identified as eligible for special education. Your response to the monitoring visit and subsequent corrective action assures the continuation of improved special education services to Pennsylvania students.

The Department of Education appreciates your cooperation and the Bureau of Special Education remains available to you should you desire further assistance in the future.

Sincerely,

Carole L. Clancy
Director

IEP Procedures 21-22 School Year

Annual IEP - schedule 2 months in advance

ER/RRs - must be held within 30 days of Date of Report specified on document

New Students -> must be held within 30 days of date of assignment

Newly Identified- must be held within 30 days of the Date of Report specified on document; course changes/Related Services, etc will not start until NOREP is signed

OOS Students-If you receive a student who enrolled with out of state documents, you can NOT create an ISPA IEP for this student until an ISPA ER is completed for the student. Instead, you should be completing a NOREP and sending it to the parent. It should spell out the comparable services you will be providing based on the out of state documents until the student is found to be eligible in the state of PA. This includes related services. Discuss with supervisor for questions/concerns.

P

R**RIOR TO THE MEETING**

1. **At 60 days** - call parent for best days of the week and times to schedule the IEP
 - a. Transition Age Students - discuss OVR invitation with the parent
2. **At 50 days** - using the LEA calendar, identify a date and time to hold the IEP meeting. Send an Outlook invite to all members of the team: Gen Ed teacher, LEA, psych if needed, Related Service Providers (if applicable), School counselor (if identified with an emotional disturbance), Advisor, Nurse (if IHP is needed), Transition Coordinator (if age of 13 and over). **Do not include the parent.**
 - Send all gen ed teachers, advisors and related services the input forms with calendar invite.
 - In all cases, invite appropriate LEA calendar email.
 - Elementary: eslea@insightpa.org
 - Middle School: mslea@insightpa.org
 - High School: hslea@insightpa.org
 - Send OVR invite: [procedure](#)
3. **At 45 days** - create formal invite and send to parent with Procedural Safeguard Notice and signature line, and parent input.
 - Verify team members accepted. If a related service provider can not attend or did not accept, send the consent to excuse.
4. **At 40 days**, follow-up with email to parent if signature not received.
 - Confirm OVR selection - follow [Transition OVR Process](#)
5. **At 30 days**, if the invite has not been returned signed, follow-up with a phone call to the parent.
 - If multiple attempts are needed, each date the Invitation document was sent to the parent must be documented on the final PDF of the Invitation signature line submitted

through Docs to File (each date must be different). Also document in the “other” section of the IEP cover page.

6. **At 10 days** - send a draft to the Instructional Coordinator for review. Ensure the NOREP is written but do not send or date at this time.

7. **At 3 days**, send the updated IEP draft to the parent and LEA. **Be sure to include the Zoom link.**

- For parent, send through TotalView, NOT Outlook.
- For LEA, send through Outlook.

Important: Invitation Notes:

>When creating your invites ALL required participants must be included as being invited to the meeting. This includes: Student, Parent/Guardian, LEA, Gen. Ed. Teacher, Case Manager. The following should also be included:

*Related Service Provider, CTE Teacher (if they have one) and OVR (if being invited).

> *If a related service provider can't make the meeting, a Consent to Excuse Form must be issued prior to the meeting. The Consent to Excuse section of the invite can be checked when adding a team member to the invite. If the invite has already been finalized, you can send a standalone Consent to Excuse Form. If you need a copy of the Consent to Excuse, please reach out to your grade band supervisor.

>Students of transition age should also be receiving an IEP invite. You can generate one in IEPW by selecting the students name on the top left side of the invitation. Students will not be able to receive/sign it via HelloSign, but it can still be sent via their school mail as evidence.

A

T THE MEETING

● At the beginning of the meeting, explain that an attendance page will be sent following the meeting through Hello Sign. The signature page reflects only if they attend, and does not indicate if they agree/disagree.

- Do not send to the parent, if they did not attend.
- If the parent does not attend the meeting, the initial IEP meeting cannot proceed unless given administrative approval
- Please use the department wide naming convention when saving (LastName_FirstInitial_StudentID_Doc)

2. Introduce all participants, allowing time for each to say hello.

3. If ER/RR, allow school psych to begin with a quick review of information and answering questions.

- Invite the psychologist to stay after their explanation of the ER/RR or, invite them to leave, and will be contacted if questions arise.

4. Review IEP cover page for accurate address/phone, etc.

5. Begin IEP meeting (add to details)

TIPS & REMINDERS:

- Limit jargon.
- You are the professional – don't feel the need to get parents approval as this is a LEA proposal and there are processes within the procedural safeguards if they disagree
- Make the meeting conversational, yet professional. Do not read the entire document word for word.
- Do not skip over the Transition section or grid
- It is ok to end the meeting if the parent is too upset to continue or you need further clarification on services, etc.

6. Review the NOREP with the team.

7. Check HelloSign for signatures received from team members. Review with the parent how to complete Hello Sign, as appropriate, – provide an estimated timeline for receiving docs via email.

Important: If it is an initial IEP and the NOREP, PLEASE explain the importance of them looking out for the NOREP and that services can NOT begin until the NOREP is signed.

AFTER THE MEETING

1. Update any new information or edits to the IEP discussed at the meeting
2. Finalize ALL documents (IEP invite, IEP, NOREP, 10-day waiver, consent to excuse IEP team member, if applicable) within 3 days
3. Email the LG the finalized documents through Hello Sign for signature.
4. Upload documents to Docs to File
 - a. Be sure to use the department wide naming convention (LastName_FirstInitial_StudentID_Doc)
 - b. Elem and MS D2F:
<https://app.smartsheet.com/b/form/e229b749251f4188a6610c597bdebb4d>
 - c. HS D2F: <https://app.smartsheet.com/b/form/661ce017142041569a43c1e6cd9bb5d7>
5. Edit your caseload metrics in smartsheet with the new IEP date and any notes (and ER/RR date if applicable)
6. Notify ISPA teachers and staff of the student that the IEP meeting has been held – attach IEP to the email. It is helpful to direct them to any major changes.
7. Notify Related Services –
 - Upload all IEPs and PBSPs to RSM, regardless of RS needs.
 - If new services, make a new service request
 - If editing/changing frequency, make an edited services request.
 - No services: Email the Student name, ID number and IEP date to isparelatedservices@k12.com

IEP REVISIONS

- Use the [IEP Revision Document](#) for reference
- For students that receive Related Services, regardless of the revision made, upload the revised IEP to the RSM.

Charter School Corrective Action Verification/Compliance and Improvement Plan – Bureau of Special Education

This form is designed to serve both as a planning tool and as verification of completion of corrective action.

Charter School: Insight PA Cyber

Chief Executive Officer: Mrs. Eileen Cannistraci

Special Education Director/Coordinator: Jen Jennings

BSE Special Education Adviser: Dr. Beth Marvin

Date of Report: March 19, 2020

Date Final Report Sent to LEA: July 22, 2019

Reminder: The timelines for corrective action of all non-compliance items may not exceed ONE YEAR from the Date Final Report Sent to LEA

First Visit Date: July 30, 2019

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Topical Area 1: Policies, Practices, and Procedures			
	N					1. FSA-ASSISTIVE TECHNOLOGY AND SERVICES Standard: The Local Education Agency (LEA) observed the requirement that the provision of assistive technology is reflected in the student’s IEP	The LEA will develop written policies to ensure all required documentation is complete and accurate. Evidence of Change: The LEA will provide a copy of written policies to the BSE Adviser. The BSE Adviser will conduct a review of files to verify compliance.	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	11/07/2019
	N					1A. FSA-HEARING AIDS Standard: 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	The LEA will develop written policies to ensure all required documentation is complete and accurate. Evidence of Change: The LEA will provide a copy of written policies to the BSE Adviser. The BSE Adviser will conduct a review of files to verify compliance.	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	11/07/2019

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
	N					2. FSA-POSITIVE BEHAVIOR SUPPORT Standard: LEA complies with the positive behavior support policy requirements.	The LEA will develop written policies to ensure all required documentation is complete and accurate. Evidence of Change: The LEA will provide a copy of written policies to the BSE Adviser. The BSE Adviser will conduct a review of files to verify compliance.	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	11/07/2019
	N					3. FSA-CHILD FIND Standard: LEA demonstrates compliance with annual public notice requirements.	The LEA will develop written policies to ensure all required documentation is complete and accurate. Evidence of Change: The LEA will provide a copy of written policies to the BSE Adviser. The BSE Adviser will conduct a review of files to verify compliance.	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	11/07/2019
	N					4. FSA-CONFIDENTIALITY Standard The LEA is in compliance with confidentiality requirements.	The LEA will develop written policies to ensure all required documentation is complete and accurate. Evidence of Change: The LEA will provide a copy of written policies to the BSE Adviser. The BSE Adviser will conduct a review of files to verify compliance.	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	11/07/2019
		X				5. FSA-DISPUTE RESOLUTION (DUE PROCESS HEARING DECISION IMPLEMENTATION) Standard: The LEA uses dispute resolution processes for program improvement.			
		X				8. FSA-PROCEDURAL REQUIREMENTS FOR SUSPENSION Standard: The LEA adheres to procedural requirements in suspending students with disabilities.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
	N					10. FSA-INDEPENDENT EDUCATIONAL EVALUATION Standard: The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense.	The LEA will develop written policies to ensure all required documentation is complete and accurate. Evidence of Change: The LEA will provide a copy of written policies to the BSE Adviser. The BSE Adviser will conduct a review of files to verify compliance.	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	11/07/2019
Y						11A. FSA-LEAST RESTRICTIVE ENVIRONMENT Standard: The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.			
Y						12. FSA-EXTENDED SCHOOL YEAR SERVICES			
Y						13. FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING			
	N					15. FSA-PARENT TRAINING Standard: Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.	The LEA will develop an improvement plan to address the training needs and information sharing opportunities for parents who have children with disabilities. Evidence of Change: The LEA will provide SPOC with improvement plan by October 1, 2019.	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	10/29/2019
						INTERVIEW RESULTS (Parent)			
						P 62. My school district/charter school makes available training related to the needs of students with disabilities that I could attend. 2 Always 2 Sometimes 0 Rarely 0 Never 2 Don't Know 0 Does not Apply			
						P 63. My school district/charter school invites parents to trainings that are available to school staff regarding research based best practices, supplementary aids and services, differentiating instruction and modifying the general education curriculum.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					1 0 0 1 4 0	Always Sometimes Rarely Never Don't Know Does not Apply			
	N					18. FSA-SURROGATE PARENTS (STUDENTS REQUIRING) Standard: The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.	The LEA will develop written policies to ensure all required documentation is complete and accurate. Evidence of Change: The LEA will provide a copy of written policies to the BSE Adviser. The BSE Adviser will conduct a review of files to verify compliance.	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	11/07/2019
Y						19. FSA-PERSONNEL TRAINING Standard: 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.			
						INTERVIEW RESULTS (General & Special Education Teacher)			
6	1	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
6	1	0				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
4	3	0				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			
7	0	0				GE 91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in regular education classrooms?			
0	0	7				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
6	1	0				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
		X				20. FSA-INTENSIVE INTERAGENCY APPROACH Standard: 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.			
		X				21. FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION Standard: The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation			
	N					21A. TRANSITION REQUIREMENTS Standard: The LEA complies with requirements for transition planning for students.	The LEA has been provided with the names of individual students for whom corrective action is required. The LEA will convene an IEP meeting with parent, revise the goals and/or interventions and update the document within 30 days. Evidence of Change: Provide a copy of the revision to the BSE adviser for review; random sampling of files will be conducted later in the year.	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
						Topical Area 2: Delivery of Service			
Y						17. FSA-PUBLIC SCHOOL ENROLLMENT Standard: The LEA's percentage of children with disabilities served in special education is comparable to state data.			
		X				17B. FSA-PUBLIC SCHOOL ENROLLMENT Standard: Timely provision of FAPE for students who transfer public agencies within state, and from another state.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						22. FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION Standard: LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.			
	N					23. FSA-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.	The LEA has been provided with the names of individual students for whom corrective action is required within 30 days of the date of this report.	08/21/2019 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	08/15/2019
						CLASSROOM OBSERVATIONS			
0	0	0		0		CO 1. Is the instruction provided to the student individualized as required by his/her IEP?			
0	0	0		0		CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?			
0	0	0		0		CO 3. If assistive technology is included in the student's IEP and required for the activity observed, is it being used?			
0	0	0		0		CO 4. If the student is in a regular education setting, is he/she participating in the lesson taught by the general education teacher or a co-teacher?			
0	0	0		0		CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?			
0	0	0		0		CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?			
0	0	0		0		CO 7. Does this setting coincide with the student's IEP with regard to the extent to which the student is educated with non-disabled peers?			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
						P 55. My child does classroom work in a regular classroom with students without disabilities.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					4 0 0 1 1 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					5 1 0 0 0 0	P 56. My child participates or has the opportunity to participate in school activities other than classroom work, including extra-curricular activities, with students without disabilities. Always Sometimes Rarely Never Don't Know Does not Apply			
					3 1 0 2 0 0	P 56a. My child goes on field trips, attends school functions and/or participates in extracurricular activities with their same age/grade peers who are non-disabled. Always Sometimes Rarely Never Don't Know Does not Apply			
					3 2 0 0 0 1	P 56b. There are routine opportunities for my child to interact with peers who are non-disabled that are planned and/or facilitated by school personnel. Always Sometimes Rarely Never Don't Know Does not Apply			
7	0	0				GE 70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals?			
6	0	1				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
6	0	1				GE 72. Do you have support from special education personnel to help you modify curriculum, instruction and assessment as required in the student's current IEP?			
7	0	0				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	0	0				GE 78. Are all the supplementary aids and services necessary for the student's progress in the general education class included in his/her current IEP?			
5	2	0				GE 80. Is the student making progress within the general education curriculum?			
5	2	0				GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?			
0	0	2				GE 80b. If yes, in what ways? Performance has improved. Works better on assignments. Participates in class; earns bonus points. Able to be among a wider variety of students; exposed to challenging material. Doing well with the curriculum; gets to share ideas with peers. Participates in class, self confident, stable grades, no issues, great student.			
0	0	5				GE 80c. If no, what does this student need that he/she is not receiving in your class? Additional support. Attend school more regularly.			
5	2	0				GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
6	1	0				GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	6				GE 85b. If no, what training or support would assist you? More discussion with the resource teachers.			
6	0	1				GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?			
7	0	0				SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?			
2	1	4				SE 95a. In the most recent IEP meeting for this student, did you discuss whether he/she could be educated in a general education classroom for the entire school day?			
1	0	6				SE 95b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	6				SE 95c. If yes, what reasons were discussed for recommending removal? Need for service.			
0	0	6				SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? IEP team.			
3	0	4				SE 95e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
7	0	0				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
6	0	1				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
2	0	5				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			
7	0	0				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
3	2	2				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
6	1	0				SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom?			
						Topical Area 3 Performance Indicators			
		X				5A. FSA-EFFECTIVE USE OF DISPUTE RESOLUTION Standard: The LEA uses dispute resolution processes for program improvement.			
		X				6. FSA-GRADUATION RATES (SPP) Standard: The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
		X				7. FSA-DROPOUT RATES (SPP) Standard: The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.			
		X				8A. FSA-SUSPENSION RATES Standard: The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.			
Y						11. FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP) Standard: Students with disabilities are provided for in the least restrictive environment			
		X				16. FSA-PARTICIPATION IN PSSA AND PASA (SPP) Standard: The LEA's population of students who participate in state assessment is comparable with the state data.			
		X				16A. FSA-LOCAL ASSESSMENT			
						Topical Area 4: Evaluation and Reevaluation Process and Content			
						CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION			
						PERMISSION TO EVALUATE (File Reviews)			
0	1	9			100%	FR 153. PTE-Consent Form is present in the student file	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
0	0	10				FR 154. Demographic data			
0	0	10				FR 155. Reason(s) for referral for evaluation			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 156. Proposed types of tests and assessments			
0	0	10				FR 157. Contact person's name and contact information			
0	0	10				FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
0	0	10				FR 159. Parent has selected a consent option			
						PERMISSION TO REEVALUATE (File Reviews)			
6	2	2			25%	FR 194. PTRE-Consent Form is present in the student file	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
6	0	4				FR 195. Demographic data			
6	0	4				FR 196. Reason for reevaluation			
6	0	4				FR 197. Types of assessment tools, tests and procedures to be used			
5	1	4			17%	FR 198. Contact person's name and contact information	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
6	0	4				FR 199. Parent has selected a consent option			
6	0	4				FR 200. Parent signature or documentation of reasonable efforts to obtain consent			
						AGREEMENT TO WAIVE REEVALUATION (File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 201. Agreement to Waive Reevaluation is present in the student file			
0	0	10				FR 202. Waiver was completed within required timelines (3 years (2 years for any ID student or any student placed in an Approved Private School) from date of ER, prior RR, or Agreement to Waive RR)			
0	0	10				FR 203. Reason reevaluation is not necessary at this time is included			
0	0	10				FR 204. Contact person's name and contact information			
0	0	10				FR 205. Parent has selected a consent option			
0	0	10				FR 206. Parent signature			
						EVALUATION REPORT (INITIAL) (File Reviews)			
1	0	9				FR 160. ER is present in the student file			
0	1	9			100%	FR 161. Evaluation was completed within timelines	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
0	1	9			100%	FR 162. A copy of the ER was disseminated to parents at least 10 school days prior to meeting of the IEP team (unless this requirement is waived by parent in writing)	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
1	0	9				FR 163. Demographic data			
1	0	9				FR 164. Date report was provided to parent			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				FR 165. Reason(s) for referral			
1	0	9				FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			
1	0	9				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
1	0	9				FR 168. Teacher observations and observations by related service providers, when appropriate			
1	0	9				FR 169. Recommendations by teachers			
1	0	9				FR 170. The student's physical condition (including health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education			
1	0	9				FR 171. Assessments, including when appropriate, current classroom based assessments, aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc.			
1	0	9				FR 172. If an assessment is not conducted under standard conditions, description of the extent to which it varied from standard conditions (including if the assessment was given in the student's native language or other mode of communication)			
1	0	9				FR 173. Lack of appropriate instruction in reading			
1	0	9				FR 174. Lack of appropriate instruction in math			
1	0	9				FR 175. Limited English proficiency			
1	0	9				FR 176. Present levels of academic achievement			
1	0	9				FR 177. Present levels of functional performance			
1	0	9				FR 178. Behavioral information			
1	0	9				FR 179. Conclusions			
1	0	9				FR 180. Disability Category			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				FR 181. Recommendations for consideration by the IEP team			
0	1	9			100%	FR 182. Evaluation Team Participants documented	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
0	0	10				FR 183. For students evaluated for SLD documentation of Agree/Disagree			
0	0	10				FR 184. Documentation that the student does not achieve adequately for age, etc.			
0	0	10				FR 185. Indication of process(es) used to determine eligibility			
0	0	10				FR 186. Instructional strategies used and student-centered data collected			
0	0	10				FR 187. Educationally relevant medical findings, if any			
0	0	10				FR 188. Effects of the student's environment, culture, or economic background			
0	0	10				FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	0	10				FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	10				FR 191. Observation in the student's learning environment			
0	0	10				FR 192. Other data if needed			
0	0	10				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						REEVALUATION REPORT (File Reviews)			
9	0	1				FR 207. RR is present in the student file			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	3	1			33%	FR 208. Reevaluation was completed within timelines (either 60 calendar days from the date of LEA receipt of signed PTRE-Consent Form, excluding summer break, or within 3 years (2 years for any ID student or any student placed in an Approved Private School) of date of ER, prior RR, or Agreement to Waive RR)	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
7	2	1			22%	FR 209. A copy of the RR was disseminated to parents at least 10 school days prior to the meeting of the IEP team (unless this requirement was waived by a parent in writing)	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
9	0	1				FR 210. Demographic data			
7	2	1			22%	FR 211. Date IEP team reviewed existing evaluation data	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
9	0	1				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
9	0	1				FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
9	0	1				FR 214. Aptitude and achievement tests			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				FR 215. Current classroom based assessments and local and/or state assessments			
9	0	1				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
9	0	1				FR 217. Teacher recommendations			
9	0	1				FR 218. Lack of appropriate instruction in reading			
9	0	1				FR 219. Lack of appropriate instruction in math			
9	0	1				FR 220. Limited English proficiency			
9	0	1				FR 221. Conclusion regarding need for additional data is indicated			
2	0	8				FR 222. Reasons additional data are not needed are included			
9	0	1				FR 223. Determination whether the child has a disability and requires special education			
9	0	1				FR 224. Disability category(ies)			
9	0	1				FR 225. Summary of findings includes student's educational strengths and needs			
9	0	1				FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate			
9	0	1				FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			
7	0	3				FR 228. Interpretation of additional data			
4	0	6				FR 229. Documentation that the student does not achieve adequately for age, etc.			
4	0	6				FR 230. Indication of process(es) used to determine eligibility			
4	0	6				FR 231. Instructional strategies used and student-centered data collected			
4	0	6				FR 232. Educationally relevant medical findings, if any			
4	0	6				FR 233. Effects of the student's environment, culture, or economic background			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	0	6				FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
4	0	6				FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
3	1	6			25%	FR 236. Observation in the student's learning environment	<p>The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.</p> <p>Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance</p>	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
3	0	7				FR 237. Other data if needed			
4	0	6				FR 238. Statement for all 6 items			
7	2	1			22%	FR 239. Documentation of Evaluation Team Participants	<p>The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.</p> <p>Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance</p>	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
2	3	5			60%	FR 240. Documentation that team members Agree/Disagree	<p>The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.</p> <p>Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance</p>	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
5	0	0	1			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
4	0	1	1			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
4	0	1	1			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
0	0	5	1			P 27. If your child was not reevaluated when required (every 2 years for children with intellectual disability (consent retardation), or any child placed in an Approved Private School, and every 3 years for children with other disabilities) did you agree in writing to waive the reevaluation?			
0	6	0	0			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
0	0	6	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
0	0	6	0			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
0	0	7				SE 119. If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?			
						Topical Area 5: IEP Process and Content			
						INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)			
7	3	0			30%	FR 241. Invitation is present in the student file	<p>The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.</p> <p>Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance</p>	<p>07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff</p>	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	1	3			14%	FR 242. Invitation to Participate in the IEP Meeting was issued prior to the meeting (or documentation that parent signed waiver to move directly to IEP meeting)	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
7	0	3				FR 243. Demographic data			
6	1	3			14%	FR 244. Purpose(s) of the meeting	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
3	3	4			50%	FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	1	7			33%	FR 246. Transition planning and services - if appropriate, evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student	<p>The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.</p> <p>Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance</p>	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
4	2	4			33%	FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)	<p>The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.</p> <p>Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance</p>	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
6	1	3			14%	FR 248. Invited IEP team members	<p>The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.</p> <p>Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance</p>	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
7	0	3				FR 249. Date/time/location of meeting			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	1	3			14%	FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
						PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)			
0	0	10				FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			
0	0	10				FR 252. Demographic data			
0	0	10				FR 253. Form designates required IEP team member(s) for whom attendance is not necessary			
0	0	10				FR 254. Form designates which members will submit written input prior to the meeting			
0	0	10				FR 255. Parent written consent is documented			
						FR 256. The team members excused: a. General Education Teacher b. Special Education Teacher c. Local Education Agency Representative			
					0 0 0				
						IEP CONTENT (File Reviews)			
10	0	0				FR 257. IEP is present in the student file			
6	4	0			40%	FR 258. IEP was completed within timelines	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 259. Demographic data			
10	0	0				FR 260. IEP implementation date			
10	0	0				FR 261. Anticipated duration of services and programs			
2	1	7			33%	FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting	<p>The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.</p> <p>Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance</p>	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
						DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)			
1	9	0			90%	FR 263. Parents	<p>The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.</p> <p>Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance</p>	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
0	6	4			100%	FR 264. Student	<p>The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.</p> <p>Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance</p>	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	10	0			100%	FR 265. General Education Teacher	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
1	9	0			90%	FR 266. Special Education Teacher	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
0	10	0			100%	FR 267. Local Education Agency Representative	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
0	0	10				FR 270. Community Agency Representative			
0	0	10				FR 271. Teacher of the Gifted			
0	0	10				FR 272. Written input provided by IEP team member(s) excused from participating in the IEP meeting if the invitation stated they were to provide written input			
10	0	0				FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year			
						SPECIAL CONSIDERATIONS (File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 274. If the student is blind or visually impaired, a description of the instruction in Braille and the use of Braille, unless the IEP team determines that such instruction is not appropriate			
0	0	10				FR 275. If the student is deaf or hard of hearing, a communication plan			
2	0	8				FR 276. If the student has communication needs, needs must be addressed in the IEP			
0	0	10				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
0	0	10				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			
1	0	9				FR 279. If the student has behaviors that impede his/her learning or that of others, the IEP includes a Positive Behavior Support Plan based on a functional assessment of behavior utilizing positive behavior techniques			
0	0	10				FR 280. If the student has other special considerations, these are addressed in the IEP			
						PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)			
9	1	0			10%	FR 281. Student's present levels of academic achievement	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
9	0	1				FR 282. Student's present levels of functional performance			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	1	4			17%	FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
8	2	0			20%	FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
8	2	0			20%	FR 285. How the student's disability affects involvement and progress in the general education curriculum	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
10	0	0				FR 286. Strengths			
10	0	0				FR 287. Academic, developmental, and functional needs related to student's disability			
						TRANSITION SERVICES (File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	2	4			33%	FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment	<p>The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.</p> <p>Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance</p>	<p>07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff</p>	
4	2	4			33%	FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living	<p>The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.</p> <p>Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance</p>	<p>07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff</p>	
3	2	5			40%	FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually	<p>The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.</p> <p>Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance</p>	<p>07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff</p>	
4	2	4			33%	FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service	<p>The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.</p> <p>Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance</p>	<p>07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff</p>	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	2	4			33%	FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
4	2	4			33%	FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
4	2	4			33%	FR 292c. Annual goals are related to the student's transition services	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
						PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)			
10	0	0				FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA/Keystone Exams, ACCESS for ELLS, Alternate ACCESS for ELLS or PASA)			
8	0	2				FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA/Keystone Exams			
0	0	10				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
0	0	10				FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)			
9	0	1				FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
9	0	1				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
0	0	10				FR 300. If the IEP indicates the student will participate in an alternate local assessment, explanation of why the student cannot participate in the regular assessment			
0	0	10				FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			
						ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)			
9	1	0			10%	FR 302. Measurable Annual Goals	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
9	1	0			10%	FR 303. Description of how student progress toward meeting goals will be measured	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 304. Description of when periodic reports on progress will be provided to parents			
10	0	0				FR 305. Documentation of progress reporting on Annual Goals			
1	0	9				FR 306. Short Term Objectives			
						SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)			
10	0	0				FR 307. Program Modifications and Specially-Designed Instruction			
9	0	1				FR 308. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations, did the IEP team address those recommendations in development of this IEP			
10	0	0				FR 309. If Program Modifications and Specially Designed Instruction are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
0	0	10				FR 310. If a student attends a Career or Vocational Technical School, evidence that the specially designed instruction addresses the student's needs in Career and Vocational Technical School			
5	1	4			17%	FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	1	5			20%	FR 312. If the student's most recent Evaluation Report contained recommendations for the provision of related services, including psychological counseling, did the IEP team address those recommendations in development of this IEP	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
9	0	1				FR 313. If Supports for school personnel are included on the IEP, the personnel to receive support, support, location, frequency, projected beginning date and anticipated duration of services			
6	0	4				FR 314. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel provided for the student, did the IEP team address those recommendations in development of this IEP			
0	0	10				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			
9	1	0			10%	FR 316. A conclusion regarding student eligibility for ESY	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
10	0	0				FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination			
3	0	7				FR 318. Where ESY services were deemed appropriate, annual goals and when appropriate, short term objectives that are to be addressed in the child's ESY program			
3	0	7				FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services			
						EDUCATIONAL PLACEMENT (File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	2	0			20%	FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
8	2	0			20%	FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
10	0	0				FR 322. Type of support, by amount (itinerant, supplemental, full-time)			
10	0	0				FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.			
10	0	0				FR 324. Location of student's program (name of LEA where the IEP will be implemented)			
10	0	0				FR 325. Location of student's program (name of School Building where the IEP will be implemented)			
3	0	7				FR 326. If child will not be attending his/her neighborhood school, reason why not			
						PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)			
10	0	0				FR 327. Completed Section A or Section B			
						IEP DEVELOPMENT			
						INTERVIEW RESULTS (Parent & General Education Teacher)			
6	0	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
6	0	0	0			P 29. Did you participate in developing the current IEP for your child?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	0	0	0			P 30. Was the meeting held at a time and location that was convenient for you?			
0	0	6	0			P 31. If you were unable to participate in person, did the school offer other arrangements for you to participate by phone or through other methods?			
6	0	0	0			P 32. Was the input you provided considered in the development of your child's current IEP?			
5	0	0	1			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	6	0			P 32b. If no, what training or support would assist you?			
2	0	4	0			P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			
5	1	0	0			P 35. Was the current IEP developed at the IEP meeting?			
6	0	0	0			P 36. If there was a draft IEP developed prior to the IEP meeting were you provided a copy of the draft either before or at the meeting?			
5	1	0	0			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
0	0	6	0			P 38. If required IEP team members (special education teacher, general education teacher, or LEA) did not attend the meeting, did you agree in writing to them not being there?			
0	0	6	0			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		6	0			P 65. If you did not participate in your child's IEP meeting, what kept you from participating?			
5	0	2				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
2	2	3				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
2	0	5				GE 76. Were those recommendations considered by the IEP team?			
7	0	0				GE 86. When a student with a disability is included in your class do you have the opportunity to provide information to the IEP team?			
6	1	0				GE 87. Do you provide progress monitoring data as part of the IEP development process?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						IEP CONTENT			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
5	0	0	1			P 40. Did the IEP team consider the recommendations that were made in your child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel?			
5	0	0	1			P 41. Did the IEP team accept or reject the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons.			
6	0	1				GE 81. Are this student's goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
7	0	0				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
7	0	0				GE 83. Is the current IEP appropriate to meet this student's educational needs?			
7	0	0				SE 98. Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as nondisabled students?			
6	0	1				SE 102. Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			
6	0	1				SE 103. Are the student's annual goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
5	0	2				SE 104. If appropriate, are the student's annual goals based on functional performance?			
5	0	2				SE 106. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
3	0	4				SE 107. If the student's most recent Evaluation Report contained recommendations for provision of related services, including psychological counseling, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	0	2				SE 108. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel that will be provided for the student, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
4	0	3				SE 112. Was it an IEP team decision as to whether this student would participate in the PSSA/Keystone Exams, PASA, and other district-wide/charter school-wide assessments?			
6	1	0				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
6	0	1				SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?			
0	0	1				SE 117b. If yes, in what ways? Enjoys interaction with peers, feels successful and accomplishes work. Completes work. Making progress and doing well; gets to hear other students when ideas are shared. Making progress in the curriculum. Interacts with peers, exposed to and benefiting from relevant curriculum. Active in class and conversation, academic improvements, positive interactions with peers.			
0	0	7				SE 117c. If no, what does this student need that he/she is not receiving?			
7	0	0				SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?			
						IEP IMPLEMENTATION			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
5	1	0	0			P 48. Were the special education and related services in your child's current IEP provided within 10 school days of the completion of the IEP?			
6	0	0	0			P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?			
						P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					4 1 0 0 1 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					6 0 0 0 0 0	P 58. My child's progress is reported to me by the school in a manner that I understand. Always Sometimes Rarely Never Don't Know Does not Apply			
6	0	0	0			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
7	0	0				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
7	0	0				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
3	1	3				GE 79a. In the most recent IEP meeting for this student, did you discuss whether the student could be educated in a general education classroom for the entire school day?			
1	3	3				GE 79b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	6				GE 79c. If yes, what reasons were discussed for recommending removal? Needed more instruction.			
0	0	6				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? IEP team.			
3	1	3				GE 79e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	6				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
3	0	4				GE 92. If a student with an IEP is having behavioral difficulties in your classroom, do you address the behavior in your classroom rather than sending him/her back to the special education classroom to address the behavior issue unless indicated otherwise in the student's IEP?			
7	0	0				SE 105. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
7	0	0				SE 109. Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP?			
6	0	1				SE 110. Was this student's current IEP implemented no later than 10 school days after its completion or no later than the IEP implementation date?			
7	0	0				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
5	0	2				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
5	0	2				SE 114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			
7	0	0				SE 120. Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?			
						PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent & Special Education Teacher)			
3	0	3	0			P 42. If your child's current IEP includes psychological counseling as a related service, and he/she receives these services, including transportation, are they provided at no cost to you?			
3	3	0	0			P 43. Was your child's need for extended school year (ESY) – which means services over the summer or during breaks from the regular school calendar - discussed at an IEP meeting?			
3	1	2	0			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	0	2	1			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
0	0	6	0			P 46. If you did not agree with the decision on ESY eligibility, were you given a written notice (NOREP/PWN) explaining that you could ask for a due process hearing?			
1	0	5	0			P 47. If your child was determined to be eligible for ESY services, did the IEP team decide upon the goals and services needed for the ESY program?			
5	0	2				SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
1	0	6				SE 122. If this student was determined to be ESY eligible, did the IEP team determine what goals and services were needed and include them in the IEP?			
0	0	7				SE 122a. At the most recent IEP meeting, did the IEP team discuss the development of a plan to transition this student back into the school district (or charter school if student is enrolled in a charter school) with supplementary aids and services?			
0	0	7				SE 122b. Are staff from the home district (or charter school if student is enrolled in a charter school) involved with the planning and implementation of this student program?			
0	0	7				SE 122c. Does this student go on field trips, attend school functions or participate in extracurricular activities with his/her same age/grade peers who are non-disabled?			
0	0	7				SE 122d. Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?			
0	0	7				SE 122e. If yes, are needed supplementary aids and services being provided to this student?			
0	0	7				SE 122f. Are there routine opportunities for this student to interact with non-disabled peers that are planned and/or facilitated by school personnel?			
						SECONDARY TRANSITION (Parent & Special Education Teacher)			
3	0	3	0			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
2	2	1	1			P 50a. In the most recent IEP meeting for your child, did you discuss whether your child could be educated in a general education classroom for the entire school day?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	2	2	1			P 50b. In the most recent IEP meeting, did the IEP team recommend removal of your child from the general education classroom for any part of the school day?			
0	0	5	0			P 50c. If yes, what reasons were discussed for recommending removal? The need for additional services.			
0	0	5	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided? IEP team.			
3	0	2	1			P 50e. In the most recent IEP meeting, did the IEP team discuss whether your child could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
5	0	1	0			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	1	0			P 50g. If yes, in what ways? No issues with peers, concentrates better, has a good knowledge base for content. Is motivated by being included in general education; is learning better. My child is learning. Does well in core content. Better grades, has made some friends, mostly likes school.			
0	0	6	0			P 50h. If no, what does your child need that he/she is not receiving in the class?			
					3 0 0 0 0 3	P 59. I am satisfied with the transition services developed for my child. Always Sometimes Rarely Never Don't Know Does not Apply			
						P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					3 0 0 0 0 3	Always Sometimes Rarely Never Don't Know Does not Apply			
3	0	4				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
5	0	2				SE 123. Where appropriate, does the LEA invite a representative of a participating agency that is likely to be responsible for providing or paying for transition services to the IEP meeting?			
						Topical Area 6: NOREP/PWN			
						(File Reviews)			
10	0	0				FR 328. NOREP/PWN is present in the student file			
10	0	0				FR 329. Demographic data			
10	0	0				FR 330. Type of action taken			
9	1	0			10%	FR 331. A description of the action proposed or refused by the LEA	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
9	1	0			10%	FR 332. An explanation of why the LEA proposed or refused to take the action	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 333. A description of the other options the IEP team considered and the reason why those options were rejected	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
10	0	0				FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			
6	0	4				FR 335. Description of other factor(s) relevant to LEA's proposal or refusal			
9	1	0			10%	FR 336. Educational placement recommended (including amount and type)	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
9	0	1				FR 337. Signature of school district superintendent or charter school CEO or designee			
10	0	0				FR 338. Parent signature or documentation of reasonable efforts to obtain consent (e.g. mailed to parents, certified mail, visit to the parent's home, etc.)			
10	0	0				FR 339. Parent has selected a consent option			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance. Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
						INTERVIEW RESULTS (Parent)			
0	0	5	1			P 34. If services that you requested for your child were rejected by the school, did you receive a written notice (NOREP/PWN) explaining why the request was rejected?			
						P 61. If I don't understand my child's educational rights, and I inquire about them, someone from the school takes the time to explain them to me.			
					5 1 0 0 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
						Topical Area 7: Additional Interview Responses			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
						P 54. I am a partner with school personnel when we plan my child's education program.			
					4 1 0 1 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
		0	0			P 66. Tell me anything you really like about your child's special education program.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					2 1 1 1 3 1 1 1 1 1 3	a. modifications c. staff-aide ratios d. staff's knowledge, training e. instructional materials g. staff open to suggestions, good communication h. follow the IEP i. support services j. student ratios k. staff's understanding and attitude n. other Teacher goes through the lessons with my child, understands the work and provides additional support when needed. Personalization of programming; pace of instruction so that my child has a solid understanding. The teachers take the time to get to know my child; is learning.			
		5	0		1	P 67. Tell me anything you would like to change about the program. n. other A core content class is difficult.			
		0	0		1 1 4	P 68. The school explains what options parents have if the parent disagrees with a decision of the school. a. Very strongly agree b. Strongly agree c. Agree			
						P 69. Additional comments about your child's program. My child is very happy and I am very happy.			
7	0	0				SE 101. Do you hold the required certification to implement this student's program?			
7	0	0				SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	7				SE 101b. If no, what training or support would assist you?			
						Topical Area 8: Other Non-compliance Issues			
						Topical Area 9: Other Improvement Plan Issues			
						FSA 15A Parent Survey Results	Based on the results of the parent survey, the LEA will submit an improvement plan to address parent trainings. IP Due October 1, 2019	10/01/2019 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	10/01/2019

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						FSA 19A Teacher Survey Results	<p>Since no teachers responded to the survey, the LEA will survey the teachers regarding their training needs and based on the results, submit an improvement plan to address teacher training.</p> <p>IP Due October 1, 2019</p>	<p>10/01/2019</p> <p>Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff</p>	10/01/2019
						FSA #19A Teacher Surveys	<p>The LEA will provide training designed to give staff a comprehensive understanding of special education programs and service provisions. Topics will minimally include: the special education process from Childfind to Placement, RtII, LRE, Confidentiality, AT and Discipline.</p> <p>Evidence of Change: The LEA will submit sign in sheets and agendas demonstrating completion.</p>	<p>07/31/2020</p> <p>Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff</p>	
						FSA # 15 and #15A	<p>The LEA will conduct parent information sharing sessions, such as knowing your child's disability, understanding LRE, understanding the IEP process and placements.</p> <p>Evidence of Change: The LEA will provide sign in sheets and agendas to SPOC.</p>	<p>07/31/2020</p> <p>Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff</p>	

PASA Portals Walkthrough

1/28/2022

- Pattan
- Schoology
- KITE
- Dynamic Learning Maps

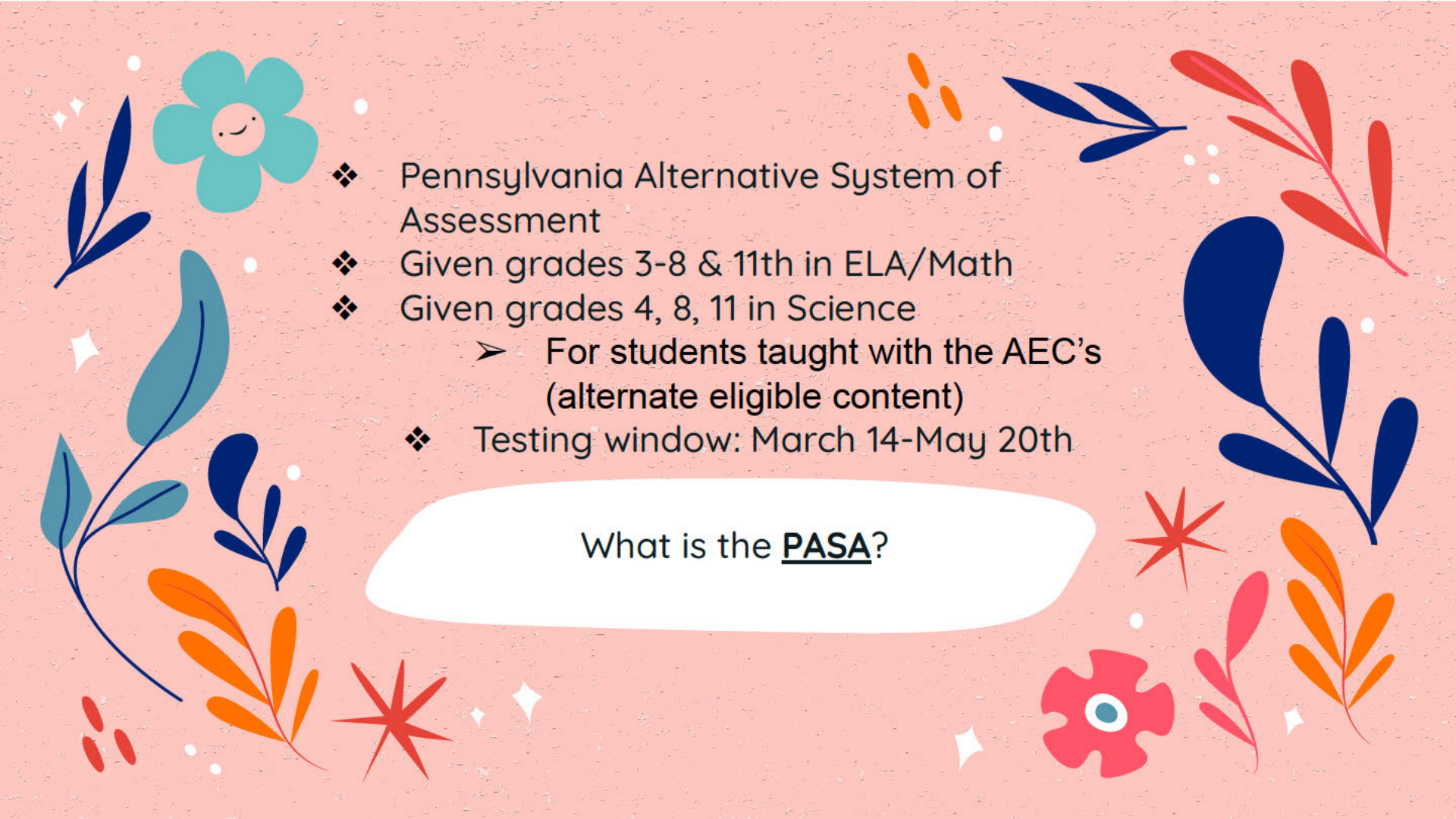
1.28 Attendance

Jen Russell
Robyn McMynne
Melissa Fontana
Chelsea Varnado
Melissa Dalessandri-Fetterman
Brad Clark
Melissa Probst
Eliana Estremera
Chelsea Burke
Caitlin Klan
Jenna Schreiner
Tracy McDonald
Kate Daley-Yankanich



**WHILE YOU'RE WAITING...
LOG INTO THE
KITE PORTAL :)**

PASA 2022

- 
- ❖ Pennsylvania Alternative System of Assessment
 - ❖ Given grades 3-8 & 11th in ELA/Math
 - ❖ Given grades 4, 8, 11 in Science
 - For students taught with the AEC's (alternate eligible content)
 - ❖ Testing window: March 14-May 20th

What is the PASA?



PASA NEXT STEPS

February 25th, 2022



CMS, TESTERS & PARAS... OH MY!


- Collaborative effort
- Communication




TODAY'S TARGET:
1ST CONTACT
SURVEY

1

Case Managers Complete

- 
1. CMS fill out 1st contact for each of their students who are of age for PASA
 2. Check it off on the smartsheet when complete by EOD Friday or by 12 on Monday
 3. Tester enters into KITE system by 4pm Monday***

[HTTPS://FORMS.GLE/1DPKCVUXM1HH1QAU6](https://forms.gle/1DPKCVUXM1HH1QAU6)



1st contact forms in numbers:

- Angie-8
- Robyn-10
- Chels P-10
- Melissa DF-8
- Chelsea V-9
- Brad/Missy-4
- Tara-1

50 total eligible PASA students



TESTERS in numbers:

- Jen-3
- Robyn-6
- Melissa F-3
- Melissa DF-3
- Chelsea V-2
- Chelsey P-2
- Tara-3
- Brad-3
- Jenna-2
- Tracy-3
- Kate-8
- Ali-12

50 total eligible PASA students



SURVEY → KITE SYSTEM

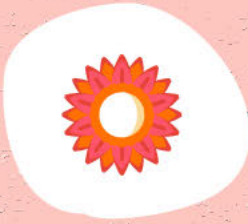
- Once google form survey is complete- tester enters those answers into the KITE portal.
 - You'll find the completed survey in your tester folder [HERE](#)
- Once entered in KITE system, check off box on smartsheet to confirm

The background is a light pink color with various decorative elements. There are several stylized flowers: a yellow one on the left with a smiling face, a red one on the right with a smiling face, and a red star-shaped flower at the top left. There are also blue and teal leaves and stems scattered around. Small white dots and starburst shapes are scattered throughout the background. A large white oval is centered in the upper half, containing the text 'OPT OUT' in bold black letters.

OPT OUT

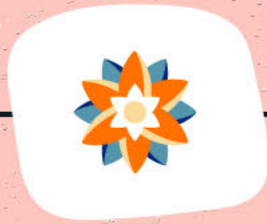
Parents do not have to view the test to opt out. They need to send a letter opting out for religious reasons. I will be sharing a survey for you to send out to parents.

TO REVIEW



CMS

1st contact survey
& check off on
smartsheet



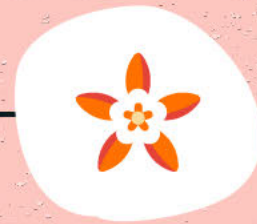
TESTER

Enter results from
google form into
Kite System &
check off on
smartsheet



CMS/PARAS

Share PASA
survey from Ali



ALI

Follow up with
parents who
indicate opting
out/transportatio
n concerns

FINAL STEPS:



Contacting families
who are taking the
PASA



Sharing date/location
of testing



Communicating with CM
to best support student



1 STEP AT A TIME

GO TEAM

2.25 Attendance

Jen Russell
Robyn McMyne
Melissa Fontana
Chelsea Varnado
Melissa Dalessandri-Fetterman
Brad Clark
Melissa Probst
Elia Estremera
Chelsea Burke
Caitlin Klan
Jenna Schreiner
Tracy McDonald
Kate Daley-Yankanich



*Preparing
for the
PASA*

March 9th, 2022



Ali Hoffmann

-Life Skills Coordinator-

ahoffmann@insightpa.org

(215) 982-3533

Cell: 267-912-7106

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Pennsylvania Alternate System of Assessment (PASA)

The Individuals with Disabilities Act of 2004 (IDEA) requires that States and Local Education Agencies (LEAs) ensure that all children with disabilities are included in all general state and district-wide assessment programs, including assessments used for purposes of satisfying the Every Student Succeeds Act (ESSA). If necessary, a state or LEA may create an alternate assessment. The Pennsylvania Alternate System of Assessment (PASA) was developed in accordance with this allowance to meet the needs of students with the most significant cognitive disabilities who are not able to participate in the general assessment even with accommodations. The PASA is aligned with Pennsylvania's academic content standards with a reduction in depth and breadth evidenced by the Alternate Eligible Content, and measures the attainment of knowledge and skills of children with significant cognitive disabilities through performance tasks.



Who takes PASA?

- ❖ Grades 3-8 & 11th in ELA/Math
- ❖ Grades 4, 8, 11 in Science

TIMEFRAMES

Required Spring Assessment Duration in Total Minutes Per Subject	
Subject	Average Overall Duration in Minutes
English language arts	70-90
Mathematics	35-60
Science	45-135

NOTE: The times listed do not include test administrator preparation time for the assessments.

Number of Testlets for Spring Assessment

This chart shows the number of operational testlets to expect during the spring assessment. It is organized by grade for each subject area.

Grade	ELA Testlets	Mathematics Testlets	Science Testlets	Field Test Testlets**
3	9	8	9	0 or 1
4	9	8	9	0 or 1
5	9	8	9	0 or 1
6	9	7	9	0 or 1
7	9	7	9	0 or 1
8	9	8	9	0 or 1
9	9	7	9*	0 or 1
10	9	8	9*	0 or 1
11	9	6	9*	0 or 1
12	9	0	9*	0 or 1

NOTE: Check your state's DLM webpage to see if your state tests DLM science.



02

PASA TEAM

Case Manager, Tester, Para

Roles



- TESTER**
or 1st assessor
- Giving the PASA
 - Has KITE portal on computer if you don't have a 2nd assessor**



2nd assessor/PARA

Supporting 1st assessor &
has Kite Portal on
computer



Case Manager

Resource to 1st & 2nd
assessor; knows the student
well :)

Preparing



1st

assessor/tester

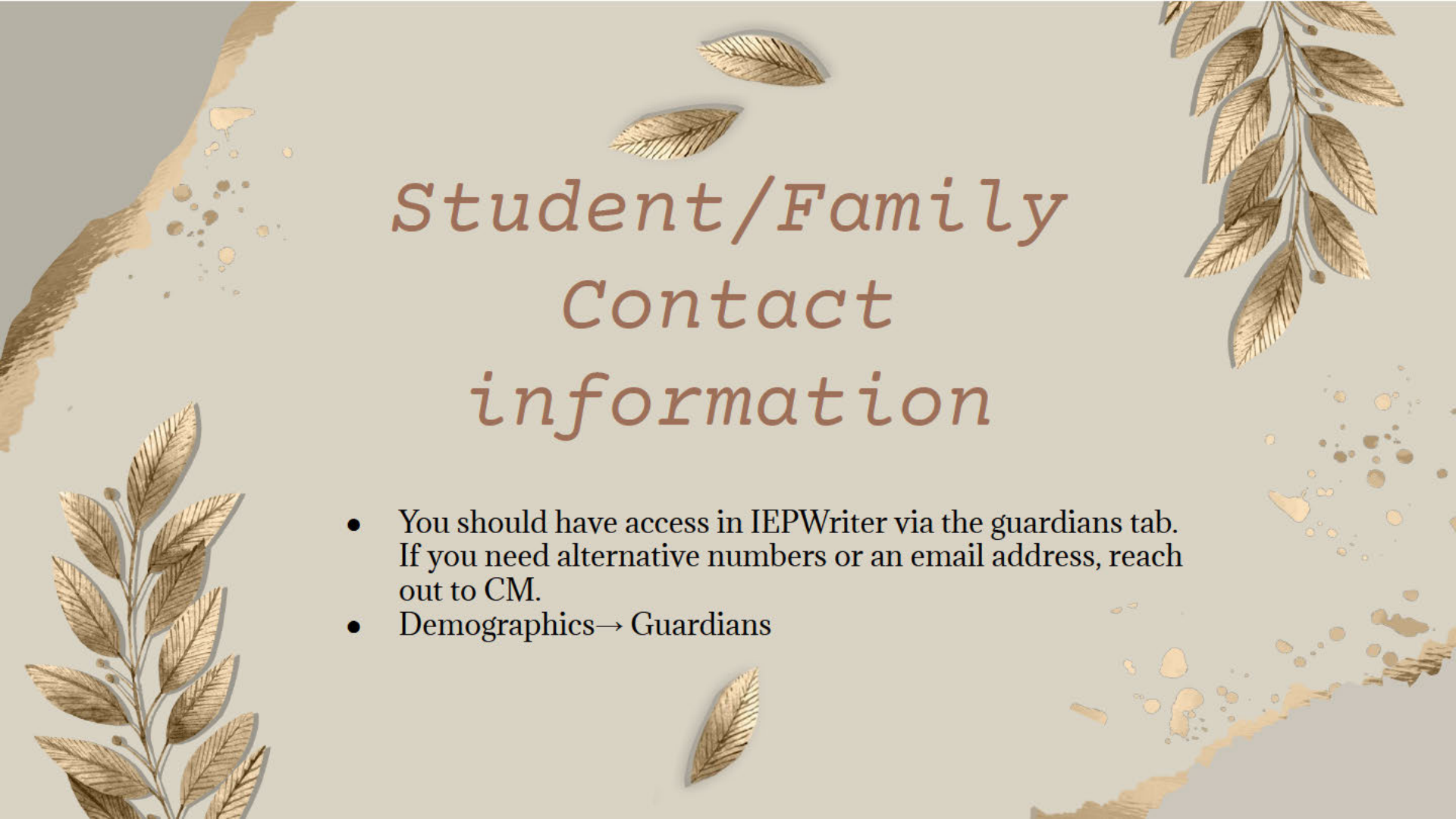
- Check testing site & dates on smartsheet
- Reach out to family to confirm date, time & location
- Confirm with your para
- Make a plan for when you're out testing/coverage



2nd

assessor/PARA

- Sign Security form
- Downloading KITE portal to your computer
- Wait for confirmation from 1st assessor about date(s) & times
- You are there to support the 1st assessor

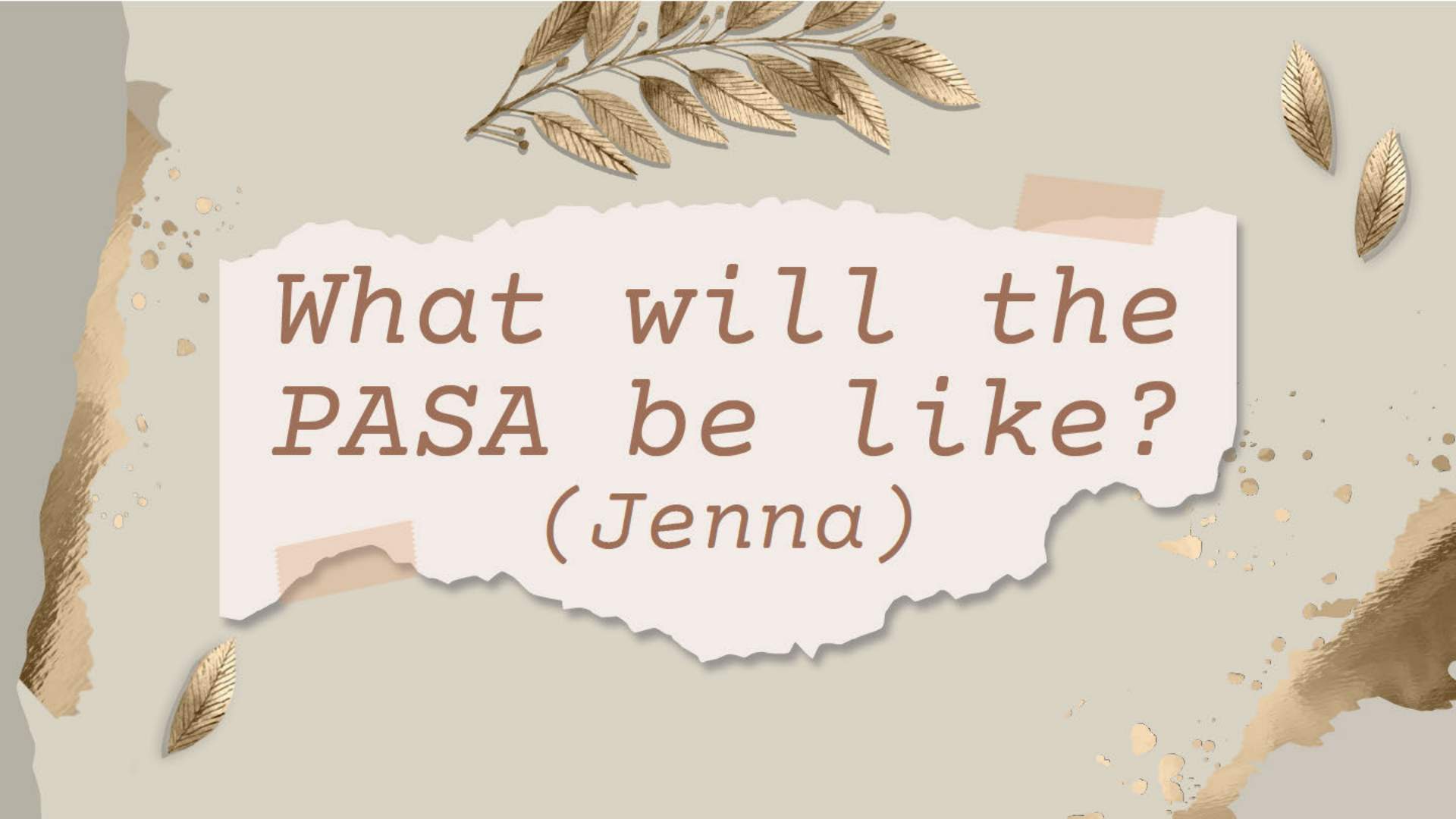


Student/Family Contact information

- You should have access in IEPWriter via the guardians tab. If you need alternative numbers or an email address, reach out to CM.
- Demographics→ Guardians

Communication is KEY!

- Call to introduce yourself & talk about the PASA
 - *Touch base with CM 1st*
- Share the testing site & proposed date
 - Families can request to do the PASA at an alternative site (community center, home, library)
 - If they don't have a way of getting to the testing site please let me know so we can arrange transportation
 - Log attempts and family input as a note on [smartsheet \(@ahoffmann...\)](#)
- Confirm date and time with family & 2nd assessor the week of the PASA



*What will the
PASA be like?
(Jenna)*

Look for an email from me

- Meeting slides
- How to download KITE
- PASA smartsheet
- PASA locations

**Time to start connecting with
families and planning for April &
May**

Any Questions?





Thank you!

3.9 Attendance

Jen Russell
Robyn McMynne
Melissa Fontana
Chelsea Varnado
Melissa Dalessandri-Fetterman
Brad Clark
Melissa Probst
Eliana Estremera
Chelsea Burke
Caitlin Klan
Jenna Schreiner
Tracy McDonald
Kate Daley-Yankanich

Agenda Part 1



REVIEW: GENERAL PROCEDURES.

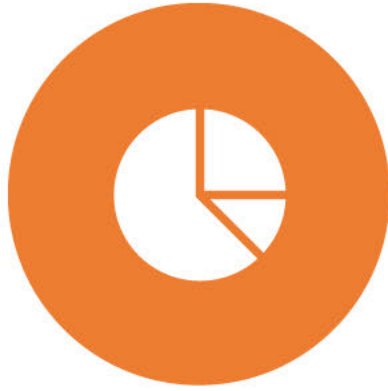


COLLABORATE: DISCUSS AS A
TEAM, SUGGESTIONS AND IDEAS



PLAN: HOW CAN WE PUT THIS INTO
ACTION FOR NEXT SCHOOL YEAR.

Agenda Part 2



REVIEW OF WHAT I WOULD
PROPOSING TO THE TEAM



COLLABORATE ON SPECIFIC
PROCEDURES.



PROVIDING QUICK-REFERENCE
GUIDES FOR EVALS.

Name	Response
Jennings, Jennifer (ISPA Admin)	None
Ronosky, Sarah (ISPA Admin)	None
Cummings, Danielle (ISPA Admin)	None
Stine, Tara (ISPA Teacher)	None
Hockman, Carolyn (ISPA Teacher)	Accepted
Neal, Haylee (ISPA Admin)	None
Rosa, Tara (ISPA Admin)	Accepted
Davis, Brian (ISPA Admin)	None
Cichello, Melissa (ISPA Admin)	None
Bowen, Kristina (ISPA Admin)	Accepted
Kluchurosky, Natalee (ISPA Teacher)	Accepted
Jones, Gabrielle (ISPA Admin)	Accepted
Collins, Macaela (ISPA Admin)	Accepted
Mays, Lisa (ISPA Admin)	None
McDonald, Tracy (ISPA Admin)	None
Schreiner, Jenna (ISPA Admin)	Accepted
Daley-Yankanich, Katelynne (ISPA Teacher)	Accepted

SAIP Agenda:

SE Attendance Procedures,

Goals for working through the process,

SAIC/IEP Meetings,

PWN non-attendance,

MIA Students

Model Memorandum of Understanding/Mutual Aid Agreement

MEMORANDUM OF UNDERSTANDING
BY AND BETWEEN

UWCHLAN TWP POLICE DEPT
717 North Ship Road
Exton, PA 19341

(Law Enforcement Authority)

and

Insight PA Cyber Charter School

350 Eagleview Boulevard, Suite
350 Exton, PA 19341

(School Entity)

February 2021

(Date)

I. Joint Statement of Concern

A. Parties

The following Law Enforcement Authority or Authorities enter into and agree to adhere to the policies and procedures contained in this Memorandum of Understanding (hereinafter "Memorandum"):

Uwchlan Twp. Police Dept. 717 North Ship Road, Exton, PA 19341

The following School Entity or Entities enter into and agree to adhere to the policies and procedures contained in this Memorandum:

Insight PA Cyber Charter School

350 Eagleview Blvd., Exton, PA 19341

- B. The purpose of this Memorandum is to establish procedures to be followed when certain specific incidents - described in Section II below - occur on school property, at any school sponsored activity or on any public conveyance providing transportation to or from a school or school sponsored activity, including but not limited to a school bus.
- C. It is further the purpose of this Memorandum to foster a relationship of cooperation and mutual support between the parties hereto as they work together to maintain the

the Law Enforcement Authority if a health or safety emergency exists and knowledge of that information is necessary to protect the health or safety of the student or other individuals. In determining whether a health or safety emergency exists, the School Entity may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the School Entity determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to the Law Enforcement Authority, if knowledge of that information is necessary for the Law Enforcement Authority to protect the health or safety of the student or other individuals. The School Entity must record the articulable and significant threat to the health or safety of a student or other individuals so that it can demonstrate - to parents, students and the Family Policy Compliance Office - what circumstances led it to determine that a health or safety emergency existed and why the disclosure was justified.

D. Priorities of the Law Enforcement Authority

1. Investigate all incidents reported to have occurred on school property, at any school sponsored activity or on any public conveyance providing transportation to or from a school or school sponsored activity, including but not limited to a school bus. The investigation of all reported incidents shall involve as little disruption of the school environment as is practicable.
2. Identify those responsible for the commission of the reported incident and, where appropriate, apprehend and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption of the school environment as is practicable.
3. Assist the School Entity in the prevention of the incidents described in Section II of this document.

E. Priorities of the School Entity

1. Create safe learning environments, which support each student's well-being and opportunities to reach their full potential while balancing and protecting the rights of all students.
2. Establish and maintain cooperative relationships with the Law Enforcement Authority in the reporting and resolution of all incidents described in Section II of this document.
3. Foster partnerships with the Law Enforcement Authority for the education and guidance of students to create a school climate and knowledge base conducive to learning and personal growth.
4. Provide the Law Enforcement Authority with all relevant information and required assistance in the event of a reported incident.

F. Legal Authority

1. The parties to this Memorandum enter into this agreement in accordance with the provisions of the act of March 10, 1949 (P.L. 30, No. 14), as amended, 24 P.S.

§§13-1301-A *et seq.* (hereinafter "Safe Schools Act"), requiring all school entities to develop a memorandum of understanding with local law enforcement which sets forth procedures to be followed when an incident involving an act of violence or possession of a weapon, as further specified in Section II of this document, by any person occurs on school property. Law enforcement protocols shall be developed in cooperation with local law enforcement and the Pennsylvania State Police. 24 P.S. §13-1303-A(c).

2. In so recognizing this legal authority, the parties acknowledge their respective duties pursuant to the Safe Schools Act and hereby agree to support and cooperate with one another in carrying out their joint and several responsibilities thereunder.

II. Notification of Incidents to Law Enforcement

A. Mandatory Notification

The School Entity shall immediately report by the most expeditious means possible to the Law Enforcement Authority the occurrence of any of the following incidents occurring on school property, at any school sponsored activity or on any public conveyance providing transportation to or from a school or school sponsored activity, including but not limited to a school bus:

1. The following offenses under 18 Pa. C.S (relating to crimes and offenses):
 - a. Section 908 (relating to prohibited offensive weapons).
 - b. Section 912 (relating to possession of weapon on school property).
 - i. As used in this Memorandum "weapon" shall include, but not be limited to, any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle, metal knuckles, billy club, blackjack, grenade, incendiary device and any other tool, instrument or implement capable of inflicting serious bodily injury.
 - ii. This reporting requirement does not apply to a weapon which is: (a) used, as part of a school-approved program, by an individual who is participating in the program; or (b) an unloaded weapon possessed by an individual while traversing school property for the purpose of obtaining access to public or private lands used for lawful hunting if the entry on school premises is authorized by school authorities.
 - c. Chapter 25 (relating to criminal homicide).
 - d. Section 2701 (relating to simple assault).
 - e. Section 2702 (relating to aggravated assault).
 - f. Section 2706 (relating to terroristic threats).

- g. Section 2709 (relating to harassment).
 - h. Section 2709.1 (relating to stalking).
 - i. Section 2901 (relating to kidnapping).
 - j. Section 2902 (relating to unlawful restraint).
 - k. Section 3121 (relating to rape).
 - l. Section 3122.1 (relating to statutory sexual assault).
 - m. Section 3123 (relating to involuntary deviate sexual intercourse).
 - n. Section 3124.1 (relating to sexual assault).
 - o. Section 3124.2 (relating to institutional sexual assault).
 - p. Section 3125 (relating to aggravated indecent assault).
 - q. Section 3126 (relating to indecent assault).
 - r. Section 3127 (relating to indecent exposure).
 - s. Section 3301 (relating to arson and related offenses).
 - t. Section 3307 (relating to institutional vandalism), when the penalty is a felony of the third degree.
 - u. Section 3502 (relating to burglary).
 - v. Section 3503(A) AND (B)(1)(V) (relating to criminal trespass).
 - w. Section 3701 (relating to robbery).
 - x. Section 3702 (relating to robbery of motor vehicle).
 - y. Section 5501 (relating to riot).
 - z. Section 6110.1 (relating to possession of firearm by minor).
2. The possession, use or sale of a controlled substance or drug paraphernalia as defined in "The Controlled Substance, Drug, Device and Cosmetic Act."
- a. As used in this Memorandum, "controlled substance" shall include the possession, use or sale of controlled substances as defined in the act of April 14, 1972 (P.L. 233, No. 64) known as "The Controlled Substance, Drug,

Device and Cosmetic Act" (hereinafter "Drug Act") including, but not limited to, marijuana, cocaine, crack cocaine, heroin, LSD, PCP, amphetamines, steroids and other substances commonly known as "designer drugs." See 35 P.S. §§ 780-101 *et seq.*

- b. Included in this reporting provision shall be the possession, use or sale of drug paraphernalia, as defined in the Drug Act, including, but not limited to, hypodermic syringes, needles and, depending on the circumstances, rolling papers, as well as all other equipment or materials utilized for the purpose of ingesting, inhaling, or otherwise introducing controlled substances into the body. See 35 P.S. § 780-102.
3. Attempts, solicitation or conspiracy to commit any of the offenses listed in subsections (1) and (2).
4. An offense for which registration is required under 42 Pa. C.S. § 9795.1 (relating to registration).
5. Purchase, consumption, possession or transportation of liquor or malt or brewed beverages by a person under 21 years of age. See 18 Pa. C.S. § 6308(a).

B. Discretionary Notification

The School Entity may report to the Law Enforcement Authority the occurrence of any of the following incidents occurring on school property, at any school sponsored activity or on any public conveyance providing transportation to or from a school or school sponsored activity, including but not limited to a school bus:

1. The following offenses under 18 Pa. C.S (relating to crimes and offenses):
 - a. Section 2705 (relating to recklessly endangering another person).
 - b. Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.
 - c. Section 3503(b)(1)(i), (ii), (iii) and (iv), (b.1) and (b.2) (relating to criminal trespass).
 - d. Chapter 39 (relating to theft and related offenses).
 - e. Section 5502 (relating to failure of disorderly persons to disperse upon official order).
 - f. Section 5503 (relating to disorderly conduct).
 - g. Section 6305 (relating to sale of tobacco).

- h. Section 6306.1 (relating to use of tobacco in schools prohibited).
 - 2. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (1).
- C. Notification of the Law Enforcement Authority when incident involves children with disabilities
- 1. In accordance with 34 CFR 300.535 nothing will prohibit the school entity from reporting a crime committed by a child with a disability to the Law Enforcement Authority or will prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.
 - 2. The school entity, when 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 the Law Enforcement Authority to whom the incident was reported.
 - 3. The school entity, when reporting an incident under this section, may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by the Federal Educational Rights and Privacy Act (hereinafter "FERPA").
 - 4. If someone other than the school entity has reported an incident, which results in the student's arrest, the school entity may as allowable under FERPA release the student's records.

[Describe any specific procedures to be followed for incidents involving a student with a disability as required by 22 Pa. Code § 14.104 (relating to special education plans)] _____

- D. Upon notification of the incident to the Law Enforcement Authority, the School Entity shall provide as much of the following information as is available at the time of notification. In no event shall the gathering of information unnecessarily delay notification:
- 1. Whether the incident is in-progress or has concluded.
 - 2. Nature of the incident.
 - 3. Exact location of the incident.
 - 4. Number of persons involved in the incident.
 - 5. Names and ages of the individuals involved.

6. Weapons, if any, involved in the incident.
 7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.
 8. Injuries involved.
 9. Whether EMS or the Fire Department were notified.
 10. Identity of the school contact person.
 11. Identity of the witnesses to the incident, if any.
 12. All other such information as is known to the school authority which can be deemed relevant to the incident under investigation.
- B. Additionally, in anticipation of the need for the Law Enforcement Authority to respond to incidents described herein, the School Entity shall furnish the Law Enforcement Authority with the following information:
- a. Blueprints or floor plans of the school buildings;
 - b. Aerial photo, map or layout of the school campus, adjacent properties and surrounding streets or roads;
 - c. Location(s) of predetermined or prospective command posts;
 - d. Current teacher/employee roster;
 - e. Current student roster;
 - f. Current school yearbook;
 - g. School fire-alarm shutoff location and procedures;
 - h. School sprinkler system shutoff location and procedures;
 - i. Gas/utility line layouts and shutoff valve locations; and
 - j. Cable/satellite television shutoff location and procedures.

III. Law Enforcement Authority Response

- A. Depending on the totality of the circumstances, initial response by the Law Enforcement Authority shall include:
1. For incidents in progress:
 - a. Meet with contact person and locate scene of incident.
 - b. Stabilize incident.
 - c. Provide/arrange for emergency medical treatment, if necessary.
 - d. Control the scene of the incident
 - i. Secure any physical evidence at the scene.
 - ii. Identify involved persons and witnesses.
 - e. Conduct investigation.
 - f. Exchange information.
 - g. Confer with school officials to determine the extent of law enforcement involvement required by the situation.
 2. Incidents not in progress:
 - a. Meet with contact person.
 - b. Recover any physical evidence.
 - c. Conduct investigation.

- d. Exchange information.
 - e. Confer with school officials to determine the extent of law enforcement involvement required by the situation.
3. Incidents involving delayed reporting
- a. In the event that a reportable incident occurs on school property, at a school sponsored event, or on any public conveyance providing transportation to or from a school or school sponsored activity, including but not limited to a school bus, either after the conclusion of the school day or after the conclusion of the event at which the incident occurred, the School Entity shall report the incident to the Law Enforcement Authority immediately upon its notification.
 - b. If such incident is initially reported to the School Entity, the School Entity shall proceed as outlined in paragraphs II (A - C) above.
 - c. If the incident is initially reported to the Law Enforcement Authority, Law Enforcement Authority shall proceed directly with its investigation and shall immediately notify the School Entity of the incident, with all pertinent and reportable information, by the most expeditious means possible as if the reporting was not delayed.

B. Custody of Actors

1. Students identified as actors in reported incidents may be taken into custody at the discretion of the investigating law enforcement officer if:
 - a. the student has been placed under arrest;
 - b. the student is being placed under investigative detention;
 - c. the student is being taken into custody for the protection of the student; or
 - d. the student's parent or guardian consents to the release of the student to law enforcement custody.
2. The investigating law enforcement officer shall take all appropriate steps to protect the legal and constitutional rights of those students being taken into custody.

IV. Assistance of School Entities

A. In Loco Parentis

1. Teachers, Guidance Counselors, Vice Principals and Principals in the public schools have the right to exercise the same authority as to conduct and behavior over the pupils attending school, during the time they are in attendance, including the time required in going to and from their homes, as the parents, guardian or persons in parental relation to such pupils may exercise over them.
2. School authorities' ability to stand in loco parentis over children does not extend to matters beyond conduct and discipline during school, school activities, or on

any public conveyance providing transportation to or from school or school sponsored activity.

B. Notification of Parent or Guardian

1. Taking into consideration the totality of the circumstances, parents or guardians of students involved in acts of violence, possession of weapons, sexual assault, or the possession, use or sale of a controlled substance or the underage possession of alcohol or intoxication from alcohol should be notified of the involvement as soon as possible.
2. The School Entity shall document attempts made to reach the parents or guardians of all victims, witnesses and suspects of incidents reportable to law enforcement authorities pursuant to the terms of this agreement.
3. Except in cases in which the suspect student has been injured and requires medical attention, the decision to notify a suspect's parents or guardians shall be a cooperative decision between school officials and law enforcement authorities.

C. Scope of School Entity's Involvement

1. Victims

- a. The Law Enforcement Authority does not need to secure parental permission to interview a victim.
- b. The School Entity shall promptly notify the parent or guardian of a victim when the Law Enforcement Authority interviews that victim. The Law Enforcement Authority shall follow department policies and procedures when interviewing a victim to ensure the protection of the victim's legal and constitutional rights.
- c. In the event a victim is interviewed by Law Enforcement Authority on school property, a guidance counselor or similar designated personnel shall be present during the interview.

2. Witnesses

- a. The Law Enforcement Authority does not need to secure parental permission to interview a witness to a reportable incident.
- b. The School Entity shall promptly notify the parent or guardian of a witness when the Law Enforcement Authority interviews that witness. The Law Enforcement Authority shall follow department policies and procedures when interviewing a witness to ensure the protection of the witness's legal and constitutional rights.
- c. In the event a witness is interviewed by Law Enforcement Authority on school property, a guidance counselor or similar designated personnel shall be present during the interview.

3. Suspects

- a. General Principles: Once the Law Enforcement Authority assumes primary responsibility for a matter, the legal conduct of interviews, interrogations, searches, seizures of property, and arrests are within the purview of the Law

Enforcement Authority. The School Entity shall defer to the expertise of the Law Enforcement Authority on matters of criminal and juvenile law procedure, except as is necessary to protect an interest of the School Entity.

b. Custodial Interrogation

- i. Depending upon the individual circumstances of the incident, a juvenile suspect may or may not be competent to waive his/her rights to consult with an interested adult and/or an attorney prior to interrogation by law enforcement authorities.
- ii. The School Entity shall cooperate with the Law Enforcement Authority to secure the permission and presence of at least one parent or guardian of a student suspect before that student is interrogated by law enforcement authorities.
- iii. In the event an interested adult cannot be contacted, the School Entity shall defer to the policies, procedures and direction of the investigating Law Enforcement Authority who shall act in a manner consistent with the protection of the student suspect's legal and constitutional rights.

4. Conflicts of Interest

- a. The parties to this Memorandum recognize that in the event that a School Entity employee, contractor, or other person acting on behalf of the School Entity is the subject of an investigation, a conflict of interest may exist between the School Entity and the adult suspect.
- b. Where the possibility of such a conflict exists, neither the individual that is the subject of the investigation nor any person acting as his/her subordinate or direct supervisor shall be present during Law Enforcement Authority's interviews of student co-suspects, victims or witnesses by the Law Enforcement Authority.
- c. Neither the individual who is the subject of the investigation, nor his/her subordinate(s) and/or direct supervisor(s) shall be informed of the contents of the statements made by student co-suspects, victims or witnesses, except at the discretion of the Law Enforcement Authority or as otherwise required by law.

D. Reporting Requirements and Exchange of Information

1. The Law Enforcement Authority shall be governed by the following reporting and information exchange guidelines:
 - a. Criminal History Record Information Act, 18 Pa. C.S. §§ 9101 *et seq.*
 - b. The prohibition against disclosures, specified in paragraph IV(C)(4) of this Memorandum.
2. When sharing information and evidence necessary for the Law Enforcement Authority to complete their investigation, the School Entity shall:
 - a. Comply with FERPA, 20 U.S.C. § 1232g and its implementing regulations at 34 C.F.R. §§ 99.1 *et seq.*, and 22 Pa. Code §§ 12.31-12.33 and any amendments thereto.

- b. Comply with the requirements of the Public School Code of 1949, 24 P.S. §§ 13-1303-A and 13-1317.2 and any amendments thereto.
 - c. Complete reports as required by the Public School Code of 1949, 24 P.S. § 13-1303-A and any amendments thereto.
3. All school entities are required submit an annual report, which will include violence statistics and reports to the Department of Education's Office of Safe Schools. This annual report must include all new incidents described in Section II (A) above. Prior to submitting the required annual report, each chief school administrator and each police department having jurisdiction over school property of the School Entity shall do the following:
- a. No later than thirty days prior to the deadline for submitting the annual report, the chief school administrator shall submit the report to the police department with jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine its accuracy.
 - b. No later than fifteen days prior to the deadline for submitting the annual report, the police department shall notify the chief school administrator, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall indicate any discrepancies between the report and police incident data.
 - c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.
 - d. Where a police department fails to take action as required under clause (a) or (b), the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause (a) or (b).
 - e. Where there are discrepancies between the School Entity's incident data and the police incident data, the following shall occur:
 - i. The Chief School Administrator and the Head of the Law Enforcement Agency, or their designee, shall meet in person at least once and exchange any written or other information that supports or contradicts the accuracy of the respective reports; and
 - ii. To the extent that the discrepancies remain after such meeting, the Annual Report shall indicate that discrepancies exist between the School Entity's incident data and that police incident data, and detail in writing such discrepancies.

V. Media Relations

A. Release of information

1. The release of information concerning incidents reportable to the Law Enforcement Authority pursuant to the terms of this Memorandum shall be coordinated between the Law Enforcement Authority and the School Entity.
2. The parties shall release as much information as is allowable by law with due deliberation given to the investigative considerations and the need to limit disruptions to school functions and protect the privacy of the students and staff involved.

VI. General Provisions

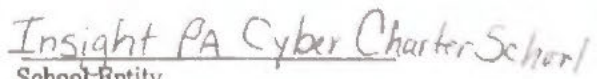
- A. This Memorandum is not intended to and does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any additional signatory authorities or entities, or their respective officer, employees, agents or representatives.
- B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties, but in any event must be reviewed and re-executed within two years of the date of its original execution and every two years thereafter.
- C. In the event of changes in state or federal law which necessitate changes to this Memorandum, the parties shall collaborate to amend this Memorandum to assure compliance by the parties with state and federal requirements.
- D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.

AND NOW, this day of February 2021, the parties hereby acknowledge the foregoing as the terms and conditions of their understanding.


Chief School Administrator


Chief Law Enforcement Authority


Building Principal


School Entity

Uwchlan Township Police Department
Law Enforcement Authority

Insight PA Cyber Charter School
School Building

Board Affirmation Statement

Insight PA Cyber Charter School

350 Eagleview Blvd., Suite 350

Exton, PA 19341

The purpose of this document is for the President of the governing board to affirm that the annual report information is accurate.

Steps to Complete this Section:

Note: Individual signatures required for each section.

1. Signature of President of the governing board and date signed for each section.
2. Upload Board Affirmation document which includes the Board President's signature and date signed.

Charter Annual Report Affirmation

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

Affirmed on this 3 day of August, 2022

By: Alice Solomon (Signature of Board President)

Alice Solomon (Print Name)

President Board of Trustees

Charter School Law Affirmation

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

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

The charter school assures that it will comply with the requirements of the Charter School Law and any provision of law from which the charter school has not been exempted, including Federal laws and regulations governing children with disabilities. The charter school also assures that it will comply with the policies, regulations and procedures of the Pennsylvania Department of Education (Department).

Additional information about charter schools is available on the Pennsylvania Department's website at: <http://www.education.state.pa.us>.

Affirmed on this 3 day of August, 2022

By: Alice Solomon (Signature of Board President)

Alice Solomon (Print Name)

President Board of Trustees

Ethics Act Affirmation

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

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

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

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

Affirmed on this 3 day of August, 2022

By: Alice Solomon (Signature of Board President)

Alice Solomon (Print Name)

President Board of Trustees

Charter Annual Background Check Affirmation

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

Affirmed on this 3 day of August, 2022

By: Alice Solomon (Signature of Board President)

Alice Solomon (Print Name)

President Board of Trustees

Charter Annual Administrative Certification Affirmation

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

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

Affirmed on this 3 day of August 2022

By: Alice Solomon (Signature of Board President)

Alice Solomon (Print Name)

President Board of Trustees

Identification of Students with Specific Learning Disabilities using Response to Intervention Assurance/Affirmation

If the Charter School has received approval from PDE to utilize a Response to Intervention method to identify students with Specific Learning Disabilities, the Charter School will assure implementation with fidelity for the duration of this plan.

Affirmed on this 3 day of August 2022

By: Alice Solomon (Signature of Board President)

Alice Solomon (Print Name)

President Board of Trustees