

INSIGHT PA CYBER CS

Charter School Annual Report | 2022 - 2023

School Profile

LEA Name

Insight PA Cyber CS

AUN

124152637

Address 1

350 Eagleview Blvd

Address 2**City**

Exton

State

PA

Zip Code

19341

Chief Administrator Name

Mrs Eileen M Cannistraci

Chief Administrator Email

eicannistraci@insightpa.org

Chief Administrator Phone

(484)713-4353-3139

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

Julie Jaszcar

Principal Email

jjaszcar@insightpa.org

Principal Phone

484-713-4353

Extension

Authorizing District(s)

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

Upload Current Charter (PDF only)

Charter_Renewal_Document signed 12.6.22 (002) (1).pdf

Governance and Staff

Board of Trustees Members

Name	Office	Check if New Member
Alice Solomon	Board President	
Christopher Rossi	Vice President	
Lowell Thomas	Treasurer	
Ed Knittel	Secretary	
Katie McGeehan	Member	
Michael Adler	Member/Past President	
Tamara Campbell	Member	(CHECKED)

Explanation of Board of Trustees Changes

A former parent Board Member, Courtney Jackson, resigned from her position as Board Member on September 27, 2022. A new parent Board member, Tamara Campbell, was recruited and was sworn in on February 28th, 2023.

Board of Trustees Meeting Schedule

Location	Date	Time
URL: https://us06web.zoom.us/j/2072011459	2022-08-23	7.00pm
URL: https://us06web.zoom.us/j/2072011459	2022-09-27	7.00pm

URL: https://us06web.zoom.us/j/2072011459	2022-10-25	7.00pm
URL: https://us06web.zoom.us/j/2072011459	2022-11-22	7.00pm
URL: https://us06web.zoom.us/j/2072011459	2023-01-24	7.00pm
URL: https://us06web.zoom.us/j/2072011459	2023-02-28	7.00pm
URL: https://us06web.zoom.us/j/2072011459	2023-03-28	7.00pm
URL: https://us06web.zoom.us/j/2072011459	2023-04-25	7.00pm
URL: https://us06web.zoom.us/j/2072011459	2023-05-23	7.00pm
URL: https://us06web.zoom.us/j/2072011459	2023-06-27	7.00pm

Upload Board Minutes

2022.2023 Board Meeting Minutes.pdf

Leadership Team

Name	Title/Position	Check if New Member
Eileen Cannistraci	Chief Executive Officer	
Julie Jazscar	Chief Academic Officer	
Beth Jones	Other	

Kevin Corcoran	Other	(CHECKED)
Michael Frost	Other	(CHECKED)

Explanation of Leadership Changes

On 8/31/2022 Insight PA's Chief Financial Officer, Anthony Pirrello, separated from employment. Beth Jones, the school's Chief Operating Officer, took on the additional role of interim Chief Financial Officer. On June 1, 2023 Kevin Corcoran of Charter Choices was contracted with to serve as Chief Financial Officer of the school. Michael Frost joined the Executive Team as Chief Innovation & Technology Officer on July 1st, 2023.

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

PDE 414 SY 22-23 (6) (1).xlsx

Quality of Teaching and Other Staff

	# of Staff per Category	# of Staff Appropriately Certified	# of Staff Promoted	# of Staff Transferred	# of Staff Terminated	# of Staff Contracted for Following Year
Chief Executive Officer	1	1	0	0	0	1
Chief Administrative Officer	0	0	0	0	0	0
Principal	3	3	0	0	0	3

Assistant Principal	6	6	2	1	0	6
Classroom Teacher (including Master Teachers)	241	241	2	0	35	206
Specialty Teacher (including Master Teachers)	9	5	0	0	4	5
Special Education Teacher (including Master Teachers)	94	94	0	0	21	73
Special Education Coordinator	2	2	0	0	0	2
Counselor	22	21	1	1	2	21
Psychologist	7	7	0	0	1	6
School Nurse	3	3	1	1	1	1
IT Director	0	0	0	0	0	0
Business Administrator	0	0	0	0	0	0
ISD, Curriculum Developers, Tech Support	2	2	0	0	1	1
HR Manager	1	1	1	0	0	1

Student Support Manager, Facilities Manager	3	3	3	3	0	3
Business Office, Administrative Support Staff, Teaching Assistants	190	190	58	58	18	172
Other	5	5	1		1	1
Totals	589	584	69	64	84	502

There were no substantial differences. **(CHECKED)**

Fiscal Matters

Major Fundraising Activities

There were no major fund-raising activities during this year and none are planned for the upcoming year.

Fiscal Solvency Policies

The school board adopts an annual budget in June prior to the upcoming fiscal year. All purchasing and expense allocation throughout the fiscal year must align with the budget. The administration and board monitors fiscal activities on a monthly basis as related to the budget. Monthly reviews capture all balance sheet items, including accounts receivable and accounts payable, as well as all disbursement and deposit activity.

Accounting System

Insight PA Cyber Charter School maintains its books on a fund accounting basis in accordance with GAAP. It maintains a chart of accounts based on the Pennsylvania State Chart of Accounts for PA Public Schools, and all PDE reports are filed in this format. The accounting firm that works with the school is revising the school's chart of accounts to further align the account codes with the state chart of accounts. Sage Intacct Accounting Software is used to classify, capture, and report income and expenditures.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Attached via uploaded file.

Upload Statements of Revenues, Expenditures & Fund Balances

Insight PA Cyber Charter-Annual-Report_Statement-of-Revenues-and-Expenditures 2023 v1.xlsx

Financial Audit Basics

Audit Firm

Barbacane Thornton & Company

Date of Last Audit

2023-01-25

Fiscal Year Last Audited

2021-22

Explanation of the Report

Independent audit of financial statements and supporting processes and policies was conducted. The audit report included an "unmodified" opinion and contained no findings.

Upload Financial Audit Document(s)

Insight PA Cyber CS FS 063022.pdf

Financial Audit Citations

Financial Audit Citations Description	Response
N/A - no financial audit citations	N/A

Federal Programs Consolidated Review

Federal Programs Consolidated Review Document(s)

No

Special Education

Special Education Support Services

Position Title	Building(s) Name and Location for Charter Schools	Caseload	Low Age	High Age
Director of Student Services	Insight Pa Cyber Charter School	1.0	5	20
Assistant Director of Student Services	Insight PA Cyber Charter School	1.0	5	20
Assistant Director of Student Services	Insight PA Cyber Charter School	1.0	5	20
Supervisor of Special Education	Insight PA Cyber Charter School	1.0	5	13
Coordinator of Special Education	Insight PA Cyber Charter School	1.0	11	15
Supervisor of Special Education	Insight PA Cyber Charter School	1.0	14	20
Coordinator of Special Education	Insight PA Cyber Charter School	1.0	6	20
Assistant Coordinator of Special Education	Insight PA Cyber Charter School	1.0	5	13
Assistant Coordinator of Special Education	Insight PA Cyber Charter School	1.0	11	15
Assistant Coordinator of Special Education	Insight PA Cyber Charter School	1.0	14	20
Assistant Coordinator of Special Education	Insight PA Cyber Charter School	1.0	5	20

Special Education Compliance Coordinator	Insight PA Cyber Charter School	1.0	5	13
Special Education Compliance Coordinator	Insight PA Cyber Charter School	1.0	11	15
Special Education Compliance Coordinator	Insight PA Cyber Charter School	1.0	14	20
Assistant Coordinator of Special Education	Insight PA Cyber Charter School	1.0	14	20
Special Education Compliance Coordinator	Insight PA Cyber Charter School	1.0	14	20
Special Education Compliance Coordinator	Insight PA Cyber Charter School	1.0	5	20
Transition Coordinator	Insight PA Cyber Charter School	1.0	13	20
Transition Coordinator	Insight PA Cyber Charter School	1.0	14	20
Transition Coordinator	Insight PA Cyber Charter School	1.0	16	20
Transition Coordinator	Insight PA Cyber Charter School	1.0	13	20
Paraprofessional Coordinator	Insight PA Cyber Charter School	1.0	5	20
Administrative Assistant	Insight PA Cyber Charter School	1.0	5	20
Psychological Support Specialist	Insight PA Cyber Charter School	1.0	5	20

School Psychologist	Insight PA Cyber Charter School	1.0	5	13
School Psychologist	Insight PA Cyber Charter School	1.0	5	13
School Psychologist	Insight PA Cyber Charter School	1.0	11	15
School Psychologist	Insight PA Cyber Charter School	1.0	11	15
School Psychologist	Insight PA Cyber Charter School	1.0	14	20
School Psychologist	Insight PA Cyber Charter School	1.0	14	20
Behavior Analyst	Insight PA Cyber Charter School	1.0	5	20
Behavior Analyst	Insight PA Cyber Charter School	1.0	5	20
Behavior Interventionist	Insight PA Cyber Charter School	1.0	5	13
Behavior Interventionist	Insight PA Cyber Charter School	1.0	11	15
Behavior Interventionist	Insight PA Cyber Charter School	1.0	14	20
Behavior Interventionist	Insight PA Cyber Charter School	1.0	14	20
Supervisor of Related Services	Insight PA Cyber Charter School	1.0	5	20
Related Services Coordinator	Insight PA Cyber Charter School	1.0	5	20
Related Services Coordinator	Insight PA Cyber Charter School	1.0	5	20

Related Services Coordinator	Insight PA Cyber Charter School	1.0	5	20
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Special Education Contracted Services

Title	Amt. of Time per Week in Days or Hours	Operator	# of Students
BCBA	.5 hours per week	Amber Wunder	1
BCBA	6 hours per week	Brett Dinovi & Associates; LLC	5
BCBA	11 hours per week	Continuum Associates	6
BCBA	6.5 hours per week	EBS Healthcare	5
Behavior Specialist	1 hour per week	Bright Beginnings Therapeutic Services LLC	1
Behavior Specialist	14.25 hours per week	Connecting the Pieces; LLC	12
Bilingual Tutoring	1 hour per week	Therapy Source, Inc.	1
Counseling Services	10.5 hours per week	Connecting the Pieces; LLC	19
Counseling Services	52.07 hours per week	EBS Healthcare; LLC	92
Counseling Services	40.66 hours per week	Enable My Child	22
Counseling Services	19.58 hours per week	Garnet Educational Services	32

Counseling Services	29.92 hours per week	Julie Jennings	53
Counseling Services	11.75 hours per week	Liberty Therapy Solutions	20
Counseling Services	4.75 hours per week	Support Brands LLC	9
Counseling Services	31.58 hours per week	Therapy Source Inc.	40
Instructional Aide	124.44 hours per week	Connecting the Pieces; LLC	29
Instructional Aide	51.25 hours per week	Liberty Therapy Solutions	14
Instructional Aide	26.3 hours per week	Bright Beginnings Therapeutic Services LLC	7
Instructional Aide	2 hours per week	Educators On Call; LLC.	1
Instructional Aide	13.5 hours per week	Garnet Educational Services	3
Instructional Aide	3.08 hours per week	Opening Doors Therapy	1
Instruction Aide	34 hours per week	WeeTalk Speech & Language Services; LLC	6
Occupational Therapy Face- to-Face	.5 hours per week	Capable Kids; LLC	1
Occupational Therapy Face- to-Face	.5 hours per week	Innovative Pediatric Therapy Services LLC	1
Occupational Therapy Face- to-Face	1.5 hours per week	My Childs Therapy	1

Occupational Therapy Face-to-Face	.5 hours per week	Niagara Therapy; LLC	1
Occupational Therapy Face-to-Face	.5 hours per week	Support Brands LLC	1
Occupational Therapy Face-to-Face	1 hours per week	Therapy Source Inc.	1
Occupational Therapy (Online)	.5 hours per week	Capable Kids; LLC	1
Occupational Therapy (Online)	1 hour per week	Clear Path Pediatric Therapy	3
Occupational Therapy (Online)	3.5 hours per week	Connective Intervention Services; LLC	7
Occupational Therapy (Online)	7 hours per week	DotCom Therapy; Inc.	11
Occupational Therapy (Online)	17 hours per week	EBS Healthcare; LLC	25
Occupational Therapy (Online)	1.75 hours per week	Ellingsen & Associates; Inc.	3
Occupational Therapy (Online)	2.25 hours per week	eLuma; LLC	4
Occupational Therapy (Online)	2.75 hours per week	Enable My Child	5

Occupational Therapy (Online)	7.75 hours per week	E-Therapy; LLC	12
Occupational Therapy (Online)	15.75 hours per week	Garnet Educational Services	28
Occupational Therapy (Online)	3 hours per week	Innovative Pediatric Therapy Services LLC	6
Occupational Therapy (Online)	12 hours per week	Liberty Therapy Solutions	20
Occupational Therapy (Online)	2 hours per week	My Childs Therapy	4
Occupational Therapy (Online)	.5 hours per week	Opening Doors Therapy	1
Occupational Therapy (Online)	4.5 hours per week	Patricia Scapellati	8
Occupational Therapy (Online)	13.25 hours per week	Stacey Ann Dalby	22
Occupational Therapy (Online)	23.58 hours per week	The Therapy Spot	34
Occupational Therapy (Online)	21.25 hours per week	Therapy Source Inc.	30
Occupational Therapy (Online)	9.75 hours per week	WeeTalk Speech & Language Services; LLC	16
Physical Therapy Assistant Face-to-Face	.5 hours per week	Capable Kids; LLC	1

Physical Therapy Assistant (Online)	5.5 hours per week	Capable Kids; LLC	9
Physical Therapy Face-to-Face	.5 hours per week	Capable Kids; LLC	1
Physical Therapy Face-to-Face	.5 hours per week	Niagara Therapy; LLC	1
Physical Therapy Face-to-Face	4 hours per week	Therapy Source Inc.	1
Physical Therapy Online	5 hours per week	Capable Kids; LLC	8
Physical Therapy Online	2.25 hours per week	E-Therapy; LLC	4
Physical Therapy Online	.5 hours per week	Niagara Therapy; LLC	1
Physical Therapy Online	5.5 hours per week	The Therapy Spot	7
Physical Therapy Online	9 hours per week	Therapy Source Inc.	4
Physical Therapy Online	5 hours per week	WeeTalk Speech & Language Services; LLC	8
Reading Specialist Online	5.25 hours per week	Chester County Intermediate Unit	8
School Social Work Online	20.91 hours per week	Bright Beginnings Therapeutic Services LLC	28

School Social Work Online	5.42 hours per week	Connecting the Pieces; LLC	10
Social Skills Online	1 hour per week	BST Live; LLC	2
Social Skills Online	1.5 hours per week	Connecting the Pieces; LLC	3
Social Skills Online	1.5 hours per week	Garnet Educational Services	3
Social Skills Online	.5 hours per week	Liberty Therapy Solutions	1
Social Skills Online	4 hours per week	Therapy Source Inc.	6
Speech Therapy Face-to-Face	1.5 hours per week	Support Brands LLC	1
Speech Therapy Face-to-Face	1.75 hours per week	Therapy Source Inc.	2
Speech Therapy Online	25.25 hours per week	Above and Beyond Speech Therapy; LLC	48
Speech Therapy Online	3.67 hours per week	Acheive Rehab Services; LLC	6
Speech Therapy Online	1 hour per week	Bright Beginnings Therapeutic Services LLC	2
Speech Therapy Online	23.58 hours per week	BST Live; LLC	43
Speech Therapy Online	7.5 hours per week	Clear Path Pediatric Therapy	15
Speech Therapy Online	.5 hours per week	Connective Intervention Services; LLC	1

Speech Therapy Online	7.25 hours per week	DotCom Therapy; Inc.	13
Speech Therapy Online	1.25 hours per week	Easterseals Western and Central PA	2
Speech Therapy Online	28.87 hours per week	EBS Healthcare; LLC	51
Speech Therapy Online	3.75 hours per week	Ellingsen & Associates; Inc.	6
Speech Therapy Online	8 hours per week	Enable My Child	15
Speech Therapy Online	6.25 hours per week	E-Therapy; LLC	12
Speech Therapy Online	15.5 hours per week	Garnet Educational Services	26
Speech Therapy Online	14 hours per week	Liberty Therapy Solutions	20
Speech Therapy Online	2.25 hours per week	M.J. SLP Services; LLC	4
Speech Therapy Online	2.91 hours per week	My Childs Therapy	4
Speech Therapy Online	5.25 hours per week	Opening Doors Therapy	4
Speech Therapy Online	10.25 hours per week	Patricia Scapellati	15
Speech Therapy Online	6.25 hours per week	Sarah King	12
Speech Therapy Online	19.25 hours per week	Support Brands LLC	37

Speech Therapy Online	28.42 hours per week	The Therapy Spot	48
Speech Therapy Online	58.83 hours per week	Therapy Source Inc.	75
Speech Therapy Online	5.5 hours per week	WeeTalk Speech & Language Services; LLC	7
Teacher of the Hearing Impaired Online	2.75 hours per week	Chester County Intermediate Unit	8
Teacher of the Visually Impaired Online	1.5 hours per week	Chester County Intermediate Unit	3
Tutoring Online	2.5 hours per week	Bright Beginnings Therapeutic Services LLC	3
Tutoring Online	15.25 hours per week	Connecting the Pieces; LLC	16
Tutoring Online	3 hours per week	EBS Healthcare; LLC	3
Tutoring Online	13.25 hours per week	Garnet Educational Services	16
Tutoring Online	47 hours per week	Liberty Therapy Solutions	54
Tutoring Online	35 hours per week	Therapy Source Inc.	22
Tutoring Online	3.75 hours per week	Tse Enrichment LLC	5

Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring

2019-04-10

Upload Link to Report (Optional)

Closeout Letter_2020.pdf

Special Education Cyclical Monitoring Report

Insight PA Cyber_CAV_CS_2018.pdf

Administrative Procedures for Internal Controls of IEP Development

22-23 IEP Procedures.pdf

Special Education Personnel Development

Autism

Description of Training			
Supporting Learners with Autism Spectrum Disorder: Attendees were instructed in the difference between UDL and Differentiation. They presented information on Autism and strategies teachers may use to help with social skills, engagement, and academics with students with autism.			
Lead Person/Position		Year of Training	
Lauren Walker, Kristin Powell, Sarah Gregory		2023	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1.5	1	CCIU	Schoolwide

Training Date Complete

2023-05-05

5_5_2023_CCIU_Supporting Learners with Autism Spectrum Disorder_90_minutes.docx

Attendance Supporting Learners with Autism Spectrum DisorderCCIU 5.5.2023.docx

Training Date Complete

2022-10-07

10_7_2022_CCIU_Training_The Challenges of Living with High Functioning Autism_3_hours.docx

Attendance The Challenges of Living with High Functioning AutismCCIU Paras 10.7.22.docx

BehaviorSupport

Description of Training			
SMARTs Curriculum Training: Staff was introduced to SMARTs Curriculum Training program. They were instructed in the rationale for the program, how to deliver the curriculum, and how to use it in a virtual classroom.			
Lead Person/Position		Year of Training	
Barbara Hunter/ Trainer		2022	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
2	1	SMARTs representative	Special Education Teachers and staff

Training Date Complete

2022-08-23

SMARTS Agenda.docx

SMARTs_Attendance.docx

Training Date Complete

2022-09-30

SEL Curriculum Overview_Agenda.docx

SEL Curriculum Overview Attendance.docx

Training Date Complete

0023-03-03

Educator Response to Challenging Behaviors.docx

Educator Response to Challenging Behaviors Attendance.docx

Training Date Complete

2023-04-19

FBA to PBSP at a Glance Agenda.docx

FBA to PBSP at a Glance Attendance.docx

Training Date Complete

2023-05-12

Best Practices in OT- Supporting Handwriting and Fine Motor Skills_Agenda.docx

Best Practices in OT- Supporting Handwriting and Fine Motor Skills Attendance.docx

Paraprofessional

Description of Training	
Respectful Support for Student Independence Training	
Lead Person/Position	Year of Training
Carolyn Myron/Special Education Paraprofessional Supervisor	2022

Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1	1	Insight PA Cyber Charter School	Paraprofessionals

Training Date Complete

2022-10-14

Respectful Support for Student Independence Training Agenda.docx

Respectful Support for Student Independence Training Attendance.docx

Training Date Complete

2022-10-21

Special Education 101 and IEPs Agenda.docx

Special Education 101 and IEPs Attendance.docx

Training Date Complete

2022-11-04

Mental Health - Recognizing & Addressing Concerns in the Classroom Agenda.docx

Mental Health - Recognizing & Addressing Concerns in the Classroom Attendance.docx

Training Date Complete

2022-12-02

Executive Functioning 101 Agenda.docx

Executive Functioning 101 Attendance .docx

Training Date Complete

2023-01-06

Students Who Use AAC - A Documentary and Toolbox to Support Students Agenda.docx

Students Who Use AAC - A Documentary and Toolbox to Support Students Attendance.docx

Training Date Complete

2023-02-06

Universal Strategies to Support Positive Behavior Agenda.docx

Universal Strategies to Support Positive Behavior Attendance.docx

Training Date Complete

2023-03-03

Educator Response to Challenging Behavior Agenda.docx

Educator Response to Challenging Behavior Attendance.docx

Training Date Complete

2023-04-04

Strategies_for_Successful_Instruction Agenda.docx

Strategies_for_Successful_Instruction Attendance.docx

Training Date Complete

2022-09-02

What is Effective Communication Agenda.docx

What is Effective Communication Attendance.docx

Transition

Description of Training			
Transition Post-Secondary Life			
Lead Person/Position		Year of Training	
Michelle MacLuskie/ Educational Consultant		2022	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1	1	CCIU	High School and Middle School Special Education Teachers

Training Date Complete

2022-09-23

Transition Post-Secondary Life Agenda.docx

Transition Post-Secondary Life Attendance.docx

Training Date Complete

2022-10-14

Transitions Overview Assessment Attendance.docx

Transitions Overview- Agenda.docx

Training Date Complete

2023-01-20

Transitions Training- Part 1 Agenda.docx

Transitions Training- Part 1 Attendance.docx

Training Date Complete

2023-02-17

Transitions Training- Part 2 Agenda.docx

Transitions Training- Part 2 Attendance.docx

ScienceofLiteracy

Description of Training			
Reading Horizons: Attendees were introduced to the Reading Horizons curriculum. They received a brief overview of the program and how to integrate it into their virtual classrooms.			
Lead Person/Position		Year of Training	
Ali Hoffman/Life Skills Supervisor		2022	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)

1	1	ISPA	Life Skills Teachers and Paraprofessionals
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Training Date Complete

2022-08-25

Reading Horizons_Agenda.docx

Reading Horizons Attendance.docx

Parent Training

Description of Training			
Setting Up Your Student for Success			
Lead Person/Position		Year of Training	
Carolyn Hockman/ Life Skills Assistant Coordinator		2022	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
0.5	1	Insight PA Cyber Charter School	Parents

Training Date Complete

2022-09-12

Setting up your student for success Agenda.docx

Setting up your student for success Attendance.docx

Training Date Complete

2022-10-03

Related Services Agenda.docx

Related Service Attendance.docx

Training Date Complete

2022-11-07

Navigating the Evaluation Report Agenda.docx

Navigating the Evaluation Report Attendance.docx

Training Date Complete

2023-01-09

Extended School Year Agenda.docx

Extended School Year Attendance.docx

Training Date Complete

2023-01-10

Parent Training- Lunch and Learn Hiram G. Andrews Center Agenda.docx

Parent Training- Lunch and Learn Hiram G. Andrews Center Attendance.docx

Training Date Complete

2023-02-06

Parent Training- Graduation.docx

Parent training- Graduation Attendance.docx

Training Date Complete

2023-02-07

Disability Options Network Agenda.docx

Disability Options Network Attendance.docx

Training Date Complete

2023-03-06

State_Testing Agenda.docx

State Testing Attendance.docx

Training Date Complete

2023-03-14

Community College of Philadelphia Agenda.docx

Community College of Philadelphia Attendance.docx

Training Date Complete

2023-04-03

Parent Training- Navigating the IEP Agenda.docx

Parent Training- Navigating the IEP Attendance.docx

Training Date Complete

2023-05-08

Parent Training- Behavior Tips Agenda.docx

Parent Training- Behavior Tips Attendance.docx

IEPDevelopment

Description of Training			
Accomods Software Program: Staff was instructed in the use of Accomods, an online software program that helps match appropriate accommodations and modifications based on student's needs and strengths. The program suggests appropriate accommodations and modifications and provides examples of how to use this in a brick-and-mortar and virtual classroom.			
Lead Person/Position		Year of Training	
Tim Kretchem/ Founder, Educational Strategist		2022	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
2	1	Accomods	Special Education Teachers and Staff

Training Date Complete

2022-08-24

Accomods Software Program Agenda.docx

Accomods Software Program Attendance.docx

Training Date Complete

2022-08-24

All School Special Education Expectations Agenda.docx

All School Special Education Expectations Attendance.docx

Training Date Complete

2022-08-26

Special Education Compliance Agenda.docx

Special Education Compliance Attendance.docx

Training Date Complete

2023-04-05

SAAFP High School Training Agenda.docx

SAAFP High School Training Attendance.docx

Special Education Program Profile

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
69	Secondary	Full-time (1.0)	06/04/2023 07:31 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %

	0.18
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Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 16
Age Range Justification		FTE %
		0.04

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
68	Secondary	Full-time (1.0)	06/04/2023 07:32 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4

Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.08

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 16
Age Range Justification		FTE %
		0.04

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
67	Secondary	Full-time (1.0)	06/04/2023 07:23 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 20
Age Range Justification		FTE %
		0.15

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 19
Age Range Justification		FTE %
		0.04

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 20
Age Range Justification		FTE %
		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
66	Secondary	Full-time (1.0)	06/04/2023 07:15 PM

Building Name		
Insight PA Cyber CS		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.22

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 15
Age Range Justification		FTE %
		0.04

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
65	Secondary	Full-time (1.0)	06/04/2023 07:13 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.16

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
		0.08

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.15

Building Name		
Insight PA Cyber CS		
Support Type		

Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 15
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
64	Secondary	Full-time (1.0)	06/04/2023 07:07 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.26

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.06

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
63	Secondary	Full-time (1.0)	06/04/2023 07:03 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 18
Age Range Justification		FTE %
		0.02

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 19

Age Range Justification	FTE %
	0.28

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
62	Secondary	Full-time (1.0)	06/02/2023 07:21 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.35

Building Name	
Insight PA Cyber CS	
Support Type	
Emotional Support	
Support Sub-Type	
Emotional Support	
Level of Support	Case Load

Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 15
Age Range Justification		FTE %
		0.06

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
61	Secondary	Full-time (1.0)	06/02/2023 07:16 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 19
Age Range Justification		FTE %
		0.2

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		

Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.04

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.1

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	19 to 19
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
60	Secondary	Full-time (1.0)	06/02/2023 07:12 PM

Building Name

Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 18
Age Range Justification		FTE %
		0.02

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.22

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 18
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
59	Secondary	Full-time (1.0)	06/02/2023 07:10 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.2

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 15
Age Range Justification		FTE %
		0.04

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
58	Secondary	Full-time (1.0)	06/02/2023 07:07 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 15
Age Range Justification		FTE %
		0.02

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 15
Age Range Justification		FTE %
		0.05

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
57	Secondary	Full-time (1.0)	06/02/2023 07:04 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 15
Age Range Justification		FTE %
		0.02

Building Name		
Insight PA Cyber CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.12

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range

School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.2

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
56	Secondary	Full-time (1.0)	06/02/2023 06:56 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.05

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 19
Age Range Justification		FTE %
		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
55	Secondary	Full-time (1.0)	06/02/2023 06:53 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.02

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.2

Building Name		
Insight PA Cyber CS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
54	Secondary	Full-time (1.0)	06/02/2023 07:23 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 19
Age Range Justification		FTE %
		0.22

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 19
Age Range Justification		FTE %
		0.04

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 20
Age Range Justification		FTE %
		0.1

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	19 to 19
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
53	Secondary	Full-time (1.0)	06/02/2023 06:46 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18

Age Range Justification	FTE %
	0.16

Building Name		
Insight PA Cyber CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.02

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 19
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
52	Secondary	Full-time (1.0)	06/02/2023 06:41 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load

Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 15
Age Range Justification		FTE %
		0.04

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.2

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
51	Secondary	Full-time (1.0)	06/02/2023 06:34 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.16

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.04

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
50	Secondary	Full-time (1.0)	06/02/2023 06:27 PM

Building Name

Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.02

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.2

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
49	Secondary	Full-time (1.0)	06/02/2023 06:22 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 18
Age Range Justification		FTE %
		0.02

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 20
Age Range Justification		FTE %
		0.24

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 16
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
48	Secondary	Full-time (1.0)	06/02/2023 06:19 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 15
Age Range Justification		FTE %
		0.02

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.18

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
47	Secondary	Full-time (1.0)	06/02/2023 06:14 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.1

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 19
Age Range Justification		FTE %
		0.08

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range

School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.2

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
46	Secondary	Full-time (1.0)	05/31/2023 06:08 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.16

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		

Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 15
Age Range Justification		FTE %
		0.02

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 15
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
45	Secondary	Full-time (1.0)	05/31/2023 09:57 AM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.22

Building Name		
Insight PA Cyber CS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
44	Secondary	Full-time (1.0)	05/31/2023 09:51 AM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.26

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.08

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
43	Secondary	Full-time (1.0)	05/26/2023 08:03 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.3

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 16

Age Range Justification	FTE %
	0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
42	Secondary	Full-time (1.0)	05/26/2023 08:04 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.35

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 18
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
41	Secondary	Full-time (1.0)	05/26/2023 07:57 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 20
Age Range Justification		FTE %
Student out of age range did not attend class with this age range; only on caseload for management purposes.		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
40	Secondary	Full-time (1.0)	05/26/2023 07:55 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
39	Secondary	Full-time (1.0)	05/26/2023 07:54 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
38	Elementary	Full-time (1.0)	05/26/2023 07:51 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
37	Secondary	Full-time (1.0)	05/26/2023 07:42 PM

Building Name		
Insight PA Cyber CS		
Support Type		

Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
36	Secondary	Full-time (1.0)	05/26/2023 07:41 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.5

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 15
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
35	Elementary	Full-time (1.0)	05/26/2023 07:37 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
34	Elementary	Full-time (1.0)	05/26/2023 07:36 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
33	Elementary	Full-time (1.0)	05/26/2023 07:35 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 8
Age Range Justification		FTE %
		0.05

Building Name		
Insight PA Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
32	Elementary	Full-time (1.0)	05/26/2023 07:32 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Life Skills Support		

Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.35

Building Name		
Insight PA Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 7
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
31	Multiple	Full-time (1.0)	05/26/2023 07:44 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		26
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 15
Age Range Justification		FTE %
Students are not in class together, only on one caseload for speech only services.		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
30	Elementary	Full-time (1.0)	05/26/2023 07:24 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		36
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
Students are not in class together, only on one caseload for speech only services.		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
29	Secondary	Full-time (1.0)	05/26/2023 07:20 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.22

Building Name		
Insight PA Cyber CS		
Support Type		
Autistic Support		

Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 15
Age Range Justification		FTE %
		0.08

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 15
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
28	Secondary	Full-time (1.0)	05/26/2023 07:12 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.3

Building Name

Insight PA Cyber CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %
		0.08

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 15
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
27	Secondary	Full-time (1.0)	05/26/2023 07:08 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %

	0.18
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Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.02

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
26	Secondary	Full-time (1.0)	05/26/2023 06:59 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9

Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.18

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
25	Secondary	Full-time (1.0)	05/26/2023 06:54 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.14

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		

Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.06

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.35

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
24	Secondary	Full-time (1.0)	05/26/2023 06:47 PM

Building Name		
Insight PA Cyber CS		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.14

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %
		0.02

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
23	Secondary	Full-time (1.0)	05/26/2023 06:40 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.24

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
22	Secondary	Full-time (1.0)	05/26/2023 06:35 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range

School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.12

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
21	Secondary	Full-time (1.0)	05/26/2023 06:20 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.16

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		

Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.04

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
20	Secondary	Full-time (1.0)	05/26/2023 08:06 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.1

Building Name		
Insight PA Cyber CS		
Support Type		

Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.02

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 12
Age Range Justification		FTE %
		0.05

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
19	Elementary	Full-time (1.0)	05/25/2023 08:32 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.18

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 12
Age Range Justification		FTE %
		0.02

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
18	Elementary	Full-time (1.0)	05/25/2023 08:33 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 13
Age Range Justification		FTE %
		0.16

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 13
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
17	Elementary	Full-time (1.0)	05/25/2023 08:25 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.1

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 12
Age Range Justification		FTE %
		0.02

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 13
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
16	Elementary	Full-time (1.0)	05/25/2023 08:19 PM

Building Name		
Insight PA Cyber CS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 13
Age Range Justification		FTE %
		0.24

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.06

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
15	Elementary	Full-time (1.0)	05/25/2023 08:05 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.14

Building Name		
Insight PA Cyber CS		
Support Type		
Physical Support		
Support Sub-Type		
Physical Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11
Age Range Justification		FTE %
		0.02

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11
Age Range Justification		FTE %
		0.02

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
14	Elementary	Full-time (1.0)	05/25/2023 08:01 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.16

Building Name		
Insight PA Cyber CS		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.02

Building Name

Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
13	Elementary	Full-time (1.0)	05/25/2023 07:56 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.18

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %

	0.4
--	-----

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
12	Elementary	Full-time (1.0)	05/25/2023 07:53 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.06

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
11	Elementary	Full-time (1.0)	05/25/2023 07:49 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.06

Building Name		
Insight PA Cyber CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.08

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
10	Elementary	Full-time (1.0)	05/25/2023 07:38 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.1

Building Name		
Insight PA Cyber CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.08

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9	Elementary	Full-time (1.0)	05/25/2023 07:35 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.04

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.02

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range

School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8	Elementary	Full-time (1.0)	05/25/2023 07:31 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.04

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7	Elementary	Full-time (1.0)	05/25/2023 07:24 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.06

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.02

Building Name		
Insight PA Cyber CS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 9
Age Range Justification		FTE %
		0.02

Building Name		
Insight PA Cyber CS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.3

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 9
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
6	Elementary	Full-time (1.0)	05/25/2023 07:17 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.1

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 9
Age Range Justification		FTE %
		0.02

Building Name		
Insight PA Cyber CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 9
Age Range Justification		FTE %
		0.08

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 9
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5	Elementary	Full-time (1.0)	05/25/2023 06:31 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
		0.1

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.06

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4	Elementary	Full-time (1.0)	05/25/2023 06:16 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.06

Building Name		
Insight PA Cyber CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 7
Age Range Justification		FTE %
		0.08

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range

School District	Elementary	9 to 9
Age Range Justification		FTE %
		0.02

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3	Elementary	Full-time (1.0)	05/25/2023 06:01 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
		0.06

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
		0.1

Building Name		
Insight PA Cyber CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 7
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
2	Elementary	Full-time (1.0)	05/25/2023 05:53 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 7
Age Range Justification		FTE %
		0.17

Building Name		
Insight PA Cyber CS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1	Elementary	Full-time (1.0)	05/25/2023 05:39 PM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.18

Building Name		
Insight PA Cyber CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 6
Age Range Justification		FTE %
		0.05

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 6
Age Range Justification		FTE %
		0.02

Building Name		
Insight PA Cyber CS		
Support Type		
Physical Support		
Support Sub-Type		
Physical Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 6
Age Range Justification		FTE %
		0.02

Facilities and Agreements

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

Fixed Asset Description	Location	Capital Expenditure
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A

Facility Plans and Other Capital Needs

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

Insight PA continues to consider facility options and will develop a plan once the Board of Trustees has determined the best course of action for our school community.

Memorandum of Understanding

Organization	Purpose
Uwchlan Township Police	School safety
Drexel University	supervised student teacher and field experiences
Robert Morris University	dual enrollment agreement
PA College of Technology - Workforce Development	pre-apprenticeship program in advanced manufacturing

Upload of Memorandum of Understanding Document(s)

Uwchlan Twp PD and Insight PA MOU_Doc. signed 5.31.23.pdf

Drexel and Insight PA Cyber CS MOU 03.31.2023.pdf

Insight PA-RMU - CHS MOU - Spring 2023 - Fully Executed (2).pdf

2023 MOU_AMP TSA_Insight Charter School_Fully Executed.pdf

Articulation Agreements

Partnering Institution

Robert Morris University

Agreement Type

Program/Course Area

college courses

Upload Articulation Agreement

Insight PA-RMU - CHS MOU - Spring 2023 - Fully Executed (3).pdf

Management Survey

Charter School Management Survey

Charter School Name

Insight PA Cyber CS

Point of Contact Name

Eileen Cannistraci

Point of Contact Telephone Number

484-713-4353

Extension

3139

Point of Contact Email

eicannistraci@insightpa.org

Management Organization Information

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

Yes

Is/was the Management Organization a:

EMO (for profit through a contract with the local education agency)

Management Organization Name

Stride

Federal EIN (Employer Identification Number)

95-4774688

Address 1

2300 Corporate Park Drive

Address 2

City

Herndon

State

VA

Zip Code

20171

Plus 4 Code

4838

Additional Comments

Signatures and Affirmations

Upload Board Affirmation Statement

Insight PA Cyber Charter Annual report affirmation 2023.pdf

Date of Approval

2023-07-28

Charter School Annual Report Affirmation

Board President

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

Chief Executive Officer

Eileen Cannistraci

Charter School Law Affirmation

Board President

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

Chief Executive Officer

Eileen Cannistraci

Ethics Act Affirmation

Board President

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

Chief Executive Officer

Eileen Cannistraci

Charter School Annual Background Check Affirmation

Board President

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

Chief Executive Officer

Eileen Cannistraci

Charter Annual Administrative Certification Affirmation

Board President

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

Chief Executive Officer

Eileen Cannistraci

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

Board President

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

Chief Executive Officer

Eileen Cannistraci

August Board Meeting (Tuesday, August 23, 2022)

Generated by Sarah Birdsall on Wednesday, August 24, 2022

Members present

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

Meeting called to order at 7:02 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 June 2022 Board Minutes

Motion to approve the June Board Minutes

Motion by Edward Knittel, second by Katie McGeehan.

Final Resolution: Motion Carries

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

Action, Minutes: D. Approval of the July 2022 Special Board Meeting Minutes

Motion to approve the July Special Board Meeting Minutes

Motion by Katie McGeehan, second by Lowell L Thomas.

Final Resolution: Motion Carries

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

3. Reporting

Discussion: A. CEO Report CEO Report -Professional Development/ August Leadership Summit Updates -Annual Report Update -PCCD (PA Commission on Crime and Delinquency) Mental Health and Safety Grant -Next Board of Trustees Meeting- September 27th, 2022

Discussion: B. CAO Report -Review of Comprehensive Plan

Discussion: C. Executive Director Report Executive Director Report -Re-Registration and Forecast Updates

Discussion: D. COO/CFO Report -July 2022 Financial Reports and Disbursements -Employee List as of 08/18/2022 -Engagement Letters for the 2021-2022 Audit and Form 990 Engagements with Barbacane Thornton -Board Resolution for Investment of Reserves at First Resource Bank -2022-2023 General Liability, Property, and Workers' Compensation Insurance Policies -Services Agreement with Robert Half, Inc -Statement of Work Agreement with Mondo, Inc -Job Description – Finance Project Manager

4. Action Items

Action: A. 2022-2023 School Calendar Updates

Motion to approve the 2022-2023 School Calendar Update

Motion by Michael Adler, second by Lowell L Thomas.

Final Resolution: Motion Carries

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

Action: B. Comprehensive Plan

Motion to approve the Comprehensive Plan

Motion by Edward Knittel, second by Katie McGeehan.

Final Resolution: Motion Carries

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

Action: C. Stipend Positions

Motion to approve Stipend Positions

Motion by Michael Adler, second by Michael Adler.

Final Resolution: Motion Carries

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

Action: D. Job Descriptions

Motion to approve Job Descriptions

Motion by Edward Knittel, second by Michael Adler.

Final Resolution: Motion Carries

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

Action: E. July 2022 Financial Reports and Disbursements

Motion to approve the July 2022 Financial Reports and Disbursements

Motion by Edward Knittel, second by Lowell L Thomas.

Final Resolution: Motion Carries

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

Action: F. Employee List as of 08/18/2022

Motion to approve the Employee List as of 08/18/2022

Motion by Michael Adler, second by Edward Knittel.

Final Resolution: Motion Carries

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

Action: G. 2021-2022 Audit and Form 990 Engagement Letters

Motion To approve the terms outlined in the Auditor Engagement Letter and the Form 990 Engagement Letters with Barbacane Thorton and authorize Beth Jones, the COO, to execute the Agreement.

Motion by Lowell L Thomas, second by Edward Knittel.

Final Resolution: Motion Carries

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

Action: H. Investment Resolution

Motion to approve the Board Resolution and transfer of \$10M from our checking account to a newly created account at First Resource Bank for investment in compliance with Act 10 of 2016 and authorize Beth Jones, the COO, to execute the Agreement.

Motion by Lowell L Thomas, second by Michael Adler.

Final Resolution: Motion Carries

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

Action: I. Insurance Policies

To approve the policy coverages as summarized in the Insurance Renewal Summary and authorize Beth Jones, the COO, to sign any necessary policy documents.

Motion by Katie McGeehan, second by Lowell L Thomas.

Final Resolution: Motion Carries

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

Action: J. Robert Half and Mondo Service Agreements

Motion to approve the Customer Agreement with Robert Half and the Mondo Statement of Work Agreement and authorize Beth Jones, COO, to execute the Agreements.

Motion by Michael Adler, second by Katie McGeehan.

Final Resolution: Motion Carries

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

5. Announcements

Information: A. Next Board Meeting - September 27th, 2022 at 7:00pm

6. Adjournment

Procedural: A. Meeting Adjournment

September 27th, Board Meeting (Tuesday, September 27, 2022)

Generated by Sarah Birdsall on Thursday, October 20, 2022

Members present

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

Meeting called to order at 7:01 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 August 2022 Board Minutes

Motion to approve the August 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

Action, Minutes: D. Approval of the August 29th Special Board Meeting Minutes

Motion to approve the August 29th Special Board Minutes

Motion by Chris Rossi, second by Katie McGeehan.

Final Resolution: Motion Carries

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

3. Reporting

Discussion: A. CEO Report

-Next Board of Trustees Meeting- October 25th, 2022

-DEI Update

-Community Update

Discussion: B. CAO Report

CAO Report

-State Assessments Measures Report

Discussion: C. Executive Director Report

-Enrollments and Withdrawl Updates

Discussion: D. COO/CFO Report

August Financials

Stipends – adjustment of some amounts from the budget

Employee List, as of September 19, 2022
Investment Options
Divvy Credit Card and Expense Reimbursement Platform
TD Bank Corporate Credit Card Platform
Policies
Bregenser Contract

4. Action Items

Action: A. August Financial Report and Disbursements
Motion to approve the August 2022 financial report and disbursements.

Motion by Edward Knittel, second by Michael Adler.
Final Resolution: Motion Carries
Aye: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel

Action: B. Stipends
Motion to approve the adjusted stipends as shared with an effective date of the 2022-2023 school year.

Motion by Chris Rossi, second by Katie McGeehan.
Final Resolution: Motion Carries
Aye: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel

Action: C. Employee List, as of September 19, 2022
Motion to approve the Employee List, as of September 19, 2022

Motion by Michael Adler, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel

Action: D. Investment Options
Motion to approve the Investment Policy Statement, authorize the COO/Interim CFO, Beth Jones, to sign related agreements, and transfer of \$10M from our checking account to a newly created account with Northeast Financial Group for investment in compliance with Act 10 of 2016.

Motion by Edward Knittel, second by Michael Adler.
Final Resolution: Motion Carries
Aye: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel

Action: E. Divvy Credit Card and Expense Reimbursement Platform
Motion to approve the Account Application, ACH Authorization Agreement, and Charge Card Agreement, to authorize the COO/interim CFO, Beth Jones, to sign any necessary additional documents related to Divvy.com, to authorize the use of rewards points to pay down the balance or provide cash back to the school, and to authorize the COO/Interim CFO to increase the virtual credit card limit to \$100,000 when needed for business purposes.

Motion by Chris Rossi, second by Edward Knittel.
Final Resolution: Motion Carries
Aye: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel

Action: F. TD Bank Credit Card Agreement and limit Increase
Motion to approve the Master Agreement, to authorize the COO/interim CFO, Beth Jones, to sign any necessary additional documents related to this change, to authorize the use of rewards points to pay down the balance or provide cash back to the school, and to authorize the COO/Interim CFO to increase the credit card limit to \$250,000.

Motion by Michael Adler, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel

Action: G. Job Descriptions

Motion to approve the new Job Descriptions and stipend positions

Motion by Katie McGeehan, second by Chris Rossi.

Final Resolution: Motion Carries

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

Action: H. Policies

Motion to approve the updated policies – Residency, Travel and General Expenses, Social Media for Employees, and the group of policies related to Employee Leaves of Absence.

Motion by Chris Rossi, second by Edward Knittel.

Final Resolution: Motion Carries

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

Action: I. Exude Proposal

Motion to approve the Exude Inc., proposal for continued use of the DEI Consultant, which will be an hourly billing, to support the implementation of the DEI Strategic Planning

Motion by Katie McGeehan, second by Michael Adler.

Final Resolution: Motion Carries

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

Action: J. Bregenser Contract

Motion to approve the Bregenser Contract

Motion by Chris Rossi, second by Edward Knittel.

Final Resolution: Motion Carries

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

5. Announcements

Information: A. Next Board Meeting - October 25th, 2022 at 7:00pm

6. Adjournment

Procedural: A. Meeting Adjournment

Board Meeting (Tuesday, October 25, 2022)

Generated by Sarah Birdsall on Wednesday, October 26, 2022

Members present

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

Meeting called to order at 7:26 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 September 2022 Board Minutes
Motion to approve the September 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

3. Reporting

Discussion: A. CEO Report
Review of Academic and Finance Committee Meetings

-Confirmation of resignation of Courtney Jackson

-Communications/Events Report

-Action Items Summary

-Next Board of Trustees Meeting- November 22nd, 2022

Discussion: B. COO/CFO Report
Health Insurance presentation and 2023 rate information
2022-2023 Revised Budget presentation and information from Kevin Corcoran, Charter Choices
September financial report from Kevin Corcoran, Charter Choices
Credit Card policy update
Tuition reimbursement policy update

4. Action Items

Action: A. September Financials
Motion to approve the September Financials

Motion by Edward Knittel, second by Michael Adler.
Final Resolution: Motion Carries
Aye: Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel

Action: B. Revised Budget

Motion to approve the revised budget.

Motion by Edward Knittel, second by Chris Rossi.

Final Resolution: Motion Carries

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

Action: C. Policy Updates

Motion to approve the updated Credit Card and Tuition Reimbursement policies.

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

Action: D. Employee Roster as of 10.21.22

Motion to approve the Employee Roster as of 10.21.22

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: E. Job Descriptions

Motion to approve the Job Descriptions

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

Action: F. Health and Safety Plan

Motion to approve the Health and Safety Plan

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: G. Health Benefits

Motion to approve the medical insurance plan as shown in the broker presentation, to approve a change in dental insurance providers to Delta Dental PPO, and to approve an increase in the HRA to cover an employee's full deductible.

Motion by Edward Knittel, second by Katie McGeehan.

Final Resolution: Motion Carries

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

Action: H. Board Member Resignation

Motion to accept the resignation of Courtney Jackson, Board member. We thank Courtney for her service.

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

5. Announcements

Information: A. Next Board Meeting - November 22nd, 2022 at 7:00pm

6. Adjournment

Procedural: A. Meeting Adjournment

Board Meeting (Tuesday, November 22, 2022)

Generated by Sarah Birdsall on Tuesday, November 29, 2022

Members present

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

Meeting called to order at 7:01 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 October 2022 Board Minutes

Motion to approve the October 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

3. Reporting

Discussion: A. Board President Report

Board Retreat Reflection

Update on Board Goals/Review of Strategic Priorities

Veteran's Day Assembly

Discussion: B. CEO Report

Review of Academic and Finance Committee Meetings

November 2022 Communications Update

Next Board of Trustees Meeting- January 24th, 2023 (no December meeting)

Discussion: C. CAO Report

CTE High level overview

Discussion: D. COO/CFO Report

EE List

Community Advisory Council Bylaws and Memo

October 2022 Financial Report and Disbursements

Reserve Funds Memo

Referral Bonus Policy Memo and Policy

4. Action Items

Action: A. Special Education Settlement

Motion to ratify the Special Education Settlement.

Motion by Chris Rossi, second by Katie McGeehan.

Final Resolution: Motion Carries

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

Action: B. October Financials
Motion to approve the October Financials

Motion by Edward Knittel, second by Michael Adler.
Final Resolution: Motion Carries
Aye: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel

Action: C. Community Advisory Council Bylaws
Motion to approve the proposed Community Advisory Council Bylaws.

Motion by Edward Knittel, second by Chris Rossi.

Action: D. Reserve Funds
Motion to approve the release of the currently committed funds and approve the committed funds as proposed.

Motion by Michael Adler, second by Edward Knittel.
Final Resolution: Motion Carries
Aye: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel

Action: E. Referral Bonus Policy
Motion to approve the updated Referral Bonus Policy.

Motion by Chris Rossi, second by Michael Adler.
Final Resolution: Motion Carries
Aye: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel

Action: F. Employee Roster as of November 14th, 2022
Motion to approve the Employee Roster as of 11.14.22

Motion by Edward Knittel, second by Katie McGeehan.
Final Resolution: Motion Carries
Aye: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel

Action: G. Job Descriptions
Motion to approve the Job Descriptions

Motion by Katie McGeehan, second by Alice Solomon.
Final Resolution: Motion Carries
Aye: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel

5. Announcements

Information: A. Next Board Meeting - January 24th, 2023 at 7:00pm

6. Adjournment

Procedural: A. Meeting Adjournment

Board Meeting (Tuesday, January 24, 2023)

Generated by Sarah Birdsall on Monday, February 6, 2023

Members present

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

Meeting called to order at 7:04 PM

1. Preliminary

Procedural: A. Call to Order

Procedural: B. Roll Call

Information: C. Mission and Vision

2. Communications

Action, Procedural: A. Action to amend the agenda.

Motion to remove the bank action due to continued review being necessary before the board can vote.

Motion by Edward Knittel, second by Chris Rossi.

Final Resolution: Motion Carries

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

Procedural: B. Executive Sessions

Procedural: C. General Public Comment

Action, Minutes: D. Approval of the November 2022 Board Minutes

Motion to approve the November Board Minutes

Motion by Chris Rossi, second by Edward Knittel.

Final Resolution: Motion Carries

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

3. Reporting

Discussion: A. Board President Report

Tamara Campbell Introduction

Staff Highlight

Discussion: B. CEO Report

Committee Meeting Reviews

Comprehensive Support and Improvement (CSI)

Review of Action Items

Humanus Agreement

School Vehicle Policy

Uniform Grant Guidance Policy Update

2023-2024 School Year Calendar

Charter School Capital Agreement

Job Descriptions

Discussion: C. Manager of Communications Report

Discussion: D. COO/CFO Report

Audit Draft
November and December Financials

4. Action Items

Action: A. Tamara Campbell, Board Member
Motion to approve Tamara Campbell as a Board of Trustees Member.

Motion by Chris Rossi, second by Katie McGeehan.
Final Resolution: Motion Carries
Aye: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel

Action: B. Audit Draft
Motion to approve the final draft of the 2021-2022 fiscal year audit.

Motion by Chris Rossi, second by Edward Knittel.
Final Resolution: Motion Carries
Aye: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel

Action: C. November and December Financials
Motion to approve the November and December financial report and disbursements.

Motion by Edward Knittel, second by Michael Adler.
Final Resolution: Motion Carries
Aye: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel

Action: D. Humanus Agreement
Motion to approve the new agreement with Humanus, a related services and teacher placement service, and authorize the CEO and COO/Interim CFO to execute the agreement that has been reviewed by legal counsel.

Motion by Katie McGeehan, second by Edward Knittel.
Final Resolution: Motion Carries
Aye: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel

Action: E. School Vehicle Policy
Motion to approve the School Vehicle policy that was provided by legal counsel.

Motion by Chris Rossi, second by Katie McGeehan.
Final Resolution: Motion Carries
Aye: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel

Action: F. Academic Department Organizational Chart
Motion to approve the Academic Department Organizational Chart.

Motion by Katie McGeehan, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel

Action: G. 1/19/23 Employee Roster
Motion to approve the 1/19/23 Employee Roster.

Motion by Chris Rossi, second by Edward Knittel.
Final Resolution: Motion Carries
Aye: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel

Action: H. Job Descriptions
Motion to approve all job descriptions.

Motion by Katie McGeehan, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel

Action: I. Uniform Grant Guidance Policy Update
Motion to approve the updated Uniform Grant Guidance Conflict of Interest Policy.

Motion by Chris Rossi, second by Edward Knittel.
Final Resolution: Motion Carries
Aye: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel

Action: J. 2023-2024 School Calendar
Motion to approve the 2022-2023 School Calendar.

Motion by Katie McGeehan, second by Michael Adler.
Final Resolution: Motion Carries
Aye: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel

Action: K. Charter School Capital Agreement
Motion to approve the proposal from Charter School Capital and authorize the CEO and COO/Interim CFO to sign the contract after final review by legal counsel and any additional documents to begin working with them in February of 2023.

Motion by Chris Rossi, second by Edward Knittel.
Final Resolution: Motion Carries
Aye: Michael Adler, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel

5. Announcements

Information: A. Next Board Meeting - February 28th, 2023 at 7:00pm

6. Adjournment

Procedural: A. Meeting Adjournment

Board Meeting (Tuesday, February 28, 2023)

Generated by Sarah Birdsall on Monday, March 13, 2023

Members present

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

Meeting called to order at 7:04 PM

1. Preliminary

Procedural: A. Call to Order

Procedural: B. Roll Call

Information: C. Mission and Vision

Information: D. Board Member Swearing In
Board Member Swearing In

2. Communications

Procedural: A. Executive Sessions
Executive Sessions

Procedural: B. General Public Comment

Action, Minutes: C. Approval of the January 2023 Board Minutes
Motion to approve the January Board Minutes

Motion by Edward Knittel, second by Michael Adler.

Final Resolution: Motion Carries

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

3. Reporting

Discussion: A. Board President Report

Discussion: B. CEO Report
Committee Meeting Reviews
Comprehensive Support and Improvement (CSI) updates

Discussion: C. Manager of Communications Report
Highlight of Upcoming Events

Discussion: D. Executive Director Report
Enrollment Updates

Discussion: E. COO/CFO Report
January Financials
EE list
Purchasing Policy
Lease renewal
Job descriptions

4. Action Items

Action: A. CFO Proposal

Motion to approve Charter Choices CFO proposal with the CFO services to begin June 1st, 2023.

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

Abstain: Tamara Campbell

Action: B. Banking

Motion to approve a change in banks to First Resource Bank and authorize the CEO and the Finance Project Manager to sign all necessary documentation.

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

Abstain: Tamara Campbell

Action: C. Stride Amended Products and Services Agreement

Motion to approve the Stride Amended Products and Services Agreement.

Motion by Edward Knittel, second by Alice Solomon.

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

Abstain: Tamara Campbell

Not Present at Vote: Katie McGeehan

Action: D. January Financials

Motion to approve the January Financial Report and Disbursements.

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

Abstain: Tamara Campbell

Action: E. Lease Renewal Agreement

Motion to approve the lease renewal.

Motion by Edward Knittel, second by Alice Solomon.

Final Resolution: Motion Carries

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

Abstain: Tamara Campbell

Action: F. Purchasing Policy

Motion to approve the purchasing policy.

Motion by Alice Solomon, second by Michael Adler.

Final Resolution: Motion Carries

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

Abstain: Tamara Campbell

Action: G. Special Education Settlement Agreement

Motion to approve the Special Education Settlement.

Motion by Alice Solomon, second by Michael Adler.

Final Resolution: Motion Carries

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

Abstain: Tamara Campbell

Action: H. Job Descriptions
Motion to approve the job descriptions.

Motion by Katie McGeehan, second by Alice Solomon.

Final Resolution: Motion Carries

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

Abstain: Tamara Campbell

Action: I. 2/24/23 Employee Roster

Motion to approve the 2/24/23 Employee Roster.

Motion by Alice Solomon, second by Katie McGeehan.

Final Resolution: Motion Carries

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

Abstain: Tamara Campbell

5. Announcements

Information: A. Next Board Meeting - March 28th, 2023 at 7:00pm

6. Adjournment

Procedural: A. Meeting Adjournment

Board Meeting (Tuesday, March 28, 2023)

Generated by Sarah Birdsall on Tuesday, April 4, 2023

Members present

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

Meeting called to order at 7:01 PM

1. Preliminary

Procedural: A. Call to Order

Procedural: B. Roll Call

Chris Rossi joined the meeting after roll call. Note Chris voted "Aye" During all motions.

Information: C. Mission and Vision

2. Communications

Procedural: A. Executive Sessions

Procedural: B. General Public Comment

Action, Minutes: C. Approval of the February 2023 Board Minutes

Motion to approve the February Board Minutes

Motion by Katie McGeehan, second by Edward Knittel.

Final Resolution: Motion Carries

Aye: Lowell L Thomas, Michael Adler, Alice Solomon, Katie McGeehan, Edward Knittel, Tamara Campbell

3. Reporting

Discussion: A. Board President Report

Staff Recognition

Discussion: B. CEO Report

Committee Meeting Reviews

Comprehensive Support and Improvement (CSI) updates

CTIO Job Description Memo

Discussion: C. Manager of Communications Report

Highlight of Upcoming Events

Discussion: D. COO/CFO Report

February Financials

EE list

Protection of Pupil Rights Amendment (PPRA) Policy

Parent and Family Engagement Policy

4. Action Items

Action: A. February Financials

Motion to approve the February Financial Report and Disbursements

Motion by Edward Knittel, second by Michael Adler.

Final Resolution: Motion Carries

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

Not Present at Vote: Tamara Campbell

Action: B. Policies Update
Motion to approve the PPRA and Parent and Family Engagement Policies

Motion by Katie McGeehan, second by Edward Knittel.
Final Resolution: Motion Carries
Aye: Lowell L Thomas, Michael Adler, Alice Solomon, Katie McGeehan, Edward Knittel
Not Present at Vote: Tamara Campbell

Action: C. CTIO Job Description
Motion to approve the CTIO job description

Motion by Edward Knittel, second by Katie McGeehan.
Final Resolution: Motion Carries
Aye: Lowell L Thomas, Michael Adler, Alice Solomon, Katie McGeehan, Edward Knittel
Not Present at Vote: Tamara Campbell

Action: D. 3/24/23 Employee Roster
Motion to approve the 3/24/23 Employee Roster.

Motion by Edward Knittel, second by Lowell L Thomas.
Final Resolution: Motion Carries
Aye: Lowell L Thomas, Michael Adler, Alice Solomon, Katie McGeehan, Edward Knittel
Not Present at Vote: Tamara Campbell

5. Announcements

Information: A. Next Board Meeting - April 25th, 2023 at 7:00pm

6. Adjournment

Procedural: A. Meeting Adjournment

Board Meeting (Tuesday, April 25, 2023)

Generated by Sarah Birdsall on Thursday, April 27, 2023

Members present

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

Meeting called to order at 7:03 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 March 2023 Board Minutes

Motion to approve the March Board Meeting Minutes.

Motion by Lowell L Thomas, second by Chris Rossi.

Final Resolution: Motion Carries

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

3. Reporting

Discussion: A. Board President Report

Staff Recognition

Ava Felder

Discussion: B. CEO Report

Committee Meeting Reviews

State Testing

Next Board Meeting- May 23,2023

Discussion: C. Manager of Communications Report

Highlight of Upcoming Events

Marketing Efforts

New Community Website

School YouTube Account

In-Person Events

Discussion: D. Executive Director Report

Demographics & Enrollment Report

SV22 Enrollment Snapshot

SY23 Enrollment Snapshot
SY23 Demographics
SY24 Returning Enrollment Confirmation
SY24 New Enrollment Snapshot

Discussion: E. COO/CFO Report
March Financials and Disbursements List
2023-2024 Budget
EE list
University of AZ Global Campus Agreement

4. Action Items

Action: A. March Financials
Motion to approve the March Financial Report and Disbursements.

Motion by Michael Adler, second by Lowell L Thomas.
Final Resolution: Motion Carries
Aye: Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon, Edward Knittel

Action: B. 2023-2024 Budget
Motion to accept the draft 2023-2024 budget and authorize school staff to share the draft publicly and present the final version to the Board in May.

Motion by Chris Rossi, second by Edward Knittel.
Final Resolution: Motion Carries
Aye: Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon, Edward Knittel

Action: C. 4/19/23 Employee Roster
Motion to approve the 4/19/23 Employee Roster.

Motion by Michael Adler, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon, Edward Knittel

Action: D. University of Arizona Global Campus Agreement
Katie McGeehan had a question that was emailed to the Board.

Motion to approve the agreement with the University of AZ-Global Campus with a program start date of May 1, 2023.

Motion by Chris Rossi, second by Lowell L Thomas.
Final Resolution: Motion Carries
Aye: Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon, Edward Knittel

5. Announcements

Information: A. Next Board Meeting - May 23rd, 2023 at 7:00pm
Next Board Meeting - May 23rd, 2023 at 7:00pm

6. Adjournment

Procedural: A. Meeting Adjournment

May 23rd Board Meeting (Tuesday, May 23, 2023)
Generated by Sarah Birdsall on Thursday, May 25, 2023

Members present

Lowell L Thomas, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Tamara Campbell

Meeting called to order at 7:02 PM

1. Preliminary

Procedural: A. Call to Order

Procedural: B. Roll Call

Lowell was not present at the meeting.

Information: C. Mission and Vision

2. Communications

Procedural: A. Executive Sessions

Procedural: B. General Public Comment

Action, Minutes: C. Approval of the April 2023 Board Minutes
Motion to approve the April Board Meeting Minutes.

Motion by Chris Rossi, second by Edward Knittel.

Final Resolution: Motion Carries

Aye: Lowell L Thomas, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Tamara Campbell

3. Reporting

Discussion: A. Board President Report

Discussion: B. CEO Report
Committee Meeting Reviews

Enrollment confirmations
Next Board Meeting is June 27, 2023 at 7.00pm

Discussion: C. CAO Report

CTE
PSSA Updates
CSI Updates
Graduation Planning

Discussion: D. Manager of Communications Report

Marketing Efforts
New Website/Branding Updates
Social Media Updates
In-Person Events

Discussion: E. COO/CFO Report

April Financials and Disbursements List
2023-2024 Budget
Audacy Contract Agreement
Address Confidentiality Policy
EE list

4. Action Items

Action: A. April Financials

Motion to approve the April Financial Report and Disbursements.

Motion by Edward Knittel, second by Chris Rossi.

Final Resolution: Motion Carries

Aye: Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Tamara Campbell

Not Present at Vote: Lowell L Thomas

Action: B. 2023-2024 Budget

Motion to approve the 2023-2024 school year budget.

Motion by Edward Knittel, second by Chris Rossi.

Final Resolution: Motion Carries

Aye: Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Tamara Campbell

Not Present at Vote: Lowell L Thomas

Action: C. Audacy Contract Agreement

Motion to approve the contract with Audacy Advertising.

Motion by Chris Rossi, second by Katie McGeehan.

Final Resolution: Motion Carries

Aye: Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Tamara Campbell

Not Present at Vote: Lowell L Thomas

Action: D. Staff Appreciation Bonus

Motion to implement a year-end staff appreciation bonus for the total cost of approximately \$1M. This bonus acknowledges the board's appreciation for the work of the staff to manage many transitions while decreasing student withdrawals during the 2022-2023 school year.

Motion by Katie McGeehan, second by Edward Knittel.

Final Resolution: Motion Carries

Aye: Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Tamara Campbell

Not Present at Vote: Lowell L Thomas

Action: E. Address Confidentiality Policy

Motion to approve the Address Confidentiality Policy.

Motion by Katie McGeehan, second by Tamara Campbell.

Final Resolution: Motion Carries

Aye: Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Tamara Campbell

Not Present at Vote: Lowell L Thomas

Action: F. 5/23/23 Employee Roster

Motion to approve the 5/23/23 Employee Roster.

Motion by Edward Knittel, second by Chris Rossi.

Final Resolution: Motion Carries

Aye: Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Tamara Campbell

Not Present at Vote: Lowell L Thomas

5. Announcements

Information: A. Next Board Meeting - June 27th, 2023 at 7:00pm

6. Adjournment

Procedural: A. Meeting Adjournment

June 27th Board Meeting (Tuesday, June 27, 2023)
Generated by Sarah Birdsall on Wednesday, June 28, 2023

Members present

Michael Adler, Alice Solomon, Katie McGeehan, Edward Knittel, Tamara Campbell

Meeting called to order at 7:07 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 2023 Board Minutes
Motion to approve the May Board Meeting Minutes.

Motion by Michael Adler, second by Edward Knittel.

Final Resolution: Motion Carries

Aye: Michael Adler, Alice Solomon, Katie McGeehan, Edward Knittel, Tamara Campbell

Action: D. Motion to amend the agenda

Motion to amend the agenda and add in the CEO Evaluation, salary increase, and bonus as an Action Item.

Motion by Edward Knittel, second by Michael Adler.

Final Resolution: Motion Carries

Aye: Michael Adler, Alice Solomon, Katie McGeehan, Edward Knittel, Tamara Campbell

3. Reporting

Discussion: A. Board President Report

Elementary School Celebrations

Graduation and Prom

Staff Appreciation Bonus

CEO Evaluation, Salary Increase, and Bonus

Discussion: B. CEO Report

Committee Meeting Reviews

Enrollment confirmations

DEI Highlights

Next Board Meeting is August 29th, 2023 at 7.00pm

Discussion: C. COO/CFO Report

May 2023 Financials

Auditor agreement

Commercial and WC insurance

Employee Handbook policies

Employee List

Academic Field Trip and Community Engagement policies

4. Action Items

Action: A. May Financials

Lowell was present at vote and voted aye

Motion to approve the May Financial Report and Disbursements.

Motion by Edward Knittel, second by Katie McGeehan.

Final Resolution: Motion Carries

Aye: Michael Adler, Alice Solomon, Katie McGeehan, Edward Knittel, Tamara Campbell

Action: B. Auditor Agreement

Lowell was present at vote and voted aye

Motion to approve the three-year agreement with Barbacane Thorton for auditing and Form 990 services.

Motion by Edward Knittel, second by Katie McGeehan.

Final Resolution: Motion Carries

Aye: Michael Adler, Alice Solomon, Katie McGeehan, Edward Knittel, Tamara Campbell

Action: C. Commercial and WC Insurance

Lowell was present at vote and voted aye

Motion to approve the policy coverages as summarized in the Insurance Renewal Summary and authorize Beth Jones, the COO, to sign any necessary policy documents.

Motion by Edward Knittel, second by Katie McGeehan.

Final Resolution: Motion Carries

Aye: Michael Adler, Alice Solomon, Katie McGeehan, Edward Knittel, Tamara Campbell

Action: D. Employee Handbook Policies

Lowell was present at vote and voted aye

Motion to approve the updated Employee Handbook Policies.

Motion by Tamara Campbell, second by Michael Adler.

Final Resolution: Motion Carries

Aye: Michael Adler, Alice Solomon, Edward Knittel, Tamara Campbell

Abstain: Katie McGeehan

Action: E. 6/23/23 Employee Roster

Lowell was present at vote and voted aye

Motion to approve the 6/23/23 Employee Roster.

Motion by Katie McGeehan, second by Tamara Campbell.

Final Resolution: Motion Carries

Aye: Michael Adler, Alice Solomon, Katie McGeehan, Edward Knittel, Tamara Campbell

Action: F. Academic Field Trip and Community Engagement Policies

Lowell was present at vote and voted aye

Motion to approve the "Academic Field Trip Policy" and "School Community Events Policy" and authorize those listed in the policies to approve academic field trips and school community events.

Motion by Michael Adler, second by Tamara Campbell.

Final Resolution: Motion Carries

Aye: Michael Adler, Alice Solomon, Katie McGeehan, Edward Knittel, Tamara Campbell

Action: G. 2023-2024 Board Meeting Calendar
Lowell was present at vote and voted aye

Motion to approve the 2023-2024 Board Meeting Calendar.

Motion by Katie McGeehan, second by Tamara Campbell.

Final Resolution: Motion Carries

Aye: Michael Adler, Alice Solomon, Katie McGeehan, Edward Knittel, Tamara Campbell

Action: H. 2023-2024 Board Officer Slate

Lowell was present at vote and voted aye

Motion to approve the 2023-2024 Board Officer Slate.

Motion by Tamara Campbell, second by Katie McGeehan.

Final Resolution: Motion Carries

Aye: Michael Adler, Alice Solomon, Katie McGeehan, Edward Knittel, Tamara Campbell

Action: I. CEO Evaluation, Salary increase, and Bonus

Lowell was present at the vote and voted aye

Motion to approve the 2023-2024 CEO Evaluation, Salary Increase, and Bonus.

Motion by Tamara Campbell, second by Katie McGeehan.

Final Resolution: Motion Carries

Aye: Michael Adler, Alice Solomon, Katie McGeehan, Edward Knittel, Tamara Campbell

5. Announcements

Information: A. Next Board Meeting - August 29th, 2023 at 7:00pm

6. Adjournment

Procedural: A. Meeting Adjournment

First Name	Last Name	PA Certified Yes/No	Issue Date	% Cert	Areas Certification	Grade Serving or Teaching	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assignment	% of Time in Certified Position	% of Time in Areas Not Certified	Jobs Title
Scott	Acri	YES	1/1/2014	100	Instructional I Grades PK-4 (2825)	PK-4	Math, Science, Social Studies, English	100	100	100	Work Based Learning
Kattreena	Amodeo	YES	6/1/2012; 06/01/2012; 06/01/2012; 07/01/2013; 03/01/2016; 03/01/2016; 03/01/2016; 03/01/2016; 10/01/2020	100	Instructional I Early Childhood N-3 (2840); Instructional I Elementary K-6 (2810); Instructional I Special Education PK-12 (9225); Instructional I Reading Specialist PK-12 (7650); Instructional II Early Childhood N-3 (2840); Instructional II Elementary K-6 (2810); Instructional II Reading Specialist PK-12 (7650); Instructional II Special Education PK-12 (9225); Program Specialist English as a Second Language (ESL) PK-12 (4499)	PK-12	English, Math, Science, Social Studies, Reading Specialist, ESL, Special Education	100	100	100	SE Transition Coordinator
Thomas	Bartholomew	YES	6/1/2016; 06/01/2016; 01/01/2022	100	Instructional I Special Education PK-8 (9226); Instructional I Grades PK-4 (2825); Instructional I Grades 5-6 (2826)	PK-8	Math, English, Science, Social Studies, Special Education	100	100	100	Teacher Interventionist MS Reading
Jeremy	Bassett	YES	01/01/2010; 09/01/2021	100	Instructional I Elementary K-6 (2810); Instructional I General Science 7-12 (8450)	K-12	English, Math, Science, Social Studies	100	100	100	Teacher Gen Ed HS Science
Juli	Baumgarner	YES	11/1/2014	100	Educational Specialist I School Psychologist PK-12 (1875)	PK-12	Psychologist	100	100	100	School Psychologist
Karla	Beadle	YES	6/1/2005; 08/01/2009; 04/01/2013; 04/01/2013	100	Instructional I Early Childhood N-3 (2840); Instructional I Special Education PK-12 (9225); Instructional I Special Education PK-12 (9225); Instructional I Special Education PK-12 (9225)	PK-12	English, Math, Science, Social Studies, Special Education	100	100	100	Teacher Spec Ed Elem
Hannah	Bevington	YES	06/01/2016; 06/01/2016	100	Instructional I Special Education PK-8 (9226); Instructional I Grades PK-4 (2825)	PK-8	English, Math, Science, Social Studies, Special Education	100	100	100	Teacher Spec Ed MS
Melissa	Bialas	YES	1/1/2011; 08/01/2011; 01/01/2015; 01/01/2015; 03/01/2018; 09/01/2018; 08/01/2022	100	Instructional I Special Education PK-12 (9225); Instructional I Elementary K-6 (2810); Instructional II Elementary K-6 (2810); Instructional II Special Education PK-12 (9225); Supervisory Supvr Special Education PK-12 (9215); Administrative I Principal PK-12 (1115); Instructional II Biology 7-12 (8405)	PK-12	English, Math, Science, Social Studies, Special Education, Spec. Ed. Supvr., Biology, Principal	100	100	100	Special Ed Supervisor
Debra-Ann	Bielawski	YES	10/1/2008; 01/01/2003; 02/01/2009; 04/01/2015; 11/01/2016; 05/01/2018	100	Instructional II Special Education PK-12 (9225); Instructional I Special Education PK-12 (9225); Supervisory Supvr Special Education PK-12 (9215); Instructional II Reading Specialist PK-12 (7650); Instructional II Grades PK-4 (2825); Instructional II Library Science PK-12 (6420)	PK-12	Special Education, Reading Specialist, Library Science	100	100	100	Assistant Director of Student Services
Patrick	Blackstone	YES	6/1/2015	100	Instructional I Mathematics 7-12 (6800)	7-12	Math	100	100	100	Teacher - In House Substitute
Megan	Bogart	YES	6/1/2011; 06/01/2011; 03/01/2013; 08/01/2016; 12/01/2017	100	Instructional I Early Childhood N-3 (2840); Instructional I Elementary K-6 (2810); Instructional I Mid-Level English 6-9 (2850); Instructional I English 7-12 (3230); Instructional II Early Childhood N-3 (2840); Instructional II Elementary K-6 (2810); Instructional II English 7-12 (3230); Instructional II Mid-Level English 6-9 (2850)	N-12	English, Math, Social Studies, Science,	100	100	100	Teacher Gen Ed 4
Michelle	Botti	YES	6/1/2015; 05/01/2016; 02/01/2018; 11/01/2021; 11/01/2021; 11/01/2021	100	Instructional I Grades PK-4 (2825); Instructional I Grades 4-8 (All subjects 4-6, English Language Arts and Reading 7-8) (3100); Instructional I Special Education PK-8 (9226); Instructional II Special Education PK-8 (9226); Instructional II Grades 4-8 (All subjects 4-6, English Language Arts and Reading 7-8) (3100); Instructional II Grades PK-4 (2825)	PK-8	English, Math, Social Studies, Science, Special Education	100	100	100	Teacher Spec Ed Elem
Mary	Bowers	YES	06/01/2015; 06/01/2015; 06/01/2015;	100	Instructional I Special Education PK-8 (9226); Instructional I Grades 4-8 (All subjects 4-6, English Language Arts and Reading 7-8) (3100); Instructional I Grades 4-8 (All subjects 4-6, Mathematics 7-8) (3100);	PK-8	English, Math, Science, Social Studies, Special Education, English Lang. Arts, Reading	100	100	100	Special Ed Coordinator
Kiley	McCawley	YES	07/01/2011; 07/01/2015	100	Instructional I Special Education PK-12 (9225); Instructional II Special Education PK-12 (9225)	PK-12	Special Education	100	100	100	Teacher Spec Ed Elem
Jean	Brennan	YES	10/1/2009; 07/01/2020	100	Instructional I Elementary K-6 (2810); Instructional II Elementary K-6 (2810)	K-6	English, Math, Social Studies, Science	100	100	100	Teacher Interventionist Elem Math
Rhonda	Brody	YES	02/01/2009; 02/01/2009; 02/01/2009; 01/01/2004; 11/01/2004; 11/01/2004	100	Instructional II Special Education PK-12 (9225); Instructional II Elementary K-6 (2810); Instructional II Early Childhood N-3 (2840); Instructional I Special Education PK-12 (9225); Instructional I Elementary K-6 (2810); Instructional I Early Childhood N-3 (2840)	PK-12	English, Math, Social Studies, Science	100	100	100	Teacher Spec Ed Elem
Antoinette	Brucker	YES	5/1/2010; 12/01/2014	100	Instructional I Special Education PK-12 (9225); Instructional II Special Education PK-12 (9225)	PK-12		100	100	100	Teacher Spec Ed HS
Kelly	Bryniarski	YES	12/1/1996; 12/01/1996; 07/01/2017; 07/01/2017; 06/01/2018	100	Instructional I Elementary K-6 (2810); Instructional I Early Childhood N-3 (2840); Instructional II Early Childhood N-3 (2840); Instructional II Elementary K-6 (2810); Administrative I Principal PK-12 (1115)	K-6	English, Math, Social Studies, Science, Special Education	100	100	100	Principal-ES

First Name	Last Name	PA Certified Yes/No	Issue Date	% Cert	Areas Certification	Grade Serving or Teaching	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assignment	% of Time in Certified Position	% of Time in Areas Not Certified	Jobs Title
Whitney	Burkhart	YES	6/1/2021	100	Instructional I Biology 7-12 (8405)	7-12	Biology	100	100	100	Teacher Gen Ed HS Science
Jackie	Byron	YES	5/1/2009; 03/01/2010; 04/01/2014; 02/01/2015; 02/01/2015; 02/01/2015	100	Instructional I Health & Physical Educ PK-12 (4805); Instructional I Family-Consumer Sci PK-12 (5600); Instructional I Library Science PK-12 (6420); Instructional II Family-Consumer Sci PK-12 (5600); Instructional II Library Science PK-12 (6420); Instructional II Health & Physical Educ PK-12 (4805)	PK-12	Health and Phys. Ed.; Family-Cons. Sci.; Library Science	100	100	100	Teacher Gen Ed HS Specials Classes
Sonya	Caceres	YES	6/1/2019	100	Instructional I Music PK-12 (7205)	PK-12	Music	100	100	100	Teacher Gen Ed HS Specials
Alyssa	Cappetta	YES	12/1/2008; 02/01/2015; 06/01/2021; 06/01/2021	100	Instructional I Elementary K-6 (2810); Instructional I Special Education PK-8 (9226); Instructional II Elementary K-6 (2810); Instructional II Special Education PK-8 (9226)	PK-8	English, Math, Science, Social Studies, Special Education	100	100	100	Teacher Spec Ed MS
Stephanie	Chesnet	YES	6/1/2021	100	Instructional I Grades PK-4 (2825)	PK-4	English, Math, Social Studies, Science	100	100	100	Teacher Gen Ed 3
Vince	Ciaramella	YES	12/1/2009; 12/01/2014	100	Instructional I Social Studies 7-12 (8875); Instructional II Social Studies 7-12 (8875)	7-12	Social Studies	100	100	100	Teacher Gen Ed HS Specials Classes
Shannon	Clune	YES	07/01/2002; 07/01/2002	100	Instructional I Elementary K-6 (2810); Instructional I Ment and/or Phys Handicapped K-12 (9235)	K-12	Ment/Phys Handicap, Math, Science, Social Studies, English	100	100	100	Teacher Gen Ed 4
Cameron	Colyer	YES	6/1/2020	100	Instructional I Spanish PK-12 (4490)	PK-12	Spanish Teacher	100	100	100	Teacher Gen Ed HS Spanish
Jessica	Florio (Curtis)	YES	09/01/2009; 11/01/2016; 11/01/2016	100	Instructional I Special Education PK-12 (9225); Instructional II Special Education PK-12 (9225); Administrative I Principal PK-12 (1115)	PK-12	Special Education, Principal	100	100	100	Teacher Spec Ed HS
Brian	Davis	YES	6/1/2011; 04/01/2017	100	Educational Specialist I School Psychologist PK-12 (1875); Educational Specialist II School Psychologist PK-12 (1875)	PK-12	School Psychologist	100	100	100	School Psychologist
Dana	Diamond	YES	6/1/2014; 10/01/2016; 06/01/2022; 06/01/2022	100	Instructional I Art PK-12 (1405); Instructional I English 7-12 (3230); Instructional II Art PK-12 (1405); Instructional II English 7-12 (3230)	PK-12	English, Art	100	100	100	Teacher Gen Ed HS Specials Classes
Lisa	Finn	YES	1/1/2001	100	Instructional I English 7-12 (3230)	7-12	English	100	100	100	Teacher Gen Ed HS ELA
Krista	Barone (Fischetti)	YES	5/1/2011; 12/01/2013; 04/01/2020; 04/01/2020; 03/01/2022	100	Instructional I Elementary K-6 (2810); Instructional I Special Education PK-8 (9226); Instructional II Elementary K-6 (2810); Instructional II Special Education PK-8 (9226); Instructional II Special Education Expansion 7-12 (9229)	PK-12	English, Math, Science, Social Studies, Special Education	100	100	100	Teacher Spec Ed HS
Kim	Fitzgerald	YES	08/01/2006; 08/01/2006; 03/01/2014; 03/01/2014	100	Instructional I Elementary K-6 (2810); Instructional I Special Education PK-12 (9225); Instructional II Elementary K-6 (2810); Instructional II Special Education PK-12 (9225)	PK-12	English, Math, Science, Social Studies, Special Education	100	100	100	Teacher Spec Ed MS
Christan	Glennon	YES	8/1/2010; 08/01/2010; 08/01/2019; 08/01/2019	100	Instructional I Elementary K-6 (2810); Instructional I Special Education PK-12 (9225); Instructional II Elementary K-6 (2810); Instructional II Special Education PK-12 (9225)	PK-12	English, Math, Social Studies, Science, Special Education	100	100	100	Teacher Spec Ed Elem
Cynthia	Gonzalez Diaz	YES	12/1/2019	100	Instructional I Grades PK-4 (2825)	PK-4	English, Math, Science, Social Studies	100	100	100	Teacher Gen Ed 3
Amanda	Goss	YES	3/1/2022	100	Intern Bus-Computer-Info Tech PK-12 (1603)	PK-12	Bus-Computer-Info Tech	100	100	100	Teacher HS Gen Ed CTE - BCIT
Jenny	Goswick	YES	6/1/2007; 05/01/2014	100	Instructional I Art PK-12 (1405); Instructional II Art PK-12 (1405)	PK-12	Art	100	100	100	Teacher Gen Ed HS Specials
Weston	Gricks	YES	6/1/2019	100	Instructional I Social Studies 7-12 (8875)	7th-12	Social Studies	100	100	100	Teacher Gen Ed MS Social
Erin	Harper	YES	3/1/2004; 12/01/2008; 12/01/2009; 12/01/2009	100	Instructional I Elementary K-6 (2810); Instructional I Special Education PK-12 (9225); Instructional II Elementary K-6 (2810); Instructional II Special Education PK-12 (9225)	PK-12	English, Math, Science, Social Studies, Special Education	100	100	100	Teacher Spec Ed Elem
Christa	Harper	YES	6/1/2009	100	Instructional I Biology 7-12 (8405)	7-12	Biology	100	100	100	Teacher Gen Ed HS Science
Karissa	Haslett	YES	8/1/2010; 07/01/2007; 06/01/2007	100	Instructional II Mathematics 7-12 (6800); Educational Specialist I Inst Technology Specialist PK-12 (1825); Instructional I Mathematics 7-12 (6800)	PK-12	Math, Tech. Specialist	100	100	100	Instructional Data Coach
Melissa	Hoffman-Long	YES	4/1/2006; 06/01/2004; 05/01/2010; 05/01/2010; 06/01/2022	100	Instructional I Environmental Educ PK-12 (4820); Instructional I Biology 7-12 (8405); Instructional II Environmental Educ PK-12 (4820); Instructional II Biology 7-12 (8405); Instructional II Earth and Space Science 7-12 (8440)	PK-12	Enviromental Ed., Biology, Earth and Space Science	100	100	100	Teacher Gen Ed HS Science
Stephanie	Holsopple	YES	4/1/2005; 08/01/2011; 08/01/2011; 08/01/2011; 08/01/2011; 08/01/2011; 08/01/2011	100	Instructional I Special Education PK-12 (9225); Instructional I Mid-Level Mathematics 6-9 (2860); Instructional II Mid-Level English 6-9 (2850); Instructional II Mid-Level Mathematics 6-9 (2860); Instructional II Special Education PK-12 (9225); Instructional I Mid-Level English 6-9 (2850)	PK-12	Math, English, Special Education	100	100	100	Teacher Spec Ed MS
Amanda	Humes	YES	5/1/2011; 01/01/2016; 09/01/2016	100	Instructional I Chemistry 7-12 (8420); Instructional II Chemistry 7-12 (8420); Administrative I Principal PK-12 (1115)	PK-12	Chemistry, Principal	100	100	100	Teacher Gen Ed HS Science

First Name	Last Name	PA Certified Yes/No	Issue Date	% Cert	Areas Certification	Grade Serving or Teaching	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assignment	% of Time in Certified Position	% of Time in Areas Not Certified	Jobs Title
Sandra	Jaquette	YES	1/1/2011; 01/01/2013; 03/01/2016; 03/01/2016	100	Instructional I Biology 7-12 (8405); Instructional I Chemistry 7-12 (8420); Instructional II Biology 7-12 (8405); Instructional II Chemistry 7-12 (8420)	7-12	Chemistry, Biology	100	100	100	Teacher Gen Ed HS Science
Megan	Johnson	YES	6/1/2013; 06/01/2016	100	Instructional I Grades PK-4 (2825); Instructional I Special Education PK-8 (9226)	PK-8	English, Math, Science, Social Studies, Special Education	100	100	100	Teacher Spec Ed MS
Rachel	Jones	YES	4/1/2001; 09/01/2004; 09/01/2004; 05/01/2000	100	Instructional I Earth and Space Science 7-12 (8440); Instructional II Earth and Space Science 7-12 (8440); Instructional II General Science 7-12 (8450); Instructional I General Science 7-12 (8450)	7-12	Science, Earth and Space Science	100	100	100	Teacher HS Science - Credit Recovery
Ashley	Kaneria	YES	11/1/2016	100	Instructional I Grades PK-4 (2825)	PK-4	English, Math, Science, Social Studies	100	100	100	Teacher Gen Ed 3
Melissa	Kavanshansky	YES	9/1/2003	100	Instructional I Biology 7-12 (8405)	7-12	Biology	100	100	100	Teacher Gen Ed HS Science
Melanie	Koliscak	YES	02/01/2009; 02/01/2009; 06/01/1998; 06/01/1998	100	Instructional II Early Childhood N-3 (2840); Instructional II Elementary K-6 (2810); Instructional I Elementary K-6 (2810); Instructional I Early Childhood N-3 (2840)	N-6	English, Math, Science, Social Studies	100	100	100	Teacher Gen Ed 3
Rachael	Latore	YES	5/1/2001; 05/01/2014; 07/01/2014; 07/01/2014	100	Instructional I Ment and/or Phys Handicapped K-12 (9235); Instructional I Grades PK-4 (2825); Instructional II Ment and/or Phys Handicapped K-12 (9235); Instructional II Grades PK-4 (2825)	PK-12	English, Math, Science, Social Studies, Ment/Phys handicap	100	100	100	Teacher Gen Ed 3
Renee	Markosky	YES	5/1/2015	100	Instructional I Grades PK-4 (2825)	PK-4	English, Math, Science, Social Studies	100	100	100	Teacher Gen Ed 4
Elizabeth	Marshall	YES	1/1/2009	100	Instructional I French PK-12 (4410)	PK-12	French	100	100	100	Teacher Gen Ed HS French
Ashlee	Martino	Inactivation Pending			Instructional I Elementary K-6 (2810); Instructional I Mid-Level Mathematics 6-9 (2860)	K - 9	Math, Sciece, SS, English	100	100	100	Teacher Gen Ed K
Kyra	Matachak	YES	8/1/2007; 04/01/2012	100	Educational Specialist I School Psychologist PK-12 (1875); Educational Specialist II School Psychologist PK-12 (1875)	PK - 12	School Psychologist	100	100	100	School Psychologist
Keirse	McGuinness	YES	8/1/2016; 06/01/2021	100	Instructional I Grades PK-4 (2825); Instructional II Grades PK-4 (2825)	PK-4	English, Math, Science, Social Studies	100	100	100	Teacher Gen Ed 4
Ryan	McGurl	YES	6/1/2007; 07/01/2008; 05/01/2013; 05/01/2013; 08/01/2020	100	Instructional I General Science 7-12 (8450); Instructional I Earth and Space Science 7-12 (8440); Instructional II Earth and Space Science 7-12 (8440); Instructional II General Science 7-12 (8450); Instructional II Biology 7-12 (8405)	7-12	Science, Earth and Space Science, Biology	100	100	100	Teacher Gen Ed HS Science
Zach	Melcher	YES	7/1/2014; 07/01/2014	100	Instructional I Health PK-12 (4810); Instructional I Health & Physical Educ PK-12 (4805)	PK-12	Health and Phys. Ed, Health	100	100	100	Teacher Gen Ed HS Specials Classes
Jenna	Mercatoris	YES	6/1/2020; 06/01/2020	100	Instructional I Special Education PK-8 (9226); Instructional I Grades PK-4 (2825)	PK-8	English, Math, Science, Social Studies, Special Education	100	100	100	Teacher Spec Ed Elem
Colleen	Muhl	YES	9/28/2022	100	Emergency Permit: LT Sub with Educational Obligation Mathematics 7-12 (6800)	7th-12	Math	100	100	100	Teacher HS Math - Credit Recovery
Lacey	Olbryk	YES	7/1/2015; 07/01/2015; 08/01/2018; 08/01/2018	100	Instructional I Grades PK-4 (2825); Instructional I Special Education PK-8 (9226); Instructional II Grades PK-4 (2825); Instructional II Special Education PK-8 (9226);	PK-8	English, Math, Science, Social Studies, Special Education	100	100	100	Teacher Spec Ed MS
Chelsea	Panchura	YES	7/1/2014; 07/01/2014	100	Instructional I English 7-12 (3230); Instructional I Special Education 7-12 (9227)	7-12	English, Special Education	100	100	100	Teacher Spec Ed Life Skills MS
Renee	Perri	YES	4/1/2010; 05/01/1985	100	Instructional II Ment and/or Phys Handicapped K-12 (9235); Instructional I Ment and/or Phys Handicapped K-12 (9235)	K-12	Ment/Phys Handicap	100	100	100	Teacher Spec Ed Life Skills MS
Gina	Rodriguez	YES	1/1/2017; 01/01/2017	100	Instructional I Special Education PK-8 (9226); Instructional I Special Education PK-8 (9226)	PK-8	English, Math, Science, Social Studies, Special Education	100	100	100	Teacher Gen Ed K
Adriana	Rojas	YES	6/1/2016; 08/01/2022	100	Instructional I Spanish PK-12 (4490); Instructional II Spanish PK-12 (4490)	PK-12	Spanish	100	100	100	Teacher Gen Ed HS Spanish
Brandon	Salvo	YES	1/1/2021	100	Instructional I Health & Physical Educ PK-12 (4805)	PK-12	Health and Phys. Ed	100	100	100	Teacher Gen Ed HS Specials
Brittany	Sanden	YES	8/1/2018	100	Instructional I Chemistry 7-12 (8420)	7-12	Chemistry	100	100	100	Teacher Gen Ed HS Science
Tyler	Scharba	YES		100				100	100	100	Teacher Spec Ed HS
Jeff	Schrecengost	YES	5/1/2011; 11/01/2012; 08/01/2018	100	Instructional I Earth and Space Science 7-12 (8440); Instructional I General Science 7-12 (8450); Instructional I Biology 7-12 (8405)	7-12	Earth and Space Science, Science, Biology	100	100	100	Teacher Gen Ed HS Science
Nancy	Shifflett	YES	7/1/2009; 08/01/2003; 01/01/2013; 08/01/2019; 08/01/2019; 08/01/2019; 09/01/2021	100	Instructional I Special Education PK-12 (9225); Instructional I Elementary K-6 (2810); Instructional I Mid-Level Mathematics 6-9 (2860); Instructional II Elementary K-6 (2810); Instructional II Special Education PK-12 (9225); Instructional II Mid-Level Mathematics 6-9 (2860); Administrative I Principal PK-12 (1115)	PK-12	English, Math, Science, Social Studies, Special Education, Principal	100	100	100	Teacher Spec Ed MS
Jill	Shultz	YES	11/1/2006; 05/01/2002; 10/01/2007	100	Instructional II Elementary K-6 (2810); Instructional II Elementary K-6 (2810); Instructional II Reading Specialist PK-12 (7650)	PK-12	English, Math, Science, Social Studies, Reading Specialist	100	100	100	Teacher Gen Ed 3

First Name	Last Name	PA Certified Yes/No	Issue Date	% Cert	Areas Certification	Grade Serving or Teaching	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assignment	% of Time in Certified Position	% of Time in Areas Not Certified	Jobs Title
Caitlin	Simonson	YES	6/1/2018; 06/01/2018; 12/01/2021; 12/01/2021	100	Instructional I Grades PK-4 (2825); Instructional I Special Education PK-8 (9226); Instructional II Special Education PK-8 (9226); Instructional II Special Education PK-8 (9226)	PK-8	English, Math, Science, Social Studies, Special Education	100	100	100	Teacher Spec Ed Life Skills Elem
Mike	Soyster	YES	6/5/2023 Review in progress	100	Emergency Permit: LT Sub with Educational Obligation Bus-Computer-Info Tech PK-12 (1603)	PK - 12	Bus Comp Tech	100	100	100	Teacher HS Gen Ed CTE - BCIT
Lauren	Spelling	YES	6/1/2016	100	Instructional I Music PK-12 (7205)	PK-12	Music	100	100	100	Teacher Gen Ed HS Specials
Kim	Spurgeon	YES	6/1/2010; 02/01/2015; 06/01/2020; 06/01/2020	100	Instructional I Biology 7-12 (8405); Instructional I General Science 7-12 (8450); Instructional II Biology 7-12 (8405); Instructional II General Science 7-12 (8450)	7-12	Science, Biology	100	100	100	Teacher Gen Ed HS Science
Michelle	Antoun	YES	7/1/2010; 09/01/2020	100	Instructional I Elementary K-6 (2810); Instructional II Elementary K-6 (2810)	K-6	English, Math, Science, Social Studies	100	100	100	Teacher Gen Ed 2
Rebecca	Stetser	YES	6/1/2005	100	Instructional I Social Studies 7-12 (8875)	7-12	Social Studies	100	100	100	Teacher HS History - Credit
Ashley	Tomaino	YES	5/1/2011; 05/01/2011	100	Instructional I Special Education PK-12 (9225); Instructional I Elementary K-6 (2810)	PK-12	English, Math, Science, Social Studies, Special Education	100	100	100	Teacher Spec Ed MS
Malorie	Van Wyk	YES	6/1/2021	100	Instructional I Grades PK-4 (2825)	PK-4	English, Math, Science, Social Studies	100	100	100	Teacher Gen Ed 3
Valerie	Walker	YES	6/1/2010	100	Instructional I Health & Physical Educ PK-12 (4805)	PK-12	Health and Phys. Ed	100	100	100	Teacher Gen Ed HS Specials
Christen	Widdop	YES	6/1/2003; 06/01/2003; 07/01/2014; 07/01/2014	100	Instructional I Special Education PK-12 (9225); Instructional I Special Education PK-12 (9225); Instructional II Elementary K-6 (2810); Instructional II Special Education PK-12 (9225)	PK-12	English, Math, Science, Social Studies, Special Education	100	100	100	Teacher Spec Ed Elem
Brittany	Woodcock	YES	3/1/2021; 03/01/2021	100	Instructional I Grades PK-4 (2825); Instructional I Special Education PK-8 (9226)	PK-8	English, Math, Science, Social Studies, Special Education	100	100	100	Teacher Spec Ed MS
Michelina	Aaronson	YES	9/1/2008; 07/01/2002; 11/01/2013; 11/01/2013	100	Instructional I Elementary K-6 (2810); Instructional I Early Childhood N-3 (2840); Instructional II Early Childhood N-3 (2840); Instructional II Elementary K-6 (2810)	N-6	English, Math, Social Studies, Science	100	100	100	Teacher Gen Ed 5
Laura	Aber	YES	08/01/2000; 08/01/2000; 03/01/2010; 05/01/2010; 05/01/2010; 05/01/2010; 01/01/2014	100	Instructional I Elementary K-6 (2810); Instructional I Ment and/or Phys Handicapped K-12 (9235); Instructional I Reading Specialist PK-12 (7650); Instructional II Elementary K-6 (2810); Instructional II Ment and/or Phys Handicapped K-12 (9235); Instructional II Reading Specialist PK-12 (7650); Instructional II Family-Consumer Sci PK-12 (5600)	PK-12	English, Math, Science, Social Studies, Reading Specialist, Family-Consumer Sci., Ment/Physi Handicap	100	100	100	Teacher Gen Ed MS Specials Classes
Valerie	Alchier	YES	7/1/2004; 07/01/2004; 07/01/2012; 07/01/2012	100	Instructional I Special Education PK-12 (9225); Instructional I Elementary K-6 (2810); Instructional II Elementary K-6 (2810); Instructional II Special Education PK-12 (9225)	PK-12	Math, English, Science, Social Studies, Special Education	100	100	100	Teacher Spec Ed Life Skills HS
Martine	Allegro Woods	YES	2/1/2009; 06/01/2009; 04/01/2009; 02/01/2009; 04/01/2009; 06/01/2008; 08/01/2009; 08/01/2010; 10/01/2008; 10/01/2008; 10/01/2008; 10/01/2008; 10/01/2008; 10/01/2008; 10/01/2008	100	Instructional I Mid-Level Mathematics 6-9 (2860); Instructional I Social Studies 7-12 (8875); Instructional I Library Science PK-12 (6420); Instructional I English 7-12 (3230); Instructional I Communications 7-12 (3200); Instructional I Elementary K-6 (2810); Instructional I Bus-Computer-Info Tech PK-12 (1603); Program Specialist English as a Second Language (ESL) PK-12 (4499); Instructional I Mid-Level English 6-9 (2850); Instructional II Bus-Computer-Info Tech PK-12 (1603); Instructional II Elementary K-6 (2810); Instructional II Social Studies 7-12 (8875); Instructional II Mid-Level Mathematics 6-9 (2860); Instructional II Mid-Level English 6-9 (2850); Instructional II Library Science PK-12 (6420); Instructional II English 7-12 (3230); Instructional II Communications 7-12 (3200)	PK-12	English, Math, Science, Social Studies, Library Science, Communications, ELA, Bus-Computer-Info Tech	100	100	100	Teacher MS ELL
Katelyn	Altieri	YES	1/1/2017; 05/01/2022	100	Instructional I Mathematics 7-12 (6800); Instructional II Mathematics 7-12 (6800)	7-12	Math	100	100	100	Teacher Gen Ed HS Math
Annamarie	Ament	YES	6/1/2011; 05/01/2015; 04/01/2022; 04/01/2022	100	Instructional I Elementary K-6 (2810); Instructional I Reading Specialist PK-12 (7650); Instructional II Elementary K-6 (2810); Instructional II Reading Specialist PK-12 (7650)	PK-12	English, Math, Science, Social Studies, Reading Specialist	100	100	100	Teacher Interventionist HS Reading
Whitney	Anderson	YES	5/1/2009; 04/01/2010; 08/01/2009; 06/01/2013; 07/01/2014; 07/01/2014; 07/01/2014; 07/01/2014	100	Instructional I Elementary K-6 (2810); Instructional I Mid-Level Citiz. Ed 6-9 (2870); Instructional I Mid-Level Mathematics 6-9 (2860); Instructional I Special Education PK-12 (9225); Instructional II Elementary K-6 (2810); Instructional II Special Education PK-12 (9225); Instructional II Mid-Level Mathematics 6-9 (2860); Instructional II Mid-Level Citiz. Ed 6-9 (2870)	PK-12	English, Science, Social Studies, Math, Special Ed., Mid-Level Citiz. Ed.,	100	100	100	Teacher Gen Ed MS Math

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Bailey	Annis	YES	07/01/2011; 07/01/2012; 06/01/2013; 08/01/2020; 08/01/2020; 08/01/2020	100	Instructional I Elementary K-6 (2810); Instructional I Mid-Level Science 6-9 (2880); Instructional I Special Education PK-12 (9225); Instructional II Elementary K-6 (2810); Instructional II Mid-Level Science 6-9 (2880); Instructional II Special Education PK-12 (9225)	PK-12	English, Math, Science, Social Studies, Special Education	100	100	100	Teacher Spec Ed HS
Chandra	Arlet	YES	5/1/2003; 06/01/2012; 06/01/2012	100	Instructional I Elementary K-6 (2810); Instructional I Mid-Level English 6-9 (2850); Instructional I Mid-Level Mathematics 6-9 (2860)	K-9	English, Math, Social Studies, Science,	100	100	100	Teacher Gen Ed 1
Lauren	Armanious	YES	6/1/2012; 06/01/2020	100	Instructional I Social Studies 7-12 (8875); Instructional II Social Studies 7-12 (8875)	7-12	Social Studies	100	100	100	Teacher Gen Ed HS Social Studies
Jennifer	Arnold	YES	8/1/2012	100	Instructional I Mathematics 7-12 (6800)	7-12	Math	100	100	100	Teacher Gen Ed HS Math
Christine	Babu	YES	1/1/2018	100	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	PK-12	Educational Specialist, Counselor	100	100	100	Counselor Counseling HS
Kimberly	Bailey	YES	5/1/2008; 06/01/2004; 01/01/2005; 05/01/2008; 11/01/2013; 02/01/2014; 02/01/2014; 02/01/2014; 02/01/2014	100	Instructional I Mid-Level English 6-9 (2850); Instructional I Elementary K-6 (2810); Instructional I Mid-Level Mathematics 6-9 (2860); Instructional I Mid-Level Citiz. Ed 6-9 (2870); Instructional I Reading Specialist PK-12 (7650); Instructional II Elementary K-6 (2810); Instructional II Mid-Level Citiz. Ed 6-9 (2870); Instructional II Mid-Level English 6-9 (2850); Instructional II Mid-Level Mathematics 6-9 (2860); Instructional II Reading Specialist PK-12 (7650); Instructional II English 7-12 (3230); Instructional II Library Science PK-12 (6420)	PK-12	Reading Specialist, Math, English, Science, Social Studies, Library Science	100	100	100	Teacher Gen Ed 2
Charles	Bakaj	YES	7/1/2022	100	Bus-Computer-Info	PK-12	Bus-Computer-Info Tech	100	100	100	Teacher HS Gen Ed CTE - Computer Programming
Erin	Barnes	YES	6/1/2014; 01/01/2015	100	Instructional I Grades 4-8 (All subjects 4-6, English Language Arts and Reading 7-8) (3100); Instructional I Grades 4-8 (All subjects 4-6, Mathematics 7-8) (3100)	4-8	English, Math, Social Studies, Science, Reading	100	100	100	Teacher Gen Ed 5
Kristin	Barrett	YES	10/1/2003; 04/01/2014	100	Instructional I Social Studies 7-12 (8875); Instructional II Social Studies 7-12 (8875)	7-12	Social Studies	100	100	100	Teacher Gen Ed HS Social Studies
Amy	Barrett	YES	01/01/2007; 07/01/2006; 06/01/2006; 04/01/2016; 04/01/2016; 04/01/2016	100	Instructional I Mid-Level Science 6-9 (2880); Instructional I Mid-Level Mathematics 6-9 (2860); Instructional I Elementary K-6 (2810); Instructional II Elementary K-6 (2810); Instructional II Mid-Level Mathematics 6-9 (2860); Instructional II Mid-Level Science 6-9 (2880)	K-9	English, Math, Science, Social Studies	100	100	100	Teacher Gen Ed HS Math
Nicholas	Beegle	YES	6/1/2016; 06/01/2016	100	Private School - Teacher Soc and Emotionally Dist K-12 (19260); Instructional I Health & Physical Educ PK-12 (4805)	K - 12	Social and Emotional health; Health and Physical Ed.	100	100	100	Teacher Spec Ed MS
Lisa	Berger	YES	5/1/1995; 05/01/2015	100	Instructional I Social Studies 7-12 (8875); Instructional II Social Studies 7-12 (8875)	7-12	Social Studies	100	100	100	Teacher Gen Ed HS Social Studies
Jessica	Betts	YES	6/1/2013; 12/01/2017	100	Instructional I Elementary K-6 (2810); Instructional II Elementary K-6 (2810)	K-6	English, Math, Social Studies, Science,	100	100	100	Teacher Gen Ed 5
Traci	Bologna	YES	5/1/2018; 05/01/2018	100	Instructional I Special Education PK-8 (9226); Instructional I Grades PK-4 (2825)	PK-8	English, Math, Science, Social Studies, Special Education	100	100	100	Teacher Spec Ed HS
Megan	Boyer	YES	1/1/2008; 07/01/2013	100	Instructional I Mathematics 7-12 (6800); Instructional II Mathematics 7-12 (6800)	7-12	Math	100	100	100	Teacher Gen Ed MS Math
Kelsey	Brenner	YES	06/01/2016; 06/01/2016	100	Instructional I Grades PK-4 (2825); Instructional I Special Education PK-8 (9226)	PK-8	English, Math, Social Studies, Science, Special Education	100	100	100	Teacher Gen Ed 1
Jamie	Brooks	YES	9/1/2000; 04/01/2005	100	Instructional I Mathematics 7-12 (6800); Instructional II Mathematics 7-12 (6800)	7-12	Math	100	100	100	Teacher Gen Ed HS Math
Amy	Brown	YES	7/1/2004; 05/01/2001	100	Instructional II Mathematics 7-12 (6800); Instructional I Mathematics 7-12 (6800)	7-12	Math	100	100	100	Teacher Gen Ed HS Math
Denise	Caldone	YES	10/1/2008; 08/01/2005; 08/01/2002; 08/01/2000; 05/01/1996	100	Educational Specialist I Inst Technology Specialist PK-12 (1825); Supervisory Supvr Curriculum & Inst PK-12 (2915); Administrative Principal PK-12 (1115); Instructional II Mathematics 7-12 (6800); Instructional I Mathematics 7-12 (6800)	PK-12	Technology Specialist, Supvr Curriculum, Asst. Principal, Math	100	100	100	Teacher Gen Ed HS Math

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April	Calton	YES	6/1/2011; 06/01/2011; 06/01/2011; 06/01/2008; 06/01/2008; 06/01/2008; 08/01/2014; 08/01/2014; 04/01/2022	100	Instructional II Biology 7-12 (8405); Instructional II Chemistry 7-12 (8420); Instructional II Mid-Level Mathematics 6-9 (2860); Instructional I Chemistry 7-12 (8420); Instructional I Biology 7-12 (8405); Instructional I Mid-Level Mathematics 6-9 (2860); Instructional I General Science 7-12 (8450); Instructional II General Science 7-12 (8450); Administrative I Principal PK-12 (1115)	PK-12	Biology, Chemisty, Math, Science, Principal	100	100	100	Assistant Principal
Amanda	Campbell	YES	6/1/2019; 06/01/2019	100	Instructional I Special Education PK-8 (9226); Instructional I Grades PK-4 (2825)	PK-8	English, Math, Science, Social Studies, Special Education	100	100	100	Teacher Spec Ed Life Skills HS
Eileen	Cannistraci	YES	3/1/2009; 07/01/1998; 11/01/2014	100	Administrative I Principal PK-12 (1115); Instructional II Elementary K-6 (2810); Administrative II Principal PK-12 (1115)	PK-12	Math, English, Science, Social Studies, Principal	100	100	100	CEO
Alyssa	Carr	YES	4/1/2010; 04/01/2010; 04/01/2004; 04/01/2010; 06/01/2001	100	Instructional II Elementary K-6 (2810); Instructional II Mathematics 7-12 (6800); Instructional I Mathematics 7-12 (6800); Educational Specialist I Inst Technology Specialist PK-12 (1825); Instructional I Elementary K-6 (2810)	PK-12	English, Math, Science, Social Studies, Tech Specialist	100	100	100	Teacher Gen Ed HS Math
Dawn	Christ	YES	1/1/2010; 01/01/2021; 05/01/2022	100	Instructional I Special Education PK-12 (9225); Instructional II Special Education PK-12 (9225); Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	PK-12	Special Education, Counselor	100	100	100	Counselor Counseling HS
Nicole	Cianci	YES	6/1/2004; 08/01/2004; 10/01/2005; 07/01/2004; 08/01/2004; 04/01/2013; 04/01/2013; 04/01/2013; 04/01/2013; 02/01/2020	100	Instructional I Elementary K-6 (2810); Instructional I Mid-Level English 6-9 (2850); Instructional I Social Studies 7-12 (8875); Instructional I Mid-Level Citiz. Ed 6-9 (2870); Instructional I Mid-Level Mathematics 6-9 (2860); Instructional II Social Studies 7-12 (8875); Instructional II Mid-Level Mathematics 6-9 (2860); Instructional II Mid-Level English 6-9 (2850); Instructional II Mid-Level Citiz. Ed 6-9 (2870); Instructional II Elementary K-6 (2810); Instructional II Library Science PK-12 (6420)	PK-12	English, Math, Science, Social Studies, Citiz. Ed., Library Science	100	100	100	Teacher Gen Ed HS Social Studies
Michelle	Cichello	YES	6/1/2017; 07/01/2020	100	Educational Specialist I School Psychologist PK-12 (1875); Educational Specialist II School Psychologist PK-12 (1875)	PK-12	School Psychologist	100	100	100	School Psychologist
Brianna	Cinti	YES	4/1/2015	100	Instructional I English 7-12 (3230)	7-12	English	100	100	100	Teacher Gen Ed HS ELA
Amber	Clark	YES	12/1/2014; 05/01/2020	100	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839); Educational Specialist II Elementary & Secondary School Counselor PK-12 (1839)	PK-12	Counselor	100	100	100	Counselor Counseling HS
Krista	Clark	YES	9/1/2020	100	Instructional I Social Studies 7-12 (8875)	7-12	Social Studies	100	100	100	Teacher Gen Ed HS Social
Nicole	Colavecchia	YES	2/1/2016; 02/01/2016; 01/01/2022	100	Instructional I Grades PK-4 (2825); Instructional I Special Education PK-8 (9226); Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	PK-12	English, Math, Science, Social Studies, Special Education, Counselor	100	100	100	Special Ed Asst Coordinator (MS)
Alyssa	Conley	YES	6/1/2018	100	Instructional I Mathematics 7-12 (6800)	7-12	Math	100	100	100	Teacher Gen Ed MS Math
Heather	Conley-Vaverchak	YES	6/1/2018	100	Instructional I English 7-12 (3230)	7-12	English	100	100	100	Teacher Gen Ed HS ELA
Lindsay	Conty	YES	6/1/2016; 06/01/2016; 06/01/2019; 07/01/2021; 07/01/2021; 07/01/2021	100	Instructional I Grades 4-8 (All subjects 4-6, Mathematics 7-8) (3100); Instructional I Special Education PK-8 (9226); Instructional I Special Education Expansion 7-12 (9229); Instructional II Special Education PK-8 (9226); Instructional II Special Education Expansion 7-12 (9229); Instructional II Grades 4-8 (All subjects 4-6, Mathematics 7-8) (3100)	PK-12	English, Math, Science, Social Studies, Special Education	100	100	100	Teacher Spec Ed Life Skills HS
Tessa	Cope	YES	1/1/2015	100	Instructional I Grades PK-4 (2825)	PK-4	English, Math, Social Studies, Science	100	100	100	Teacher Gen Ed K
Amanda	Copulos	YES	6/1/2005; 11/01/2020	100	Instructional I Elementary K-6 (2810); Instructional II Elementary K-6 (2810)	K-6	English, Math, Social Studies, Science	100	100	100	Teacher Gen Ed 1
Andrea	Costabile	YES	5/1/2011; 02/01/2012; 02/01/2012; 05/01/2014; 04/01/2019; 06/01/2020; 06/01/2020; 06/01/2020; 06/01/2020	100	Instructional I Social Studies 7-12 (8875); Instructional I Mid-Level English 6-9 (2850); Instructional I Mid-Level Mathematics 6-9 (2860); Instructional I English 7-12 (3230); Administrative I Principal PK-12 (1115); Instructional II English 7-12 (3230); Instructional II Mid-Level English 6-9 (2850); Instructional II Mid-Level Mathematics 6-9 (2860); Instructional II Social Studies 7-12 (8875)	PK-12	English, Math, Social Studies, Principal	100	100	100	Teacher Gen Ed HS ELA
Ariel	Crawford	YES	1/1/2013; 08/01/2021	100	Instructional I English 7-12 (3230); Instructional I Special Education 7-12 (9227)	7-12	English, Special Education	100	100	100	Teacher Gen Ed HS ELA
Brayden	Cressman	YES	9/1/2013; 05/01/2016; 03/01/2017	100	Instructional I Spanish PK-12 (4490); Program Specialist English as a Second Language (ESL) PK-12 (4499); Instructional II Spanish PK-12 (4490)	PK-12	Spanish, ESL	100	100	100	Professional Development Coach

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Kate	Daley-Yankanich	YES	5/1/2011; 05/01/2011; 04/01/2017; 04/01/2017	100	Instructional I Elementary K-6 (2810); Instructional I Special Education PK-12 (9225); Instructional II Elementary K-6 (2810); Instructional II Special Education PK-12 (9225)	PK-12	English, Math, Science, Social Studies, Special Education	100	100	100	SE Compliance Coordinator
Jean	Dautel	YES	08/01/2003; 01/01/2007; 01/01/2000; 01/01/2013; 01/01/2013	100	Instructional II Elementary K-6 (2810); Instructional II Special Education PK-12 (9225); Instructional I Elementary K-6 (2810); Instructional I Reading Specialist PK-12 (7650); Instructional II Reading Specialist PK-12 (7650)	PK-12	Math, English, Science, Social Studies, Special Education, Reading Specialist	100	100	100	Teacher Spec Ed MS
Leeann	Dautel	YES	7/1/2021; 07/01/2021	100	Instructional I Social Studies 7-12 (8875); Instructional I Special Education 7-12 (9227)	7th-12	Social Studes, Special Education	100	100	100	Teacher Spec Ed HS
Erica	Davis	YES	expired	100	expired	expired	expired	100	100	100	Teacher Gen Ed HS Math
Caryn	Decker	YES	5/1/2005; 02/01/2004	100	Instructional I Mid-Level Science 6-9 (2880); Instructional I Elementary K-6 (2810)	K-9	English, Math, Science, Social Studies	100	100	100	SE Transition Coordinator
Jennifer	Detruf	YES	5/1/2010; 05/01/2010; 05/01/2011; 04/01/2016; 04/01/2016; 04/01/2016; 11/01/2020; 11/01/2020	100	Instructional I Special Education PK-12 (9225); Instructional I Elementary K-6 (2810); Instructional I Mid-Level English 6-9 (2850); Instructional II Elementary K-6 (2810); Instructional II Mid-Level English 6-9 (2850); Instructional II Special Education PK-12 (9225); Instructional I Reading Specialist PK-12 (7650); Instructional II Reading Specialist PK-12 (7650)	PK_12	English, Math, Science, Social Studies, Special Education, Reading Specialist	100	100	100	Teacher Gen Ed MS ELA
Karina	deTurck	YES	1/1/2021	100	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	PK-12	Counselor	100	100	100	Counselor Counseling HS
Heather	DeWitt	YES	6/1/2011; 06/01/2011	100	Instructional I Early Childhood N-3 (2840); Instructional I Elementary K-6 (2810)	N-6	Early Childhood, Math, Science, English, Social Studies	100	100	100	Teacher- Long Term Sub
Cristen	Diegel	YES	8/1/2021; 08/01/2021	100	Instructional II Elementary K-6 (2810); Instructional II Special Education PK-12 (9225)	PK-12	Math, Reading, English, Social Studies, Special Education	100	100	100	Teacher Spec Ed HS
Daniel	Doan	YES	5/1/2018; 05/01/2018	100	Instructional I Grades 4-8 (All subjects 4-6, Science 7-8) (3100); Instructional I Grades 4-8 (All subjects 4-6, Mathematics 7-8) (3100)	4-8	English, Math, Science, Social Studies	100	100	100	Teacher Gen Ed MS Science
Maggie	Dominick	YES	6/1/2007; 11/01/2011; 01/01/2018	100	Instructional I Elementary K-6 (2810); Instructional II Elementary K-6 (2810); Administrative I Principal PK-12 (1115)	PK-12	English, Math, Science, Social Studies, Principal	100	100	100	Assistant Principal
Andrea	Dominytus	YES	12/1/2021	100	Instructional I Grades PK-4 (2825)	PK-4	English, Math, Social Studies, Science	100	100	100	Teacher Spec Ed Elem
Michael	Donch	YES	11/1/2019	100	Instructional I Mathematics 7-12 (6800)	7-12	Math	100	100	100	Teacher Gen Ed HS Math
Shari	Donch	YES	5/1/2011; 06/01/2013; 06/01/2019; 06/01/2019	100	Instructional I Spanish PK-12 (4490); Instructional I Special Education PK-12 (9225); Instructional II Spanish PK-12 (4490); Instructional II Special Education PK-12 (9225)	PK-12	Spanish, Special Education	100	100	100	Teacher Gen Ed HS Spanish
Joshua	Dorfzaun	YES	3/1/2002; 11/01/2013	100	Instructional I Ment and/or Phys Handicapped K-12 (9235); Instructional II Ment and/or Phys Handicapped K-12 (9235)	K-12	ment/Phys Handicap	100	100	100	Professional Development Coach
Allison	Dracha	YES	4/1/2004; 01/01/2007; 05/01/2010; 05/01/2010; 05/01/2010; 01/01/2000; 09/01/2013	100	Instructional I Mid-Level Mathematics 6-9 (2860); Instructional I Mid-Level Science 6-9 (2880); Instructional II Mid-Level Science 6-9 (2880); Instructional II Mid-Level Mathematics 6-9 (2860); Instructional II Elementary K-6 (2810); Instructional I Elementary K-6 (2810); Administrative I Principal PK-12 (1115)	PK-12	English, Math, Science, Social Studies, Principal	100	100	100	Instructional Data Coach
Jill	Dunlap	YES	07/01/2004; 06/01/2009; 06/01/2009; 06/01/2009; 08/01/2003; 08/01/2003	100	Instructional I Special Education PK-12 (9225); Instructional II Early Childhood N-3 (2840); Instructional II Elementary K-6 (2810); Instructional II Special Education PK-12 (9225); Instructional I Elementary K-6 (2810); Instructional I Early Childhood N-3 (2840)	PK-12		100	100	100	Teacher Spec Ed HS
Elizabeth	Eichner	YES	10/1/2022	100	Instructional I Grades PK-4 (2825)	PK-4	Math, English, Science, Social Studies	100	100	100	Teacher Gen Ed 3
Nicole	Eljofri	YES	2/1/2013	100	Instructional I Elementary K-6 (2810)	K-6	English, Math, Social Studies, Science	100	100	100	Teacher Gen Ed 5
Daniel	Estevao	YES	6/1/2022	100	Instructional I Social Studies 7-12 (8875)	7th-12	Social Studies	100	100	100	Teacher Gen Ed HS Social
Amanda	Faust	YES	12/1/2010; 10/01/2014	100	Instructional I Mathematics 7-12 (6800); Instructional II Mathematics 7-12 (6800)	7-12	Math	100	100	100	Teacher Interventionist HS Math
Maggie	Federowicz	YES	4/1/2019; 04/01/2019; 10/01/2021	100	Instructional I Special Education PK-8 (9226); Instructional I Grades PK-4 (2825); Instructional I Special Education Expansion 7-12 (9229)	PK-12	English, Math, Science, Social Studies, Special Education	100	100	100	Teacher Spec Ed HS
Alyssa	Fink	YES	6/1/2006; 06/01/2006; 06/01/2006; 06/01/2009; 05/01/2014; 05/01/2014; 05/01/2014; 05/01/2014	100	Instructional I Elementary K-6 (2810); Instructional I Mid-Level Science 6-9 (2880); Instructional I Mid-Level Mathematics 6-9 (2860); Instructional I Library Science PK-12 (6420); Instructional II Elementary K-6 (2810); Instructional II Library Science PK-12 (6420); Instructional II Mid-Level Mathematics 6-9 (2860); Instructional II Mid-Level Science 6-9 (2880)	PK-12	Math, Science, English, Social Studies, Library Science,	100	100	100	Teacher Gen Ed MS Math

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Kaitlin	Finnerty	YES	6/1/2010; 07/01/2013; 10/01/2014; 03/01/2018	100	Instructional I Spanish PK-12 (4490); Program Specialist English as a Second Language (ESL) PK-12 (4499); Instructional II Spanish PK-12 (4490); Administrative I Principal PK-12 (1115)	PK-12	Spanish, ESL, Principal	100	100	100	Teacher HS ELL
Mary	Fisher	YES	10/1/1999	100	Instructional I Biology 7-12 (8405)	7-12	Biology	100	100	100	Counselor Counseling MS
Renee	Fitzgibbons	YES	9/1/1983; 04/01/2014; 08/01/2015; 08/01/2015	100	Instructional I Elementary K-6 (2810); Instructional I Reading Specialist PK-12 (7650); Instructional II Elementary K-6 (2810); Instructional II Reading Specialist PK-12 (7650)	PK-12	English, Math, Social Studies, Science, Reading Specialist	100	100	100	Teacher Interventionist Elem Reading
Catherine	Flynn	YES	8/1/2004; 09/01/2015	100	Instructional I Mathematics 7-12 (6800); Instructional II Mathematics 7-12 (6800)	7-12	Math	100	100	100	Teacher Gen Ed HS Math
Melissa	Fontana	YES	3/1/2010	100	Instructional I Elementary K-6 (2810)	K-6	English, Math, Social Studies, Science	100	100	100	Teacher Spec Ed Life Skills
Madeline	Fortelka	YES	12/1/2016; 02/01/2017; 10/01/2020; 10/01/2020	100	Instructional I Grades PK-4 (2825); Instructional I Special Education PK-8 (9226); Instructional II Special Education PK-8 (9226); Instructional II Grades PK-4 (2825)	PK-8	Math, Science, Social Studies, English, Special Ed.	100	100	100	SE Compliance Coordinator
Morgan	Foster	YES	10/1/2021	100	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	PK-12	School Counselor	100	100	100	Counselor Counseling MS
Tiffany	Frentzen	YES	6/1/2011; 06/01/2005; 06/01/2005; 01/01/2014; 01/01/2014; 01/01/2014	100	Instructional I Mid-Level English 6-9 (2850), Instructional I Special Education PK-12 (9225); Instructional I Elementary K-6 (2810); Instructional II Elementary K-6 (2810); Instructional II Mid-Level English 6-9 (2850); Instructional II Special Education PK-12 (9225)	PK-12	English, Math, Science, Social Studies, Special Education	100	100	100	Teacher Gen Ed MS ELA
Marna	Furman	YES	10/1/2007; 10/01/2007; 05/01/2004; 01/01/2000	100	Instructional II Elementary K-6 (2810); Instructional II Reading Specialist PK-12 (7650); Instructional I Reading Specialist PK-12 (7650); Instructional I Elementary K-6 (2810)	PK-12	English, Math, Social Studies, Science, Reading Specialist	100	100	100	Teacher Gen Ed 5
Matt	Gill	YES	1/1/2007; 10/01/2009	100	Instructional I Social Studies 7-12 (8875); Instructional I Biology 7-12 (8405)	7-12	Social Studies, Biology	100	100	100	Teacher Gen Ed MS Science
Rebecca	Gilliard	YES	2/1/2011; 03/01/2017	100	Instructional I Mathematics 7-12 (6800); Instructional II Mathematics 7-12 (6800)	7-12	Math	100	100	100	Teacher Gen Ed MS Math
Shane	Ging	YES	1/1/2019; 01/01/2019	100	Instructional I Special Education PK-8 (9226); Instructional I Grades PK-4 (2825)	PK-8	Math, English, Science, Social Studies, Special Ed.	100	100	100	Teacher Spec Ed Elem
Kailyn	Goldinger	YES	9/1/2020	100	Instructional I Health & Physical Educ PK-12 (4805)	PK-12	Health and Phys. Ed	100	100	100	Teacher Spec Ed HS
Anthony	Grande	YES	03/01/2017; 07/01/2018; 06/01/2021; 09/01/2022	100	Instructional I Music PK-12 (7205); Educational Specialist I School Psychologist PK-12 (1875); Educational Specialist II School Psychologist PK-12 (1875); Administrative I Principal PK-12 (1115)	PK-12	Music, School Psychologist, Principal	100	100	100	Assistant Director of Student Services
Michelle	Greco	YES	7/1/2018; 07/01/2018	100	Instructional I English 7-12 (3230); Instructional II English 7-12 (3230)	7th-12	English	100	100	100	Teacher Gen Ed HS ELA
Desirae	Gulden	YES	6/1/2012; 06/01/2012; 05/01/2016; 06/01/2016; 12/01/2019; 01/01/2022	100	Instructional I Early Childhood N-3 (2840); Instructional I Elementary K-6 (2810); Instructional I Special Education PK-8 (9226); Instructional I Family-Consumer Sci PK-12 (5600); Instructional I Library Science PK-12 (6420); Instructional I Special Education Expansion 7-12 (9229)	PK-12	English, Math, Science, Social Studies, Special Education, Family Consumer Sci., Library Science	100	100	100	Teacher - In-House Substitute (HS)
Meghan	Greaves	YES	6/1/2009; 07/01/2015; 08/01/2020	100	Instructional I Elementary K-6 (2810); Instructional I Reading Specialist PK-12 (7650); Program Specialist English as a Second Language (ESL) PK-12 (4499)	PK-12	English, Math, Science, Social Studies, Program Specialist ESL; Reading Specialist	100	100	100	Teacher Interventionist Elem Math
Elizabeth	Habbyshaw	YES	7/1/2004; 07/01/2004; 02/01/1994; 02/01/1994	100	Instructional II Elementary K-6 (2810); Instructional II Ment and/or Phys Handicapped K-12 (9235); Instructional I Elementary K-6 (2810); Instructional I Ment and/or Phys Handicapped K-12 (9235)	K-12	English, Math, Science, Social Studies, Ment/Phys handicap	100	100	100	SE Transition Coordinator
Kerri	Hall	YES	9/1/2013	100	Instructional I Social Studies 7-12 (8875)	7-12	Social Studies	100	100	100	Teacher Gen Ed HS Social
Dorinda	Hammer	YES	1/1/2014; 08/01/2018; 01/01/2019	100	Instructional I Bus-Computer-Info Tech PK-12 (1603); Instructional II Bus-Computer-Info Tech PK-12 (1603); Administrative I Principal PK-12 (1115)	PK-12	Bus-Computer-Info Tech, Principal	100	100	100	Teacher HS Gen Ed CTE - BCIT
Kayla	Hanavan	YES	6/1/2010; 03/01/2012; 02/01/2020; 02/01/2020	100	Instructional I Elementary K-6 (2810); Instructional I Reading Specialist PK-12 (7650); Instructional II Elementary K-6 (2810); Instructional II Reading Specialist PK-12 (7650)	PK-12	English, Math, Science, Social Studies, Reading Specialist	100	100	100	Teacher Gen Ed 5
Leah	Haney	YES	5/1/2018; 05/01/2018; 04/01/2021; 11/01/2021; 11/01/2021	100	Instructional I Mathematics 7-12 (6800); Instructional I Grades 4-8 (All subjects 4-6, Mathematics 7-8) (3100); Administrative I Principal PK-12 (1115); Instructional II Mathematics 7-12 (6800); Instructional II Grades 4-8 (All subjects 4-6, Mathematics 7-8) (3100)	PK-12	English, Math, Science, Social Studies, Principal	100	100	100	Teacher Gen Ed MS Math
Madeline	Hanson	YES	6/1/2011	100	Instructional I Social Studies 7-12 (8875)	7-12	Social Studies	100	100	100	Teacher Gen Ed HS Social

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Lacee	Harkleroad	YES	7/1/2022	100	Emergency Permit: Day-to-Day Substitute All Instructional Areas PK-12 (-96)	PK-12	Math, Science, English, Social Studies	100	100	100	Teacher Spec Ed MS
Laura	harkleroad	YES	1/1/2007; 01/01/2012; 09/01/2015; 09/01/2015	100	Instructional I Elementary K-6 (2810); Instructional I Reading Specialist PK-12 (7650); Instructional II Elementary K-6 (2810); Instructional II Reading Specialist PK-12 (7650)	PK-12	Math, Science, English, Social Studies, Reading Specialist	100	100	100	Teacher Spec Ed MS
Tara	Hartlep	YES	01/01/2011; 06/01/2008; 06/01/2010; 01/01/2018; 06/01/2018; 06/01/2018; 06/01/2018	100	Instructional I Mid-Level English 6-9 (2850); Instructional I Elementary K-6 (2810); Instructional I Mid-Level Mathematics 6-9 (2860); Program Specialist English as a Second Language (ESL) PK-12 (4499); Instructional II Elementary K-6 (2810); Instructional II Mid-Level Mathematics 6-9 (2860); Instructional II Mid-Level English 6-9 (2850)	PK-12	English, Math, Science, Social Studies, ESL	100	100	100	Teacher Gen Ed MS ELA
Scott	Hatkevich	YES	3/1/2012; 01/01/2020	100	Instructional I Elementary K-6 (2810); Instructional II Elementary K-6 (2810)	K-6	English, Math, Science, Social Studies	100	100	100	Teacher Interventionist Elem Math
Korrin	Helinski	YES	12/1/2013	100	Instructional I English 7-12 (3230)	7-12	English	100	100	100	Teacher Gen Ed MS ELA
Matt	Hession	YES	6/1/2016	100	Instructional I Mathematics 7-12 (6800)	7-12	Math	100	100	100	Teacher Gen Ed HS Math
Judy	Hickman	YES	7/1/2007; 07/01/2007; 06/01/2019; 06/01/2019	100	Instructional I Special Education PK-12 (9225); Instructional I Elementary K-6 (2810); Instructional II Elementary K-6 (2810); Instructional II Special Education PK-12 (9225)	PK-12	English, Math, Science, Social Studies, Special Education	100	100	100	Teacher Spec Ed HS
Christine	Hoch	YES	1/1/1992	100	Instructional I Mathematics 7-12 (6800)	7-12	Math	100	100	100	Teacher Interventionist MS
Alexandra	Hoffman	YES	6/1/2019	100	Instructional I Grades PK-4 (2825)	PK-4	English, Math, Science, Social Studies	100	100	100	Special Ed Coordinator
Brian	Holohan	YES	5/1/2004; 05/01/2004; 06/01/1998; 06/01/1998	100	Credential Issue Date Expiration Date Continuing Ed Status Credential Status Instructional II Ment and/or Phys Handicapped K-12 (9235); Instructional II Elementary K-6 (2810); Instructional I Elementary K-6 (2810); Instructional I Ment and/or Phys Handicapped K-12 (9235)	K-12	Ment/Phys Handicap	100	100	100	Teacher Spec Ed Life Skills
Eli	Holt	YES	8/1/2022; 10/01/2022	100	Instructional I Bus-Computer-Info Tech PK-12 (1603); Instructional I Social Studies 7-12 (8875)	PK-12	Bus Comp Tech; Social Studies	100	100	100	Teacher Gen Ed MS Social Studies
Danielle	Holtzman	YES	1/1/2015; 06/01/2021	100	Instructional I English 7-12 (3230); Instructional II English 7-12 (3230)	7th-12	English	100	100	100	Teacher - In-House Substitute (HS)
Donald	Hopkins	YES	6/1/2018	100	Instructional I Social Studies 7-12 (8875)	7-12	Social Studies	100	100	100	Teacher Gen Ed HS Social
Joshua	Huff	YES	6/1/2015	100	Instructional I Grades 4-8 (All subjects 4-6, Social Studies 7-8) (3100)	4-8	English, Math, Science, Social Studies	100	100	100	Teacher Gen Ed MS Social Studies
Elias	Imbrogno	YES	1/1/2018	100	Instructional I Social Studies 7-12 (8875)	7-12	Social Studies	100	100	100	Teacher Gen Ed HS Social
Christal	Irvine	YES	1/1/2018	100	Instructional I Grades PK-4 (2825)	PK-4	English, Math, Science, Social Studies	100	100	100	Teacher Gen Ed K
David	Jack	YES	12/1/2004	100	Instructional I Social Studies 7-12 (8875)	7-12	Social Studies	100	100	100	Teacher Gen Ed MS Social
Stephanie	Jack	YES	4/1/2006	100	Instructional I Health & Physical Educ PK-12 (4805)	PK_12	Health and Phys. Ed.	100	100	100	Teacher Spec Ed HS
Renee	Jacobs	YES	8/1/1998; 03/01/2000; 06/01/2014; 07/01/2021	100	Instructional II Early Childhood N-3 (2840); Instructional II Reading Specialist PK-12 (7650); Administrative I Principal PK-12 (1115); Program Specialist English as a Second Language (ESL) PK-12 (4499)	PK-12	English, Math, Science, Social Studies, Reading Specialist, Principal	100	100	100	Teacher Elem ELL
Krista	Jamerson	YES	5/1/2021	100	Instructional I Bus-Computer-Info Tech PK-12 (1603)	PK-12	Bus-Computer-Info Tech	100	100	100	Teacher HS Gen Ed CTE - BCIT
Julie	Jaszcar	YES	8/1/2007; 08/01/2007; 07/01/1999; 07/01/1999	100	Supervisory Supvr Special Education PK-12 (9215); Supervisory Supvr Special Education PK-12 (9215); Instructional II Ment and/or Phys Handicapped K-12 (9235); Instructional II Elementary K-6 (2810)	PK-12	Math, English, Science, Social Studies, Special Ed. Ment/Physi handicap, Principal	100	100	100	Chief Academic Officer
Gabrielle	Jones	YES	10/1/2011; 01/01/2011; 10/01/2012; 07/01/2015; 07/01/2015; 07/01/2015	100	Instructional I English 7-12 (3230); Instructional I Elementary K-6 (2810); Instructional I Special Education PK-12 (9225); Instructional II Elementary K-6 (2810); Instructional II Special Education PK-12 (9225); Instructional II English 7-12 (3230)	PK-12	English, Math, Science, Social Studies, Special Education	100	100	100	Behavior Interventionist
Kimberly	Jones	YES	6/1/2015; 06/01/2015	100	Instructional I Special Education PK-8 (9226); Instructional I Grades PK-4 (2825)	PK-8	English, Math, Science, Social Studies, Special Education	100	100	100	Teacher Spec Ed Elem
Leann	Judson	YES	12/1/2014; 09/01/2018	100	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839); Educational Specialist II Elementary & Secondary School Counselor PK-12 (1839)	PK-12	Educational Specialist, Counselor	100	100	100	Counselor Counseling Elem
Kathryn	Kaufman	YES	1/1/2009; 06/01/2006; 02/01/2015; 02/01/2015	100	Instructional I Early Childhood N-3 (2840); Instructional I Elementary K-6 (2810); Instructional II Early Childhood N-3 (2840), Instructional II Elementary K-6 (2810)	N-6	English, Math, Science, Social Studies	100	100	100	Teacher Gen Ed 1

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Jilian	Kendi	YES	12/1/2009; 06/01/2009; 06/01/2014; 06/01/2014	100	Instructional I General Science 7-12 (8450); Instructional I Biology 7-12 (8405); Instructional II Biology 7-12 (8405); Instructional II General Science 7-12 (8450)	7-12	General Science, Biology	100	100	100	Teacher Gen Ed MS Science
Amy	Kerber-Barlow	YES	6/1/2007; 10/01/1997; 10/01/1997	100	Instructional II English 7-12 (3230); Instructional II Ment and/or Phys Handicapped K-12 (9235); Instructional II Reading Specialist PK-12 (7650)	PK-12	English, Ment/Phys. Handicap, Reading Specialist	100	100	100	Teacher Gen Ed HS ELA
Sarah	Kesten	YES	7/1/2011; 07/01/2011; 04/01/2020; 04/01/2020	100	Instructional I Special Education PK-12 (9225); Instructional I Early Childhood N-3 (2840); Instructional II Early Childhood N-3 (2840); Instructional II Special Education PK-12 (9225)	PK-12	Special Education; Early Childhood	100	100	100	Teacher Spec Ed HS
Megan	Kiebler	YES	06/01/2011; 06/01/2011; 12/01/2017; 12/01/2017	100	Instructional I Elementary K-6 (2810); Instructional I Early Childhood N-3 (2840); Instructional II Early Childhood N-3 (2840); Instructional II Elementary K-6 (2810)	N-6	English, Math, Science, Social Studies	100	100	100	MTSS Coordinator
Courtney	Kinneavy	YES	6/1/2018	100	Instructional I Grades PK-4 (2825)	PK-4	Math, English, Social Studies, Science	100	100	100	Teacher Gen Ed 2
Kirstin	Klebanski	YES	9/1/2021	100	Instructional I English 7-12 (3230)	7-12	English	100	100	100	Teacher Gen Ed MS ELA
Stacey	Klepfer	YES	9/1/2009; 06/01/2004	100	Educational Specialist II Secondary School Counselor 7-12 (1837); Educational Specialist I Secondary School Counselor 7-12 (1837)	7-12	Counselor	100	100	100	Counselor Counseling HS
Natalee	Kluchurosky	YES	1/1/2009; 08/01/2014; 06/01/2017; 11/01/2019; 11/01/2019; 11/01/2019	100	Instructional I English 7-12 (3230); Instructional I Social Studies 7-12 (8875); Instructional I Special Education 7-12 (9227); Instructional II English 7-12 (3230); Instructional II Social Studies 7-12 (8875); Instructional II Special Education 7-12 (9227)	7th-12	English, Social Studies, Special Ed.,	100	100	100	Behavior Interventionist
Courtney	Kolesha	YES	6/1/2017; 06/01/2017; 01/01/2018	100	Instructional I Grades 4-8 (All subjects 4-6, Mathematics 7-8) (3100); Instructional I Grades 4-8 (All subjects 4-6, English Language Arts and Reading 7-8) (3100); Educational Specialist I Inst Technology Specialist PK-12 (1825)	PK-12	English, Math, Science, Social Studies, English Language Arts, Tech. Specialist	100	100	100	Teacher Gen Ed HS Specials Classes
Tricia	Kovall	YES	11/1/2010; 05/01/2005	100	Instructional II English 7-12 (3230); Instructional I English 7-12 (3230)	7-12	English	100	100	100	Teacher Gen Ed MS ELA
Joe	Kunc	YES	10/1/2010	100	Instructional I Mathematics 7-12 (6800)	7-12	Math	100	100	100	Teacher Gen Ed HS Math
Marco	Labricciosa	YES	1/1/2015	100	Instructional I Grades 4-8 (All subjects 4-6, Social Studies 7-8) (3100)	4-8	English, Math, Science, Social Studies	100	100	100	Teacher Gen Ed MS Social Studies
Shannon	Langer	YES	5/1/2005; 11/01/2017; 04/01/2021; 04/01/2021	100	Instructional I Elementary K-6 (2810); Instructional II Elementary K-6 (2810); Instructional I Special Education PK-8 (9226); Instructional II Special Education PK-8 (9226)	PK-8	English, Math, Science, Social Studies, Special Education	100	100	100	Teacher Gen Ed MS Social Studies
Elyse	Lanzendorfer	YES	6/1/2016; 03/01/2022	100	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839); Educational Specialist II Elementary & Secondary School Counselor PK-12 (1839)	PK_12	Counselor	100	100	100	Counselor Counseling HS
Courtney	Leaidicker	YES	1/1/2005; 01/01/2012; 01/01/2018; 04/01/2021; 04/01/2021; 04/01/2021	100	Instructional I Music PK-12 (7205); Instructional I Special Education PK-12 (9225); Instructional I English 7-12 (3230); Instructional II Music PK-12 (7205); Instructional II Special Education PK-12 (9225); Instructional II English 7-12 (3230)	PK - 12	Music, English, Special Education	100	100	100	Teacher Spec Ed HS
Ben	Leskovansky	YES	1/1/2019; 01/01/2021	100	Career and Technical Intern Computer Technology 7-12 (2121); Intern Bus-Computer-Info Tech PK-12 (1603)	7-12	Career and Technical Intern Computer Technology; Intern Bus-Computer-Info Tech	100	100	100	Teacher Gen Ed MS Specials Classes
Dana	Liptok	YES	6/1/2003; 03/01/1998	100	Instructional II Elementary K-6 (2810); Instructional I Elementary K-6 (2810)	K-6	English, Math, Science, Social Studies	100	100	100	Teacher Interventionist Elem Reading
Danielle	Lockwood	YES	02/01/2007; 03/01/2007; 03/01/2007; 03/01/2007; 05/01/2001; 05/01/2001	100	Instructional I Reading Specialist PK-12 (7650); Instructional II Reading Specialist PK-12 (7650); Instructional II Elementary K-6 (2810); Instructional II Early Childhood N-3 (2840); Instructional I Early Childhood N-3 (2840); Instructional I Elementary K-6 (2810)	PK-12	English, Math, Science, Social Studies, Reading Specialist	100	100	100	Teacher Gen Ed 2
Lauren	Love	YES	4/1/2018	100	Instructional I Grades PK-4 (2825)	PK-4	English, Math, Science, Social Studies	100	100	100	Teacher Gen Ed 2
Amy	Lutz	YES	6/1/2012; 02/01/2020	100	Instructional I Elementary K-6 (2810); Instructional II Elementary K-6 (2810)	K-6	English, Math, Science, Social Studies	100	100	100	Teacher Interventionist Elem Math
Jonathan	MacDonald	YES	6/1/2008; 11/01/2013	100	Instructional I English 7-12 (3230); Instructional II English 7-12 (3230)	7th-12	English	100	100	100	Teacher Gen Ed HS ELA
Sarah	Malis	YES	8/1/2009; 08/31/2013; 07/01/2018; 05/01/2022; 05/01/2022; 05/01/2022; 11/01/2022	100	Instructional I Health & Physical Educ PK-12 (4805); Instructional I Special Education PK-12 (9225); Instructional I Agriculture PK-12 (1200); Instructional II Agriculture PK-12 (1200); Instructional II Special Education PK-12 (9225); Instructional II Health & Physical Educ PK-12 (4805); Administrative I Principal PK-12 (1115)	PK-12	Health and Phys. Ed., Special Education, Agriculture, Principal	100	100	100	SE Compliance Coordinator
Linda	Malischewski	YES	1/1/2016; 05/01/2020	100	Instructional I Grades PK-4 (2825); Instructional I Grades 5-6 (2826)	PK-6	English, Math, Science, Social Studies	100	100	100	Teacher Interventionist Elem

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Gina	Marinzel	YES	7/1/2015	100	Instructional I Grades PK-4 (2825)	PK-4	English, Math, Science, Social Studies	100	100	100	Teacher Gen Ed 2
Tiffany	Marraffa	YES	6/1/2015; 07/01/2015; 01/01/2021; 01/01/2021	100	Instructional I Grades PK-4 (2825); Instructional I Technology Education PK-12 (6075); Instructional II Grades PK-4 (2825); Instructional II Technology Education PK-12 (6075)	PK-12	English, Math, Science, Social Studies, Tech Ed	100	100	100	Teacher Gen Ed K
Genice	Matos	YES	4/1/2016; 03/01/2017	100	Instructional I Grades PK-4 (2825); Instructional I Special Education PK-8 (9226)	PK-8	Math, English, Science, Social Studies, Special Education	100	100	100	Teacher Spec Ed MS
Audra	Mazzante	YES	2/1/2021	100	Instructional I Bus-Computer-Info Tech PK-12 (1603)	PK-12	Bus-Computer-Info Tech	100	100	100	Director of Career Education
Sarah	Mazzulla	YES	8/31/2013; 01/01/2022	100	Instructional I Special Education PK-12 (9225), Instructional II Special Education PK-12 (9225)	PK-12	Special Education	100	100	100	Teacher Spec Ed MS
Aubrey	McClintock	YES	06/01/2010; 06/01/2010; 06/01/2010; 06/01/2010; 03/01/2007; 12/01/2003; 12/01/2003; 05/01/2003	100	Instructional II Mid-Level Science 6-9 (2880), Instructional II Mid-Level Mathematics 6-9 (2860); Instructional II Elementary K-6 (2810); Instructional II Library Science PK-12 (6420); Instructional I Library Science PK-12 (6420); Instructional I Mid-Level Mathematics 6-9 (2860); Instructional I Mid-Level Science 6-9 (2880); Instructional I Elementary K-6 (2810)	PK-12	Science, Math, English, Social Studies, Library Science,	100	100	100	Teacher Gen Ed MS Math
Josie	McClure	YES	3/1/2021	100	Instructional I Grades PK-4 (2825)	PK-4	English, Math, Science, Social Studies	100	100	100	Teacher Gen Ed 1
Chelsea	McConnell	YES	1/1/2015	100	Instructional I English 7-12 (3230)	7-12	English	100	100	100	Teacher Gen Ed HS ELA
Tiffany	McCreary	YES	6/1/2011; 01/01/2018	100	Instructional I English 7-12 (3230); Instructional II English 7-12 (3230)	7-12	English	100	100	100	Teacher Interventionist HS Reading
Angela	McCue	YES	6/1/2019; 10/01/2021	100	Instructional I English 7-12 (3230); Instructional I Reading Specialist PK-12 (7650)	PK-12	English, Reading Specialist	100	100	100	Teacher Gen Ed HS ELA
Susan	McFarland	YES	3/1/2017	100	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	PK-12	Special Education, Counselor	100	100	100	Counselor Counseling Elem
Corinne	McGourney	YES	5/1/2017; 06/01/2021	100	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839); Educational Specialist II Elementary & Secondary School Counselor PK-12 (1839)	PK-12	Educational Specialis, Counselor	100	100	100	Counselor Counseling MS
Taylor	McPherson	YES	5/1/2021	100	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	PK-12	Educational Specialist, Counselor	100	100	100	Counselor Counseling Elem
Nadine	Michalak	YES	6/1/2001; 06/01/2001; 06/01/2016; 06/01/2016	100	Instructional I Communications 7-12 (3200); Instructional I English 7-12 (3230); Instructional II Communications 7-12 (3200); Instructional II English 7-12 (3230)	7-12	Communication, English	100	100	100	Teacher Gen Ed MS ELA
Sarah	Militsits	YES	01/01/2012; 01/01/2012; 11/01/2014	100	Instructional I Elementary K-6 (2810); Instructional I Special Education PK-12 (9225); Instructional I Reading Specialist PK-12 (7650)	PK-12	English, Math, Science, Social Studies, Reading Specialist, Special Education	100	100	100	Teacher Interventionist Elem Reading
Nicole	Millard	YES	6/1/2010; 06/01/2010; 08/01/2011; 02/01/2014; 02/01/2014	100	Instructional I Elementary K-6 (2810); Instructional I Special Education PK-12 (9225); Program Specialist English as a Second Language (ESL) PK-12 (4499); Instructional II Elementary K-6 (2810); Instructional II Special Education PK-12 (9225)	PK-12	Math, English, Science, Social Studies, ESL, Special Education	100	100	100	Teacher Spec Ed HS
Megan	Miller	YES	7/1/2011; 06/01/2009; 08/01/2009; 05/01/2013; 05/01/2013; 05/01/2013; 08/01/2021	100	Instructional I English 7-12 (3230); Instructional I Elementary K-6 (2810); Instructional I Social Studies 7-12 (8875); Instructional II Elementary K-6 (2810); Instructional II English 7-12 (3230); Instructional II Social Studies 7-12 (8875); Administrative I Principal PK-12 (1115)	PK-12	English, Math, English, Science, Social Studies, Principal	100	100	100	Principal-HS
Kelsey	Mislanovich	YES	10/1/2011; 06/01/2011; 07/01/2020; 07/01/2020; 10/01/2021; 10/01/2021	100	Instructional I Mid-Level English 6-9 (2850); Instructional I Elementary K-6 (2810); Instructional II Elementary K-6 (2810); Instructional II Mid-Level English 6-9 (2850); Instructional I Reading Specialist PK-12 (7650); Instructional II Reading Specialist PK-12 (7650)	PK-12	English, Math, Science, Social Studies, Reading Specialist	100	100	100	Teacher Interventionist Elem Reading
Jessica	Morgan	YES	6/1/2019	100	Instructional I Social Studies 7-12 (8875)	7 thru 12	Social Studies	100	100	100	Teacher Gen Ed HS Social
Jennifer	Morganheira	YES	4/1/2012; 08/01/2013; 04/01/2016; 04/01/2016	100	Instructional I Elementary K-6 (2810); Instructional I Special Education PK-12 (9225); Instructional II Elementary K-6 (2810); Instructional II Special Education PK-12 (9225)	PK-12	Math, Science, Social Studies, English, Special Ed.	100	100	100	Special Ed Teacher
Diane	Morian	YES	10/1/2008; 07/01/2001; 07/01/2001; 01/01/1993; 08/01/1997;	100	Instructional II English 7-12 (3230); Instructional II Ment and/or Phys Handicapped K-12 (9235); Instructional II Elementary K-6 (2810); Instructional I Elementary K-6 (2810); Instructional I Ment and/or Phys Handicapped K-12 (9235)	K-12	English, Math, Science, Social Studies, Ment/Phys handicap	100	100	100	Teacher Spec Ed HS
Julie	Morrison	YES	10/1/2018	100	Instructional I Grades 4-8 (All subjects 4-6, Science 7-8) (3100)	4-8	English, Math, Science, Social Studies	100	100	100	Teacher Gen Ed MS Science

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Melissa	Morrison	YES	8/1/2002; 08/01/2002; 11/01/2005; 06/01/1999; 06/01/1999	100	Instructional II Elementary K-6 (2810); Instructional II Ment and/or Phys Handicapped K-12 (9235); Instructional II Mid-Level English 6-9 (2850); Instructional I Elementary K-6 (2810); Instructional I Ment and/or Phys Handicapped K-12 (9235)	K-12	Math, English, Science, Social Studies, Ment/Phys. Handicap	100	100	100	Teacher Gen Ed MS ELA
Lori	Mott	YES	6/1/1997; 06/01/1997; 10/01/2022	100	Instructional I Elementary K-6 (2810); Instructional I Ment and/or Phys Handicapped K-12 (9235); Program Specialist English as a Second Language (ESL) PK-12 (4499)	PK-12	Math, Science, Social Studies, English, ESL, Ment/Phys. Handicapped	100	100	100	Teacher MS ELL
Ashleigh	Mowen	YES	3/1/2022	100	Career and Technical Intern Nurses Aide 7-12 (2213)	7-12	Nurses Aide	100	100	100	Teacher HS Gen Ed CTE - Health Professions
Katie	Mrakovich	YES	8/1/2022	100	Emergency Permit: LT Sub with Educational Obligation Grades 4-8 (All subjects 4-6, Science 7-8) (3100)	4-8	Emergency Permit- English, Math, Science, Social Studies	100	100	100	Teacher Gen Ed MS Science
Elizabeth	Munstersteiger	YES	02/01/2001; 03/01/2020	100	Instructional I Elementary K-6 (2810); Instructional II Elementary K-6 (2810)	K-8	English, Math, Science, Social Studies	100	100	100	Teacher Gen Ed MS Social Studies
Haylee	Neal	YES	5/1/2018; 05/01/2022	100	Educational Specialist I School Psychologist PK-12 (1875); Educational Specialist II School Psychologist PK-12 (1875)	PK-12	Educational Specialist School Psychologist	100	100	100	School Psychologist
Elizabeth	Neary	YES	1/1/2012; 01/01/2012; 08/01/2022; 08/01/2022	100	Instructional I Elementary K-6 (2810); Instructional I Special Education K-12 (9925); Instructional II Elementary K-6 (2810); Instructional II Special Education K-12 (9925)	K-12	Math, English, Social Studies, Science	100	100	100	
Kathy	Nickelson	YES	6/1/2002	100	Instructional I Elementary K-6 (2810)	K-6	Math, English, Science, Social Studies	100	100	100	Teacher Gen Ed 4
Emily	Noel	YES	6/1/2007; 06/01/2013; 05/01/2017	100	Educational Specialist I Secondary School Counselor 7-12 (1837); Educational Specialist II Secondary School Counselor 7-12 (1837); Administrative I Principal PK-12 (1115)	PK-12	Counselor, Principal	100	100	100	Assistant Principal
Chelsea	Noss	YES	1/1/2017	100	Instructional I Grades PK-4 (2825)	PK-4	English, Math, Science, Social Studies	100	100	100	Teacher Gen Ed K
Justine	Noss	YES	06/01/2009; 06/01/2009; 10/01/2011; 02/01/2016	100	Instructional I Elementary K-6 (2810); Instructional I Early Childhood N-3 (2840); Instructional I Mid-Level Mathematics 6-9 (2860); Instructional I Special Education PK-8 (9226)	N-8	English, Math, Science, Social Studies, Special Education	100	100	100	Teacher Gen Ed 1
Tricia	O'Donnell	YES	6/1/2009; 10/01/2016	100	Instructional I Elementary K-6 (2810); Instructional II Elementary K-6 (2810)	K-8	English, Math, Science, Social Studies	100	100	100	Teacher Spec Ed Elem
Elizabeth	Ohnstad	YES	6/1/2010; 10/01/2014	100	Instructional I English 7-12 (3230); Instructional II English 7-12 (3230)	7-12	English	100	100	100	Teacher Gen Ed HS ELA
Samara	Oliphant	YES	4/1/2015; 05/01/2015; 05/01/2015; 05/01/2016; 05/01/2019; 05/01/2019; 05/01/2019; 05/01/2019	100	Instructional I Grades 4-8 (All subjects 4-6, English Language Arts and Reading 7-8) (3100); Instructional I Reading Specialist PK-12 (7650); Instructional I Grades 4-8 (All subjects 4-6, Science 7-8) (3100); Instructional I Grades PK-4 (2825); Instructional II Grades PK-4 (2825)	PK-12	English, Math, Science, Social Studies, Reading Specialist, English Lang. Arts	100	100	100	Instructional Coach
Angela	Orbin	YES	6/1/2010; 02/01/2014	100	Educational Specialist I Secondary School Counselor 7-12 (1837); Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	PK-12	Counselor	100	100	100	Counselor Counseling HS
Luis	Organista	YES	6/1/2020; 07/01/2020; 07/01/2020	100	Instructional I General Science 7-12 (8450); Instructional I Biology 7-12 (8405); Instructional I Earth and Space Science 7-12 (8440)	7-12	General Science, Biology, Earth and Space Science	100	100	100	Teacher Gen Ed MS Science
Tiffany	Orischak	YES	6/1/2014; 05/01/2017	100	Instructional I Grades PK-4 (2825); Instructional I Grades 4-8 (All subjects 4-6, English Language Arts and Reading 7-8) (3100)	PK-8	English, Math, Science, Social Studies, English Language Arts, Reading	100	100	100	Teacher Gen Ed 5
Megan	Owad	YES	6/1/2009; 09/01/2012; 10/01/2018; 10/01/2018	100	Instructional I Elementary K-6 (2810); Instructional I Special Education PK-12 (9225); Instructional II Elementary K-6 (2810); Instructional II Special Education PK-12 (9225)	PK-12	English, Math, Science, Social Studies, Special Education	100	100	100	Professional Development Coach
Sarah	Parish	YES	12/1/2017; 02/01/2021; 02/01/2021	100	Instructional I Art PK-12 (1405); Instructional II Art PK-12 (1405); Administrative I Principal PK-12 (1115)	PK-12	Art, Principal	100	100	100	Assistant Principal
Ben	Parker	YES	7/1/1999; 05/01/2013; 05/01/2013; 05/01/2013; 06/01/2014; 05/01/2017; 05/01/2017; 05/01/2017; 05/01/2017; 05/01/2017;	100	Instructional I Elementary K-6 (2810); Instructional I Mid-Level Citiz. Ed 6-9 (2870); Instructional I Mid-Level Mathematics 6-9 (2860); Instructional I Mid-Level Science 6-9 (2880); Instructional I Library Science PK-12 (6420); Instructional II Elementary K-6 (2810); Instructional II Library Science PK-12 (6420); Instructional II Mid-Level Citiz. Ed 6-9 (2870); Instructional II Mid-Level Mathematics 6-9 (2860); Instructional II Mid-Level Science 6-9 (2880)	PK-12	English, Math, Science, Social Studies, Library Science, Citiz. Ed.	100	100	100	Teacher Gen Ed MS Math

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Allison	Parry	YES	8/1/2001; 08/01/2004; 07/01/2017; 07/01/2017; 09/01/2017; 09/01/2017; 09/01/2018	100	Instructional I Elementary K-6 (2810); Instructional I Mid-Level Mathematics 6-9 (2860); Instructional II Elementary K-6 (2810); Instructional II Mid-Level Mathematics 6-9 (2860); Instructional I Reading Specialist PK-12 (7650); Instructional II Reading Specialist PK-12 (7650); Administrative I Principal PK-12 (1115)	PK-12	English, Math, Science, Social Studies, Reading Specialist, Principal	100	100	100	Principal- MS
Jonathan	Pauley	YES	1/1/2019; 01/01/2019; 01/01/2022; 01/01/2022	100	Instructional I Special Education PK-8 (9226); Instructional I Grades PK-4 (2825); Instructional II Grades PK-4 (2825); Instructional II Special Education PK-8 (9226)	PK-8	English, Math, Science, Social Studies, Special Education	100	100	100	Teacher Spec Ed HS
Morgan	Peters	YES	8/1/2015; 08/01/2019	100	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839); Educational Specialist II Elementary & Secondary School Counselor PK-12 (1839)	Pk-12	School Counselor	100	100	100	Counselor Counseling Elem
Gillianne	Pfeiffer	YES	expired	100	expires	expires	expires	100	100	100	Teacher Spec Ed HS
Isabella	Piacentino	YES	5/1/2022; 08/01/2022	100	Instructional I English 7-12 (3230); Program Specialist English as a Second Language (ESL) PK-12 (4499)	PK-12	English, ESL	100	100	100	Teacher Gen Ed MS ELA
Megan	Pifer	YES	6/1/2019	100	Instructional I English 7-12 (3230)	7th-12	English	100	100	100	Teacher Gen Ed HS ELA
Brittany	Ponti	YES	5/1/2020	100	Instructional I Grades 4-8 (All subjects 4-6, English Language Arts and Reading 7-8) (3100)	4-8	English, Math, Science, Social Studies	100	100	100	Teacher Gen Ed MS Science
Melissa	Probst	YES	1/1/2014; 05/01/2014; 05/01/2014; 11/01/2019; 11/01/2019; 11/01/2019	100	Instructional I Reading Specialist PK-12 (7650); Instructional I Special Education 7-12 (9227); Instructional I Special Education PK-8 (9226); Instructional II Reading Specialist PK-12 (7650); Instructional II Special Education PK-8 (9226); Instructional II Special Education 7-12 (9227)	PK-12	Reading Specialist, Special Education	100	100	100	Teacher Spec Ed Life Skills HS
Emily	Prohorchuck	YES	1/1/2022	100	Intern Special Education PK-12 (9231)	PK-12	Special Education	100	100	100	Teacher Spec Ed HS
Jessyka	Rafferty	YES	9/1/2005; 05/01/2022	100	Instructional I Elementary K-6 (2810); Instructional II Elementary K-6 (2810)	K-6	English, Math, Science, Social Studies	100	100	100	Teacher - In-House Substitute (ES)
Laura	Rager	YES	3/1/2010; 03/01/2010; 04/01/2012; 04/01/2021; 04/01/2021; 04/01/2021	100	Instructional I Mid-Level Mathematics 6-9 (2860); Instructional I Elementary K-6 (2810); Instructional I Mathematics 7-12 (6800); Instructional II Elementary K-6 (2810); Instructional II Mid-Level Mathematics 6-9 (2860); Instructional II Mathematics 7-12 (6800)	K-12	English, Math, Science, Social Studies	100	100	100	Teacher Interventionist HS Math
Robin	Reiman	YES	5/1/2009; 12/01/2015	100	Instructional I Elementary K-6 (2810); Instructional II Elementary K-6 (2810)	K-12	Math, English, Science, Social Studies	100	100	100	Teacher Gen Ed MS Science
Stacey	Reimers	YES	11/1/2009; 03/01/2010; 06/01/2007; 10/01/2014; 10/01/2014; 10/01/2014	100	Instructional I Health PK-12 (4810); Instructional I Special Education PK-12 (9225); Instructional I Elementary K-6 (2810); Instructional II Elementary K-6 (2810); Instructional II Health PK-12 (4810); Instructional II Special Education PK-12 (9225)	PK-12	English, Math, Science, Social Studies, Health, Special Education	100	100	100	Teacher Spec Ed HS
Derick	Reis	YES	6/1/2009	100	Instructional I Elementary K-6 (2810)	K-6	Math, English, Social Studies, Science	100	100	100	Teacher Gen Ed 5
Lisa	Reitz	YES	3/1/2003; 04/01/2013	100	Instructional I Ment and/or Phys Handicapped K-12 (9235); Instructional II Ment and/or Phys Handicapped K-12 (9235)	K-12	Ment/Phys Handicap	100	100	100	Teacher Spec Ed Life Skills
Jason	Retucci	YES	7/1/2015; 04/01/2018	100	Instructional I Social Studies 7-12 (8875); Instructional I English 7-12 (3230)	7-12	Social Studies, English	100	100	100	Teacher Gen Ed HS ELA
Shawna	Rice	YES	6/1/2016	100	Instructional I Mathematics 7-12 (6800)	7-12	Math	100	100	100	Teacher Gen Ed HS Math
Amanda	Rogan	YES	5/1/2014; 05/01/2017; 09/01/2017	100	Instructional I Biology 7-12 (8405); Program Specialist English as a Second Language (ESL) PK-12 (4499); Instructional II Biology 7-12 (8405)	Pk-12	Biology and ESL	100	100	100	Teacher HS ELL
Sarah	Ronosky	YES	8/1/2007; 09/01/2008; 08/01/2007; 01/01/2017; 01/01/2017; 01/01/2017; 10/01/2020	100	Instructional I Elementary K-6 (2810); Instructional I Mid-Level Mathematics 6-9 (2860); Instructional I Special Education PK-12 (9225); Instructional II Elementary K-6 (2810); Instructional II Special Education PK-12 (9225); Instructional II Special Education PK-12 (9225); Supervisory Supvr Special Education PK-12 (9215)	PK-12	Math, English, Social Studies, Science, Supvr Special Ed.	100	100	100	Director of Student Services
Tara	Martin	YES	6/1/2020	100	Educational Specialist I School Psychologist PK-12 (1875)	PK-12	Educational Specialist- School Psychologist	100	100	100	School Psychologist
Julie	Rothbard	YES	08/01/2013; 08/01/2013; 02/01/2016; 11/01/2021; 11/01/2021; 11/01/2021	100	Instructional I Grades 4-8 (All subjects 4-6, Mathematics 7-8) (3100); Instructional I Grades 4-8 (All subjects 4-6, English Language Arts and Reading 7-8) (3100); Instructional I Grades 4-8 (All subjects 4-6, Social Studies 7-8) (3100); Instructional II Grades 4-8 (All subjects 4-6, Mathematics 7-8) (3100); Instructional II Grades 4-8 (All subjects 4-6, Social Studies 7-8) (3100); Instructional II Grades 4-8 (All subjects 4-6, English Language Arts and Reading 7-8) (3100)	4-8	English, Math, Science, Social Studies	100	100	100	Teacher Gen Ed 5

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Jamiee	Rowson Varsalone	YES	7/1/2011; 07/01/2011; 08/01/2008; 03/01/2006; 11/01/2009; 04/01/2018	100	Instructional II English 7-12 (3230), Instructional II Reading Specialist PK-12 (7650), Program Specialist English as a Second Language (ESL) PK-12 (4499) Instructional I English 7-12 (3230), Instructional I Reading Specialist PK-12 (7650), Administrative I Principal PK-12 (1115)	PK-12	English, Reading Specialist, ESL, Principal	100	100	100	Supervisor of ELD Programs
Julie	Rozen	YES	6/1/2022	100	Instructional I Earth and Space Science 7-12 (8440)	7th-12	Earth and Space Science	100	100	100	Teacher Gen Ed MS Science
Catrina	Russell	YES	4/1/2014; 05/01/2014; 03/01/2021; 03/01/2021	100	Instructional I Grades PK-4 (2825); Instructional I Special Education PK-8 (9226); Instructional II Grades PK-4 (2825); Instructional II Special Education PK-8 (9226)	PK-8	Special Education, Math, English, Science, Social Studies	100	100	100	Teacher Spec Ed HS
Jennifer	Russell	YES	11/01/2016; 11/01/2016; 06/01/2020; 06/01/2020	100	Instructional I Special Education PK-8 (9226); Instructional I Special Education PK-8 (9226); Instructional II Special Education PK-8 (9226); Instructional II Grades PK-4 (2825)	PK-8	English, Math, Science, Social Studies, Special Education	100	100	100	Teacher Spec Ed Life Skills Elem
Marissa	Rutkowski	YES	6/1/2012; 06/01/2021	100	Instructional I Elementary K-6 (2810); Instructional I Elementary K-6 (2810)	K-6	English, Math, Science, Social Studies	100	100	100	Teacher Gen Ed 2
Rachel	Sams	YES	06/01/2006; 01/01/2018	100	Instructional I Elementary K-6 (2810); Instructional II Elementary K-6 (2810)	K-6	English, Math, Science, Social Studies	100	100	100	Teacher - K-5 STEM
Tara	Saunders	YES	6/1/2011; 06/01/2010; 06/01/2010; 04/01/2012; 04/01/2012; 06/01/2016; 06/01/2016; 06/01/2016; 06/01/2016; 06/01/2017	100	Instructional I Mid-Level Citiz. Ed 6-9 (2870); Instructional I Elementary K-6 (2810); Instructional I Special Education PK-12 (9225); Instructional I Mid-Level English 6-9 (2850); Instructional I Mid-Level Mathematics 6-9 (2860); Instructional II Elementary K-6 (2810); Instructional II Mid-Level Citiz. Ed 6-9 (2870); Instructional II Mid-Level English 6-9 (2850); Instructional II Mid-Level Mathematics 6-9 (2860); Instructional II Special Education PK-12 (9225); Supervisory Supvr Special Education PK-12 (9215)	PK-12	English, Math, Science, Social Studies, Citiz. Ed., Special Education, Special Education Supvr	100	100	100	Teacher Spec Ed MS
Allison	Schleifer	YES	5/1/2013; 07/01/2020	100	Educational Specialist I Secondary School Counselor 7-12 (1837); Educational Specialist II Secondary School Counselor 7-12 (1837)	7th-12	School Counselor	100	100	100	Supervisor of Counseling Services
Emily	Schulze	YES	1/1/2020	100	Instructional I Grades PK-4 (2825)	PK-4	English, Math, Science, Social Studies	100	100	100	Teacher Gen Ed K
Christine	Sciulli	YES	11/1/2006; 08/01/2012	100	Instructional I Elementary K-6 (2810); Program Specialist English as a Second Language (ESL) PK-12 (4499)	PK-12	English, Math, Science, Social Studies, ESL	100	100	100	Teacher HS ELL
Christina	Scotillo	YES	1/1/2011; 01/01/2011	100	Instructional I Elementary K-6 (2810); Instructional I Special Education PK-12 (9225)	PK-12	English, Math, Science, Social Studies, Special Education	100	100	100	SE Transition Coordinator
Alison	Shaltes	YES	5/1/2007; 09/01/2010; 10/01/2007; 01/01/2012; 01/01/2012; 01/01/2012	100	Instructional I Elementary K-6 (2810); Instructional I Reading Specialist PK-12 (7650); Instructional I Mid-Level English 6-9 (2850); Instructional II Elementary K-6 (2810); Instructional II Mid-Level English 6-9 (2850); Instructional II Reading Specialist PK-12 (7650)	PK-12	English, Math, Science, Social Studies, Reading Specialist	100	100	100	Teacher Interventionist MS Reading
Emily	Shaw	YES	5/1/2006; 04/01/2011	100	Educational Specialist I Secondary School Counselor 7-12 (1837); Educational Specialist II Secondary School Counselor 7-12 (1837)	7th-12	Counselor	100	100	100	Counselor Counseling HS
Liam	Shea	YES	7/1/2022	100	Instructional I Health & Physical Educ PK-12 (4805)	PK-12	Health and Phys. Ed	100	100	100	Teacher Gen Ed MS Specials
Leeann	Shepp	YES	6/1/2013	100	Instructional I Mathematics 7-12 (6800)	7th-12	Math	100	100	100	Teacher Interventionist MS
Brianna	Shishlo	YES	6/1/2018; 04/01/2019	100	Instructional I Grades PK-4 (2825); Instructional I Special Education PK-8 (9226)	PK-8	Math, Science, English, Social Studies, Special Education	100	100	100	Teacher Gen Ed 1
Jackie	Shopes	YES	6/1/2010	100	Instructional I Elementary K-6 (2810)	K-6	English, Math, Science, Social Studies	100	100	100	Teacher Interventionist Elem
Amanda	Small	YES	6/1/2014; 06/01/2014; 01/01/2019; 01/01/2019	100	Instructional I Special Education PK-8 (9226); Instructional I Grades PK-4 (2825); Instructional II Grades PK-4 (2825); Instructional II Grades PK-4 (2825)	PK-8	English, Math, Science, Social Studies, Special Education	100	100	100	Grade K Teacher
Julie	Smialowski	YES	5/1/2003	100	Instructional I Social Studies 7-12 (8875)	7th-12	Social Studies	100	100	100	Teacher Gen Ed MS Social
Toshia	Snead	YES	06/01/2009; 06/01/2009; 06/01/2009; 07/01/2015; 07/01/2015; 07/01/2015	100	Instructional I Special Education PK-12 (9225); Instructional I Early Childhood N-3 (2840); Instructional I Elementary K-6 (2810); Instructional II Early Childhood N-3 (2840); Instructional II Elementary K-6 (2810); Instructional II Special Education PK-12 (9225)	PK-12	Special Education, Early Childhood Ed., Math, English, Social Studies, Science, Math	100	100	100	Special Ed Asst Coordinator (HS)
Allison	Snyder	YES	4/1/2004; 08/01/1999	100	Instructional I Reading Specialist PK-12 (7650); Instructional I Elementary K-6 (2810)	PK-12	English, Math, Science, Social Studies, Reading Specialist	100	100	100	Teacher Gen Ed MS ELA
Cylie	Snyder	YES	4/1/2022	100	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	PK-12	Counselor	100	100	100	Counselor Counseling Elem

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Jaclyn	Snyder	YES	7/1/2013; 07/01/2013; 08/01/2019; 08/01/2019	100	Educational Specialist I Elementary School Counselor K-6 (1836); Educational Specialist I Secondary School Counselor 7-12 (1837); Educational Specialist II Elementary School Counselor K-6 (1836); Educational Specialist II Secondary School Counselor 7-12 (1837)	K-12	Counselor	100	100	100	Counselor Counseling MS
Jennifer	Sobotka	YES	5/1/2008; 05/01/2008; 05/01/2008; 06/01/2013; 07/01/2014; 07/01/2014; 07/01/2014; 07/01/2014;	100	Instructional I Mid-Level Mathematics 6-9 (2860); Instructional I Elementary K-6 (2810); Instructional I Mid-Level English 6-9 (2850); Instructional I Reading Specialist PK-12 (7650); Instructional II Elementary K-6 (2810); Instructional II Elementary K-6 (2810); Instructional II Mid-Level Mathematics 6-9 (2860); Instructional II Mid-Level English 6-9 (2850)	PK-12	English, Math, Science, Social Studies, Reading Specialist	100	100	100	Teacher Gen Ed 5
Christine	Sowers	YES	6/1/2009; 06/01/2009; 02/01/2019; 02/01/2019; 03/01/2022	100	Instructional I Special Education PK-12 (9225); Instructional I Elementary K-6 (2810)Instructional II Elementary K-6 (2810); Instructional II Special Education PK-12 (9225); Supervisory Supvr Special Education PK-12 (9215)	PK-12	English, Math, Science, Social Studies, Special Education	100	100	100	Instructional Data Coach
Alyssa	Spigarelli	YES	06/01/2020; 06/01/2020	100	Instructional I Special Education PK-8 (9226); Instructional I Grades PK-4 (2825)	PK-9	English, Math, Science, Social Studies, Special Education	100	100	100	Teacher Spec Ed Elem
Melissa	Stanton	YES	6/1/2009; 06/01/2011; 10/01/2012; 05/01/2014; 05/01/2014	100	Instructional I English 7-12 (3230); Instructional I Mid-Level Citiz. Ed 6-9 (2870); Program Specialist English as a Second Language (ESL) PK-12 (4499); Instructional II English 7-12 (3230); Instructional II Mid-Level Citiz. Ed 6-9 (2870)	PK-12	English, Citizen Ed., Program Specialist ESL	100	100	100	Teacher Elem ELL
Vincent	Stawinski	YES	07/01/2009; 05/01/2008; 03/01/2014; 03/01/2014; 10/01/2016	100	Instructional I Special Education PK-12 (9225), Instructional I Elementary K-6 (2810), Instructional II Elementary K-6 (2810), Instructional II Special Education PK-12 (9225), Supervisory Supvr Special Education PK-12 (9215)	PK - 12	Special Education, Math, English, Science, Social Studies	100	100	100	Special Ed Supervisor
Bobbi-Jo	Stogsdill	YES	08/01/2011; 08/01/2011; 05/01/2005; 05/01/2005	100	Instructional II Citizenship 7-12 (8825); Instructional II Social Science 7-12 (8865); Instructional I Social Science 7-12 (8865); Instructional I Citizenship 7-12 (8825)	7-12	Citizenship, Social Studies	100	100	100	Teacher Gen Ed MS Social Studies
Stacy	Stuenzi	YES	7/1/2020; 08/01/2020	100	Instructional I Grades PK-4 (2825); Instructional I Grades 4-8 (All subjects 4-6, English Language Arts and Reading 7-8) (3100)	PK-8	English, Math, Science, Social Studies, English Language Arts, Reading	100	100	100	Teacher Gen Ed MS Math
Rebecca	Sube	YES	5/1/2016; 09/01/2018; 11/01/2018; 01/01/2019; 03/01/2023; 03/01/2023; 03/01/2023	100	Instructional I Grades PK-4 (2825); Private School - Teacher Learning Disabled K-12 (19245); Instructional I Special Education PK-8 (9226); Instructional I Special Education 7-12 (9227); Instructional II Special Education PK-8 (9226; Instructional II Special Education 7-12 (9227); Instructional II Grades PK-4 (2825)	PK-12	English, Math, Science, Social Studies, Special Education	100	100	100	Teacher Spec Ed HS
Alyssa	Swanter	YES	7/1/2013; 07/01/2013; 09/01/2019; 09/01/2019	100	Instructional I Grades PK-4 (2825); Instructional I Special Education PK-12 (9225); Instructional II Grades PK-4 (2825); Instructional II Special Education PK-12 (9225)	PK-12	English, Math, Science, Social Studies, Special Education	100	100	100	Teacher Spec Ed HS
Regina	Tarselli	YES	in active	100	in active	in active	in active	100	100	100	Teacher Gen Ed HS Math
Kelsey	Tate	YES	5/1/2011; 05/01/2011; 05/01/2015; 05/01/2015	100	Educational Specialist I Secondary School Counselor 7-12 (1837); Educational Specialist I Elementary School Counselor K-6 (1836); Educational Specialist II Elementary School Counselor K-6 (1836); Educational Specialist II Secondary School Counselor 7-12 (1837)	K-12	Counselor	100	100	100	Counselor Counseling HS
Amy	Taylor	YES	9/1/2001; 06/01/1996	100	Instructional I Ment and/or Phys Handicapped K-12 (9235); Instructional I Elementary K-6 (2810)	K-12	English, Math, Science, Social Studies, Ment/Phys handicap	100	100	100	Professional Development Coach
Dawn	Teklinsky	YES	6/1/2003; 06/01/2005	100	Instructional I Elementary K-6 (2810); Instructional I Reading Specialist PK-12 (7650)	PK-12	Math, English, Science, Social Studies, Reading Specialist	100	100	100	Teacher Interventionist MS Reading
Brian	Tell	YES	1/1/2005; 01/01/2005; 06/01/2015; 06/01/2015	100	Instructional I Social Studies 7-12 (8875); Instructional I Citizenship 7-12 (8825); Instructional II Citizenship 7-12 (8825); Instructional II Social Studies 7-12 (8875)	7th-12	Social Studies, Citizenship	100	100	100	Teacher - In-House Substitute (HS)
Alison	Testa	YES	9/1/2011; 09/01/2011	100	Educational Specialist I Elementary School Counselor K-6 (1836); Educational Specialist I Secondary School Counselor 7-12 (1837)	K-12	Counselor	100	100	100	Counselor Counseling Elem
Amanda	Thomas	YES	2/1/2016; 02/01/2016	100	Instructional I Grades PK-4 (2825); Instructional I Special Education PK-8 (9226)	PK-8	English, Math, Science, Social Studies	100	100	100	K5 Instructional Coach
Christina	Thomas	YES	5/1/2010; 06/01/2008; 02/01/2010; 06/01/2008; 06/01/2008	100	Instructional I Environmental Educ PK-12 (4820); Instructional I Mid-Level Mathematics 6-9 (2860); Instructional I General Science 7-12 (8450); Instructional I Mid-Level Science 6-9 (2880); Instructional I Biology 7-12 (8405)	PK-12	Environmental Ed. Math, Science, Biology	100	100	100	Teacher Gen Ed MS Science

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Crystal	Thomas	YES	8/1/2020; 08/01/2020	100	Instructional I Grades PK-4 (2825); Instructional I Special Education PK-8 (9226)☒	PK-8	English, Math, Science, Social Studies, Special Education	100	100	100	Teacher Spec Ed HS
Stephen	Trevino	YES	2/1/2019; 02/01/2019	100	Instructional I English 7-12 (3230); Instructional I Special Education 7-12 (9227)	7-12	English, Special Education	100	100	100	Teacher Spec Ed HS
Michelle	Venafra	YES	6/1/2014	100	Instructional I Grades PK-4 (2825)	PK-4	English, Math, Science, Social Studies	100	100	100	Teacher Gen Ed 2
Corinna	Vieira	YES	5/1/2011; 03/01/2020; 03/01/2020; 03/01/2020	100	Instructional I Elementary K-6 (2810); Instructional I Reading Specialist PK-12 (7650); Instructional II Elementary K-6 (2810); Instructional II Reading Specialist PK-12 (7650)☒	PK-12	Math, Science, Social Studies, English, Reading Specialist	100	100	100	Teacher Interventionist MS Reading
Nicholas	Vignone	YES	1/1/2022	100	Intern Bus-Computer-Info Tech PK-12 (1603)	PK-12	Bus-Computer-Info Tech	100	100	100	Teacher HS Gen Ed CTE - Computer Programming
Suzanne	Vuksan	YES	1/1/2004; 01/01/2004; 07/01/2018; 07/01/2018	100	Instructional I Elementary K-6 (2810); Instructional I Early Childhood N-3 (2840); Instructional II Early Childhood N-3 (2840); Instructional II Elementary K-6 (2810)	N-6	English, Math, Science, Social Studies	100	100	100	Teacher Gen Ed 2
Pam	Waltz	YES	05/01/2007; 01/01/2008☒	100	Instructional I Elementary K-6 (2810); Instructional I Reading Specialist PK-12 (7650)	PK-12	English, Math, Science, Social Studies, Special Education	100	100	100	Teacher Interventionist Elem Reading
Brett	Ward	YES	expired	100	expired	expired	expired	100	100	100	Teacher Gen Ed MS Social
Jen	Weimer	YES	8/1/2007; 04/01/2011; 04/01/2011; 12/01/2000☒	100	Instructional I Special Education PK-12 (9225); Instructional II Special Education PK-12 (9225); Instructional II Elementary K-6 (2810); Instructional I Elementary K-6 (2810)	PK-12	English, Math, Science, Social Studies, Special Education	100	100	100	Assistant Special Ed Coordinator
Danielle	Wenzler	YES	8/1/2001; 08/01/2001; 05/01/2007; 05/01/2007; 07/01/2013; 07/01/2013	100	Instructional I Early Childhood N-3 (2840); Instructional I Elementary K-6 (2810); Instructional II Early Childhood N-3 (2840); Instructional II Elementary K-6 (2810); Instructional I Special Education PK-12 (9225); Instructional II Special Education PK-12 (9225)	PK-12	Early Childhood, Math, English, Social Studies, Science, Special Education	100	100	100	Teacher Spec Ed MS
Aithen	Wesleyan	YES	4/1/2013; 08/01/2014; 08/01/2014; 08/01/2018; 08/01/2020☒	100	Instructional I General Science 7-12 (8450); Instructional I Biology 7-12 (8405); Instructional I Earth and Space Science 7-12 (8440); Instructional I Chemistry 7-12 (8420); Instructional I Physics 7-12 (8470)☒	7th-12	Science, Biology, Earth&Space Science, Chemistry, Physics	100	100	100	Teacher Gen Ed HS Science
Melissa	White	YES	7/1/2015	100	Instructional I Social Studies 7-12 (8875)	7-12	Social Studies	100	100	100	Teacher Gen Ed HS Social
Laura	Whitmire	YES	6/1/2005;	100	Instructional I Elementary K-6 (2810)	K-6	English, Math, Science, Social Studies	100	100	100	Teacher Gen Ed MS Math
Shelly	Wild	YES	5/1/2008; 10/01/2017	100	Instructional I Early Childhood N-3 (2840); Instructional I Reading Specialist PK-12 (7650)	PK-12	English, Math, Science, Social Studies, Reading Specialist	100	100	100	Teacher Interventionist SE Reading
Deanna	Wilhelm	YES	5/1/2011	100	Instructional I Special Education PK-12 (9225)	PK-12	Special Education	100	100	100	Teacher Spec Ed HS
Anastasia	Wilson	YES	1/1/2017	100	Instructional I English 7-12 (3230)	7th-12	English	100	100	100	Teacher Gen Ed HS ELA
Shawna M	Wilson-Brodmerkel	YES	6/1/2021; 06/01/2021☒	100	Instructional I Grades PK-4 (2825); Instructional I Special Education PK-8 (9226)	PK - 8	Math, Science, Social Studies, English, Special Ed.	100	100	100	Teacher Spec Ed Life Skills HS
Lindsey	Wilson Mapstone	YES	1/1/2007; 12/01/2011; 04/01/2012; 04/01/2012	100	Instructional I Elementary K-6 (2810); Instructional II Elementary K-6 (2810); Instructional I Special Education PK-12 (9225); Instructional II Special Education PK-12 (9225)	PK-12	English, Math, Science, Social Studies, Special Education	100	100	100	Teacher Spec Ed Elem
Shawna	Wilson-Brodmerkel	YES	6/1/2021; 06/01/2021	100	Instructional I Grades PK-4 (2825); Instructional I Special Education PK-8 (9226)☒	PK-8	Math, English, Science, Social Studies	100	100	100	Teacher Spec. Ed HS
Megan	Winkler	YES	7/1/2007; 06/01/2007; 12/01/2011; 09/01/2022; 09/01/2022	100	Program Specialist English as a Second Language (ESL) PK-12 (4499); Instructional I Elementary K-6 (2810); Instructional II Elementary K-6 (2810); Instructional I Reading Specialist PK-12 (7650); Instructional II Reading Specialist PK-12 (7650)	PK - 12	ESL, Math, English, Science, Social Studies, Reading Specialist	100	100	100	Teacher Elem ELL
Kody	Wolff	YES	5/1/2010; 03/01/2015; 02/01/2021	100	Instructional I Physics 7-12 (8470); Instructional II Physics 7-12 (8470); Instructional II Bus-Computer-Info Tech PK-12 (1603)	PK-12	Physics, Bus-Computer Info Tech	100	100	100	Teacher Gen Ed HS Science
Amanda	Woods	YES	6/1/2015; 01/01/2016	100	Instructional I Social Studies 7-12 (8875); Instructional I English 7-12 (3230)	7-12	English, Social Studies	100	100	100	Teacher Gen Ed HS Social Studies
Jessica	Wright	YES	3/1/2005; 03/01/2005; 09/01/2010; 09/01/2010; 12/01/2017☒	100	Instructional I Elementary K-6 (2810), Instructional I Special Education PK-12 (9225), Instructional II Special Education PK-12 (9225), Instructional II Elementary K-6 (2810), Administrative I Principal PK-12 (1115)	PK-12	Math, English, Science, Social Studies, Special Education	100	100	100	Director of Curriculum, Instruction, and Assessment
Ally	Yester	YES	1/1/2022; 01/01/2022	100	Instructional I Grades PK-4 (2825); Instructional I Special Education PK-8 (9226)☒	PK-8	English, Math, Science, Social Studies, Special Education	100	100	100	Teacher Gen Ed K

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Wendy	Yonkers	YES	2/1/2004; 07/01/2009; 11/01/2000; 09/01/2009; 05/01/1994; 01/01/2021	100	Instructional II Elementary K-6 (2810); Administrative II Elementary Principal K-6 (1100); Administrative I Elementary Principal K-6 (1100); Supervisory Supvr Curriculum & Inst PK-12 (2915); Instructional I Elementary K-6 (2810); Instructional II Family-Consumer Sci PK-12 (5600)	PK-12	English, Math, Science, Social Studies, Principal, Supvr Curriculum, Family Consumer Science	100	100	100	Assistant Principal
Kathryn	Zamonski	YES	6/1/2009; 06/01/2009; 07/01/2012; 04/01/2013; 06/01/2019; 06/01/2019; 06/01/2019; 06/01/2019	100	Instructional I Special Education PK-12 (9225); Instructional I Elementary K-6 (2810); Instructional I Mid-Level English 6-9 (2850); Instructional I English 7-12 (3230); Instructional II Elementary K-6 (2810); Instructional II Elementary K-6 (2810); Instructional II Mid-Level English 6-9 (2850); Instructional II Special Education PK-12 (9225)	PK-12	English, Math, Science, Social Studies, Special Education,	100	100	100	Teacher - In House Substitute (MS)
Dianna	Zarli	YES	11/1/2011; 06/01/2008	100	Instructional II Technology Education PK-12 (6075); Instructional I Technology Education PK-12 (6075)	PK-12	Technology Education	100	100	100	Teacher HS Gen Ed CTE - BCIT
Jamie	Zona	YES	12/1/2000; 03/01/2001; 09/01/2010; 09/01/2010	100	Instructional I Elementary K-6 (2810); Instructional I Early Childhood N-3 (2840); Instructional II Elementary K-6 (2810); Instructional II Early Childhood N-3 (2840)	N-6	English, Math, Science, Social Studies	100	100	100	Teacher Gen Ed 1
Kelly J	Watts	YES	07/01/1998; 07/01/1998; 07/01/1998; 04/01/2022	100	Instructional II Elementary K-6 (2810); Instructional II Early Childhood N-3 (2840); Instructional II Reading Specialist PK-12 (7650); Administrative I Principal PK-12 (1115);	PK - 12	Math, English, Social Studies, Science, Reading Specialist	100	100	100	Assistant Principal
Laura Beth	Briffa	YES	1/1/2007; 01/01/2012; 09/01/2015; 09/01/2015	100	Instructional I Elementary K-6 (2810); Instructional I Reading Specialist PK-12 (7650); Instructional II Elementary K-6 (2810); Instructional II Reading Specialist PK-12 (7650)	PK - 12	Math, English, Social Studies, Science, Reading Specialist	100	100	100	Teacher Gen Ed 4
Amanda Mae	Smail										Teacher Gen Ed K
Alex	Silver										Teacher Gen Ed HS ELA
Meghan	Greaves										Teacher Interventionist Elem
Alyssa Marie	Swantner										Teacher Spec Ed Elem
Rachel R	Saul										Teacher Spec Ed Life Skills
Elizabeth	Gierczynski										Teacher Spec Ed Life Skills
Ivy Rae	Avery										Behavior Analyst
Mara	Benvenuti										Counselor Counseling HS
											Counselor Counseling HS
Kristina M	Bowen	YES	6/1/2009; 06/01/2009; 03/01/2019; 03/01/2019	100	Instructional I Special Education PK-12 (9225); Instructional I Early Childhood N-3 (2840); Instructional II Early Childhood N-3 (2840); Instructional II Special Education PK-12 (9225)	PK - 12	Special Ed., Early Childhood	100	100	100	Behavior Interventionist
Brittany	Reamer	YES	6/1/2015; 06/01/2015; 04/01/2023; 04/01/2023	100	Instructional I Special Education PK-8 (9226); Instructional I Grades PK-4 (2825); Instructional II Special Education PK-8 (9226); Instructional II Grades PK-4 (2825)	PK - 8		100	100	100	Behavior Interventionist
Sandi F	Wrigley	YES	7/1/2009; 06/01/2020	100	Instructional I Elementary K-6 (2810); Instructional II Elementary K-6 (2810)	K - 6	Math, English, Social Studies, Science	100	100	100	Instructional Coach
Sherry L	McBride	YES	8/1/2010; 04/01/2011; 08/01/2013	100	Instructional I Citizenship 7-12 (8825); Program Specialist English as a Second Language (ESL) PK-12 (4499); Instructional II Citizenship 7-12 (8825)	PK - 12	Citizenship, ESL	100	100	100	EL Eligibility Coordinator
Karisa Ann	Haslett	YES	8/1/2010; 07/01/2007; 06/01/2007	100	Instructional II Mathematics 7-12 (6800); Educational Specialist I Inst Technology Specialist PK-12 (1825); Instructional I Mathematics 7-12 (6800)	PK - 12	Math, Educational Specialist	100	100	100	Instructional Data Coach
Danielle	Darmo	YES	6/1/1998; 07/01/2020	100	Instructional I Elementary K-6 (2810); Instructional II Elementary K-6 (2810)	K - 6	Math, English, Social Studies, Science	100	100	100	Professional Development Coach
Lisa M	Birckbichler	YES	6/1/2002; 08/01/2017	100	Instructional I Elementary K-6 (2810); Instructional II Elementary K-6 (2810)	K - 6	Math, English, Science, Social Studies	100	100	100	Teacher Interventionist Elem Math

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Caitlin Dawn	Klan	K -12	Life Skills	Paraprofessional - Life Skills
Cathrin R	Nester	6th - 8		Paraprofessional - MS
Diana M	McDonell	K - 5		Paraprofessional - ES
Stephanie	FitzGerald	6th - 8		Paraprofessional - MS
Rebecca	McHaffie	6th - 8		Paraprofessional - MS
Katelin Marie	Cox	9TH - 12		Paraprofessional - HS
JoAnn	Schweitzer	K - 5		Paraprofessional - ES
Carolyn M	Myron	K - 12		Paraprofessional Coordinator
Rachel Leigh	Roberts	9TH - 12		Paraprofessional - HS
Lori N	Jones	K - 5		Paraprofessional - ES
Abbey E	Perry	9TH - 12		Paraprofessional - HS
Lora	Sciulli	9TH - 12		Paraprofessional - HS
Frayma	Rodriguez	9TH - 12		Paraprofessional - HS
Sonya D	Porter	K - 5		Paraprofessional - ES
Chelsea Ann	Burke	K -12	Life Skills	Paraprofessional - Life Skills
Kristina Maria	Heffelfinger	9TH - 12		Paraprofessional - HS
Michelle Therese	Pehlman	9TH - 12		Paraprofessional - HS
Tiffany Kay	Alger	K - 5		Paraprofessional - ES
Marie	Raisner	K -12	Life Skills	Paraprofessional - Life Skills
James Donald	Arrizza Jr	6th - 8		Paraprofessional - MS
Alicia N	Desimone	9TH - 12		Paraprofessional - HS
Tascha	Peterman	9TH - 12		Paraprofessional - HS
Erin Lee	Denmon	K -12	Life Skills	Paraprofessional - Life Skills
Brittany Lynn	Eckert	6th - 8		Paraprofessional - MS
Kenneth	Evans Jr.	K -12	Life Skills	Paraprofessional - Life Skills
Lori	George	K -12	Life Skills	Paraprofessional - Life Skills
Jill M	Anderson	K -12	Life Skills	Paraprofessional - Life Skills
Laura	Marrigi	9TH - 12		Paraprofessional - HS
Marci	Mansfield	K -12	Life Skills	Paraprofessional - Life Skills
Laura	Myers	K -12	Life Skills	Paraprofessional - Life Skills
Jessica	Holman	9TH - 12		Paraprofessional - HS

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Tricia	Bablionia	YES	2/1/2019; 12/01/2018	100	Instructional I Special Education PK-8 (9226); Instructional I Grades PK-4 (2825)	PK-8	English, Math, Social Studies, Science, Special Education	100	100	100	Grade 1 Teacher
Anna	Baranoski	YES	6/1/2014; 06/01/2014; 06/01/2020; 06/01/2020	100	Instructional I Special Education PK-8 (9226); Instructional I Grades PK-4 (2825); Instructional II Special Education PK-8 (9226); Instructional II Grades PK-4 (2825)	PK-8	English, Math, Science, Social Studies, Special Education	100	100	100	Spec Ed
Lisa	Birchbichler	YES	6/1/2002; 08/01/2017	100	Instructional I Elementary K-6 (2810); Instructional II Elementary K-6 (2810)	K-6	English, Math, Social Studies, Science,	100	100	100	Math Interventionist 5
Kylee	Bosser	YES	9/1/2019	100	Instructional I Social Studies 7-12 (8875)	7-12	Social Studies	100	100	100	6th History
Melissa	Dalessandri-Fetterman	YES	9/1/2012; 09/01/2012; 11/01/2018; 11/01/2018	100	Instructional I Elementary K-6 (2810); Instructional I Special Education PK-12 (9225); Instructional II Elementary K-6 (2810); Instructional II Special Education PK-12 (9225)	PK-12	English, Math, Science, Social Studies, Special Education	100	100	100	Teacher Spec Ed MS
Maria	D'Amato	YES	12/1/2020	100	Instructional I Social Studies 7-12 (8875)	7-12	Social Studies	100	100	100	S.S Teacher
April	Deckert	YES	12/1/2008; 06/01/2009; 07/01/2014; 07/01/2014	100	Instructional I Social Studies 7-12 (8875); Instructional I Family-Consumer Sci PK-12 (5600); Instructional II Family-Consumer Sci PK-12 (5600); Instructional II Social Studies 7-12 (8875)	PK-12	Social Studies, Family-Consumer Science	100	100	100	S.S Teacher
Alena	Ezeilo	YES	4/1/2021	100	Instructional I English 7-12 (3230)	7-12	English	100	100	100	8th ELA
Morgan	Hamby	YES	6/1/2017; 08/01/2019	100	Instructional I Grades PK-4 (2825); Instructional I Special Education PK-8 (9226)	PK-8	English, Math, Science, Social Studies, Special Education	100	100	100	Grade 2 Special Ed
Julia	Hoffner	YES	6/1/2020; 06/01/2020	100	Instructional I Special Education PK-8 (9226); Instructional I Grades PK-4 (2825)	PK-8	English, Math, Science, Social Studies, Special Education	100	100	100	Spec Ed
Nicole	Killeen	YES	4/1/2011; 12/01/2011; 01/01/2017; 01/01/2017	100	Instructional I Bus-Computer-Info Tech PK-12 (1603); Instructional I Mid-Level Mathematics 6-9 (2860); Instructional II Bus-Computer-Info Tech PK-12 (1603); Instructional II Mid-Level Mathematics 6-9 (2860)	PK-12	Math, Bus-Computer-Info Tech	100	100	100	Teacher
Julia	Long	YES	5/1/2012; 06/01/2015; 09/01/2018; 09/01/2018	100	Instructional I Elementary K-6 (2810); Instructional I Special Education PK-8 (9226); Instructional II Elementary K-6 (2810); Instructional II Special Education PK-8 (9226)	PK-8	English, Math, Science, Social Studies, Special Education	100	100	100	Speech Only
Julia	Long	YES	5/1/2012; 06/01/2015; 09/01/2018; 09/01/2018	100	Instructional I Elementary K-6 (2810); Instructional I Special Education PK-8 (9226); Instructional II Elementary K-6 (2810); Instructional II Special Education PK-8 (9226)	PK-8	English, Math, Science, Social Studies, Special Education	100	100	100	Spec Ed Soc Skills/ CM
Katherine	Lowanse	YES	6/1/2014	100	Instructional I Grades PK-4 (2825)	PK-4	English, Math, Science, Social Studies	100	100	100	Grade 1 Teacher
Aubrey	McClintock	YES	6/1/2010; 06/01/2010; 06/01/2010; 06/01/2010; 03/01/2007; 12/01/2003; 12/01/2003; 05/01/2003	100	Instructional II Mid-Level Science 6-9 (2880); Instructional II Mid-Level Mathematics 6-9 (2860); Instructional II Elementary K-6 (2810); Instructional II Library Science PK-12 (6420); Instructional I Library Science PK-12 (6420); Instructional I Mid-Level Mathematics 6-9 (2860); Instructional I Mid-Level Science 6-9 (2880); Instructional I Elementary K-6 (2810)	PK-12	English, Math, Science, Social Studies, Library Science	100	100	100	8th Math
Robyn	McMynne	YES	5/1/2002	100	Instructional I Ment and/or Phys Handicapped K-12 (9235)	K-12	Ment/Phys Handicap	100	100	100	SPED Teacher
Robyn	McMynne	YES	5/1/2002	100	Instructional I Ment and/or Phys Handicapped K-12 (9235)	K-12	Ment/Phys handicap	100	100	100	Elem Life Skills
Kristin	Niederman	YES	11/1/2004; 09/01/2001; 02/01/2007; 02/01/2007; 02/01/2007; 02/01/2007; 03/01/2005; 02/01/2004	100	Instructional I Mid-Level Citiz. Ed 6-9 (2870); Instructional I Elementary K-6 (2810); Instructional II Elementary K-6 (2810); Instructional II Mid-Level Mathematics 6-9 (2860); Instructional II Special Education PK-12 (9225); Instructional II Mid-Level Citiz. Ed 6-9 (2870); Instructional I Mid-Level Mathematics 6-9 (2860); Instructional I Special Education PK-12 (9225)	PK-12	English, Math, Science, Social Studies, Mid-Level Citiz. Ed, Special Education	100	100	100	Math Interventionist
Melanie	Noel	YES	Terminated	100	Educational Specialist I Secondary School Counselor 7-12 (1837); Educational Specialist II Secondary School Counselor 7-12 (1837); Administrative I Principal PK-12 (1115)	PK-12	Educational Specialist, Counselor, Principal	100	100	100	School Counselor
Christine	Noll	YES	5/1/2011; 08/01/2016	100	Educational Specialist I Secondary School Counselor 7-12 (1837); Educational Specialist II Secondary School Counselor 7-12 (1837)	7-12	Counselor	100	100	100	School Counselor
Rachel	Oates	YES	3/1/2006	100	Instructional I Elementary K-6 (2810)	K-6	English, Math, Science, Social Studies	100	100	100	Grade 4 Teacher
Lauren	Radico	YES	1/1/2008; 01/01/2008; 07/01/2020	100	Instructional I Special Education PK-12 (9225); Instructional I Special Education PK-12 (9225); Instructional I Reading Specialist PK-12 (7650)	PK-12	English, Math, Science, Social Studies, Special Education, Reading Specialist	100	100	100	6th Science
Natalie	Roslin	YES	3/1/2005; 01/01/2000	100	Instructional II Mathematics 7-12 (6800); Instructional I Mathematics 7-12 (6800)	7-12	Math	100	100	100	8th Math
Rachel	Scholze	YES	2/1/2003; 02/01/2002; 07/01/2008; 07/01/2008; 07/01/2016	100	Instructional I Special Education PK-12 (9225); Instructional I Elementary K-6 (2810); Instructional II Elementary K-6 (2810); Instructional II Special Education PK-12 (9225); Administrative I Principal PK-12 (1115)	PK-12	English, Math, Science, Social Studies, Special Education, Principal	100	100	100	SPED Teacher
Joann	Schweitzer	YES		100				100	100	100	Para
Meghan	Terry	YES	08/01/2017; 08/01/2017; 09/01/2021; 09/01/2021	100	Instructional I Special Education PK-8 (9226); Instructional I Grades PK-4 (2825); Instructional II Special Education PK-8 (9226); Instructional II Grades PK-4 (2825)	PK-8	English, Math, Science, Social Studies, Special Education	100	100	100	Life Skills
Chelsea	Varnado	YES	4/1/2018; 04/01/2018; 09/01/2021; 09/01/2021; 06/01/2022	100	Instructional I Grades PK-4 (2825); Instructional I Special Education PK-8 (9226); Instructional II Grades PK-4 (2825); Instructional II Special Education PK-8 (9226); Instructional II Technology Education PK-12 (6075)	PK-12	English, Math, Science, Social Studies, Special Education, Tech. Ed.	100	100	100	Spec Ed
Mark	Wasson	YES	1/1/2015	100	Instructional I Social Studies 7-12 (8875)	7-12	Social Studies	100	100	100	8th History

First Name	Last Name	PA Certified Yes/No	Issue Date	% Cert	Areas Certification	Grade Serving or Teaching	All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assignment	% of Time in Certified Position	% of Time in Areas Not Certified	Jobs Title
Kelly	Watts	YES	7/1/1998; 07/01/1998; 07/01/1998; 04/01/2022	100	Instructional II Elementary K-6 (2810); Instructional II Early Childhood N-3 (2840); Instructional II Reading Specialist PK-12 (7650); Administrative I Principal PK-12 (1115)	PK-12	English, Math, Science, Social Studies, Principal	100	100	100	MS Assistant Principal
Sandi	Wrigley (Sub)	YES	7/1/2009; 06/01/2020	100	Instructional I Elementary K-6 (2810); Instructional II Elementary K-6 (2810)	K-6	English, Math, Science, Social Studies	100	100	100	Math Interventionist 4
Kathy	Puentes	YES	7/1/2007; 08/01/2005; 06/01/2006; 01/01/2001	100	Instructional II English 7-12 (3230); Instructional II Ment and/or Phys Handicapped K-12 (9235); Instructional II Reading Specialist PK-12 (7650); Instructional I Ment and/or Phys Handicapped K-12 (9235)	PK-12	English, Ment/Phys. Handicap, Reading Specialist	100	100	100	SPED Teacher
Alyssa	Miraglia	YES	3/1/2021	100	Instructional I Grades PK-4 (2825)	PK-4	English, Math, Science, Social Studies	100	100	100	Grade 1 Teacher

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

Name of School Insight PA Cyber Charter School

Address of School 350 Eagleview Blvd Ste 350, Exton, PA

CEO Signature _____

REVENUES

6000		REVENUE FROM LOCAL SOURCES	
6500		EARNINGS ON INVESTMENTS	
	6510	Interest on Investments and Interest-Bearing Checking Accounts	586,029
	6520	Dividends on Investments	-
	6530	Gains or Losses on Sale of Investments	277,317
	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	-
	6832	IDEA (611, 619, Transitions Discovery Grant)	-
	6839	Charter School Planning Grant	-
	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	64,369,651
	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	23,056
	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)	76,313
	7340	Unassigned	-
	7350	Sewage Treatment Operations / Environmental Subsidies	-
	7360	Safe Schools (PCCD security grants)	-
			-
			-
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	-
	7505	Ready to Learn Block Grant	-
	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	862,627
	8510		Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB)	-
	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	9,871,805
				-
				-
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				76,066,798

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

Name of School Insight PA Cyber Charter School

Address of School 350 Eagleview Blvd Ste 350, Exton, PA

CEO Signature _____

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

EXPENDITURES

1000	INSTRUCTION	
1100	REGULAR PROGRAMS - ELEMENTARY / SECONDARY	37,553,106
		-
1200	SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	11,276,894
		-
1300	VOCATIONAL EDUCATION	-
		-
1400	OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	-
		-
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	-
	2120 Guidance Services	2,108,548
	2130 Attendance Services	-
	2140 Psychological Services	596,806
	2150 Speech Pathology and Audiology Services	308,447
	2160 Social Work Services	615,225
	2170 Student Accounting Services	245,809
	2190 Other Pupil Personnel Services	6,075,466
		-
2200	SUPPORT SERVICES - INSTRUCTIONAL STAFF	-
	2210 Supervision of Educational Media Services	-
	2220 Technology Support Services	278,319
	2230 Educational Television Services	-
	2240 Computer-Assisted Instruction Support Services	-
	2250 School Library Services	-
	2260 Instruction and Curriculum Development Services	185,400
	2270 Instructional Staff Professional Development Services	379,171
	2280 Nonpublic Support Services	-
		-
2300	SUPPORT SERVICES - ADMINISTRATION	-
	2310 Board Services	26,557
	2320 Board Treasurer Services	-
	2340 Staff Relations and Negotiations Services	-
	2350 Legal Services	162,901
	2360 Office of the Superintendent (Executive Director) Services	3,976,418
	2370 Community Relations Services	-
	2380 Office of the Principal Services	-
	2390 Other Administration Services	-
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2400		SUPPORT SERVICES - PUPIL HEALTH	
			-
2500		SUPPORT SERVICES - BUSINESS	
	2510	Fiscal Services	702,125
	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	456,062
	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	-
			-
2800		SUPPORT SERVICES - CENTRAL	
	2810	Planning, Research, Development and Evaluation Services	-
	2820	Information Services	-
	2830	Staff Services	-
	2840	Data Processing Services	-
	2850	State and Federal Agency Liaison Services	-
	2860	Management Services	4,518,206
	2890	Other Support Services Central	-
			-
2900		OTHER SUPPORT SERVICES - CENTRAL	
	2990	Pass-Thru Funds	-
			-
3000		OPERATION OF NON-INSTRUCTIONAL SERVICES	
3100		FOOD SERVICES	
			-
3200		STUDENT ACTIVITIES	
	3210	School Sponsored Student Activities	44,057
	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	100,000
			-
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			69,609,517

**TOTAL REVENUES MINUS TOTAL EXPENDITURES = CURRENT FUND
BALANCE AS OF JUNE 30, 2023**

6,457,281



INSIGHT PA CYBER CHARTER SCHOOL

FINANCIAL STATEMENTS

JUNE 30, 2022

INSIGHT PA CYBER CHARTER SCHOOL
JUNE 30, 2022

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INSIGHT PA CYBER CHARTER SCHOOL
JUNE 30, 2022

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INDEPENDENT AUDITOR'S REPORT

January 25, 2023

To the Board of Trustees
Insight PA Cyber Charter School
Exton, Pennsylvania

Report on the Audit of the Financial Statements

Opinions

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

In our opinion, the accompanying financial statements present fairly, in all material respects, the respective financial position of the governmental activities and the major fund of the Insight PA Cyber Charter School as of June 30, 2022, and the respective changes in its financial position and the respective budgetary comparison for the general fund for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Basis for Opinions

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

To the Board of Trustees
Insight PA Cyber Charter School

Responsibilities of Management for the Financial Statements

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

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

Auditor's Responsibilities for the Audit of the Financial Statements

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

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

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

To the Board of Trustees
Insight PA Cyber Charter School

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

Emphasis of a Matter

As discussed in Notes 1 and 14 to the financial statements, the School has adopted the requirements of GASB Statement No. 87, "Leases." The purpose of this statement is to increase the usefulness of governmental financial statements by requiring recognition of certain lease assets and liabilities for all leases, including those that previously were classified as operating lease. Our opinion is not modified with respect to this matter.

Report on Summarized Comparative Information

We have previously audited the Insight PA Cyber Charter School's 2021 financial statements, and we expressed unmodified opinions on the respective financial statements of the governmental activities and the major fund in our report dated January 14, 2022. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2021 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 5 through 10 and the schedule of the School's proportionate share of the net pension liability - PSERS, schedule of School pension contributions - PSERS, schedule of the School's proportionate share of the net OPEB liability - PSERS, and schedule of School OPEB contributions - PSERS on pages 36 through 39 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the School's basic financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), and is not a required part of the basic financial statements. The schedule of expenditures of federal awards is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements.

To the Board of Trustees
Insight PA Cyber Charter School

Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the basic financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated January 25, 2023, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Barbacane, Thornton & Company LLP
BARBACANE, THORNTON & COMPANY LLP



Management's Discussion and Analysis | For the Year Ended June 30, 2022 – Unaudited

The Board of Trustees of the Insight PA Cyber Charter School (Insight PA) offers readers of the Insight PA's financial statements this narrative overview and analysis of the financial activities of the School for the fiscal year ended June 30, 2022 as prepared by the CEO, Ellen Cannistrace and the COO/Interim CFO, Beth Jones. We encourage readers to consider the information presented here in conjunction with the School's financial statements.

Financial Highlights

The 2021-2022 school year was the fifth year of operations for Insight PA. For the year ended June 30, 2022, Insight PA's net position increased by \$12,376,221 from the prior year. Revenues totaling \$73,538,604 increased by \$5,083,403 from the prior year primarily due to increases in student enrollment leading to increases in tuition charges of \$2,726,515. Expenses for the same period totaled \$61,162,383 and increased by \$9,569,927 from the prior year primarily due to an increase in instructional services of \$4,920,848 and an increase in support services of \$4,747,082. The first year of operations for Insight PA was 2018, and the size of the student body continued to grow in 2021-2022.

As of June 30, 2022, the general fund reported fund balance of \$39,035,398, which is an increase of \$13,815,892 from the prior year. The Insight PA Board of Trustees has committed the following funds for future school needs:

- Future innovation related expenditures (as outlined in the charter per PDE): \$710,000,
- Implementation of DEI-related initiatives: \$1,000,000,
- Future employee salaries to compensate for the end of ESSER funds (June 30, 2024) and in preparation of the pending results of the compensation analysis project (by end of 2022-2023 school year): \$14,000,000,
- Future facilities' costs to purchase/lease regional sites and purchase main office: \$9,190,000.

This provides a committed general fund balance of \$24,900,000. Couple this with \$504,447 in prepaid expenses leaving an unassigned general fund balance of \$13,630,951.

Overview of the Financial Statements

The discussion and analysis are intended to serve as an introduction to Insight PA's basic financial statements. Insight PA's basic financial statements as presented comprise three components: management's discussion and analysis (this section), the basic financial statements, and required supplementary information.

Government-wide Financial Statements

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



Management's Discussion and Analysis | For the Year Ended June 30, 2022 – Unaudited (cont'd)

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

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

The government-wide financial statements report on the functions of Insight PA, which are principally supported by subsidies from school districts whose student-residents attend Insight PA.

In the statement of net position and the statement of activities, Insight PA is comprised of the following activities:

Governmental Activities – All of Insight PA's basic services are reported here.

Fund Financial Statements

A fund is a group of related accounts that are used to maintain control over resources that have been segregated for specific activities or purposes. Insight PA, like government-type entities, utilizes fund accounting to ensure and demonstrate compliance with finance-related legal requirements. The School's three kinds of funds, governmental, proprietary, and fiduciary, use different accounting approaches. Insight PA currently has no proprietary or fiduciary funds.

All Insight PA's basic services are reported in governmental funds, which focus on how money flows into and out of those funds and the balances left at year end that are available for spending. These funds are reported using an accounting method called modified accrual accounting, which measures cash and all other financial assets that can readily be converted to cash. Such information is useful in assessing Insight PA's financing requirements. In particular, fund balance may serve as a useful measure of a government's net resources available for spending for program purposes at the end of the fiscal year.

Notes to the Financial Statements

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

Required Supplementary Information

The schedules of changes in the net pension liability and net OPEB liability and of Insight PA contributions are presented for purposes of additional analysis.



Management's Discussion and Analysis | For the Year Ended June 30, 2022 – Unaudited (cont'd)

Government-wide Financial Analysis

Management follows the Governmental Accounting Standards Board *Codification of Accounting and Financial Reporting Standards* (GASB Codification), which requires a comparative analysis of current and prior periods within management's discussion and analysis.

As noted above, net position may serve over time as a useful indicator of a government's financial position. In the case of Insight PA, assets and deferred outflows of resources exceeded liabilities and deferred inflows of resources by \$34,578,414 at June 30, 2022. The following table is a comparative analysis of fiscal year 2022 to 2021:

STATEMENTS OF NET POSITION

	Governmental Activities	
	2022	2021
Current assets	\$ 45,183,918	\$ 31,234,744
Capital assets	592,601	1,037,137
Total Assets	<u>45,776,519</u>	<u>32,271,881</u>
Deferred outflows of resources	<u>2,042,482</u>	<u>3,645,877</u>
Total Assets and Deferred Outflows of Resources	<u>\$ 47,819,001</u>	<u>\$ 35,917,758</u>
Current liabilities	\$ 6,515,237	\$ 6,338,195
Noncurrent liabilities	5,755,885	7,156,067
Total Liabilities	<u>12,271,122</u>	<u>13,494,262</u>
Deferred inflows of resources	<u>969,465</u>	<u>221,303</u>
Net Position:		
Net investment in capital assets	118,534	177,810
Unrestricted	34,459,880	22,024,383
Total Net Position	<u>34,578,414</u>	<u>22,202,193</u>
Total Liabilities, Deferred Inflows of Resources and Net Position	<u>\$ 47,819,601</u>	<u>\$ 35,917,758</u>

The statement of activities shows the cost of program services and the charges for services and grants offsetting those services. Insight PA's revenues are predominately local school district funds based on



Management’s Discussion and Analysis | For the Year Ended June 30, 2022 – Unaudited (cont’d)

student enrollment. For the year ended June 30, 2022, Insight PA’s total revenues of \$73,538,604 exceeded expenditures of \$61,162,383 by \$12,376,221.

STATEMENTS OF CHANGES IN NET POSITION

	Governmental Activities	
	2022	2021
Revenues		
Program revenues:		
Charges for services	\$ 66,359,388	\$ 63,632,873
Operating grants and contributions	7,172,859	4,821,794
Total Program Revenues	<u>73,532,247</u>	<u>68,454,667</u>
Interest income	6,357	534
Total Revenues	<u>73,538,604</u>	<u>68,455,201</u>
Expenses		
Instruction	39,377,906	34,457,058
Support services	21,508,398	16,761,316
Noninstructional services	276,079	374,082
Total Expenses	<u>61,162,383</u>	<u>51,592,456</u>
Change in Net Position	<u>\$ 12,376,221</u>	<u>\$ 16,862,745</u>

Governmental Funds

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

Insight PA’s General Fund reported an ending fund balance of \$39,035,398, an increase of \$13,815,892 from the prior year. The Board of Trustees committed \$24,900,000 in funds, as outlined on the first page of this analysis, and certain funds were held in nonspendable form, leaving an unassigned fund balance of \$13,630,951.

Budget Variations

Insight PA’s budget is prepared in accordance with Pennsylvania law and is based on the modified accrual basis of accounting. Insight PA may amend its revenue and expenditure estimates periodically due to changing conditions. Actual revenues exceeded budgeted revenues due mainly to more revenue from school districts than anticipated.



Management’s Discussion and Analysis | For the Year Ended June 30, 2022 – Unaudited (cont’d)

Actual expenditures exceeded budgeted expenditures due mainly to additional salaries and benefits associated with teachers as well as increased supplies and support expenditures as a result of more students than anticipated.

Capital Asset and Debt Administration

Capital Assets

As of June 30, 2022, Insight PA’s investment in capital assets, net of accumulated depreciation and amortization totaled \$592,601. Capital assets include leasehold improvements, furniture and equipment, and right to use assets. Additional information on Insight PA’s capital assets can be found in Note 4 of this report.

Long-term Debt

Insight PA has leases payable totaling \$474,067. Additional information can be found in Note 6 of this report.

Economic Factors and Next Year’s Budgets and Rates

The fiscal and operational stability of our Commonwealth’s charter schools is directly linked to the State of Pennsylvania’s Budget and shifting political realities. This issue manifests itself most clearly in the way that the state determines each charter school’s per-pupil allotment, which is calculated by the student’s school district of residence and Form PDE-363. Form PDE 363 uses a “state-determined” formula, which calculates per pupil allotments, based on school district expenditures minus a list of “permitted deductions.” These deductions currently leave Pennsylvania’s charter schools with an estimated average 75% of the funding available to our state’s traditional public schools. Further manipulation of the mechanism through which the charter schools are funded could necessitate charter school program reductions, hinder program maintenance, and/or prohibit the program development required meet to the Commonwealth’s increasingly high expectations for student learning.

Though the charter school concept is widely recognized as a viable and indeed necessary educational model, the issue concerning how charter schools are funded will likely remain politically controversial in the foreseeable future. In Pennsylvania, very well-funded special interest groups have lobbied persistently to progressively deplete funding of charter schools. Nevertheless, the demand for this educational choice continues to increase, and the quality of services provided by charter schools continues to improve. Fortunately, there are many passionate and deeply committed individuals in our movement actively reaching out to the General Assembly and Governor to communicate funding facts as well as charter school student accomplishments.

Future Events that will Financially Impact the School

Insight PA is in growth mode and will continue to be for at least three to four more years, with projections demonstrating growth to approximately 5,000 students during that time. With enrollment growth



Management's Discussion and Analysis | For the Year Ended June 30, 2022 – Unaudited (cont'd)

comes increasing revenue, increasing expenses, and economies of scale that will allow the new revenue to continue to outpace the expenses.

Insight PA converted from the Public School Employees' Retirement System (PSERS) to a 403(b) plan for all new employees hired on or after July 1, 2018. This retirement benefit will continue to result in savings for Insight PA as Insight PA increases the number of employees during the growth period referenced above, as all the new employees will participate in the 403(b). As of the date of this writing, only 20 of the over 450 employees are enrolled in the expenses PSERS pension plan. This number (20) can only decrease as members of this group retire, resign, or otherwise leave the school.

Insight PA recently received a charter renewal from the Pennsylvania Department of Education (PDE) that will begin July 1, 2023 and expire June 30, 2028. A five-year charter is the longest time-period a charter can be issued for in Pennsylvania.

Contracting the School's Financial Management

The financial report is designed to provide interested parties a general overview of Insight PA's finances. Questions regarding any of the information provided in this report should be addressed to the COO, Insight PA Cyber Charter School, 350 Eagleview Boulevard, Exton, PA 19341.

Produced by:

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Eileen Cannistraci, CEO, eicannistraci@insightpa.org

**INSIGHT PA CYBER CHARTER SCHOOL
STATEMENTS OF NET POSITION
JUNE 30, 2022 AND 2021**

	Governmental Activities	
	2022	2021
ASSETS AND DEFERRED OUTFLOWS OF RESOURCES		
CURRENT ASSETS:		
Cash and cash equivalents	\$ 38,117,793	\$ 22,331,686
Due from other governments	6,561,678	8,169,401
Prepaid expenses	504,447	733,657
Total Current Assets	45,183,918	31,234,744
NONCURRENT ASSETS:		
Capital assets, net of accumulated depreciation/amortization	592,601	1,037,137
TOTAL ASSETS	45,776,519	32,271,881
DEFERRED OUTFLOWS OF RESOURCES:		
Deferred outflows related to pension	1,843,618	3,428,350
Deferred outflows related to OPEB	198,864	217,527
TOTAL DEFERRED OUTFLOWS OF RESOURCES	2,042,482	3,645,877
TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES	\$ 47,819,001	\$ 35,917,758
LIABILITIES AND NET POSITION		
CURRENT LIABILITIES:		
Accounts payable	\$ 1,445,207	\$ 1,739,847
Accrued salaries and benefits	2,328,570	1,994,827
Accrued expenses	2,290,157	2,199,407
Deferred revenue	46,121	18,854
Current portion of leases payable	405,182	385,260
Total Current Liabilities	6,515,237	6,338,195
NONCURRENT LIABILITIES:		
Leases payable, net of current portion	68,885	474,067
Net pension liability	5,378,000	6,401,000
Net OPEB liability	309,000	281,000
Total Noncurrent Liabilities	5,755,885	7,156,067
TOTAL LIABILITIES	12,271,122	13,494,262
DEFERRED INFLOWS OF RESOURCES:		
Lease incentives	38,465	62,303
Deferred inflows related to pension	927,000	153,000
Deferred inflows related to OPEB	4,000	6,000
TOTAL DEFERRED INFLOWS OF RESOURCES	969,465	221,303
NET POSITION:		
Net investment in capital assets	118,534	177,810
Unrestricted	34,459,880	22,024,383
TOTAL NET POSITION	34,578,414	22,202,193
TOTAL LIABILITIES AND NET POSITION	\$ 47,819,001	\$ 35,917,758

The accompanying notes are an integral part of these financial statements.

INSIGHT PA CYBER CHARTER SCHOOL
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2022
(With Summarized Comparative Data for the Year Ended June 30, 2021)

	Program Revenues			Net (Expense) Revenue and Changes in Net Position	
	Expenses	Charges for Services	Operating Grants and Contributions	Totals	
				2022	2021
GOVERNMENTAL ACTIVITIES					
Instruction	\$ 39,377,906	\$ 66,359,388	\$ 7,172,859	\$ 34,154,341	\$ 33,997,609
Support services	21,508,398	-	-	(21,508,398)	(16,761,316)
Noninstructional services	276,079	-	-	(276,079)	(374,082)
TOTAL GOVERNMENTAL ACTIVITIES	61,162,383	66,359,388	7,172,859	12,369,864	16,862,211
 TOTAL PRIMARY GOVERNMENT	 \$ 61,162,383	 \$ 66,359,388	 \$ 7,172,859	 12,369,864	 16,862,211
 GENERAL REVENUES					
Interest income				6,357	534
TOTAL GENERAL REVENUES				6,357	534
 CHANGE IN NET POSITION				12,376,221	16,862,745
 NET POSITION, BEGINNING OF YEAR, RESTATED				22,202,193	5,339,448
 NET POSITION, END OF YEAR				\$ 34,578,414	\$ 22,202,193

The accompanying notes are an integral part of these financial statements.

**INSIGHT PA CYBER CHARTER SCHOOL
BALANCE SHEETS - GOVERNMENTAL FUND
JUNE 30, 2022 AND 2021**

	General Fund	
	2022	2021
ASSETS		
Cash and cash equivalents	\$ 38,117,793	\$ 22,331,686
Due from other governments	6,561,678	8,169,401
Prepaid expenditures	504,447	733,657
TOTAL ASSETS	\$ 45,183,918	\$ 31,234,744
LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND FUND BALANCE		
LIABILITIES:		
Accounts payable	\$ 1,445,207	\$ 1,739,847
Accrued salaries and benefits	2,328,570	1,994,827
Accrued expenses	2,290,157	2,199,407
Unearned revenue	46,121	18,854
TOTAL LIABILITIES	6,110,055	5,952,935
DEFERRED INFLOWS OF RESOURCES:		
Unavailable revenue - lease incentive	38,465	62,303
TOTAL DEFERRED INFLOWS OF RESOURCES	38,465	62,303
FUND BALANCE:		
Nonspendable	504,447	733,657
Committed	24,900,000	3,666,996
Unassigned	13,630,951	20,818,853
TOTAL FUND BALANCE	39,035,398	25,219,506
TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND FUND BALANCE	\$ 45,183,918	\$ 31,234,744

The accompanying notes are an integral part of these financial statements.

**INSIGHT PA CYBER CHARTER SCHOOL
RECONCILIATION OF BALANCE SHEET - GOVERNMENTAL FUND TO
STATEMENT OF NET POSITION
JUNE 30, 2022**

TOTAL GOVERNMENTAL FUND BALANCE		\$ 39,035,398
<p>Amounts reported for governmental activities in the statement of net position are different because:</p>		
<p>Capital assets used in governmental activities are not financial resources and, therefore, are not reported in the funds.</p>		592,601
<p>Some liabilities are not due and payable in the current period and, therefore, are not reported in the funds. Those liabilities consist of:</p>		
Leases payable	\$ (474,067)	
Net pension liability	(5,378,000)	
Net OPEB liability	<u>(309,000)</u>	
		(6,161,067)
<p>Deferred inflows and outflows of resources related to the School's pension and OPEB plans do not represent current resources or uses of resources and, therefore, are not reported in the funds. Deferred inflows and outflows of resources consist of the following:</p>		
Deferred outflows of resources related to pension	1,843,618	
Deferred outflows of resources related to OPEB	198,864	
Deferred inflows of resources related to pension	(927,000)	
Deferred inflows of resources related to OPEB	<u>(4,000)</u>	
		<u>1,111,482</u>
 NET POSITION OF GOVERNMENTAL ACTIVITIES		 <u><u>\$ 34,578,414</u></u>

The accompanying notes are an integral part of these financial statements.

**INSIGHT PA CYBER CHARTER SCHOOL
STATEMENTS OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE -
GOVERNMENTAL FUND
FOR THE YEARS ENDED JUNE 30, 2022 AND 2021**

	<u>2022</u>	<u>2021</u>
REVENUES		
Local sources	\$ 66,365,745	\$ 63,633,407
State sources	60,551	35,000
Federal sources	7,112,308	4,786,794
TOTAL REVENUES	<u>73,538,604</u>	<u>68,455,201</u>
EXPENDITURES		
Current:		
Instruction	37,824,734	32,921,327
Support services	21,893,658	16,761,316
Operation of noninstructional services	-	6,282
Capital outlays	4,320	-
TOTAL EXPENDITURES	<u>59,722,712</u>	<u>49,688,925</u>
EXCESS OF REVENUES OVER EXPENDITURES	13,815,892	18,766,276
FUND BALANCE, BEGINNING OF YEAR	<u>25,219,506</u>	<u>6,453,230</u>
FUND BALANCE, END OF YEAR	<u>\$ 39,035,398</u>	<u>\$ 25,219,506</u>

The accompanying notes are an integral part of these financial statements.

**INSIGHT PA CYBER CHARTER SCHOOL
RECONCILIATION OF STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES
IN FUND BALANCE - GOVERNMENTAL FUND TO STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2022**

NET CHANGE IN FUND BALANCE - GOVERNMENTAL FUND \$ 13,815,892

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

The governmental fund reports capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation/amortization expense. This is the effect of these differences:

Capital outlays	\$	4,320	
Depreciation/Amortization		<u>(448,856)</u>	(444,536)

Incurrence of leases is an other financing source in the governmental funds but increases liabilities in the statement of net position. Repayment of principal on leases is an expenditure in the governmental funds but reduces the liability in the statement of net position. The net effect of these differences is the treatment of leases payable as follows:

Principal payments leases payable		<u>385,260</u>	385,260
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Pension and OPEB expenses in the statement of activities differ from the amount reported in the governmental fund because pension and OPEB expenses are recognized on the statement of activities based on the School's proportionate share of the expenses of the cost-sharing pension and OPEB plans, whereas pension and OPEB expenditures are recognized in the governmental fund when a requirement to remit contributions to the plans exists.

(1,380,395)

CHANGE IN NET POSITION OF GOVERNMENTAL ACTIVITIES \$ 12,376,221

The accompanying notes are an integral part of these financial statements.

**INSIGHT PA CYBER CHARTER SCHOOL
BUDGETARY COMPARISON STATEMENT - GENERAL FUND
FOR THE YEAR ENDED JUNE 30, 2022**

	Original and Final Appropriated Budget	Actual (GAAP Basis)	Variance with Final Budget Positive (Negative)
REVENUES			
Local sources	\$ 58,132,451	\$ 66,365,745	\$ 8,233,294
State sources	28,728	60,551	31,823
Federal sources	2,190,385	7,112,308	4,921,923
TOTAL REVENUES	<u>60,351,564</u>	<u>73,538,604</u>	<u>13,187,040</u>
EXPENDITURES			
Instruction:			
Regular programs	30,099,733	29,272,955	826,778
Special programs	9,753,979	8,187,023	1,566,956
Other programs	-	364,756	(364,756)
Total Instruction	<u>39,853,712</u>	<u>37,824,734</u>	<u>2,028,978</u>
Support services:			
Pupil personnel services	6,439,079	8,148,155	(1,709,076)
Instructional staff services	1,993,740	3,067,905	(1,074,165)
Administrative services	4,911,298	5,768,919	(857,621)
Pupil health	217,474	274,455	(56,981)
Business services	490,494	510,649	(20,155)
Operation and maintenance of plant services	751,697	513,309	238,388
Transportation services	-	4,072	(4,072)
Central services	2,841,681	3,494,129	(652,448)
Other programs	278,205	112,065	166,140
Total Support Services	<u>17,923,668</u>	<u>21,893,658</u>	<u>(3,969,990)</u>
Operation of noninstructional activities:			
Student activities	77,500	-	77,500
Total Operation of Noninstructional Services	<u>77,500</u>	<u>-</u>	<u>77,500</u>
Capital outlays	-	4,320	(4,320)
TOTAL EXPENDITURES	<u>57,854,880</u>	<u>59,722,712</u>	<u>(1,867,832)</u>
EXCESS OF REVENUES OVER EXPENDITURES	<u>2,496,684</u>	<u>13,815,892</u>	<u>11,319,208</u>
NET CHANGE IN FUND BALANCE	2,496,684	13,815,892	11,319,208
FUND BALANCE, BEGINNING OF YEAR	<u>25,219,506</u>	<u>25,219,506</u>	<u>-</u>
FUND BALANCE, END OF YEAR	<u>\$ 27,716,190</u>	<u>\$ 39,035,398</u>	<u>\$ 11,319,208</u>

The accompanying notes are an integral part of these financial statements.

INSIGHT PA CYBER CHARTER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The financial statements of the Insight PA Cyber Charter School (the School) have been prepared in conformity with accounting principles generally accepted in the United States of America as applied to local governmental units. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The more significant accounting policies of the School are described below.

Reporting Entity

The School is a charter school located in Exton, Pennsylvania. The School was established and operates under the provisions enacted by the General Assembly of the Commonwealth of Pennsylvania in 1997 and is operating under a charter agreement which expired on June 30, 2020. The expired charter remains in place throughout the renewal with the Commonwealth of Pennsylvania.

Entity-wide and Fund Financial Statements

The entity-wide financial statements (i.e., the statement of net position and the statement of activities) report information on all activities of the School.

The statement of activities demonstrates the degree to which the direct expenses of a given program are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific program. Program revenues include 1) charges for students who use or directly benefit from goods and services provided; and 2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function. Grants and other revenues not properly included among program revenues are reported as general revenues.

Measurement Focus, Basis of Accounting, and Financial Statement Presentation

Entity-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Charges to the School are recognized as revenues in the year for which they are billed. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School considers revenues to be available if they are collected within 60 days of the end of the current fiscal period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting.

INSIGHT PA CYBER CHARTER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

Charges to the School, state appropriations, and interest associated with the current fiscal period are all considered to be susceptible to accrual and so have been recognized as revenues of the current fiscal period. All other revenue items are considered to be measurable and available only when the School receives cash.

The School reports the following major governmental fund:

- **General Fund** – The general fund is the School’s primary operating fund. It accounts for all financial resources of the School.

Receivables

All receivables are considered fully collectible by management. No allowance for bad debts is deemed necessary.

Prepaid Expenses/Expenditures

Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items in both entity-wide and fund financial statements.

Capital Assets

Capital assets, including leasehold improvements, furniture and equipment, and right to use assets are reported in the statement of net position. Capital assets are defined by the School as assets with an initial, individual cost of more than \$2,000 and an estimated useful life in excess of one year. Such assets may be purchased or constructed and are recorded at cost or estimated historical cost. Estimated historical costs are based either on similar assets of the same era or on deflated current values. Donated capital assets are recorded at estimated fair value at the date of donation. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend the asset's life are not capitalized.

Capital assets of the School are depreciated using the straight-line method over the estimated useful lives of the related assets. Unless an asset's life has been adjusted based on actual experience, the School generally uses the following estimated useful lives:

Leasehold improvements	5 years
Furniture and equipment	3 - 7 years
Right-to-use assets	life of lease

Deferred Inflows and Outflows of Resources

In addition to assets, the statement of net position includes a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to future periods and so will not be recognized as an outflow of resources (expense) until then. The School reports deferred pension

INSIGHT PA CYBER CHARTER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

and OPEB contributions resulting from pension and OPEB contributions to cost-sharing multi-employer plans subsequent to the measurement date of the net pension and OPEB liabilities and certain other items which represent differences related to changes in the net pension and OPEB liabilities which will be amortized over future periods. In addition to liabilities, the statement of net position includes a separate section for deferred inflows of resources. This separate financial statement element represents a source of net position that applies to future periods. Lease incentives are recognized as deferred inflows of resources until utilized to offset lease expenditures. Certain other items which represent differences related to changes in the net pension and net OPEB liabilities which will be amortized over future periods are also recognized as deferred inflows of resources.

Net Position

Net position represents the difference between assets and deferred outflows of resources and liabilities and deferred inflows of resources. Investment in capital assets consists of capital assets, net of accumulated depreciation. Net position is reported as restricted when there are limitations imposed on its use either through the enabling legislation adopted by the School or through external restrictions imposed by creditors, grantors, or laws or regulations of other governments. Unrestricted net position consists of net position that does not meet the definition of "restricted" or "investment in capital assets."

Fund Balance

The School follows the provisions of the *GASB Codification of Accounting and Financial Reporting Standards* (GASB Codification) relating to fund balance. The objective of this statement is to enhance the usefulness of fund balance information by providing clearer fund balance classifications that can be more consistently applied by clarifying the existing governmental fund type definitions. This statement establishes fund balance classifications that comprise a hierarchy based primarily on the extent to which a government is bound to observe constraints imposed upon the use of resources reported in the governmental fund.

Fund balances of the governmental funds are classified, if applicable, as follows:

Nonspendable – amounts that would be associated with inventory, prepaids, long-term receivables, property held for sale, and the corpus of a permanent fund. In essence, nonspendable is the fund balance term to indicate that the respective resources are not available to be spent in any way due to their very nature and/or their lack of availability.

Restricted – carries the same definition as set forth relative to net assets. This would include any fund balance that is restricted in its use by: a) external parties; b) constitutional provisions; or c) enabling legislation (e.g. debt service funds).

Committed – amounts for which the governing members of the Board of Trustees impose constraints on how funds may or may not be used. In such a case, the only way a constraint can be removed or changed is by the same type of action of the Board of Trustees.

INSIGHT PA CYBER CHARTER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

Assigned – amounts intended to be used for specific purposes with the intent being expressed by the Board of Trustees or the Chief Financial Officer as authorized by the Board of Trustees.

Unassigned – all other spendable amounts.

When an expenditure is incurred for purposes for which both restricted and unrestricted fund balances are available, the School considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the School considers amounts to have been spent first out of committed funds, then assigned funds and, finally, unassigned funds, as needed, unless the Board of Trustees or Chief Financial Officer has provided otherwise in its commitment or assignment actions.

Budgets and Budgetary Accounting

Budgets are adopted on a basis consistent with accounting principles generally accepted in the United States of America. An annual budget is adopted for the general fund.

The budgetary comparison schedule should present both the original and the final appropriated budgets for the reporting period. The School has only a general fund budget; therefore, the original budget filed and accepted by the Pennsylvania Department of Education is the final budget as well. Appropriations lapse at the end of the fiscal year.

Income Tax Status

The School is exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code and, therefore, has no provision for federal income taxes. The School qualifies for the charitable contribution deduction under Section 170(b)(1)(A) and has been classified as an organization that is not a private foundation under Section 509(a)(1). The School did not engage in any unrelated business activities during the fiscal year.

Management believes it is more likely than not that its tax-exempt status and tax positions will be sustained if examined by authorities.

Use of Estimates in the Preparation of Financial Statements

The preparation of basic financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

Comparative Data

Comparative totals for the prior year have been presented in the accompanying financial statements in order to provide an understanding of changes in the School's financial position and operations. However, presentation of prior year totals by fund and activity type have not

INSIGHT PA CYBER CHARTER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

been presented in each of the statements since their inclusion would make the statements unduly complex and difficult to read. Summarized comparative information should be read in conjunction with the School's financial statements for the year ended June 30, 2021, from which the summarized information was derived.

Implementation of GASB Statement

During the year ended June 30, 2022, the School implemented GASB Statement No. 87, "Leases." The purpose of this statement is to increase the usefulness of governmental financial statements by requiring recognition of certain lease assets and liabilities for all leases, including those that previously were classified as operating leases.

NOTE 2 CASH AND CASH EQUIVALENTS

Custodial credit risk is the risk that in the event of a bank failure, the School's deposits may not be returned. The School maintains accounts at an institution which is insured by the Federal Deposit Insurance Corporation (FDIC) up to \$250,000. At June 30, 2022, the carrying amount of the School's deposits totaled \$38,117,793, and the bank balance was \$38,512,083. Of the bank balance, \$250,000 was covered by federal depository insurance, and \$38,262,083 was exposed to custodial credit risk because it was uninsured, and the collateral held by the depository's agent was not in the School's name. However, the exposed deposits were collateralized in accordance with Act 72 of the Commonwealth of Pennsylvania.

NOTE 3 DUE FROM OTHER GOVERNMENTS

Due from other governments at June 30, 2022 consisted of the following:

Due from school districts and Pennsylvania Department of Education	<u>\$ 6,561,678</u>
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NOTE 4 CAPITAL ASSETS

A summary of changes in capital assets is as follows:

	Balance July 1, 2021	Additions	Deletions	Balance June 30, 2022
Leasehold improvements	\$ 8,557	\$ -	\$ -	\$ 8,557
Furniture and equipment	411,876	4,320	-	416,196
Right-to-use assets	1,544,322	-	-	1,544,322
Accumulated depreciation/ amortization	<u>(927,618)</u>	<u>(448,856)</u>	-	<u>(1,376,474)</u>
Total Capital Assets, Net	<u>\$ 1,037,137</u>	<u>\$ (444,536)</u>	<u>\$ -</u>	<u>\$ 592,601</u>

INSIGHT PA CYBER CHARTER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

NOTE 4 CAPITAL ASSETS (cont'd)

Depreciation/amortization expense was charged to functions of governmental activities as follows:

Instruction	\$ 285,839
Support services	<u>163,017</u>
Total Depreciation/Amortization Expense – Governmental Activities	<u>\$ 448,856</u>

NOTE 5 DUE TO K-12, INC.

In June 2014, the School entered into an agreement with K-12, Inc. to provide management services, online curriculum, instructional tools, materials, and other products through June 2022. Under this agreement, the School has purchased online curricula, instructional tools, materials, and other products totaling \$23,492,968 for the year ended June 30, 2022.

K-12, Inc. is not a division or any part of the School. The School is a body corporate authorized under Pennsylvania Charter School Law and is not a division or a part of K-12, Inc. The relationship between the parties was developed and entered into through arms-length negotiations and is based solely on the terms of this agreement and those of any other agreements that may exist from time to time between the parties.

The line item "accounts payable" shown on the statement of net position includes amounts payable and due to K-12, Inc. for curriculum materials. The amount due as of June 30, 2022 was \$1,950,024.

NOTE 6 LEASES PAYABLE

The School leases office space in Exton, Pennsylvania, along with copier leases. The lease terms range from one to five years, and rental payments increase annually. Lease expense for the year ended June 30, 2022 was \$404,351.

The following is a schedule of minimum future rental payments under non-cancelable operating leasing arrangements having remaining terms in excess of one year as of June 30, 2022:

<u>For the Year Ending June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2023	\$ 405,182	\$ 8,089	\$ 413,271
2024	<u>68,885</u>	<u>240</u>	<u>69,125</u>
Totals	<u>\$ 474,067</u>	<u>\$ 8,329</u>	<u>\$ 482,396</u>

INSIGHT PA CYBER CHARTER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

NOTE 7 PENSION PLAN

Plan Description

The School contributes to the Public School Employees' Retirement System (PSERS), a governmental cost-sharing multiple-employer defined benefit pension plan that provides retirement benefits to public school employees of the Commonwealth of Pennsylvania. The members eligible to participate in the system include all full-time public school employees, part-time hourly public school employees who render at least 500 hours of service in the school year, and part-time per diem public school employees who render at least 80 days of service in the school year in any of the reporting entities in Pennsylvania. Benefit terms and contributions may be amended by passing bills in the Pennsylvania Senate and House of Representatives and sending them to the Governor for approval. PSERS issues a publicly available annual comprehensive financial report that includes the financial statements and required supplementary information for the plan. A copy of this report may be obtained by writing to the Public School Employees' Retirement System, P.O. Box 125, Harrisburg, Pennsylvania, 17108-0125, or by visiting the PSERS website at www.psers.state.pa.us.

Benefits Provided

PSERS provides retirement, disability, and death benefits. Members in Membership Class T-C and Membership Class T-D are eligible for monthly retirement benefits upon reaching (a) age 62 with at least one year of credited service, (b) age 60 with 30 or more years of credited service, or (c) 35 or more years of service regardless of age. Act 120 of 2010 (Act 120) preserves the benefits of existing members and introduced benefit reductions for individuals who became new members on or after July 1, 2011. Act 120 created two new membership classes, Membership Class T-E (Class T-E), and Membership Class T-F (Class T-F). To qualify for normal retirement, Class T-E and Class T-F members must work until age 65 with a minimum of three years of service, or attain a total combination of age and service that is equal to or greater than 92, with a minimum of 35 years of service. Benefits are generally equal to 2% or 2½%, depending upon the membership class, of the member's final average salary as defined in the Code, multiplied by the number of years of credited service. For members whose membership started prior to July 1, 2011, after completion of five years of service, a member's right to the defined benefits is vested, and early retirement may be elected. For Class T-E and Class T-F members, the right to benefits is vested after 10 years of service.

Participants are eligible for disability retirement benefits after completion of five years of credited service. Such benefits are generally equal to 2% or 2½%, depending upon the membership class, of the member's final average salary as defined in the Code, multiplied by the number of years of credited service, but not less than one-third of such salary nor greater than the benefit the member would have had at normal retirement age. Members over normal retirement age may apply for disability benefits.

INSIGHT PA CYBER CHARTER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

NOTE 7 PENSION PLAN (cont'd)

Death benefits are payable upon the death of an active member who has reached age 62 with at least one year of credited service (age 65 with at least three years of credited service for Class T-E and Class T-F members, or who has at least five years of credited service for Class T-E and Class T-F members). Such benefits are actuarially equivalent to the benefit that would have been effective if the member had retired on the day before death.

Member Contributions

Active members who joined the system prior to July 22, 1983 contributed at 5.25% (Membership Class T-C) or at 6.50% (Membership Class T-D) of the member's qualifying compensation.

Members who joined the system on or after July 22, 1983, and who were active or inactive as of July 1, 2001, contribute at 6.25% (Membership Class T-C) or at 7.50% (Membership Class T-D) of the member's qualifying compensation.

Members who joined the system after June 30, 2001 and before July 1, 2011 contribute at 7.50% (automatic Membership Class T-D). For all new hires and for members who elected Membership Class T-D, the higher contribution rates began with service rendered on or after January 1, 2002.

Members who joined the system after June 30, 2011 automatically contribute at the Class T-E rate of 7.50% (base rate) of the member's qualifying compensation. All new hires after June 30, 2011 who elect Class T-F membership contribute at 10.30% (base rate) of the member's qualifying compensation. Class T-E and T-F are affected by a "shared risk" provision in Act 120 that in future fiscal years could cause the Class T-E contribution rate to fluctuate between 7.50% and 9.50%, and Class T-F contribution rate to fluctuate between 10.30% and 12.30%.

Employer Contributions

The School's contractually required annual contribution is based on an actuarially determined amount that, when combined with the employee contributions, is expected to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. For the year ended June 30, 2022, the rate of the employer contribution was 34.94% of covered payroll, of which 33.99% was allocated to pensions, 0.80% for healthcare contributions, and 0.15% for Act 5 defined contributions. The School's pension contribution to PSERS for the year ended June 30, 2022 was \$598,280.

Pension Liability and Expense, and Deferred Outflows and Inflows of Resources

At June 30, 2022, the School reported a liability of \$5,378,000 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2021, and the total pension liability used to calculate the net pension liability was determined by rolling forward the system's total pension liability as of June 30, 2020 to June 30, 2021. The School's proportion of

INSIGHT PA CYBER CHARTER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

NOTE 7 PENSION PLAN (cont'd)

the net pension liability was calculated utilizing the employer's one-year reported covered payroll as it relates to the total one-year reported covered payroll. At June 30, 2021, the School's proportion was 0.0131%, an increase of 0.0001% from June 30, 2020.

For the year ended June 30, 2022, the School recognized pension expense of \$1,934,012. At June 30, 2022, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Contributions subsequent to the measurement date	\$ 598,280	\$ -
Difference between expected and actual experience	4,000	71,000
Net difference between projected and actual investment earnings	-	856,000
Change in assumptions	261,000	-
Change in proportion	922,000	-
Difference between projected and actual contributions	<u>58,338</u>	<u>-</u>
	<u>\$ 1,843,618</u>	<u>\$ 927,000</u>

An amount of \$598,280 is reported as deferred outflows of resources resulting from the School's contributions subsequent to the measurement date and will be recognized as a reduction of the net pension liability in the year ended June 30, 2023. The remaining deferred outflows of resources and deferred inflows of resources will be recognized as follows:

<u>Year Ended June 30,</u>	<u>Amount</u>
2023	\$ 735,729
2024	(28,484)
2025	(101,953)
2026	<u>(286,954)</u>
Total	<u>\$ 318,338</u>

Actuarial Assumptions

The total pension liability as of June 30, 2022 was determined by rolling forward the system's total pension liability as of the June 30, 2020 actuarial valuation to June 30, 2021 using the following actuarial assumptions, applied to all periods included in the measurement:

INSIGHT PA CYBER CHARTER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

NOTE 7 PENSION PLAN (cont'd)

- Actuarial cost method – entry age normal, level percentage of pay
- Investment return – 7.00%, including inflation of 2.50%
- Salary increases – effective average of 4.50%, which reflects an allowance for inflation of 2.50%, and 2.00% for real wage growth and merit or seniority increases
- Mortality rates were based on a blend of 50% PubG-2010 Retiree Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2020 Improvement Scale.
- Experience rates were based on a study from July 1, 2010 through June 30, 2015.

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

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

A schedule of plan investments by asset class, target allocations, and long-term expected real rate of return is as follows:

Asset Class	Target Allocation	Long-term Expected Real Rate of Return
Global public entity (hedged)	27.0%	5.2%
Private equity	12.0%	7.3%
Fixed income	35.0%	1.8%
Commodities	10.0%	2.0%
Absolute return (HF)	8.0%	3.1%
Infrastructure/MLPs	8.0%	5.2%
Real estate	10.0%	4.7%
Cash	3.0%	0.1%
Leverage	(13.0%)	0.1%
	100.0%	

The above was the PSERS Board's adopted asset allocation policy and best estimates of geometric real rates of return for each major asset class as of June 30, 2021.

INSIGHT PA CYBER CHARTER SCHOOL
NOTES TO THE FINANCIAL STATEMENTS

NOTE 7 PENSION PLAN (cont'd)

Discount Rate

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

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

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

	1% Decrease 6.00%	Current Discount Rate 7.00%	1% Increase 8.00%
School's proportionate share of the net pension liability	\$ 7,059,000	\$ 5,378,000	\$ 3,960,000

Pension Plan Fiduciary Net Position

Detailed information about PSERS' fiduciary net position is available in PSERS' Annual Comprehensive Financial Report, which can be found on the system's website at www.psers.state.pa.us.

NOTE 8 403(b) RETIREMENT PLAN

The School maintains a savings incentive plan 403(b) for its employees. All employees are eligible. Participants may elect voluntary salary deferrals under the plan up to the maximum permitted by law. The School contributes 7% of employee eligible compensation to the plan. The School made \$1,022,905 of contributions to the plan for the year ended June 30, 2022.

INSIGHT PA CYBER CHARTER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

NOTE 9 OTHER POSTEMPLOYMENT BENEFITS PLAN

Health Insurance Premium Assistance Program

The School contributes to the Health Insurance Premium Assistance Program, which is a governmental cost sharing, multiple-employer other postemployment benefits plan (OPEB) for all eligible retirees who qualify and elect to participate. Employer contribution rates for premium assistance are established to provide reserves in the health insurance account that are sufficient for the payment of premium assistance benefits for each succeeding year. Effective January 1, 2002, under the provisions of Act 9 of 2001, participating eligible retirees are entitled to receive premium assistance payments equal to the lesser of \$100 per month or their out-of-pocket monthly health insurance premium. Benefit terms and contributions may be amended by passing bills in the Pennsylvania Senate and House of Representatives and sending them to the Governor for approval. To receive premium assistance, eligible retirees must obtain their health insurance through either their school employer or the PSERS' Health Options Program. As of June 30, 2020, there were no assumed future benefit increases to participating eligible retirees.

Premium Assistance Eligibility Criteria

Retirees of the system can participate in the premium assistance program if they satisfy the following criteria:

- Have 24½ or more years of service, or
- Are a disability retiree, or
- Have 15 or more years of service and retired after reaching superannuation age, and
- Participate in the HOP or employer-sponsored health insurance program.

Pension Plan Description

PSERS is a government cost-sharing multiple-employer defined benefit pension plan that provides retirement benefits to public school employees of the Commonwealth of Pennsylvania. The members eligible to participate in the system include all full-time public school employees, part-time hourly public school employees who render at least 500 hours of service in the school year, and part-time per diem public school employees who render at least 80 days of service in the school year in any of the reporting entities in Pennsylvania. PSERS issues a publicly available financial report that can be obtained at www.psers.pa.gov.

Benefits Provided

Participating eligible retirees are entitled to receive premium assistance payments equal to the lesser of \$100 per month or their out-of-pocket monthly health insurance premium. To receive premium assistance, eligible retirees must obtain their health insurance through either their school employer or the PSERS' Health Options Program. As of June 30, 2021, there were no assumed future benefit increases to participating eligible retirees.

INSIGHT PA CYBER CHARTER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

NOTE 9 OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

Employer Contributions

The School's contractually required annual contribution is based on an actuarially determined amount that, when combined with the employee contributions, is expected to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. For the year ended June 30, 2022, the rate of the employer contribution was 34.94% of covered payroll, which was comprised of 33.99% for pension contributions, 0.80% for healthcare contributions, and 0.15% for Act 5 defined contributions. Contributions to the OPEB plan from the School were \$14,081 for the year ended June 30, 2022.

OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

At June 30, 2022, the School reported a liability of \$309,000 for its proportionate share of the net OPEB liability. The net OPEB liability was measured as of June 30, 2021, and the total OPEB liability used to calculate the net OPEB liability was determined by rolling forward the system's total OPEB liability as of June 30, 2020 to June 30, 2021. The School's proportion of the net OPEB liability was calculated utilizing the employer's one-year reported covered payroll as it relates to the total one-year reported covered payroll. At June 30, 2020, the School's proportion was 0.0130%, the same as June 30, 2020.

Contributions

For the year ended June 30, 2021, the School recognized OPEB expense credit of \$30,582. At June 30, 2022, the School reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Contributions subsequent to the measurement date	\$ 14,081	\$ -
Difference between projected and actual investment earnings	1,000	-
Difference between projected and actual contributions	6,783	-
Difference between expected and actual experience	3,000	-
Change in assumptions	33,000	4,000
Changes in proportion	141,000	-
	<u>\$ 198,864</u>	<u>\$ 4,000</u>

Change in Assumptions: The discount rate used to measure the total OPEB liability decreased from 2.66% as of June 30, 2020 to 2.18% as of June 30, 2021.

INSIGHT PA CYBER CHARTER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

NOTE 9 OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

An amount of \$14,081 is reported as deferred outflows of resources related to OPEB resulting from School contributions subsequent to the measurement date and will be recognized as a reduction of the net OPEB liability in the year ended June 30, 2023. The remaining deferred outflows of resources and deferred inflows of resources will be recognized as follows:

<u>Year Ended June 30,</u>	<u>Amount</u>
2023	\$ 45,719
2024	45,719
2025	47,369
2026	29,229
2027	5,840
Thereafter	<u>6,907</u>
Total	<u>\$ 180,783</u>

Actuarial Assumptions

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

- Actuarial cost method – entry age normal, level percentage of pay
- Investment return – 2.18%, S&P 20 Year Municipal Bond Rate
- Salary growth – effective average of 4.50% comprised of inflation of 2.50% and 2.00% for real wage growth and for merit or seniority increases
- Premium assistance reimbursement capped at \$1,200 per year
- Assumed healthcare cost trends applied to retirees with less than \$1,200 in premium assistance per year
- Mortality rates based on a blend of 50% PubG-2010 Retiree Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2020 Improvement Scale.
- Participation rate:
 - Eligible retirees will elect to participate pre-age 65 at 50%
 - Eligible retirees will elect to participate post-age 65 at 70%

The following assumptions were used to determine the contribution rate:

- The results of the actuarial valuation as of June 30, 2019 determined the employer contribution rate for fiscal year 2021.

INSIGHT PA CYBER CHARTER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

NOTE 9 OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

- Cost method – amount necessary to assure solvency of premium assistance through the third fiscal year after the valuation date
- Asset valuation method – market value
- Participation rate: 63% of eligible retirees are assumed to elect premium assistance.
- Mortality rates for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale.

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

The OPEB plan's policy in regard to the allocation of invested plan assets is established and may be amended by the Board. Under the program, as defined in the retirement code, employer contribution rates for premium assistance are established to provide reserves in the health insurance account that are sufficient for the payment of premium assistance benefits for each succeeding year.

<u>Asset Class</u>	<u>Target Allocation</u>	<u>Long-term Expected Real Rate of Return</u>
Cash	79.8%	0.1%
U.S. core fixed income	17.5%	0.7%
Non-U.S. developed fixed income	2.7%	(0.3%)
	<u>100.0%</u>	

The above was the Board's adopted asset allocation policy and best estimates of geometric real rates of return for each major asset class as of June 30, 2021.

Discount Rate

The discount rate used to measure the total OPEB liability was 2.18%. Under the plan's funding policy, contributions are structured for short-term funding of premium assistance. The funding policy sets contribution rates necessary to assure solvency of premium assistance through the third fiscal year after the actuarial valuation date. The premium assistance account is funded to establish reserves that are sufficient for the payment of premium assistance benefits for each succeeding year. Due to the short-term funding policy, the OPEB plan's fiduciary net position was not projected to be sufficient to meet projected future benefit payments; therefore, the plan is considered a "pay-as-you-go" plan. A discount rate of 2.18%, which represents the S&P 20-year Municipal Bond Rate at June 30, 2021, was applied to all projected benefit payments to measure the total OPEB liability.

INSIGHT PA CYBER CHARTER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

NOTE 9 OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

Sensitivity of the System's Net OPEB Liability to Change in Healthcare Cost Trend Rates

Healthcare cost trends were applied to retirees receiving less than \$1,200 in annual premium assistance. As of June 30, 2021, retirees' premium assistance benefits are not subject to future healthcare cost increases. The annual premium assistance reimbursement for qualifying retirees is capped at a maximum of \$1,200. As of June 30, 2021, 93,392 retirees were receiving the maximum amount allowed of \$1,200 per year. As of June 30, 2021, 611 members were receiving less than the \$1,200 per year cap, is a small percentage of the total population, and has a minimal impact on the healthcare cost trends as depicted below.

The following presents the system's net OPEB liability for June 30, 2021, calculated using current healthcare cost trends, as well as what the system's net OPEB liability would be if its healthcare cost trends were one percentage point lower or one percentage point higher than the current rate:

	<u>1% Decrease</u>	<u>Current Trend Rate</u>	<u>1% Increase</u>
School's proportionate share of the net OPEB liability	<u>\$ 309,000</u>	<u>\$ 309,000</u>	<u>\$ 309,000</u>

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

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

	<u>1% Decrease 1.18%</u>	<u>Current Discount Rate 2.18%</u>	<u>1% Increase 3.18%</u>
School's proportionate share of the net OPEB liability	<u>\$ 355,000</u>	<u>\$ 309,000</u>	<u>\$ 271,000</u>

OPEB Plan Fiduciary Net Position

Detailed information about PSERS' fiduciary net position is available in PSERS Annual Comprehensive Financial Report, which can be found on the system's website at www.psers.pa.gov.

INSIGHT PA CYBER CHARTER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

NOTE 10 GENERAL LONG-TERM DEBT

The following summarizes the changes in the long-term liabilities of governmental activities for the year ended June 30, 2022:

	Balance July 1, 2021	Additions	Reductions	Balance June 30, 2022	Amounts Due Within One Year
Leases payable	\$ 859,327	\$ -	\$ (385,260)	\$ 474,067	\$ 405,182
Net OPEB liability	281,000	28,000	-	309,000	-
Net pension liability	6,401,000	-	(1,023,000)	5,378,000	-
TOTALS	\$ 7,541,327	\$ 28,000	\$ (1,408,260)	\$ 6,161,067	\$ 405,182

NOTE 11 COMMITMENTS AND CONTINGENCIES

The School is subject to various claims, legal proceedings, and investigations covering a wide range of matters that arise in the normal course of business. In the opinion of management, all such matters are adequately covered by insurance, and if not so covered are without merit or are of such kind, or involve such amounts, as would not have a significant effect on the financial position or results of activities of the School if disposed of unfavorably.

Grants

The School receives financial assistance from federal and state agencies in the form of grants. The disbursement of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audits by the grantors or their representatives. Any disallowed claims resulting from such audits could become a liability of the School. Management believes such disallowance, if any, would be immaterial.

NOTE 12 EXCESS OF EXPENDITURES OVER APPROPRIATIONS

General fund functions incurred expenditures in excess of appropriations in the following amounts for the year ended June 30, 2022:

Instruction – other programs	\$ 364,756
Support services – pupil personnel services	\$ 1,709,076
Support services – instructional staff services	\$ 1,074,165
Support services – administrative services	\$ 857,621
Support services – pupil health	\$ 56,981
Support services – business services	\$ 20,155
Support services – transportation services	\$ 4,072
Support services – central services	\$ 652,448
Capital outlays	\$ 4,320

INSIGHT PA CYBER CHARTER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

NOTE 12 EXCESS OF EXPENDITURES OVER APPROPRIATIONS (cont'd)

The excess of expenditures over appropriations was financed by revenues exceeding budget.

NOTE 13 UNCERTAINTY – COVID-19 PANDEMIC

As a result of the spread of the COVID-19 coronavirus which is ongoing at June 30, 2022, economic and operational uncertainties have arisen which may impact the School in fiscal year 2023. There exist uncertainties surrounding the School's operations in the 2022-2023 school year. The uncertainties will have a direct impact on individual revenue and expense items. The extent of the potential impact is unknown as the COVID-19 pandemic continues to develop.

NOTE 14 FUND BALANCES

As of June 30, 2022, fund balances are composed of the following:

	<u>General Fund</u>
Nonspendable:	
Prepaid expenditures	\$ 504,447
Committed:	
Implementation of DEI initiatives	1,000,000
Future innovation-related expenditures	710,000
Future employee salary	14,000,000
Future facilities' costs	9,190,000
Unassigned	13,630,951
 Total Fund Balances	 \$ 39,035,398

NOTE 15 CHANGE IN ACCOUNTING PRINCIPLE

In accordance with adoption of GASB Statement No. 87, as discussed in Note 1, the School has restated its July 1, 2020 net position in its governmental activities to record the right to use assets and lease liabilities associated with the School's leasing arrangement. The School's net position in its governmental activities decreased by \$87,166 as a result of the implementation of this Statement.

NOTE 16 SUBSEQUENT EVENTS

The School has evaluated all subsequent events through January 25, 2023, the date the financial statements were available to be issued.

REQUIRED SUPPLEMENTARY INFORMATION

**INSIGHT PA CYBER CHARTER SCHOOL
REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF THE SCHOOL'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY
Pennsylvania Public School Employees' Retirement System (PSERS)**

<u>PROPORTIONATE SHARE OF NET PENSION LIABILITY</u>	<u>MEASUREMENT DATE</u>			
	<u>JUNE 30, 2021</u>	<u>JUNE 30, 2020</u>	<u>JUNE 30, 2019</u>	<u>JUNE 30, 2018</u>
School's proportion of the net pension liability	0.0131%	0.0130%	0.0129%	0.0056%
School's proportion of the net pension liability - dollar value	\$ 5,378,000	\$ 6,401,000	\$ 6,035,000	\$ 2,688,000
School's covered employee payroll	\$ 1,738,332	\$ 2,561,082	\$ 2,135,445	\$ 1,136,424
School's proportionate share of the net pension liability as a percentage of its covered employee payroll	309.38%	249.93%	282.61%	236.53%
Plan fiduciary net position as a percentage of the total pension liability	63.67%	54.32%	55.56%	54.00%

In accordance with GASB Statement No. 68, this schedule has been prepared prospectively as the above information for the preceding years is not readily available. This schedule will accumulate each year until sufficient information to present a ten-year trend is available.

**INSIGHT PA CYBER CHARTER SCHOOL
REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF SCHOOL PENSION CONTRIBUTIONS
Pennsylvania Public School Employees' Retirement System (PSERS)**

	<u>June 30, 2022</u>	<u>June 30, 2021</u>	<u>June 30, 2020</u>	<u>June 30, 2019</u>	<u>June 30, 2018</u>
Contractually required contribution	\$ 598,280	\$ 582,515	\$ 854,377	\$ 696,155	\$ 360,701
Contributions in relation to the contractually required contribution	<u>598,280</u>	<u>582,515</u>	<u>854,377</u>	<u>696,155</u>	<u>360,701</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
School's covered employee payroll	\$ 1,760,165	\$ 1,738,332	\$ 2,561,082	\$ 2,135,445	\$ 1,136,424
Contributions as a percentage of covered employee payroll	33.99%	33.51%	33.36%	32.60%	31.74%

In accordance with GASB Statement No. 68, this schedule has been prepared prospectively as the above information for the preceding years is not readily available. This schedule will accumulate each year until sufficient information to present a ten-year trend is available.

**INSIGHT PA CYBER CHARTER SCHOOL
REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF THE SCHOOL'S PROPORTIONATE SHARE OF THE NET OPEB LIABILITY
Pennsylvania Public School Employees' Retirement System (PSERS)**

<u>PROPORTIONATE SHARE OF NET OPEB LIABILITY</u>	<u>MEASUREMENT DATE</u>			
	<u>June 30, 2021</u>	<u>June 30, 2020</u>	<u>June 30, 2019</u>	<u>June 30, 2018</u>
School's proportion of the net OPEB liability	0.0130%	0.0130%	0.0129%	0.0056%
School's proportion of the net OPEB liability - dollar value	\$ 309,000	\$ 281,000	\$ 274,000	\$ 117,000
School's covered employee payroll	\$ 1,738,332	\$ 2,561,082	\$ 2,135,445	\$ 1,136,424
School's proportionate share of the net OPEB liability as a percentage of its covered employee payroll	17.78%	10.97%	12.83%	10.30%
System's fiduciary net position as a percentage of the total OPEB liability	5.30%	5.56%	5.56%	5.56%

In accordance with GASB Statement No. 75, this schedule has been prepared prospectively as the above information for the preceding years is not readily available. This schedule will accumulate each year until sufficient information to present a ten-year trend is available.

**INSIGHT PA CYBER CHARTER SCHOOL
REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF SCHOOL OPEB CONTRIBUTIONS
Pennsylvania Public School Employees' Retirement System (PSERS)**

	<u>June 30, 2022</u>	<u>June 30, 2021</u>	<u>June 30, 2020</u>	<u>June 30, 2019</u>	<u>June 30, 2018</u>
Contractually required contribution	\$ 14,081	\$ 14,346	\$ 21,531	\$ 17,724	\$ 9,432
Contributions in relation to the contractually required contribution	<u>14,081</u>	<u>14,346</u>	<u>21,531</u>	<u>17,724</u>	<u>9,432</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
School's covered employee payroll	\$ 1,760,165	\$ 1,738,332	\$ 2,561,082	\$ 2,135,445	\$ 1,136,424
Contributions as a percentage of covered employee payroll	0.80%	0.83%	0.84%	0.83%	0.83%

In accordance with GASB Statement No. 75, this schedule has been prepared prospectively as the above information for the preceding years is not readily available. This schedule will accumulate each year until sufficient information to present a ten-year trend is available.

SINGLE AUDIT



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

January 25, 2023

To the Board of Trustees
Insight PA Cyber Charter School
Exton, Pennsylvania

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of the governmental activities and the major fund of the Insight PA Cyber Charter School (the School), Exton, Pennsylvania, as of and for the year ended June 30, 2022 and the related notes to the financial statements, which collectively comprise the School's basic financial statements, and have issued our report thereon dated January 25, 2023.

Internal Control Over Financial Reporting

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

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

To the Board of Trustees
Insight PA Cyber Charter School

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

Compliance and Other Matters

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

Purpose of This Report

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

Barbacane, Thornton & Company LLP
BARBACANE, THORNTON & COMPANY LLP



INDEPENDENT AUDITOR'S REPORT ON
COMPLIANCE FOR EACH MAJOR PROGRAM AND
ON INTERNAL CONTROL OVER COMPLIANCE
REQUIRED BY THE UNIFORM GUIDANCE

January 25, 2023

To the Board of Trustees
Insight PA Cyber Charter School
Exton, Pennsylvania

Report on Compliance for Each Major Federal Program

We have audited the Insight PA Cyber Charter School's (the School) compliance with the types of compliance requirements described in the OMB *Compliance Supplement* that could have a direct and material effect on the School's major federal programs for the year ended June 30, 2022. The School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and recommendations.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, contracts, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for the School's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

To the Board of Trustees
Insight PA Cyber Charter School

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the School's compliance.

Opinion on Each Major Federal Program

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on its major federal programs for the year ended June 30, 2022.

Report on Internal Control Over Compliance

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

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

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

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

Barbacane, Thornton & Company LLP

BARBACANE, THORNTON & COMPANY LLP

**INSIGHT PA CYBER CHARTER SCHOOL
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2022**

Federal/Pass-through Grantor Program Title	Source Code	Federal CFDA Number	Pass-through Grantor's Number	Grant Period Beginning/ Ending Dates	Grant Amount	Total Received For Year	Accrued Revenue 7/1/2021	Revenue Recognized	Expenditures	Accrued (Unearned) Revenue 06/30/22	Passed Through to Subrecipients
U.S. Department of Education											
Passed through Pennsylvania Department of Education											
Title I	I	84.010	013-21-1153	08/30/20-09/30/21	\$ 1,668,978	\$ 606,122	\$ 565,802	\$ 40,320	\$ 40,320	\$ -	\$ -
Title I	I	84.010	013-22-1153	08/30/21-09/30/22	1,950,959	1,829,286	-	1,950,959	1,950,959	121,673	-
Total CFDA #84.010						2,435,408	565,802	1,991,279	1,991,279	121,673	-
Title II - Improv Teacher Quality	I	84.367	020-21-1153	08/30/20-09/30/21	218,896	189,740	181,804	7,936	7,936	-	-
Title II - Improv Teacher Quality	I	84.367	020-22-1153	08/30/21-09/30/22	156,994	156,994	-	156,994	156,994	-	-
Total CFDA #84.367						346,734	181,804	164,930	164,930	-	-
Title III	I	84.031	020-21-1153	08/30/20-09/30/21	7,358	7,358	-	2,828	2,828	(4,530)	-
Title III	I	84.031	020-22-1153	08/30/21-09/30/22	17,184	16,311	-	8,155	8,155	(8,156)	-
Total CFDA #84.031						23,669	-	10,983	10,983	(12,686)	-
Title IV - Student Support and Academic Achievement	I	84.424	144-20-1153	08/29/19-09/30/20	45,436	23,355	1,439	23,355	23,355	1,439	-
Title IV - Student Support and Academic Achievement	I	84.424	144-21-1153	08/30/20-09/30/21	125,509	92,969	-	86,803	86,803	(6,166)	-
Total CFDA # 84.424						116,324	1,439	110,158	110,158	(4,727)	-
ESSER I Funding	I	84.425D	200-21-1153	07/01/20-06/30/21	382,989	109,082	41,267	109,082	109,082	41,267	-
ESSER II Funding	I	84.425D	200-21-1153	07/01/20-06/30/22	6,163,017	3,735,370	2,427,647	3,735,370	3,735,370	2,427,647	-
ESSER III Funding	I	84.425U	200-22-1153	03/13/20-09/30/23	12,465,999	909,005	-	-	-	(909,005)	-
ARP ESSER Learning Loss	I	84.425U	200-22-1153	03/13/20-09/30/24	692,063	183,041	-	135,241	135,241	(47,800)	-
ARP ESSER Summer School	I	84.425U	200-22-1153	03/13/20-09/30/24	138,413	17,616	-	-	-	(17,616)	-
ARP ESSER After School	I	84.425U	200-22-1153	03/13/20-09/30/24	138,413	17,616	-	-	-	(17,616)	-
ESSER III ARP Homeless	I	84.425W	200-22-1153	07/01/21-09/30/24	67,368	7,819	-	5,637	5,637	(2,182)	-
Total CFDA #84.425D						4,979,549	2,468,914	3,985,330	3,985,330	1,474,695	-
IDEA	I	84.027	N/A	07/01/20-06/30/21	397,574	15,886	15,886	-	-	-	-
IDEA	I	84.027	N/A	07/01/21-06/30/22	684,439	684,439	-	684,439	684,439	-	-
ARP IDEA	I	84.027	N/A	07/01/21-06/30/22	165,072	165,072	-	165,072	165,072	-	-
IDEA 619	I	84.173	N/A	07/01/20-06/30/21	300	300	300	-	-	-	-
IDEA 619	I	84.173	N/A	07/01/21-06/30/22	117	117	-	117	117	-	-
Total IDEA Cluster						865,814	16,186	849,628	849,628	-	-
TOTAL U.S. DEPARTMENT OF EDUCATION						8,767,498	3,234,145	7,112,308	7,112,308	1,578,955	-
TOTAL FEDERAL AWARDS						\$ 8,767,498	\$ 3,234,145	\$ 7,112,308	\$ 7,112,308	\$ 1,578,955	\$ -

Source Code:

I = Indirect Funding

INSIGHT PA CYBER CHARTER SCHOOL

NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

NOTE A SCOPE OF SCHEDULE

The schedule of expenditures of federal awards reflects federal expenditures for all individual grants which were active during the fiscal year.

NOTE B BASIS OF ACCOUNTING

The School uses the modified accrual method of recording transactions. Revenues are recorded when measurable and available. Expenditures are recorded when incurred.

NOTE C INDIRECT COST RATE

The School has not elected to use the 10% de minimis indirect cost rate allowed under the Uniform Guidance.

INSIGHT PA CYBER CHARTER SCHOOL
SCHEDULE OF FINDINGS AND RECOMMENDATIONS

PART A – SUMMARY OF AUDITOR’S RESULTS

Financial Statements

Type of auditor’s report issued [*unmodified, qualified, adverse, or disclaimer*]:

Unmodified

Internal control over financial reporting:

- Material weakness(es) identified? _____ Yes X No
- Significant deficiency(ies) identified? _____ Yes X None reported
- Noncompliance material to financial statements noted? _____ Yes X No

Federal Awards

Internal control over major programs:

- Material weakness(es) identified? _____ Yes X No
- Significant deficiency(ies) identified? _____ Yes X None reported

Type of auditor’s report issued on compliance for major programs [*unmodified, qualified, adverse, or disclaimer*]:

Unmodified

Any audit findings disclosed that are required to be reported in accordance with the Uniform Guidance?

_____ Yes X No

Identification of major programs:

CFDA Numbers	Name of Federal Program or Cluster
84.425D, 84.425U, 84.425W	Education Stabilization Fund
84.027, 84.173	Special Education Cluster

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

\$750,000

Auditee qualified as low-risk auditee?

_____ Yes X No

INSIGHT PA CYBER CHARTER SCHOOL
SCHEDULE OF FINDINGS AND RECOMMENDATIONS (CONT'D)

PART B – FINDINGS RELATED TO FINANCIAL STATEMENTS

STATUS OF PRIOR YEAR FINDINGS

None.

CURRENT YEAR FINDINGS AND RECOMMENDATIONS

None.

PART C – FINDINGS RELATED TO FEDERAL AWARDS

STATUS OF PRIOR YEAR FINDINGS

None.

CURRENT YEAR FINDINGS AND RECOMMENDATIONS

None.



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

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	D K	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	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	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	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	
2	3	5			60%	FR 240. Documentation that team members Agree/Disagree	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
						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>	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
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>	<p>07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff</p>	
						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>	<p>07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff</p>	
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>	<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
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	<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	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?			
					5 1 0 0 0 0	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. Always Sometimes Rarely Never Don't Know Does not Apply			
						Topical Area 7: Additional Interview Responses			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
					4 1 0 1 0 0	P 54. I am a partner with school personnel when we plan my child's education program. 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>	

IEP Procedures

22-23 School Year

Important Reminders

Please use the department wide naming convention when saving all docs, emailing about student, and entering meeting in Outlook
(LastName_FirstInitial_StudentID_Doc)

Annual IEP - schedule 1 month in advance

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 unless provided an alternate timeline from supervisor and compliance coordinator

Newly Identified/ER- 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 your supervisor for questions/concerns.

PRIOR TO THE MEETING

● **30 days prior to IEP meeting due**

- 1. Call parent for best days of the week and times to schedule the IEP
 - Coordinate availability for the remainder of the IEP team.
 - During phone call, if transition age student, discuss OVR invitation with parent ■ Within 24 hours, create formal invite and send to legal guardian with Procedural Safeguard Notice (PSN), signature line and parent input form.
 - 2 copies for 2 separate parents if parents do not live together
 - You should be sending to both parents, however, only one parent needs to be in attendance (has to have LG status).
 - Please be sure that the correct signature is placed on the correct doc (i.e. Mom's signature line needs to be placed on the document that is sent to Mom)
 - If there are two parents listed in the guardians section of Writer, and both are at the same address, be sure that the box is checked for "Print only one letter for parents/guardians at the same address" at the very top of the Invite/NOREP screen in IEP Writer.
 - FOR PSN When you send it with the invite, please be sure that you are

placing a signature on the signature page (1st page), and then, at the top of the notice itself (top of 2nd page), you insert an initial and the date initialed/signed.

- **Reminder:** 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 may also be included, if applicable:
*Related Service Provider, CTE Teacher, OVR, School Psychologist (if following ER/RR), School Counselor, Advisor, Nurse, Transition Coordinator.
- **Reminder:** 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 ReadySign, but it can still be sent via their school mail as evidence.
- 2. Using the LEA calendar, send an outlook invite to all members of the team from ISPA for the formal IEP meeting. (Ensure the Zoom link is included.)
- Include Gen Ed teachers, LEA, and all applicable team members.
 - School Psych (if following ER/RR, or as needed)
 - Related Service Providers (if applicable), also send email - not all use Outlook
 - School counselor (if identified with an emotional disturbance)
 - Advisor (if discussing attendance, or as needed)
 - Nurse (if IHP is needed)
 - Transition Coordinator (if age of 13 and over)
 - OVR Early Reach Coordinator (grades 9-12, if permission has been received to invite OVR)
 - **Do not include the parent.**
- In all cases, invite appropriate LEA calendar email.
 - Elementary: eslea@insightpa.org
 - Middle School: mslea@insightpa.org
 - High School: hslea@insightpa.org
 - Life Skills: lsslea@insightpa.org
- Included in the invite should be staff input forms along with due dates for which the input form is due to you. Some teachers prefer to send a separate Outlook invite with the input link attached for the date the input is due; this is fine also.
- (For 9th-12th graders) If the parent gives permission to invite OVR, please notify your Transition Coordinator (View procedure [here](#))
- **20 days prior**
 - 1. Verify team members accepted, if a related service provider can not attend or did not accept, send the consent to excuse.
 - 2. Follow-up with email to parent if signature not received on formal invite.
- **10 days prior**
 - 1. If the invite has not been returned signed, follow-up with a phone call to the parent. ■ **Reminder:** If multiple attempts are needed, document in the “other” section of the IEP cover page
 - 2. Send a draft to Special Education Supervisor/Coordinator for review
- **3 days prior**
 - 1. 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, attach to the already existing IEP meeting invite.
- Final reminder to related services that can not attend or have not responded.
Send consent to excuse

AT THE MEETING

- Introduce all participants, allowing time for each to say hello. Best practice is to help lead who should be speaking. (Casemanagers should call upon participants to introduce themselves). Ensure the parent knows who was unable to attend, especially if the consent to excuse was issued.
- Explain that an attendance page will be sent following the meeting through ReadySign. 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 an initial IEP meeting (newly identified), the meeting cannot proceed unless given administrative approval.
 - If the parent did not have 10 days prior to the meeting to review the ER/RR, please don't forget the 10-day waiver must be signed prior to the meeting/prior to beginning the meeting. ● If ER/RR, allow school psych to begin with a quick review of information and answering questions. The school psychologist should stay for the remainder of the meeting to answer any additional questions that may arise.
 - Review IEP cover page for accurate address/phone, etc. Make note of any needed changes and contact Compliance Coordinator to update before finalizing the doc. (Please email studentrecords@insightpa.org with updated info if TV also needs to be changed.) ● 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. It is ok to reach out to leadership if you need support in the meeting.
- Review with the parent how to complete ReadySign, 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

- Update any new information or edits to the IEP discussed at the meeting
- Send your drafted NOREP to your compliance coordinator for review and approval no more than 2 days after the IEP meeting (before finalizing). It will be reviewed and returned within 24 hours.
- Finalize ALL documents (IEP invite, IEP, NOREP, 10-day waiver, consent to excuse IEP team member, if applicable) within 3 days
- Email the LG and team the finalized documents through ReadySign for signature.
- **Please be sure to write "Did not attend meeting" next to the name of whomever did not attend. ● For**

therapists/providers, their name should be typed into the box for having provided written input for the IEP if they are unable to attend the meeting (consent to excuse is also needed). ● **DO NOT SEND FOR SIGNATURE to attendees who were not present for the meeting!** ● Upload documents to Docs to File

a. Be sure to use the department wide naming convention

(LastName_FirstInitial_StudentID_Doc)

b. Elem D2F: <https://app.smartsheet.com/b/form/a3ca9ee3dc3f4d6aa8be34d0b549f7c3> c. Middle

D2F: <https://app.smartsheet.com/b/form/b1d65a27ed7c4fd281bfa0a70b3269c4> d. HS D2F:

<https://app.smartsheet.com/b/form/d9c976ed58de45fdbd60b6725714d41b> e. Life Skills/Speech D2F:

<https://app.smartsheet.com/b/form/a1b4749f43204a638d284a59e21514af>

● Edit your caseload metrics in smartsheet with the new IEP date and any notes (and ER/RR date if applicable)

a. Please note, this is a required step to be completed.

● 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.

● 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

relatedservices@insightpa.org

IEP REVISIONS Use the

[IEP Revisions Flow Chart 2.13.2023](#)

for reference

Training: 5_5_2023_CCIU_Training_Autism_and_UDL_90_minutes

Date: 5/5/2023

Presenters: Lauren Walker, Kristin Powell, Sarah Gregory

Agenda:

- Discuss Differentiated Instruction and Universal Design for Learning.
- Gain a better understanding of Autism.
- Learn strategies to support all students.

Summary: Attendees were instructed in the difference between UDL and Differentiation. They presented information on Autism and strategies teachers may use to help with social skills, engagement, and academics with students with autism.

Recording Links: https://cciu-my.sharepoint.com/:v:/g/personal/laurenal_cciu_org/EVs7z7zhKKIGueR43_d0MF0BL1-q9b_qMJsE2XXk2Hy_ZA

Attendees:

Elizabeth Ohnstad, Corinna Vieira, Colleen Loughney, Alicia Desimone, Scott Acri, Leah Haney, Deanna Wilhelm, Weston Gricks, Leeann Dautel, Lacey Harkleroad , Allison Snyder, Kayla Hanavan, Kirstin Klebanski, Amanda Frazier, Cynthia Gonzalez Diaz, Kimberly Jones, Lora Sciulli, Brianna Cinti, Amanda Humes, Chelsea Noss, Cathrin Nester, Megan Pifer, Michelle Turner, Hannah Bevington , Keirseay McGuinness, KILEY MCCAWLEY, Lori Jones, Melissa Morrison, Cristen Diegel, Whitney Anderson , Bailey Annis, Cameron Colyer, Jill Anderson, Abbey Perry, Megan Boyer, Julie Morrison, Rebecca Sube, Ally Yester, Lori George, Renee Jacobs, Catrina Russell, Amanda Faust, Jen Weimer, Tiffany Alger, Tascha Peterman, Krista Jamerson, Jamie Brooks, Brianna Shishlo, Christine Sowers, Danielle Holtzman, Emily Schulze , Lacey Olbryk, Amanda Rogan, Chelsey Panchura, Rachel Sams, Dana Liptok, Erica Davis, Krista Barone, Chelsea Burke, Brittany Eckert, Desirae Gulden, Shannon Clune, Sandra Jaquette, Josh Huff, Hermari Marquez, Stacy Stuenzi, Renee Fitzgibbon, Kristina Heffelfinger , Korrin Helinski, Tara Hartlep, Rhonda Brody, Luis Organista, Robin Reiman, Jackie Byron, Amanda Smail, Dorinda Hammer, Jennifer Russell, Jenna Mercatoris, Elias Imbrogno, Isabella Piacentino, Jackie Shopes, Lauren Spelling, Frayma Rodriguez, Jill Shultz, Jon MacDonald, Laura Aber, Elizabeth Marshall, Meghan Greaves, Aithen Wesleyan, Laura Briffa, Malorie van Wyk, Marna Furman, Scott Hatkevich , Jilian Kendi, Valerie Marraccini, Shirena Outlaw, Megan Johnson, Tessa Cope, Julia Long, Kimberly Bailey, Valerie Alchier, Megan Winkler, Shawna Brodmerkel, Brittany Ponti, Adriana Rojas, Jessica Betts, Krista Clark, David Jack, Shaneka Washington, Tracy McDonald, Kendra Dion, Sarah Kesten, Jenn Sobotka, Lynae Shepp, Diana McDonnell, Brian Tell, Annamarie Ament, Ashleigh Mowen, Carrie Dominick, Marci Mansfield, Emily Prohorchuck, Jenniffer Arnold, Brittani Ferris, Kate Daley-Yankanich , Brian Davis, Renee Markosky, Carolyn Myron, Alyssa Swantner, Colleen Muhl, Dawn Teklinsky, Sarah Parish, Amanda Woods, Jenny Goswick, Rachel Jones, Jessica Morgan, Courtney Leaidicker, Judy Hickman, Christa Harper, Tiffany McCreary, Kelly Watts , Allison Dracha, Nicole Millard, Kelsey Mislavich , Kay-Cee O'Malley, Sonya Caceres, Erin Harper, Christine Babu, Jean Dautel, Carolyn Hockman, Kathryn Zamonski , Danielle Wenzler, Madeline Hanson, Alyssa Cappetta, Kyra Matachak, Marie Raisner, Angela Kimbrough, Christian Glennon, Tiffany Orischak, Alyssa Fink , Laura Whitmire, Liam Shea, Melissa Stanton, Tricia Kovall, Lauren Love, Melissa Kavanshanksy , Lisa Berger, Melissa Cichello, Crystal Thomas, Sara Milisits, Genice Matos , Marissa Rutkowski, Cylie Snyder, Erin Barnes, Stacey Reimers, Michael Donch, Julie Smialowski, Sonya Porter, Lisa Finn, Amy Barrett, Rebecca Gilliard, Rachel Roberts, Amanda Goss, Heather Clark, Nicole Colavecchia, Lindsey Mapstone, Lisa Birckbichler, Morgan Peters, Laura Marriggi, Daniel Esteveao, Lauren Armanious, Kerri Hall, Brittany Woodcock, Julie Rozen, Jaclyn Snyder, Stephanie Jack, Danielle Lockwood, Elyse Lanzendorfer, Amy Lutz, Jean Brennan, Julie Rothbard

Training: Paraprofessional October CCIU Training: The Challenges of Living with High-Functioning Autism

Date: 10/7/2022

Presenter: Jaclyn Kubala

Agenda: Billy the Kid
 Articles
 Videos
 Websites

Recording Links: <https://www.youtube.com/watch?v=SoWSuxBy6oo>
<https://billythekid.oscilloscope.net/>

Attendees:

Stephanie FitzGerald, Tiffany Alger, Cathrin Nester, Rebecca McHaffie, Lori Jones, Tascha Peterman, Caitlin Klan, Sonya Porter, Chelsea Burke, Marie Raisner, Ken Evans, Lora Sciulli, Frayma Rodriguez, Kristina Heffelfinger, Brittany Eckert, James Arrizza Jr, Michelle Pehlman, Carolyn Myron, Jill Anderson, Lori George, Erin Denmon, Katie Cox , Diana McDonell, Rachel Roberts, Sonya Porter

Date: 8/23/2022

Trainer: Barbara Hunter

Duration: 2 hours

Topic: SMARTs Curriculum Training

Agenda:

Create a common understanding of Executive Function

Understanding EF Strengths and Challenges

Understanding SMARTS Curriculum

Lessening Lesson "Load" in a virtual environment

Description:

Staff was introduced to SMARTs Curriculum Training program. They were instructed in the rationale for the program, how to deliver the curriculum, and how to use it in a virtual classroom.

Attandees: Josh Dorfzaun, Michelle Botti, Rachel Saul, Janeace Libby, Rebecca McHaffie, Ivy Avery, Gabrielle Jones, Natalee Kluchurosky, Chelsea Varnado, Bailey Annis, Hannah Bevington , Emily Prohorchuck, Amanda Frazier, Alyssa Swantner, Tara Saunders, Karla Beadle, Gloria Campese, Deanna Wilhelm, Caitlin Breidigan, Christine Sowers, Christen Widdop, Melissa Cichello, Lacey Olbryk , Trish O'Donnell, Krista Fischetti, Lindsey Mapstone, Ali Hoffmann, Rhonda Brody, Kathy Puentes, Stephanie Jack, Kailyn Goldinger, Nancy Shifflett , Rachel Scholze, Haylee Neal, Kiley McCawley, Alyssa Cappetta, Andrea Dominytus, Ashley Tomaino, Julia Hoffner , Diane Morian , Caitlin Klan, Cathrin Nester, Kelsey Brenner, Jen Weimer, Anthony Grande, Stephanie FitzGerald, Traci Chandler, Traci Bologna, katie cox, Kristina Bowen, Jenna Mercatoris, Anna Baranoski , Rachel Roberts, Morgan Hamby, Serena Loccisano, Tara Rosa, Melissa Bialas, Judy Hickman, Jennifer Russell, Alyssa Spigarelli, Robyn McMynne, Stacey Reimers, Maggie Federowicz, Stephanie Holsopple, Sarah Mazzulla, Gillianne Pfeiffer, Melissa Dalessandri-Fetterman, Jill Dunlap, Shawna Brodmerkel, Frayma Rodriguez

Topic: SEL Curriculum Overview

Date: 9/30/2022

Presenter: Kristen Dahy

Duration: 1 hours

Summary: SEL provider reviewed the curriculum and how to use SEL Lessons in daily classes

Recording Link:

<https://7mindsets->

[my.sharepoint.com/:v:/p/kristen/EWV9cX5LWdNOpEXjuAKyN3UBTg685KQXRhI0txk4fiTPrA?e=pZin3s](https://7mindsets-my.sharepoint.com/:v:/p/kristen/EWV9cX5LWdNOpEXjuAKyN3UBTg685KQXRhI0txk4fiTPrA?e=pZin3s)

Attendance:

Melissa Bialas, Alyssa Swantner, Cathrin Nester, Kristina Bowen, Amanda Campbell , Tracy McDonald, James Arrizza Jr, Karla Beadle, Alyssa Cappetta, Renee Perri, Deanna Wilhelm, Caitlin Klan, Nicole Colavecchia, Emily Prohorchuck, Kiley McCawley, Traci Chandler, Rachel Saul, Krista Fischetti, Amanda Frazier, Chelsey Panchura, Sarah Mazzulla, Christan Glennon, Stephanie Jack, Frayma Rodriguez, Brittany Reamer, Tascha Peterman, Michelle Pehlman, Carolyn Hockman, Hannah Bevington , Beth Habbyshaw, Lora Sciulli , Brittany Woodcock, Sonya Porter, Melissa Fontana, Lori Jones, Gillianne Pfeiffer, Shelly Wild, Diana McDonell, Kathy Puentes, Julia Hoffner, Lacey Olbryk , Judy Hickman, Lindsay Conty, Trish O'Donnell, Caitlin Breidigan, Caitlin Simonson, Michelle Botti, Rachel Scholze, Jenna Mercatoris, Stacey Reimers, Kenneth Evans, Steve Trevino, Stephanie Holsopple, Janeace Libby, Christen Widdop, Andrea Dominytus, Ashley Tomaino, Jill Dunlap, Jen Weimer, Katie Cox, Elizabeth Neary, DeeDee Morian , Brittany Eckert, Niccole Roethlein-Granzeier, Shawna Brodmerkel, Crystal Thomas, Alyssa Spigarelli , Jennifer Russell, Bailey Annis, Anna Baranoski , Stephanie FitzGerald , Kattreena Amodeo, Kristina Heffelfinger , Alicia Desimone, Rebecca McHaffie, Chelsea Burke, Christina Sowa, Rhonda Brody, Erin Denmon, Frayma Rodriguez

Topic: Educator Response to Challenging Behavior

Presenter: Michelle Gagliano

Date: 3/3/2023

Duration: 3 hours

Agenda:

This presentation will explore concepts of behavior

Tools will be discussed to prevent future behaviors and build positive relationships with students

Attendance:

Cathrin Nester, Caitlin Klan, Brittany Eckert, Lori Jones, Laura Marriggi, Rachel Roberts, Stephanie FitzGerald , Tiffany Alger, marci mansfield, James Arrizza Jr, Erin Denmon, Kristina Heffelfinger , Diana McDonell, joann schweitzer, Lori George, Tascha Peterman, Jill Anderson, Michelle Pehlman, Becky McHaffie, Chelsea Burke, Sonya Porter, Frayma Rodriguez, Lora Sciulli, Abbey Perry, Lori George, Laura Myers, Alicia Desimone

Training: FBA to PBSP at a Glance

Date: 4/19/2023

Presenter: Catherine Ponterio/Ivy Avery

Duration: 1 hours

Agenda:

- Introduction
- Discuss FBA purpose
- How to Create PBSP from FBA
- Inputting PBSP into IEP Writer
- Overview of Progress monitoring

Summary: Teachers were informed about the purpose of a functional behavior analysis, how to create positive behavior support plans from a functional behavior analysis, and how to input them into IEPwriter.

Attendees: Kate Daley-Yankanich , Crystal Thomas , Emily Prohorchuck, Bailey Annis, Tyler Scharba, Gillianne Pfeiffer, Catrina Russell, Anta Brucker, Nicole Millard, Traci Bologna, Cristen Diegel, Krista Barone, Stephanie Jack, Kelsey Sweeney, Stacey Reimers, Toshia Snead, Deanna Wilhelm, Maggie Federowicz, DeeDee Morian

Training: Best Practices in OT: Supporting Handwriting and Fine Motor Skills

Date: 5/12/23

Presenter: Allie Swann

Duration: 1 hour

Agenda:

- INTRODUCTION
- Fine Motor Development Overview
- Handwriting
- FM Strategies
- Middle School
- Typing
- Questions/ Wrap Up

Summary: Teachers and paras were given a developmental overview of fine motor skills. They were taught about handwriting, fine motor strategies, best practices for middle school students with OT needs, and typing instruction and fine motor skills.

Recording:

https://drive.google.com/file/d/1HQXwsdbuy_0zKVbaFfkuidwoZWfz6SQa/view?usp=sharing

Attendees: Nick Beegle, Jill Anderson, Valerie Alchier, Lori Jones, Carolyn Hockman, Tiffany Alger, Chelsea Burke, Laura Myers, Alicia Desimone, Rachel Saul, Caitlin Klan, Lori George, Diana McDonell, Renee Perri, Erin Denmon, Caitlin Simonson , Brian Holohan, Missy Probst, Allie Swann, Jennifer Russell, Lisa Reitz, Amanda Campbell , Kenneth Evans, Marie Raisner

Topic: Respectful Support for Student Independence Training

Date: 10/14/2022

Presenter: Carolyn Myron

Duration: 1 hour

Agenda:

- Student Independence

- The “Prompting Ladder” and Support Strategies that Foster Independence

- Skills for Building Independence

- Interdependence

- Cultivating Resilience

Attendees: Alicia Desimone, Kenneth Evans, Kristina Heffelfinger , JoAnn Schweitzer, Tascha Peterman, Caitlin Klan, Tiffany Alger, Jill Anderson, Laura Marriggi, Stephanie FitzGerald , Diana McDonell, Rebecca McHaffie, Lora Sciulli , James Arrizza Jr, Sonya Porter, Rachel Roberts, Lori George, Michelle Pehlman, Brittany Eckert, Erin Denmon, Katie Cox , Marie Raisner, Frayma Rodriguez, Cathrin Nester, Lori Jones, Chelsea Burke

Topic: Special Education 101 and IEP

Presenter: Josh Dorfzaun

Date: 10/21/2022

Length: 1 hour

Agenda: Special Education 101
 IEP and Para
 Questions
 Test your knowledge

Link: https://drive.google.com/file/d/1w70OJ0K_41u_s00APvTB-OwL75WzxVHn/view?usp=sharing

Attendees: Cathrin Nester, Kristina Heffelfinger, Alicia Desimone, Jill Anderson, Stephanie Fitzgerald, Tiffany Alger, Lori Jones, Kenneth Evans, Caitlin Klan, Marie Raisner, Katie Cox, Erin Denmon, Rebecca Mchaffie, Chelsea Burke, Diana Mcdonell, James Arrizza Jr, Brittany Eckert, Frayma Rodriguez, Laura Marriggi, Michelle Pehlman, Rachel Roberts, Tascha Peterman, Lori George, Lora Sciulli, Sonya Porter

Topic: CCIU Training: Mental Health - Recognizing & Addressing Concerns in the Classroom

Presenter: Michelle Gagliano

Date: 11/4/2022

Duration: 3 hours

Agenda:

- Gain a better understanding of mental health
- Recognize warning signs that a student is having a mental health concern
- Foster student connection and resilience in our classrooms and school

Attendees: Marie Raisner, Caitlin Klan, Alicia Desimone, Kristina Heffelfinger, Ken Evans, JoAnn Schweitzer, Lori Jones, James Arrizza Jr, Brittany Eckert, Frayma Rodriguez, Tascha Peterman, Stephanie FitzGerald , Erin Denmon, Jill Anderson, Cathrin Nester, Lori George, Tiffany Alger, Rachel Roberts, Laura Marriggi, Diana McDonell, Rebecca McHaffie, Lora Sciulli, Katie Cox, Sonya Porter, Michelle Pehlman, Chelsea Burke, Marci Mansfield

Date: 12/2/2022

Topic: Executive Functioning 101 CCIU Paraprofessional Training

Presenter: Rachel Yevel & Kathleen Eckinger

Duration: 3 hours

Agenda:

The purpose of this training is for participants to gain foundational knowledge of executive function skills, along with exploration and activities to support student development

Attendance: Lori Jones, Tiffany Alger, James Arrizza Jr, Laura Marriggi, Sonya Porter, Cathrin Nester, Abbey Perry, Chelsea Burke, Michelle Pehlman, Kristina Heffelfinger , Caitlin Klan, Tascha Peterman, Marci Mansfield, Diana Mcdonell, Brittany Eckert, Joann Schweitzer, Rachel Roberts, Alicia Desimone, Kenneth Evans , Jill Anderson, Becky Mchaffie, Frayma Rodriguez, Erin Denmon, Stephanie Fitzgerald , Lora Sciulli

Date: 1/6/2023

Topic: "Students Who Use AAC - A Documentary and Toolbox to Support Students"

Presenter: Jaclyn Kubala

Duration: 3 hours

Agenda:

- What is alternative and augmentative communication?
- Strategies to put the AAC first in conversations
- Language and communication differences in non-speaking students
- Including non-speaking students in all activities
- Presuming competence and the least dangerous assumption

Attendance: Alicia Desimone, Caitlin Klan, Tiffany Alger, Erin Denmon, Jill Anderson, Marie Raisner, Ken Evans

Date: 2/6/2023

Topic: Universal Strategies to Support Positive Behavior

Presenter: Rachel Yevel

Duration: 3 hours

Agenda:

- Examine our behavioral views
- Discuss the role and impact of relationships on learning
- Identify evidence-based strategies to support and optimal learning environment
- Discuss practical strategies for common behaviors

Attendees: Rachel Yevel, Edenmon, Laura Marriggi, Sonya Porter, Erindenmon, Ken Evans, Cathrin Nester, Laura Myers, Marci Mansfield, Jessica Holman, Jill Anderson, Rebecca Mchaffie, Brittany Eckert, Diana Mcdonell, Tiffany Alger, Lori Jones, Alicia Desimone, Chelsea Burke, Rachel Roberts Hs Para, Lora Sciulli, Stephanie Fitzgerald, Abbey Perry, Lori George, Katelin Cox, Katie Cox, Carolyn Myron, Tascha Peterman, Caitlin Klan, Michelle Pehlman, Frayma Rodriguez, Kristina Heffelfinger, Joann Schweitzer

Topic: Educator Response to Challenging Behavior

Presenter: Michelle Gagliano

Date: 3/3/2023

Duration: 3 hours

Agenda:

- This presentation will explore concepts of behavior
- Tools will be discussed to prevent future behaviors and build positive relationships with students

Attendance:

Cathrin Nester, Caitlin Klan, Brittany Eckert, Lori Jones, Laura Marriggi, Rachel Roberts, Stephanie Fitzgerald, Tiffany Alger, Marci Mansfield, James Arrizza Jr, Erin Denmon, Kristina Heffelfinger, Diana Mcdonell, Joann Schweitzer, Lori George, Tascha Peterman, Jill Anderson, Michelle Pehlman, Becky Mchaffie, Chelsea Burke, Sonya Porter, Frayma Rodriguez, Lora Sciulli, Abbey Perry, Lori George, Laura Myers, Alicia Desimone

Training: Strategies for Successful Instruction

Date: 4/14/2023

Presenter: Teresa Riccio

Duration: 3 hours

Agenda:

- Grow your practices to help make learning meaningful, adapt to the needs of the students, and make the most of every teachable moment.
- Instructional strategies matter in how we engage students to become competent in their learning
- Identify two strategies you can use right away, one you least prefer, and a question you still have

Attendees: Jill Anderson, Erin Denmon, Rebecca Mchaffie, Lori George, Laura Marriggi, Brittany Eckert, Sonya Porter, Frayma Rodriguez, Jimmy Arrizza, Lori Jones, Stephanie Fitzgerald, Tiffany Alger, Diana Mcdonell, Katie Cox, Lora Sciulli, Rachel Roberts, Ken Evans, Abbey Perry, Chelsea Burke, Caitlin Klan, Laura Myers, Carolyn Myron, Tascha Peterman, Marie Raisner, Kristina Heffelfinger, Jessica Holman, Cathrin Nester, Joann Schweitzer, Alicia Desimone, Marci Mansfield, Michelle Pehlman

Date: 9/2/2022

Trainer: Jaclyn Kubala

Duration: 3 hours

Topic: What is Effective Communication?

Agenda:

- **How do you communicate, Language and Cultural Differences?**
- **Components of Communication**
- **How to Support Effective Communication in the Classroom**
- **Classroom Strategies for Effective Communication**
- **What is Interpersonal Communication**
- **The Importance of Listening**

Description: The presentation dealt with the topic of effective communication. Attendees learned how to effectively communicate, the barriers to effective communication including cultural and social differences, and also the importance of listening.

Attendees: Alicia Desimone, Tara Quick, Tiffany Alger , Rachel Roberts, Rebecca Mchaffie, Frayma Rodriguez, Marie Raisner, Tascha Peterman, Rachel Saul, Kristina Hefflfinger , Gloria Campese, Erin Denmon, James Arrizza Jr, Cathrin Nester, Diana Mcdonell, Lori Jones, Michelle Pehlman, Joann Schweitzer, Caitlin Klan, Laurie Hervey, Stephanie Fitzgerald , Katie Cox , Brittany Eckert, Lora Sciulli, Sonya Porter, Carolyn Myron, Aabbey Perry

Date: 9/23/2022

Presenters: Michelle MacLuskie

Topic: Transition Post-Secondary Life

Agenda:

- Review the transition process
- Incorporate best practices for transition into every secondary student's IEP
- Learn about resources to support your work in transition

Attendance:

Kailyn Goldinger, Stephanie Jack, Bailey Annis, Hannah Bevington, Lacey Olbryk, Tara Saunders, Missy Probst, Brittany Woodcock, Traci Bologna, Beth Habbyshaw Transition Coordinator, Janeace Libby, Amanda Campbell, Krista Fischetti, Tracy McDonald, Kathy Puentes, Caitlin Breidigan, Nancy Shifflett, Elizabeth Neary, Renee Perri, Lindsay Conty, Stephanie Holsopple, Justine Zaccaria, Alyssa Cappetta, Emily Prohorchuck, Ashley Tomaino, Judy Hickman, Rachel Scholze, Tracy Chandler, Maggie Federowicz, Stephen Trevino, Crystal Thomas, Antoinette Brucker, Deanna Wilhelm, Anna Baranoski, Kattreena Amodeo, Sarah Ronosky, Kate Daley-Yankanich, Serena Loccisano, Natalee Kluchurosky, Nicole Colavecchia, Melissa Bialas, Chrsitina Sowa, Jill Dunlap, Shawna Brodmerkel, Stacey Reimers, Diane Morian, Ali Hoffmann, Julia Long, Julia Hoffner

Date: 10/14/2022

Presenters: Michelle MacLuckie

Topic: Transitions Overview: Assessment

Duration: 60 minutes

Agenda:

- Discuss best practices for transition assessment
- Review your IEPs for current trends in transition assessments.
- Learn about resources to support your work in transition assessment.

Attendance:

Beth Habbyshaw, Stephanie Jack, Hannah Bevington, Jill Dunlap, C Decker, Kathleen Eckinger, Lacey Olbryk, Gillianne Pfeiffer, Tara Saunders, Deb Bielawski, Brittany Woodcock, Jean Dautel, Melissa Bialas, Stephanie Holsopple, Alyssa Cappetta, Maggie Federowicz, Carolyn Hockman, Lacey Harkleroad, Stacey Reimers, Caitlin Breidigan, Ashley Tomaino, Lindsay Conty, Kattreena Amodeo, Judy Hickman, Emily Prohorchuck, Niccole Roethlein-Granzeier, Kaitlin Goldinger, Chelsey Panchura, Janeace Libby, Crystal Thomas, Justine Zaccaria, Renee Perri, Steve Trevino, Deanna Wilhelm, Kate Daley-Yankanich, Antoinette Brucker, Kathy Puentes, Traci Bologna, Missy Probst, Sarah Ronosky, Serena Loccisano, Stacey Reimers, Traci Chandler, Kattreena Amodeo

Topic: Transitions Training- Part 1

Presenter: Beth Habbyshaw, Christina Sowa, Kat Amodeo,

Date: 1/20/2023

Duration: 1 hour

Agenda:

- Annotated IEP documents
- Break-out group work
- IEP Transition section(s) expectations
- Indicator 13 what/why – updates on changes
- Whole group question/answer

Link to recording:

<https://drive.google.com/file/d/1DcwfDPQylqcVrtKoo7h02JczU3PWmJxa/view?usp=sharing>

Attendance:

Kattreena Amodeo, Hannah Bevington , Ali Hoffmann, Lacey Olbryk , Shawna Brodmerkel, Mary Bowers, Renee Perri, Gillianne Pfeiffer, Kate Daley-Yankanich , Krista Barone (Fischetti), Jonathan Pauley, Stacey Reimers, Lindsay Conty, Megan Johnson, Stephanie Jack, Maggie Federowicz, Elizabeth Gierczynski, Courtney Leaidicker, Caryn Decker, DeeDee Morian , Tara Saunders, Carolyn Hockman, Steve Trevino, Julia Long, Kailyn Goldinger, Jill Dunlap, Jessica Florio, Maria Vondas, Danielle Wenzler, Anta Brucker, Bailey Annis, Tyler Scharba, Judy Hickman, Missy Probst, Emily Prohorchuck, Crystal Thomas, Deanna Wilhelm, Traci Bologna, Alyssa Cappetta, Valerie Alchier, Jean Dautel, Madeline Fortelka, Tracy McDonald, Stephanie Holsopple, Kailyn Goldinger

Topic: Transitions Training- Part 2

Presenter: Caryn Decker, Kat Amodeo

Date: 2/17/2023

Duration: 1 hour

Agenda:

- Refresh and Review (condensed version)
- Working in an IEP together
- Kahoot Review
- Question & Answer

Link to recording:

<https://drive.google.com/file/d/17QRbnilFpKXJfdtclIIOZseRAAtTEGYKh/view?usp=sharing>

Attendance:

Jon Pauley, Judy Hickman, Toshia Snead, DeeDee Morian, Tyler Scharba, Kate Daley-Yankanich, Stephanie Jack, Courtney Leaidicker, Emily Prohorchuck, Elizabeth Gierczynski, Lindsay Conty, Kailyn Goldinger, Julia Long, Krista Barone, Missy Probst, Amanda Campbell , Shawna Brodmerkel, Traci Bologna, Jill Dunlap, Renee Perri, Madeline Fortelka, Tracy McDonald, Tara Saunders, Lacey Harkleroad, Nicole Colavecchia, Crystal Thomas, Alyssa Cappetta, Lacey Olbryk, Genice Matos, Sarah Mazzulla, Brittany Woodcock, Valerie Alchier, Hannah Bevington, Jean Dautel, Danielle Wenzler, Deanna Wilhelm, Chelsey Panchura

Date: 8/25/2022

Topic: Reading Horizons

Presenter: Ali Hoffmann

Duration: 1 hour

Agenda:

Phonics Scope and Overview

Logging in

Review of 3 platforms to view Horizons

Description: Attendees were introduced to the Reading Horizons curriculum. They received a brief overview of the program and how to integrate it into their virtual classrooms.

Attendees:

Rachel Saul, Chelsea Burke, Tiffany Alger, Marie Raisner, Caitlin Klan, Caitlin Simonson, Erin Denmon, Meghan Terry, Amanda Campbell, Chelsey Panchura, Jennifer Russell

Topic: How to Prepare for State Testing

Presenter: Serena Loccisano, Jenna Schreiner

Date: 3/6/2023

Duration: 30 minutes

Agenda:

Before Testing

During Testing

After Testing

Link to recording:

<https://drive.google.com/file/d/1RxuG80v8S0v99dBBTLnPsbfcBc6OoSa0/view?usp=sharing>

Attendance:

Diana Black, Kourtney Angell, Vanessa Woods, Marie C Davis, Dominique Floyd, Trena Thomas, Ebony Love, Natasha Lindquist, Bobbie Brant, Bethany Mcrae, Michele Ciarla, Leslie Vargas, Daryl Deshields, Irene Yarson-Carpenter, Michelle Merkel, Stephanie Tress, Travis Fultz, Joan Rue, Maria Negron, Tyra Coleman, Krystle Oliveira

Topic: Related Services

Presenter: Macaela Collins, Lisa Mays

Date: 10/3/2022

Link to recording:

https://drive.google.com/file/d/17RwckzHA_eYKI48ZIQ6cFMYdAfXGMv11/view?usp=sharing

Agenda:

What are related services?

Getting started

What if my student cannot attend a session?

What is non-compliance?

Communication

Attendees:

Anwar Hannibal , Mark Oswald, Adrina Davenport , Michele Ciarla , Diana Black, Vanessa Woods, Brittany Micklash, Voltaire Espiritu, Tiaina Simpson, Shannon Baker, Maria, Trena Thomas , Jeanette Correa, Michele Trego, Lorraine Townes , Sonia M Rodriguez, Sharon Bremser, Michelr Stoddard , Tia Alston, Glenda Colon , Amanda Daugherty, Sheila Freeh, Natasha Yarde , Christine Myers, Anastasia Lesko, Rose Jackson, Rosa Golding

Date: 11/7/2022

Presenter: Tony Grande

Duration: 30 minutes

Topic: Navigating the Evaluation Report

Agenda:

Goals of Presentation

Introductions

- Introducing Myself

- Meeting the Team

Overview of Special Education and Evaluations

- Common Terms

- Misconceptions

- How pre-referral and referral work

Evaluation Process

- Pre-Referral

- Evaluation

- Outcomes

Discussion

Link to recording:

<https://drive.google.com/file/d/13TBJ72tPLdI4XACOOM2EOnmrR3cjnZyB/view?usp=sharing>

Attendees:

Adrina Davenport , Tatiana Ruiz, Maria Rentas , Trena Thomas , Denise Sipe, Cortney Green ,
Darion Wint, Travis Fultz , Lanatasha Keith , Blanche Warfield , Latanya Mcdaniel, Melissa Gray ,
Joseph Garlock , Bridget Murphy , Tia Alston, Sheila Freeh , Kimberly Carraway, Carrie Hovey,
Linda Guerin, John Owens , Michele Trego

Date: 1/9/2023

Presenter: Jen Weimer and Jenna Schreiner

Duration: 30 minutes

Topic: ESY

Agenda:

Definition: What is extended school year?

Eligibility: How do we determine if students are eligible?

Dates: When is Extend School Year 2023?

Questions: Are there any outstanding questions about ESY?

Link to recording:

https://drive.google.com/file/d/1oVUJa9Tosc2o8LaFuPi6sf4Mu_6ls0SX/view?usp=share_link

Attendees:

Joan Rue, Diana Black, Anwar Hannibal , Amanda Daugherty, Christie Nance, Tina, Victor Barahona, Michelle Harper, Bridget Murphy , Marie C Davis , Maria Arias, Brandy Penberthy , Linda Guerin , Ramze Rabah, Annette Blanco Whitehead, Leanne Crawford , Tabitha Pacheco , Vivian Beran

Date: 1/10/2023

Topic: Parent Training: Lunch and Learn Hiram G. Andrews Center

Presenter: Kristy L. Richardson

Agenda:

- › CTI at HGAC mission and history
- › Direct Support Services
- › Pre-Employment Services
- › Vocational Evaluation
- › Center for Occupational Readiness (COR)
- › Cognitive Skills Enhancement Program (CSEP)
- › Commonwealth Technical Institute (CTI) Training programs

Recording Link:

https://us06web.zoom.us/rec/share/uURX1Cr4_MIJkQIOWQe5Vspbcca641KxdVZTK3ztTAht2goXFG00S91mTxqGmGo.5y4zb9TBxeoUJn1V

Attendees:

Robin Evans, Amiyah Jackson, Marie Davis, Victor Barahona

Date: 2/6/2023

Topic: Parent training: Graduation

Presenter: Ali Hoffman and Melisa Bialas

Duration: 30 minutes

Agenda:

About Us

Graduation Requirements

Graduation Pathways and Credits

IEP Documentation for Graduation

Recording:

https://drive.google.com/file/d/1ZKHrBADIk4PXuo9PinWWs_YVUjUySbN1/view?usp=sharing

Attendees: Anwar Hannibal, Jaheidi Fonseca (Jayden Tapia), Breanna Moore, Christine Myers, Tatiana Ruiz Camacho, Maria Arias , Michele Ciarla , Yimy Zapata, Marie Davis , Shanika Williams, Linda Guerin, Jennie Hackman, Shana Sambrick , Melanie Miller, Dana Martelli , Crystal Rauch , Nilza Hughes, Valerie A. Venezia, Theresa Pataski, Brittany Welsh

Date: 2/7/2023

Topic: Disability Options Network

Presenter: Regis Charlton

Duration: 30 minutes

Agenda:

My Life, My Choice

What is CIL?

Core Services of CIL

Additional Services

Recording: https://us06web.zoom.us/rec/share/ILu5cRxcASqK8KIZKKWtcOUs-3QDY-vVBGLUTTckfRpVwIsHjDh0Qdj5ny42vu.zGYKJS_7bcHPGX8v

Attendees: Three families attended, but they did not sign in.

Topic: Community College of Philadelphia

Presenter: Wendy Kohler/ Director, Center on Disability

Date: 3/14/2023

Duration: 30 minutes

Agenda:

Different Laws Means Different Expectations...

Selecting a College/University...

How to Prepare...

Community College of Philadelphia

Link to recording:

https://us06web.zoom.us/rec/share/1jCpKmm6qx75W7-vmdKXdEX_dCa7PdnSM7yb5rzAFyvbdGRv1XXHmxzDrYTI5ZOC.VpTGfUmAwSXSp4GJ

Passcode: ^!^kFgu5

Attendance: Robin, Diane Beaton, Amir T. (12th grade student)

Training: Parent Training: Navigating the IEP

Date: 4/3/2023

Presenter: Nicole Colavecchia, Mary Bowers

Agenda: What is an IEP?

Key Points

Parts of an IEP

Special Considerations

Present Levels

Transitions Services

Goals and Objectives

Related Services

IEP Team Questions and Placement

Recording and Resource Links:

<https://drive.google.com/file/d/1TXByQe0Ad81gTfrSEA-DUv38EMwSzqKZ/view?usp=sharing>

<https://drive.google.com/file/d/19yMG0qggAqp1tMwdaROf9TncJgtoSbwp/view?usp=sharing>

Attendees: Trina Romine, Randy Sandoval, Michele Ciarla , Ashley Stenger, Kejuana Green ,
Nicole Castillo , Michelle Merkel, Rickeya Thornton, Tamount Davis, Lorraine Townes , Anwar
Hannibal, Shayma Sinan, Travis Fultz , Courtney Pennick

Training: Parent Training: Behavior Tips

Date: 5/8/2023

Presenter: Ivy Avery and Catherine Ponterio

Agenda:

- Purpose of Behavior: 4 Functions of Behavior
- ABC's Overview
- A: Antecedent Strategies (Before Behavior)
- B: Behavior: Attention Seeking
- C: Consequence Strategies (After Behavior)
 - When Positive Behavior Occurs
 - When Negative Behavior Occurs
- Tips for Success

Recording Links:

https://drive.google.com/file/d/1sVAkItcWB2dWrklR4GzxTk8_Gs_Z1JFf/view?usp=sharing

Attendees:

Diana Black, Rickeya Thornton , Maryluz Dejesus, Vivian Beran, Ericka Macko, Wykeina Dantzle, Michelle Cuebas, Dominique Floyd, Teresa Sanborn, Michelle Merkel, Marie C Davis , Brittany Welsh

Presenter: Carolyn Hockman

Date: 9/12/2022

Length: 30 minutes

Topic: Setting up your student for success

Agenda:

- Learning Coach Responsibilities
- Establish a Productive Learning Environment
- Establish a Daily Routine

Attendees: Fran Gramigna , Valerie Moreno Seda , Melissa Sherman, Maria Arias , Tymisha Williams, Denise Sipe , Lacle Myles , Tracy Dancy, Amber Getchius , Richard Macneill\Holly Macneill Alyssa Greiss, Tashia Price , Lanatasha Keith , Jasmine Barnes, Sandra Williams , Dia Ezell, Joel Torres, John Owens Iii, John Owens Iii, Sonia Rodriguez, Melanie Gladney , Kelsey Miller, Chelsea, Debra Tate, Sacha Laws, Deborah Beutler , Irene Yarson- Carpenter , Anwar Hannibal, Amanda Daugherty, Lisa Blackwell, Vanessa Woods, Diane Black, Dianna Spigonardo, Brenda

Date: 8/24/2022

Duration: 2 hours

Presenter: Tim Kretchem/ Founder, Educational Strategist

Topic: Accomods Software Program

Agenda:

Teachers need tools

Tier I- Walk Through a Need

Difference between accommodation and modifications

Dangers of poorly used accommodations/ Ableism

Fair vs Equal

Three Levels of Support

Development of Individualized Supports

High Achievement Expectations

Overview of Accomods

Description: Staff was instructed in the use of Accomods, an online software program that helps match appropriate accommodations and modifications based on student's needs and strengths. The program suggests appropriate accommodations and modifications and provides examples of how to use this in a brick-and-mortar and virtual classroom.

Attendees: Gillianne Pfeiffer, Caitlin Klan, Sarah Mazzulla, Hannah Bevington , Nicole Colavecchia, Meghan Terry, Julia Long, Tracy McDonald, Amanda Frazier, Rebecca McHaffie, Christine Sowers, Diana McDonell, Kristina Bowen, Judy Hickman, Karla Beadle, Michelle Botti, Nancy Shifflett, Kelly Reshenberg, Josh Dorfzaun, Traci Chandler, Abbey Perry, Brittany Reamer, Anna Baranoski , Christina Scotillo-Sowa, Caitlin Breidigan, Serena Loccisano, Lacey Olbryk, Tascha Peterman, Morgan Hamby, Lindsey Mapstone, Krista Fischetti, Stephen Trevino, Alyssa Cappetta, Stephanie Jack, Melissa Cichello, Lori Jones, Tara Rosa, Beth Habbyshaw, Kiley McCawley, Rachel Roberts, Anthony Grande, Alicia Desimone, Renee Perri, Melissa Bialas, Kelsey Brenner, Maggie Federowicz, Rhonda Brody, Melissa Fontana, Justine Zaccaria, Marie Raisner, Erin Denmon, Jessica Curtis, Andrea Dominytus, Trish O'Donnell, Caitlin Simonson , Kattreena Amodeo, Tiffany Alger, Rachel Scholze, Amanda Campbell , Kia Boyd, Ivy Avery, Stephanie Holsopple, Kathy Puentes, Rachel Saul, Jenna Mercatoris, Crystal Thomas, Kristina Heffelfinger , Ashley Tomaino, Sonya Porter, Kailyn Goldinger, Haylee Neal, Megan Johnson, Christen Widdop, Kate Daley-Yankanich, Chelsea Varnado, Jenna Schreiner, Chelsea Burke, Missy Probst, DeeDee Morian , Lora Sciulli, Gloria Campese, Juli Baumgarner, Macaela Collins, Janeace Libby, Lisa Mays, Stacey Reimers, Jen Weimer, Cathrin Nester, Deanna Wilhelm, Gabrielle Jones, Christan Glennon, Robyn McMynne, Erin Harper, JoAnn Schweitzer, Shawna Brodmerkel, Stephanie FitzGerald , Antoinette Brucker, Jennifer Russell, Traci Bologna, Bailey Annis, Melissa Dalessandri-Fetterman, Carolyn Myron, Alyssa Swantner, Katie Cox, Emily Prohorchuck, Brittany Woodcock, Julia Hoffner, Michelle Pehlman, Jill Dunlap, Brian Davis, Tara Saunders, Carolyn Hockman, Alyssa Spigarelli, Trish O'Donnell, Brittany Eckert, Maggie Federowicz, Frayma Rodriguez

Date: 8/24/2022

Topic: All School Special Education Expectations

Duration: 1 hour

Presenters: Sarah Ronosky/, Deb Bielawski, Tony Grande, Christine Sowers, Mary Bowers, Ali Hoffman, Serena Loccisano

Agenda:

Who's Who in the Sp. Ed Dept.

Special Education Implications

Evaluation Requests

IEP Meeting Invitations

Written Input Requests

IEP Meeting Participation

SDI Implementation

Teacher Collaboration

Description: Special Education Administrative staff welcomed teachers back to the school year. Attendees were instructed in special education IEP procedures, support from each department and their team members, and expectations for the upcoming school year.

Attendees:

CJ Bakaj, Julia Long, Morgan Hamby, Haylee Neal, Brittany Woodcock, Caitlin Klan, Kailyn Goldinger, Chelsea Burke, Beth Habbyshaw, Melissa Bialas, Michelle Botti, Valerie Walker, Brian Davis, Rachel Roberts, DeeDee Morian, Amanda Campbell, Judy Hickman, Sarah Mazzulla, Bailey Annis, Meghan Terry, Josh Dorfzaun, Lacey Olbryk, Stephanie Jack, Becky Risley, Laura Aber, Lauren Love, Gillianne Pfeiffer, Linda Malischewski, Lori Jones, Serena Loccisano, Suzanne Vuksan, Tara Rosa, Krista Fischetti, Dana Diamond, Janeace Libby, Jenna Schreiner, Catherine Flynn, Allie Schleifer, Rachel Saul, Megan Johnson, Rachel Jones, Colleen Muhl, Chelsea Varnado, Chandra Arlet, Megan Kiebler, Brianna Cinti, Hannah Bevington, Nicole Killeen, Rachel Sams, Desirae Gulden, Heather Conley-Vaverchak, Kristina Bowen, Jill Dunlap, Rebecca Gilliard, Allison Parry, Kate Daley-Yankanich, Kirstin Klebanski, Jessica Wright, Megan Pifer, Caitlin Breidigan, Karisa Haslett, Diana McDonell, April Calton, Amber Clark, Christine Sowers, Emily Prohorchuck, April Deckert, Nicole Eljoufri, Tessa Cope, Amanda Smail, Renee Markosky, Nicole Colavecchia, Tara Hartlep, Kathy Puentes, Melissa Cichello, Korrin Helinski, Shawna Rice, Trish O'Donnell, Kay-Cee O'Malley, Rebecca McHaffie, Regina Tarselli, Carolyn Hockman, Jennifer Detruf, Shawna Brodmerkel, Megan Bogart, Leann Judson, Tricia Babilonia, Krista Clark, Jessyka Rafferty, Elizabeth Ohnstad, Jennifer Batovsky-Varndell, Amy Lutz, Megan Miller, Kelly Reshenberg, Christa Harper, Crystal Thomas, Alyssa Miraglia, Traci Bologna, Katherine Lowanse, Ashleigh Mowen, Tascha Peterman, Jessica Betts, Brayden Cressman, Stephen Trevino, Danielle Lockwood, Tara Quick, Marissa Rutkowski, Michelle Pehlman, Brandon Salvo, Jean Brennan, Marco Labricciosa, Matthew Gill, Justine Zaccaria, Erin Barnes, Michelle Antoun(Staab), Mary Fisher, Shannon Clune, Kayann Chisholm, Lindsey Mapstone, Emily Noel, Lisa Finn, Alyssa Spigarelli, Jennifer Russell, Sherry McBride, Liam Shea, Jackie Shopes, Heather Clark, Michelle Turner, Madeline Hanson, Amy Barrett, Elyse Lanzendorfer, Adriana Rojas, Alicia Desimone, Ariel Crawford, Amanda Woods, Heather Cobert, Luis Organista, Robyn McMynne, Jaclyn Snyder, Ashley Tomaino, Valerie Marraccini, Stephanie Chesnet, Cynthia Gonzalez Diaz, Brittany Sanden, Erica Davis, Peyton Parrott, Aditi Trivedi, Christine Babu, Tiffany Marraffa, Tara Saunders, Caitlin Simonson, Justine Noss, Kate Mrakovich, Jeff Schrecengost, Sandi Wrigley, Marie Raisner, Malorie van Wyk, Karla Beadle, Melanie Mihalik, Shannon Langer, Amanda Humes, Stacey Klepfer, Christen Widdop, Missy Probst, Taylor McPherson, Stacey Reimers, Stacy Stuenzi, Jamie Brooks, Jenny Goswick, Elizabeth Marshall, Cameron Colyer, Jamie Zona, Eli Holt, Jason Retucci, Marcell Drake, Brittany Reamer, Amy Brown, Carolyn Myron, Nancy Shifflett, Ivy Avery, Jessica Curtis, Christine Sciulli, Kelly Watts, Sierra Gregg-Estrada, Mark Wasson, Alyssa Cappetta, Tony Grande, Julie Morrison, Samara Oliphant, sara milisits, Kerri Hall, Stephanie FitzGerald, Sarah Ridder, Kiley McCawley, Gloria Campese, Katy Altieri, Jenna Mercatoris, Alyssa Conley, Katie Cox, Elias Imbrogno, David Jack, Susan McFarland, Melissa Kavanshansky, Jilian Kendi, Lora Sciulli, Stephanie Holsopple, Emily Schulze, Angie Rudy, Wendy Yonkers, Gina Rodriguez, Courtney Kolesha, Sharon Pfander, Juli Baumgarner, Kelsey Brenner, Justin Proctor, Benjamin Leskovansky, Brandee Nearing, Michael Soyster, Kathryn Kaufman, Dylan Womer, Lauren Spelling, Christine Hoch, Morgan Peters, Ali Hoffmann, Scott Hatkevich, Kristina Heffelfinger, Nicole Cianci, Alison Testa, Becky Brossman, Daniel Doan, Melissa Fontana, Maggie Federowicz, Amy Taylor, Anna Baranoski, Corinne McGourney, Benjamin Parker, Zach Melcher, Erin Denmon, Megan Owad, Courtney Wade, Jill Shultz, Aubrey McClintock, Maria DAmato, Cynthia Brooks, Christina Johnson, Alison Shaltes, Christina Thomas, Melissa White, Kylee Bosser, Amanda Goss, Amanda Faust, Cathrin Nester, Patrick Blackstone, Sandra Jaquette, Rhonda Brody, Angela McCue, Caryn Decker, Leah Haney, Marna Furman, Lauren Armanious, Sonya Porter, Christina Scotillo-Sowa, Kelly Brynairski, ryan mcgurl, Wendy Smith, Brett Ward, Melissa Hoffman-Long, Annamarie Ament, Kendra Dion, Joseph Kunc, Kia Boyd, Julie Rothbard, Rachel Scholze, James Arrizza Jr, Nick Vignone, Liz Munsterteiger, Ally Yester, joann schweitzer, Krista Jamerson, William Copper, Michael Donch, Natalie Roslin, Vincent T. Ciaramella, Amanda Thomas, Kattreena Amodeo, Erica Evans, Renee Perri, Uche Onyeador, Natalee Kluchurosky, Tricia Kovall, Hermari Marquez, Alexandria Creamer, Reuben Lacy, Gina Marinzal, Nadine Michalak, Alyssa Swantner, Erin Harper, Alyssa Carr, Tiffany McCreary, Kelsey Tate, Andrea Dominytus, kelly green, Laura Whitmire, Rachel Oates, Mikki Aaronson, Elaine Maffia, Kelsey Mislanovich, Dawn Christ, Bobbi Jo Stogsdill, Gabrielle Jones, Monica Sellitti, Amanda Frazier, Tiffany Frentzen, Renee Fitzgibbon, Jessica Fritz, Matthew Hession, Aarzu Ahmed, Karina deTurck, Jeremy Bassett, Sara Stell, Jamiee Rowson Varsalone, Jen Weimer, Megan Boyer, Anta Brucker, Rebecca Stetser, Morgan Foster, Meghan Gumphier, David Surovec, Tracy McDonald, Laura Rager, Kristin Barrett, Chelsea Noss, Kaitlyn Finnerty, Kim Spurgeon, Trevor Williams, Christan Glennon, Donny Hopkins, Jazmin Cruz, Brittany Eckert,

Shannon Clune, Renee Jacobs, Shelly Wild, Christine Noll , Lisa Birckbichler, Tiffany Alger, Julia Hoffner , Kayla Hanavan, Inshirah Abdul- Aziz, Nichol Laskey, Dana Liptok, Melissa Dalessandri, Brittany Ponti, Melissa Wolf, Josie McClure, Courtland Handy, Deanna Wilhelm, Chelsea McConnell, Jessica Betts, Lisa Berger, Melissa Stanton, Maggie Federowicz, Chelsey Panchura, Allison Snyder, Christan Glennon, Abbey Perry, Kelsey Fuller, Melanie Koliscak, Christal Irvine, Amanda Copulos, Betsy Hall, Stacey Reimers, Michelle Pehlman, Shari Donch, Jenniffer Arnold, Kristin Niederman, Tynisha Davis, Frayma Rodriguez, Traci Chandler, Shaneka Washington, Danielle Darmo, Jenna Mercatoris, Alex Silver, Whitney Burkhart, Nancy Shifflett, Lisa Mays, Meghan Terry, Kimberly Bailey

Date: 8/26/2022

Duration: 1 hour

Topic Special Education Compliance Training

Presenters: Jenna Schreiner, Tracy McDonald, Kate Daley-Yankanich, Carolyn Hackman

Agenda:

Resources and links to reference when needed

Grade band SECC contact information

You can find this on the Special Education Website!

Special Education Website - Compliance Corner

Description: Staff was instructed in best practices for writing IEPs, NOREPs, and other special education paperwork. Staff was shown where to access resources, submit finalized documents, and who to contact for additional help.

Attendees:

Morgan Hamby, Lacey Olbryk , Kattreena Amodeo, Andrea Dominytus, Ali Hoffmann, Brittany Woodcock, Haylee Neal, Meghan Terry, Karla Beadle, Nicole Colavecchia, Stephanie Jack, Kelsey Brenner, Janeace Libby, Sarah Mazzulla, Rebecca Mchaffie, Chelsea Burke, Lora Sciulli, Melissa Bialas, Kiley Mccawley, Shawna Brodmerkel, Chelsea Varnado, Kelly Reshenberg, Amanda Campbell, Nancy Shifflett, Brian Davis, Gloria Campese, Gillianne Pfeiffer, Lori Jones, Tara Quick, Tiffany Alger, Caitlin Klan, Justine Zaccaria, Alyssa Cappetta, Beth Habbyshaw, Megan Johnson, Cathrin Nester, Josh Dorfzaun, Caitlin Breidigan, Rachel Roberts, Abbey Perry, Michelle Botti, Christen Widdop, Deedee Morian , Frayma Rodriguez, Brittany Eckert, Stephen Trevino, Kailyn Goldinger, Rhonda Brody, Michelle Pehlman, Serena Loccisano, Carolyn Myron, Kristina Heffelfinger , Ivy Avery, Gabrielle Jones, Trish O'Donnell, Sonya Porter, Diana Mcdonell, Caitlin Simonson, Melissa Cichello, Kathy Puentes, Christina Scotillo-Sowa, Lindsey Mapstone, Melissa Dalessandri-Fetterman, Alicia Desimone, Traci Chandler, Anna Baranoski, Judy Hickman, Stacey Reimers, Jenna Mercatoris, Melissa Fontana, Tara Saunders, Jessica Curtis, Stephanie Fitzgerald , Rachel Scholze, Marie Raisner, Renee Perri, Jennifer Russell, Hannah Bevington, Katie Cox, Christan Glennon, Anthony Grande, Jen Weimer, Deanna Wilhelm, Bailey Annis, Juli Baumgarner, Amanda Frazier, Erin Denmon, Krista Fischetti, Tascha Peterman, Lisa Mays, Traci Bologna, Erin Harper, Kia Boyd, Kate Daley-Yankanich , Crystal Thomas, Julia Hoffner, Alyssa Swantner, Rachel Saul, Chelsey Panchura, Macaela Collins, Emily Prohorchuck, Joann Schweitzer, Maggie Federowicz

Training: SAAFP High School Training

Date: 4/5/2023

Presenter: Christina Sowa

Agenda:

- What is a SAAFP?
- What information is included?
- Graduation NOREP
- Timeline for completion
- Who will support you

Attendees: Kattreena Amodeo, Abbey Perry, Tascha Peterman, Kate Daley-Yankanich , Courtney Leaidicker, Deanna Wilhelm, Crystal Thomas, Stacey Reimers, Catrina Russell, Jessica Florio, Rebecca Sube, Gillianne Pfeiffer, Michelle Pehlman, Steve Trevino, Krista Barone, Traci Bologna, Kelsey Sweeney, Judy Hickman, Lora Sciulli, Jill Dunlap, Bailey Annis, Sarah Kesten, Emily Prohorchuck, DeeDee Morian , Kristina Heffelfinger , Caryn Decker, Nicole Millard, Frayma Rodriguez, Kailyn Goldinger

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)

August 2023

(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"):

Uwchlau 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



**FIELD PLACEMENT
MEMORANDUM OF UNDERSTANDING**

THE TERM of this **AGREEMENT**, entered into by and between Drexel University, hereinafter referenced as the **UNIVERSITY**, and **Insight PA Cyber Charter School**, hereinafter referenced as the **CHARTER**, shall commence on April 1, 2023, and shall continue unless written notice is given by the Charter to the contrary.

WITNESSETH

WHEREAS, the governing board of a charter school may enter into agreements with a college or university approved by the Pennsylvania Department of Education to provide student teaching experience and to provide supervised field experience as may be called for in the requirements of the various authorized credentials for public school service; and

WHEREAS, any such agreement may provide for the payment in money or in services for the services rendered by the charter school of an amount not to exceed the actual cost to the charter school of the services rendered; and

WHEREAS, it has been determined between the parties hereto that the payments to be made to the charter school under this agreement do not exceed the actual cost to the charter school of the services rendered;

NOW, THEREFORE, it is mutually agreed between the parties hereto as follows:

I.

The Charter shall provide teaching experience through observations and student teaching in schools and classes of the Charter for teacher candidates/student interns of the University who possess a valid certificate of clearance and are assigned by the University to schools or classes of the Charter. Such observations and student teaching shall be provided in such schools or classes of the Charter, and under the direct supervision and instruction of such employees of the Charter, as the Charter and the University through their duly authorized representatives may agree upon.

The Charter may, for good cause, refuse to accept for observations and student teaching any teacher candidate/student intern of the University assigned to a placement in the Charter, and upon request of the Charter, made for good cause, the University shall terminate the assignment of any teacher candidate/student intern of the University to observation or student teaching in the Charter.

“Student teaching” as used herein and elsewhere in this agreement means active participation in the duties and functions of classroom teaching or administrative leadership functions under the direct supervision and instruction of employees of the Charter holding valid state-issued educator credentials, other than emergency or intern credentials, authorizing them to serve as classroom teachers or principal/superintendent interns in the schools or classes in which the student teaching is provided.

“Teacher candidate” and “student intern” as used herein and elsewhere in this agreement refers to a currently enrolled Drexel University student who is participating in field experiences, including pre-student teaching and student teaching, or a Principal or Superintendent internship.

II.

During their field experiences, teacher candidates will be participating in a directly linked corresponding course which provides continuous study and discussion. Three evaluators observe the student during these placements:

1. The **mentor teacher** works with the teacher candidate in the classroom and conducts a formative and final evaluation with the PDE 430 form; as required by the Pennsylvania Dept of Education.
2. The **site director** (as identified and hired by Drexel University) visits the placement location and completes a minimum of two formal observations depending on the type of assignment. The site director will complete the Drexel University Student Teaching Evaluation Form for each lesson observed. The site director will submit a formative and summative evaluation (PDE 430).
3. The Drexel University **course instructor** (*Drexel faculty*) will view two video recordings of the teacher candidate's teaching (stage IV only) and provide constructive feedback. Please note that teacher candidates will adhere to all charter policies with regard to video recording.

III.

There are four stages of field experience of which Stages III and IV include student teaching. Each stage is progressively more intensive and requires the candidate to gradually assume more responsibility. The experiences should take place in collaborative settings across all grade levels to give candidates a flavor for the values, culture, and working styles of learning environments throughout the K-12 system.

Additionally, Drexel University offers three different internships designed for already-certified teachers who are looking to become administrative leaders: the Principal Internship, Superintendent Letter of Eligibility Internship, and the Special Education Leadership Internship.

An assignment of a teacher candidate or student intern of the University to schools or classes of the Charter shall be at the discretion of the University as described below. The start and end dates can be adjusted in order to align with the Charter's academic year calendar.

The University will award the Charter for performance by the Charter of all services required at a rate mutually agreed upon per University quarter term.

STAGE I: OBSERVATION

Candidates are observers in a variety of education and education-related settings (e.g., community organizations, tutoring programs). Programs are expected to design this phase so that candidates observe before formal admission to the teacher education program. Apart from community and after-school programs, there must also be a range of school and classroom experiences (e.g., urban, suburban, rural, high- and low-performing schools) so that candidates have a broad experience and learn as much as possible about K-12 learners and K-12 education philosophy.

STAGE II: EXPLORATION

This stage may be called the "assistant" phase of field experience where the candidate works under a certified teacher's direction with a small group of students. Activities could include tutoring, helping with assignments, and so forth.

STAGE III: PRE-STUDENT TEACHING

In pre-student teaching, candidates work with small groups of students in school or after-school settings under the supervision of a certified teacher. For this phase of field experience, K-12 level candidates will be formally admitted to the education program but will not be in full control of a class.

STAGE IV: STUDENT TEACHING

There is a minimum of 12 weeks of full-time student teaching required including all auxiliary duties normally performed by a teacher. The student teacher must be supervised by faculty with knowledge and experience in the area of certification and a mentor teacher with appropriate professional educator certification (three years satisfactory certified teaching experience on the appropriate certificate and one year certified experience in the specific placement) who is trained by the preparation program faculty. Programs are permitted to provide either a single placement for the duration of the student teaching or a split placement that provides a minimum of six weeks in two different grade bands.

INTERNSHIPS: PRINCIPAL, SUPERINTENDENT LETTER OF ELIGIBILITY, SPECIAL EDUCATION SUPERVISOR

These internships occur across four different quarter terms where each intern will complete 75-150 hours per term for a total of 300-600 hours over the course of a year.

The hours are embedded partly in current job functions such as leadership activities, charter school planned activities, activities generated from courses and log reflections, and meeting with a mentoring administrator. Student interns will keep a log of weekly leadership activities that are implemented by the student intern and the mentoring administrator.

Each student intern is responsible for securing a mentoring administrator with a minimum of three years administrative experience on a state-issued administrative certificate and a minimum of one year in the charter or school where the student intern currently works.

Furthermore, the mentor must have an administrative assignment as a school principal, assistant principal, superintendent, or other office administrative position, as appropriate. Additionally, each student intern has a Drexel University instructor who monitors the student intern's progress during the four-quarter internship experience.

IV.

TEACHER CANDIDATE/STUDENT INTERN QUALIFICATIONS

Each Drexel University teacher candidate or student intern must currently possess a clear federal background check which was conducted by local law enforcement authorities and complete at least three hours of Child Abuse Recognition and Reporting Training, under Pennsylvania Act 126. Furthermore, students completing field experiences or internships in the state of Pennsylvania must also currently possess a Pennsylvania State Criminal Background check and a Pennsylvania Child Abuse History clearance. Any student intern participating in one of the three Internships must also provide proof of an applicable valid state-issued certificate in their area of study.

MENTOR TEACHER/ADMINISTRATOR QUALIFICATIONS

Mentor teachers/administrators must have appropriate professional educator certification (three years satisfactory certified teaching experience on the appropriate certificate and one year certified experience in the specific placement). In addition, they should be open to engaging in mentoring professional development provided by Drexel University.

MENTOR TEACHER/ADMINISTRATOR RESPONSIBILITIES

Stages I/II: Observation/Exploration

1. Communicate with teacher candidate and Field Placement Office to share their expertise as appropriate.
2. Allow the teacher candidate to actively observe classroom instruction and collaborates in completing all attendant requirements prior to hosting.
3. Co-plan and co-teach lessons with the teacher candidate as necessary.
4. Sign the candidate's observation log indicating that they have observed the class for the number of hours reported.
5. Provide ongoing actionable feedback verbally throughout the experience.
6. Complete final, informal evaluation of the teacher candidate, identifying overall strengths and providing suggestions for the future.

Stage III: Pre-Student Teaching

1. Complete the Mentor Teacher Application prior to hosting.
2. Attend a Mentor Teacher Orientation prior to or at the beginning of the field experience.
3. Allow the teacher candidate to actively observe classroom instruction and teach 4-8 small group and/or whole class lessons during the placement.
4. Sign the candidate's observation log indicating that they have observed the class for the number of hours recorded.
5. Provide ongoing actionable feedback both verbally and in writing throughout the experience.
6. Complete a final evaluation of the teacher candidate, identifying overall strengths and providing suggestions for the future.
7. Communicate with the Site Director throughout the duration of the placement.
8. Communicate with Drexel University instructor as needed throughout the duration of the placement.

Stage IV: Student Teaching

1. Complete the Mentor Teacher Application prior to hosting.
2. Review the full-time student teaching or residency student teaching handbook.
3. Attend a Mentor Teacher Orientation prior to or at the beginning of the field experience.
4. Be willing to allow the teacher candidate to gradually assume the majority of the responsibilities of the classroom.
5. Complete two formal evaluations according to the four domains of the Danielson's Framework, identifying overall strengths and providing suggestions for the future.
6. Provide daily actionable feedback to the candidate both verbally and in writing throughout the experience.
7. Communicate with the Site Director throughout the duration of the placement.
8. Communicate with Drexel University instructor throughout the duration of the placement.

Principal/Superintendent/Special Education Supervisor Internship

1. Complete the Mentoring Administrator Application each term.
2. Assist the student intern with the Intern Goal Form.
3. Review each of the applicable documents: Internship Handbook, Evaluation/Feedback Form and Internship Schedule.
4. Suggest internship activities.
5. Meet with the student intern weekly, or as needed, for mentoring, feedback, and reflection.
6. If possible, participate in a Live Classroom with other mentoring administrators each term; an invitation will be sent from the Drexel University instructor with information on the time/day and how to participate.

7. Evaluate and provide feedback to the student intern on the Evaluation/Feedback Form at the end of each term.
8. Provide feedback to the Drexel University course instructor during and after each term.

SITE DIRECTOR QUALIFICATIONS

Site directors must be previously certified teachers with at least three years of teaching experience preferably in an area closely related to the certification area sought by the teacher candidate. In addition, the site director should have expertise and experience in staff development, mentoring, and supervising other teachers.

SITE DIRECTOR RESPONSIBILITIES

1. Clearly communicate program goals and objectives to mentor teachers, building administrators, and charter administrators.
2. Clearly communicate goals, objectives, and policies to teacher candidates.
3. Clearly communicate timelines for required observations, presentations, and the like to teacher candidates and mentor teachers.
4. Effectively coordinate additional learning opportunities for teacher candidates.
5. Observe and supervise teacher candidates during their experience, providing student teaching assessment and documentation (PDE 430).
6. Conduct conferences with teacher candidates and mentor teachers on a regular basis.
7. Work effectively one-on-one to answer questions about individual teacher candidates and Drexel goals and objectives.

VII.

Notwithstanding anything herein contained to the contrary, this agreement may be terminated and the provisions of this agreement may be altered, changed, or amended, by mutual consent of the parties hereto.

If you have any questions regarding any area of this letter, I would be happy to discuss how the School of Education can accommodate **Insight PA Cyber Charter School** policies and procedures. I can be reached via phone: (215) 895-1865 or via email: spr37@drexel.edu.


If you find this contract agreeable, the following signatures hereby indicate the approval of this contract:

Drexel University



Sarah P. Ulrich, Ed.D.
Associate Dean, Teacher Education
School of Education

Insight PA Cyber Charter School

By:  03/31/2023
Signature Date

Beth Jones

Printed Name

COO/Interim CFO
Title

physical security and safety of the School Entity. Thus, the School Entity may disclose personally identifiable information from an educational record of a student to

the Law Enforcement Authority if a health or safety emergency exists and knowledge of that information is necessary to protect the health or safety of the student or other individuals. In determining whether a health or safety emergency exists, the School Entity may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the School Entity determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to the Law Enforcement Authority, if knowledge of that information is necessary for the Law Enforcement Authority to protect the health or safety of the student or other individuals. The School Entity must record the articulable and significant threat to the health or safety of a student or other individuals so that it can demonstrate - to parents, students and the Family Policy Compliance Office - what 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.
- E. 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 **August, 2023**, the parties hereby acknowledge the foregoing as the terms and conditions of their understanding.

Eileen Connistraci

Chief School Administrator

Insight PA Cyber
Charter School

School Entity

Scott J. Alexander (05/23/23)

Chief Law Enforcement Authority

Julia Jacobson

Building Principal

Uwchlan Township Police Department

Law Enforcement Authority

Insight PA Cyber
Charter School

School Building

Title	MOU Uwchlan Township Police Department
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IP: 162.196.188.189



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COLLEGE IN HIGH SCHOOL ENROLLMENT AGREEMENT
BETWEEN ROBERT MORRIS UNIVERSITY
AND INSIGHT PA CYBER CHARTER SCHOOL

This is an Agreement dated as of April 1, 2023 and between Robert Morris University ("RMU"), located at 6001 University Boulevard, Moon Township, PA 15108, and the Insight PA Cyber Charter School ("School"), located at 350 Eagleview Blvd, Suite 350 Exton, PA 19341 to offer college in high school enrollment courses subject to the terms and conditions set forth below.

The parties agree as follows:

1. Course Titles and Numbers (the "Courses") will be taught by the high school teachers listed in Appendix A ("the Appointed Teacher") with approval from the applicable RMU Department Head (the "Department Head"), of the Department, also listed in Appendix A. Appendix A may be updated from time to time without need to amend this Agreement, provided any new Appointed Teacher teaching the Course complies with Paragraph 5, below.
2. For pre-existing courses that the School offers to its students through other institutions of higher education, RMU agrees to recognize as equivalent those courses listed in Appendix B (if applicable). Courses recognized as equivalent will be accepted for credit at RMU provided students earn a minimum grade of "C" as determined by the institution issuing the grade and credit. RMU requires a transcript evaluation for all non-RMU college coursework taken by the student in order to award credit to a student who is enrolling at RMU.
3. Students at the School who successfully complete the School's courses listed in Appendix A, Column "F. Corresponding Course" will receive three (3) or four (4) college credits per course and a letter grade for the Course at RMU listed in Appendix A, Column "A". The School agrees to assign letter grades according to the Robert Morris University Grading Scale, which follows:
A 93-100%; A- 90-92%; B+ 87%-89%; B- 80-82%; C+ 77-79%; C 70-76%; D 60-69%; F Below 60%.
4. These three-credit introductory courses consist of 45 hours of lecture and four-credit courses consist of 45 hours of lecture and 15 hours of lab.
5. The course materials shall meet the standards and requirements developed by the Departments for these Courses, including use of the departmental syllabi, which are contained in Appendix C, and required textbook, which are listed in Appendix A. All lecture sessions will be taught at the School by the Appointed Teacher, or such other School teacher as from time to time may be appointed by School and approved by RMU as the course instructor. The School shall provide in Appendix D the names, work addresses, cell or home numbers, emails, and a list of assigned CHS courses for all high school instructors listed in Appendix A. All teachers



Insight PA Cyber Charter School

Advanced Manufacturing Pre-Apprenticeship

Agreement for Training Services

Proposal Date:
1-12-2023

Submitted to:
Audra Mazzante
Career Education Coordinator
484-713-4353
amazzante@insightpa.or

Submitted by:
Ross Berger
MIDAS Grant Manager
570-327-4775
rab33@pct.edu



Pennsylvania College of Technology

A Penn State Affiliate

One College Avenue
Williamsport, PA 17701
570-327-4775
wdce.pct.edu

Pennsylvania College of Technology has a long history of addressing skills gaps through customized contract and consortia-based training solutions, and public workshops.

*Workforce Development extends the resources of Pennsylvania College of Technology to organizations and individuals across Pennsylvania, nationally, and internationally.
Specialties include Apprenticeships, Business and Leadership, Industrial and Plastics, Healthcare, Computer, and Energy.*

Introduction

Workforce Development at Pennsylvania College of Technology (hereafter referred to as College) agrees to provide services as outlined in this Agreement for Insight PA Cyber Charter School (hereafter referred to as Client).

Advanced Manufacturing Pre-Apprenticeship	
Training Description	Using a combination of self-guided online modules and instructor-led labs augmented when possible by a curriculum delivered by the Client, College will provide training aligned to standards developed by the Society of Manufacturing Engineers and approved by the State of Pennsylvania for the College’s Advanced Manufacturing Pre-Apprenticeship Program.
Objectives	This program is designed to introduce the foundational concepts of advanced manufacturing. Pre-Apprentices will receive instruction in the competencies required to attain a Certified Manufacturing Associate (CMfgA) certification. Pre-Apprentices will also be provided networking opportunities with companies engaged in apprenticeship programs.
Program Outline	Certified Manufacturing Associate Body of Knowledge - See Exhibit A Instructional and Lab Days: 1 Day – Program Orientation (Virtual) 3 Days – Lab days reinforcing key concepts (In Person) 2 Days per Month - Instructional Sessions (Virtual) 1 Day – CMfgA Review and final assessment (Virtual) 1 Day – “Industry Day” Career Fair (In Person)
Client Responsibilities	<ul style="list-style-type: none"> • Identify a single point of contact • Recruit and register student participants • Assure adherence to the recommended schedule of learning and activities • Provide transportation to/from Penn College for on-campus days • Provide an adult chaperone for on-campus days • Additional program responsibilities see Exhibit C – AMP Guidelines for Engagement

Date(s)	Schedule	Registration
Start Date – 1/27/2023 End Date – 5/12/2023	Program Length: approx 4 months Lab and Instructional Class Schedule - TBD	Registration closes: 1/20/2023 Schools may register any number of students up to 20.
Location		
Location for on-site activities Pennsylvania College of Technology Center for Business and Workforce Development 1127 W. Fourth Street, Williamsport, PA 17701		Additional sites for lab sessions may be identified depending on the size of the participant cohort.

Program Cost

Grant funds provided by the PA Department of Community and Economic Development (DCED) have been awarded to Pennsylvania College of Technology Workforce Development for the development, marketing, materials, delivery, and general administration of the Advanced Manufacturing Pre-apprenticeship Program.

While these funds are available, there is no cost to the partner school for students to participate in the AMP program for the 2022-23 program year. The cohort size is limited to 30 pre-apprentices.

Travel: Grant funds are available to reimburse schools for transportation to onsite activities such as lab sessions and Industry Day.

Invoices should be mailed to:

Pennsylvania College of Technology
Workforce Development, Department #29
One College Avenue
Williamsport, PA 17701
Attention: Sue Manzitti

Guidelines for Participation - See Attachment A

Terms

Responsibility

The College will provide the Client with a quality instructor and educational services designed to match the requirements of the activity. Overall coordination of the service outlined will be the joint responsibility of the Client and the College. Client agrees that all accessibility needs will be disclosed to College for consideration upon registration of students.

Cancellation Policy

Client may cancel a reservation of a seat up to the start of the program: 1/27/2023. Client may withdraw a student from the program after the start of the program at no financial penalty to the Client.

Intellectual Property Rights

Copyright and intellectual property rights in materials produced or developed by the College in the performance of this Agreement shall be owned by the College. The Client shall be deemed to possess an implied license for use of these rights solely for the purposes of this Agreement.

Indemnification

Each Party agrees to indemnify and hold harmless the other Party and its officers, directors, and employees from and against any and all damages, liabilities, obligations, losses, deficiency actions, costs (including reasonable attorney’s fees and costs), demands, suits, judgments, or assessments arising out of the performance of this Agreement.

Entire Agreement, Amendment, and Acceptance

This document constitutes the entire Agreement between the parties and supersedes any prior oral or written discussions, negotiations, or agreements pertaining to the services described herein. Any changes or modifications to this Agreement must be in writing and executed by authorized agents of the College and Client to ensure they are addressed by the College.

Signatures:

Signatures, as provided below, constitute acceptance of all terms and conditions as stated herein.

PENNSYLVANIA COLLEGE OF TECHNOLOGY

Signed By Shannon Munro
Date 2/17/23

Shannon Munro
Vice President, Workforce Development
570-327-4775
smm20@pct.edu

INSIGHT PA CYBER CHARTER SCHOOL

Signed By Eileen Cannistraci
Date 1/23/23

Eileen Cannistraci
Chief Executive Officer
484-713-4353

Please sign and return. A fully executed Agreement will be sent to you for your records.

Attachment A

Guidelines for Engagement

Point of Contact: Partner school will identify a single point of contact (POC) who will manage any administrative processes and procedures at the partner site and communicate with parents and students on behalf the Penn College Advanced Manufacturing Pre-apprenticeship Program.

Should the point of contact leave his/her position (either temporarily or permanently), the partner school will identify a new point of contact and notify Penn College Workforce Development.

Student Accommodations: Students with documented educational needs will be provided reasonable accommodations during assessment and online learning. Partner schools may provide those accommodations in compliance with a student I.E.P. Accommodations needed while the student participates in program activities on campus may be arranged through the Penn College Office of Disability Services.

On-Campus Visits:

Transportation: Partner school will arrange, provide and absorb the cost of transportation for students attending Penn College - or other designated facilities - for on-campus days throughout the program.

Chaperones: Partner school will provide an adult chaperone to accompany students to on-campus activities connected with this program. Chaperones are expected to stay with students at all times throughout the visit to campus- or other designated facilities.

Student Behavior: Pre-apprenticeship participants are expected to maintain a code of conduct in alignment with both their home school policy, as well as that of Pennsylvania College of Technology while participating in program activities on-campus or at other designated facilities.

Program Promotion: Partner school will include the program description for the Advanced Manufacturing Pre-apprenticeship Program in student scheduling materials and identify the Program as being provided through Pennsylvania College of Technology.

Program Orientation:

Student Onboarding and Orientation: Penn College Workforce Development will provide onboarding materials, including appropriate release forms to students officially registered in the AMP Program. Students will be required to participate in an orientation session on the first day of the program that includes program overview, expectations, and training on online learning tool (Tooling U).

Point of Contact/Teacher Orientation: Penn College Workforce Development will provide an orientation session to partner schools' point of contact and/or teacher of record for the AMP Program including program overview, expectations, and training on the online learning management system (Tooling U).

Student Assessment: Student pre-apprentices in the AMP program will be eligible take the credential assessment for the Certified Manufacturing Associate under the following conditions:

- 1) the pre-apprentice has completed all Tooling U modules with evidence of sufficient competency, and
- 2) the pre-apprentice has participated in at least one in-person lab session.

Student Withdrawal from AMP Program: A student may withdraw from the AMP program without penalty to the partner school. Efforts should be made to counsel the student on his/her reason for withdrawal. The partner school point of contact should notify Penn College Workforce Development of any student withdrawals.

Partner schools may not substitute a student in the AMP program without notifying Penn College Workforce Development.

Student Eligibility: Due to the technical nature of the coursework, it is recommended that selected students have completed Algebra I and attained at least a 9th-grade reading level. Partner schools may add eligibility requirements for the pre-apprenticeship program separate from these recommended qualifications.

Program Attendance: Pre-apprenticeship participants (students) are strongly encouraged to attend ALL on-campus – or other designated location - activities, as these are planned to enhance the student’s exploration of the manufacturing industry and increase their success in earning the industry credential. Partner school’s point of contact should report any excused absence of a pre-apprenticeship participant to Penn College Workforce Development staff on the day of the absence.

FERPA

As part of the pre-apprenticeship partnership, Penn College Workforce Development and partner schools may share education records of students enrolled in the Program to fulfill the underlying purposes of this program and in compliance with the requirements of the Family Educational Rights and Privacy Act (FERPA).

Such FERPA compliance shall include, but not be limited to

- Appropriate notifications to the students and/or their parents that education records are being shared in compliance with 34 C.F. R. § 99.34; and
- Penn College and partner schools are not disclosing any education records either receives from each other to a third party without complying with 35 C.F.R. § 99.33.

participating in this program shall have attained a Master's degree, at a minimum, and possess content knowledge/teaching experience. All courses taught within the Education department require the Appointed Teacher to have early childhood education or special education PDE certification. If School assigns co-teachers for a Course, at least one appointed teacher must meet the above criteria.

6. The Appointed Teachers, or such other School teacher (pursuant to Section 5 above), will teach the Courses on the School's premises. Appointed Teachers will provide a roster of all students who are taking the Course for RMU credit via email to registrar@rmu.edu within three weeks of the start of the Course. The Appointed Teacher, or any other School teacher who is teaching the Course will not: (i) receive any financial compensation or other benefits from RMU; (ii) be considered an employee of RMU; (iii) have any express or implied right of authority to assume or create any liability, obligation or responsibility on behalf of or in the name of RMU; or (iv) receive any workers' compensation or unemployment insurance coverage from RMU. At all times the Appointed Teacher shall remain an employee of the School, and the School shall provide evidence of general liability and workers' compensation insurance coverage to RMU.

7. The School shall permit RMU faculty and / or students to participate in one (1) Course session at the School, on a date to be mutually agreed upon. The School agrees to bring all students enrolled in the CHS courses outlined in Appendix A who are available on a date to be mutually agreed upon to RMU's Moon campus for a 'college experience' that RMU will organize and facilitate each time the CHS courses run. For those students unable to attend, RMU will offer additional opportunities to participate in the college experience programming.

8. RMU prohibits 9th and 10th grade students from taking any of the courses listed in Appendix A for college credit. RMU may, in its sole discretion, permit 10th grade students to participate in certain Courses listed in Appendix A for college credit, provided RMU agrees to do so prior to the respective Course's start.

9. Prior to starting a Course, the student and their parent / guardian must apply for entry into the Course via a webpage provided by RMU. The student's parent/guardian must affirm that they are aware that the student is applying for and will enroll in a Course that requires payment to be made to RMU. RMU will provide the parent/guardian with a mechanism for paying the Course fee, which is \$250 for each three- or four-credit Course. Such payment is due and payable in order for a student to receive credit for the Course.

10. Alternatively, the School may request that RMU invoice the School for all students participating in a Course. In this case, the fees shall be due and payable within 30 days of the School receiving the invoice.

11. The School will be responsible for the safety of all students if they are transported to and from the RMU campus.

12. The School's students will comply with RMU's Code of Student Conduct, and other safety rules and regulations while on RMU's campus. Students who violate this part of the Agreement may, at RMU's discretion, be dropped from the program.

13. Within one week of the end of the School's academic year, the Appointed Teacher for the course shall provide to the RMU Registrar's Office via email to registrar@rmu.edu the appropriate grade for each student for inclusion in the students' transcripts. Such grade shall reflect the student's proficiency in the course and be based on the RMU grading scale (see section 3 above). Students can securely access electronic or print transcripts showing RMU credits and grades earned through the National Student Clearinghouse for a fee paid directly to the third party company.

14. As a result of successfully completing the Course at the School, the School's students will have completed the requirements for credit for the corresponding course at RMU. Other than as set forth in this Agreement, the students in the Course shall not be considered to be RMU students and shall not be entitled to any of the services or use of the facilities at RMU, other than to the extent that such services and facilities are available for use to and by the general public.

15. The School agrees to work cooperatively with RMU Department Heads and/or designated faculty liaisons to review course expectations in advance of the start of the course and to ensure curriculum fidelity and assessment requirements. The School also agrees to work cooperatively with the RMU Provost's Office, Department Heads, and/or designated faculty liaisons to administer RMU outcomes assessments in courses at RMU's direction.

16. The School agrees to promptly notify RMU in the event that it receives notice that a short-term or long-term substitute teacher will need to be retained to replace a previously approved instructor of a course listed in the above table, and provide qualifications of the proposed substitute instructor to RMU for review and approval.

17. Nothing expressed or implied in this Agreement is intended to confer, nor shall confer, any rights or remedies upon any person other than the parties and their respective successors and permitted assigns.

18. Neither RMU nor the School may assign this Agreement in whole or in part without the prior written consent of the other party.

19. This Agreement shall become effective as of the last signature date set forth below. This Agreement may be terminated by either party, with advance written notice of ninety (90) days; provided, however, if the notice of termination is given prior to the end of RMU's fall or spring semester, then the termination date shall be, at the end of such applicable semester.

20. The School shall indemnify and hold harmless RMU including, without limitation, its agents, directors, officers, employees, invitees, guests, and / or Trustees from and against all claims, losses, costs, damages, and expenses (including, without limitation, attorneys' fees) relating to

injury or death of any person or any damage to real or personal property whether the above result from or arise in connection with 1) any breach by the School, its student(s), or faculty of any provision of this Agreement; 2) School's use or occupancy of RMU through its student(s) or faculty; or 3) any negligent act or omission by School's student(s), faculty, employees, and/or agents. This section shall not apply to any loss or action resulting from the gross negligence of RMU or its agents, employees, directors, officers, invitees, guests or trustees.

21. School will ensure that all teachers participating in this program will have all background checks and clearances mandated by the Pennsylvania Department of Education (the "PA DOE"), including without limitation PA Act 33 (Child Abuse Clearance), PA Act 34 (Criminal History Clearance), and PA Act 73 (FBI National Criminal History Background Check – Fingerprinting), and any other clearances that may be mandated by the PA DOE from time to time.

22. Both RMU and the School shall comply with their respective obligations under Section 504 of the Americans with Disabilities Act.

23. This Agreement constitutes the entire Agreement between the parties. No modification or amendment shall be binding upon the parties until reduced to writing and signed by both parties.

24. Any notices required to be sent under this Agreement shall be sent by regular or first-class mail to the following addresses:

If to School:

Insight PA Cyber Charter School
350 Eagleview Boulevard
Suite 350
Exton, PA 19341
Attn: Audra Mazzante, Director of Career Education

If to RMU:

Robert Morris University
6001 University Boulevard
Moon Township, PA 15108
Attn: Tim Schlak, Office of the Provost

With a copy to: Robert Morris University
6001 University Blvd Moon
Township, PA 15108
Attn: Office of General Counsel

[Signature Page Follows]

IN WITNESS WHEREOF, the parties hereto have set their hands and seals as of the date set forth below.

INSIGHT PA CYBER CHARTER SCHOOL

Eileen Cannistraci
Chief Executive Officer
350 Eagleview Boulevard
Suite 350
Exton, PA 19341

By: *Eileen Cannistraci* Date: 3/1/23
Signature

Insert Superintendent Contact (name and title) and Mailing Address

ROBERT MORRIS UNIVERSITY

By: *[Signature]* Date: 3/29/2023
Signature

Jon Radermacher
Acting Chief Academic Operations Officer
Robert Morris University
6001 University Boulevard
Moon Township, PA 15108

Board Affirmation Statement Insight PA Cyber Charter School



INSIGHT PA
CYBER CHARTER SCHOOL

Life ready learning experiences

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 28 day of July, 2023
By: Alice Solomon (Signature of
Board President)
Alice Solomon (Print Name)
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 28 day of July, 2023
By: Alice Solomon (Signature of
Board President)
Alice Solomon (Print Name)
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 28 day of July, 2023
By: Alice Solomon (Signature of
Board President)
Alice Solomon (Print Name)
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 28 day of July, 2023
By: Alice Solomon (Signature of
Board President)
Alice Solomon (Print Name)
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 28 day of July, 2023
By: Alice Solomon (Signature of
Board President)
Alice Solomon (Print Name)
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 28 day of July, 2023
By: Alice Solomon (Signature of
Board President)
Alice Solomon (Print Name)
Board of
Trustees

Note: Signature, Print Name and Board of Education are hard copy required (Board President must actually sign and complete).

Replace the following text in the header: LEA Name, Address, School Logo/Icon placeholder image.

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2.16.2022