

INSIGHT PA CYBER CS

Charter School Annual Report | 2023 - 2024

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@insightpaschool.org

Chief Administrator Phone

(484) 713-4353 - 3139

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

Julie Jaszcar

Principal Email

jujaszcar@insightpaschool.org

Principal Phone

484-713-4353

Extension

3191

Authorizing District(s)

Cyber Charter - PDE is Authorizing Entity (CHECKED)

Upload Current Charter (PDF only)

Charter Renewal 2023.pdf

Governance and Staff

Board of Trustees Members

Name	Office	Check if New Member
Chris Rossi	Board President	
Ed Knittel	Vice President	
Katie McGeehan	Secretary	
Lowell Thomas	Treasurer	
Alice Solomon	Member	
Tamara Campbell	Member	
Bill Ferrara	Member	(CHECKED)
Michael E. Adler	Member	

Explanation of Board of Trustees Changes

Michael E. Adler resigned as member from the Board of Trustees on January 30th, 2024. Bill Ferrara joined as a Board of Trustees member on January 30th, 2024.

Board of Trustees Meeting Schedule

Location	Date	Time
https://zoom.us/j/2072011459	2023-08-02	7.00pm
https://zoom.us/j/2072011459	2023-08-29	7.00pm
https://zoom.us/j/2072011459	2023-09-26	7.00pm

https://zoom.us/j/2072011459	2023-10-24	7.00pm
https://zoom.us/j/2072011459	2023-11-28	7.00pm
https://zoom.us/j/2072011459	2024-01-30	7.00pm
https://zoom.us/j/2072011459	2024-02-27	7.00pm
https://zoom.us/j/2072011459	2024-03-26	7.00pm
https://zoom.us/j/2072011459	2024-04-30	7.00pm
https://zoom.us/j/2072011459	2024-05-28	7.00pm
https://zoom.us/j/2072011459	2024-06-25	7.00pm

Upload Board Minutes

Annual Report Board Meeting Minutes.pdf

Leadership Team

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

Kevin Corcoran	Fiscal Management Officer	
Michael Frost	Other	

Explanation of Leadership Changes

Insight PA added a Chief Technology and Innovation Officer position this school year. Michael Frost holds that position.

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

UPDATED-CopyofPDE41423-24SY.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	1	1	0	0	0	1
Principal	2	2	0	0	1	3
Assistant Principal	7	7	0	0	0	8
Classroom	195	181	0	0	17	205

Teacher (including Master Teachers)						
Specialty Teacher (including Master Teachers)	11	10	0	0	2	12
Special Education Teacher (including Master Teachers)	70	70	0	0	10	75
Special Education Coordinator	8	8	0	0	3	10
Counselor	21	0	0	0	1	22
Psychologist	7	7	0	0	0	7
School Nurse	4	4	0	0	0	4
IT Director	1	1	0	0	0	1
Business Administrator	1	1	0	0	0	1
ISD, Curriculum Developers, Tech Support	4	4	0	0	1	10
HR Manager	1	1	1	0	0	1
Student Support Manager, Facilities Manager	3	3	1	0	0	3
Business Office, Administrative Support Staff, Teaching	124	124	0	0	6	129

Assistants						
Other	67	67	0	0	0	69
Totals	528	492	2	0	41	562

There were no substantial differences. (CHECKED)

Fiscal Matters

Major Fundraising Activities

There were no major fundraising activities during 2023-24 and none are planned for 2024-25.

Fiscal Solvency Policies

The school board engages in a deliberate Budgeting process each Spring, culminating in the adoption of a Budget each June for the coming fiscal year. All purchasing and expense allocation throughout the fiscal year must align with the budget. The administration and board monitors fiscal activity, as related to the annual budget, on a monthly basis. Monthly reviews also include accounts receivable, accounts payable, and all disbursements and deposits.

Accounting System

The 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. Sage Intacct is the software employed by the school for accounting transactions and financial reporting.

Preliminary Statements of Revenues, Expenditures & Fund Balances

File attached.

Upload Statements of Revenues, Expenditures & Fund Balances

InsightPA_Cyber_CS_FS_063023June2023Audit.pdf

Insight Charter-Annual-Report_Statement-of-Revenues-and-Expenditures 2023-24 v1.xlsx

Financial Audit Basics

Audit Firm

Barbacane Thornton & Company, LLP

Date of Last Audit

2024-01-31

Fiscal Year Last Audited

SY 22-23

Explanation of the Report

File attached.

Upload Financial Audit Document(s)

InsightPA_Cyber_CS_FS_063023June2023Audit.pdf

Financial Audit Citations

Financial Audit Citations Description	Response
N/A	N/A

Federal Programs Consolidated Review

Federal Programs Consolidated Review Document(s)

Yes

Upload Available Federal Programs Consolidated Review Document(s)

SY 23-24 Title I Grant Content.pdf

SY 23-24 Title II Grant Content.pdf

SY 23-24 Title IV Grant Content.pdf

Title I Status

Yes

Title I First Year Status

No

Date of Last Federal Programs Consolidated Review

2024-04-12

School Years Reviewed

SY 23-24

Federal Programs Consolidated Review Report

124152637_Assessment_60450382_Reviewed.pdf

124152637_Assessment_77793521_Reviewed.pdf

Consolidated Review/Annual Report

Program and Fiscal reports attached.

Federal Programs Consolidated Review Citations

Findings	Corrective Action(s) Taken
The LEA provides evidence of stakeholder engagement in the development of Title IIA activities (including transfer discussions) e.g., parents, community members, schools staff.	Insight PA has submitted dated agendas and sign in sheets that includes all required stakeholders (teachers, principals, other school leaders, parents, paraprofessionals, specialized instructional support personnel, and community partners) for meetings that took place prior to the writing of the SY 24-25 grant.

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	21
Assistant Director of Student Services	Insight Pa Cyber Charter School	1.0	5	21
Assistant Director of Student Services	Insight Pa Cyber Charter School	1.0	5	21
Supervisor of Special Education	Insight Pa Cyber Charter School	1.0	5	12
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	21
Assistant Coordinator of Special Education	Insight Pa Cyber Charter School	1.0	14	21
Instructional Coach	Insight Pa Cyber Charter School	1.0	5	12
Instructional Coach	Insight Pa Cyber Charter School	1.0	11	15
Instructional Coach	Insight Pa Cyber Charter School	1.0	14	21
Special Education Compliance Coordinator	Insight Pa Cyber Charter School	1.0	5	12
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	21
Special Education Compliance Coordinator	Insight Pa Cyber Charter School	1.0	5	21
Transition Coordinator	Insight Pa Cyber Charter School	1.0	14	21
Transition Coordinator	Insight Pa Cyber Charter School	1.0	14	21
Transition Coordinator	Insight Pa Cyber Charter School	1.0	14	21
Transition Coordinator	Insight Pa Cyber Charter School	1.0	14	21
Supervisor of Paraprofessionals	Insight Pa Cyber Charter School	1.0	5	21
Administrative Assistant	Insight Pa Cyber Charter School	1.0	5	21
Psychological Support Specialist	Insight Pa Cyber Charter School	1.0	5	21
School Psychologist	Insight Pa Cyber Charter School	1.0	5	12
School Psychologist	Insight Pa Cyber Charter School	1.0	5	12
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	21
School Psychologist	Insight Pa Cyber Charter School	1.0	14	21

School Psychologist	Insight Pa Cyber Charter School	1.0	14	21
Behavior Analyst	Insight Pa Cyber Charter School	1.0	5	21
Behavior Analyst	Insight Pa Cyber Charter School	1.0	5	21
Behavior Interventionist	Insight Pa Cyber Charter School	1.0	5	12
Behavior Interventionist	Insight Pa Cyber Charter School	1.0	11	15
Behavior Interventionist	Insight Pa Cyber Charter School	1.0	14	21
Behavior Interventionist	Insight Pa Cyber Charter School	1.0	14	21
Supervisor of Related Services	Insight Pa Cyber Charter School	1.0	5	21
Related Services Coordinator	Insight Pa Cyber Charter School	1.0	5	21
Related Services Coordinator	Insight Pa Cyber Charter School	1.0	5	21
Related Services Coordinator	Insight Pa Cyber Charter School	1.0	5	21
Related Services Coordinator	Insight Pa Cyber Charter School	1.0	5	21

Special Education Contracted Services

Title	Amt. of Time per Week in Days or Hours	Operator	# of Students
Board Certified Behavior Analyst	2	Pathways Human Services of Pennsylvania, LLC	1

Board Certified Behavior Analyst	8	Amber A Wunder dba Remarkable Minds; LLC	10
Board Certified Behavior Analyst	4	Brett Dinovi and Associatled; LLC	4
Board Certified Behavior Analyst	3.5	EBS Healthcare; LLC	3
Board Certified Behavior Analyst	1	Opening Doors Therapy Inc.	1
Behavior Analyst	24	Amber A Wunder dba Remarkable Minds; LLC	3
Behavior Specialist	11.25	Amber A Wunder dba Remarkable Minds; LLC	8
Behavior Specialist	5.33	Bright Beginnings Therapeutic Services LLC	3
Behavior Specialist	22.5	Connecting the Pieces	13
Behavior Specialist	4.5	Julie Jennings	1
Behavior Therapy	21.5	Amber A Wunder dba Remarkable Minds; LLC	6
Behavior Therapy	20	Brett Dinovi and Associatled; LLC	4
Behavior Therapy	4.25	Bright Beginnings Therapeutic Services LLC	5

Behavior Therapy	1	EBS Healthcare; LLC	1
Counseling	20	Connecting the Pieces	39
Counseling	38.15	EBS Healthcare, LLC	67
Counseling	19.24	Enable My Child; Ltd; DBA Hello Hero	34
Counseling	59.91	Garnet Educational Services, LLC	112
Counseling	27.17	Julie Jennings	50
Counseling	6	Liberty Therapy Solutions	10
Counseling	6	Support Brands LLC	7
Counseling	29.33	Therapy Source	53
Instructional Aide	16	Connecting the Pieces	3
Instructional Aide	61.99	Garnet Educational Services, LLC	2
Instructional Aide	90.6	Liberty Therapy Solutions	11
Instructional Aide	23.73	Opening Doors Therapy Inc.	7
Instructional Aide	4.5	Sugar Plum Speech LLC	2
Instructional Aide	55	WeeTalk Speech & Language Services; LLC	2

Occupational Therapy	3.75	Emperical Pediatric Therapy	4
Occupational Therapy	2.5	Bright Beginnings Therapeutic Services LLC	4
Occupational Therapy	0.5	Capable Kids	1
Occupational Therapy	3.75	Connective Intervention services; LLC	6
Occupational Therapy	5.5	Creative Therapy Solutions; LLC	9
Occupational Therapy	6.75	DotCom Therapy; Inc.	10
Occupational Therapy	7.5	EBS Heathcare; LLC	12
Occupational Therapy	5.5	Ellingsen & Associates; Inc.	9
Occupational Therapy	2.5	Enable My Child; Ltd.; DBA Hello Hero	4
Occupational Therapy	12	Enablr Therapy; LLC	18
Occupational Therapy	11.5	E-Therapy; LLC	19
Occupational Therapy	27.75	Garnet Educational Services LLC	48
Occupational Therapy	7	Liberty Therapy Solutions	12
Occupational Therapy	2	Lighthouse Therapy LLC	3

Occupational Therapy	7	Opening Doors Therapy Inc.	13
Occupational Therapy	5	Patricia Scapellati	10
Occupational Therapy	6	Stacey Ann Dalby	7
Occupational Therapy	4.25	Sugar Plum Speech LLC	10
Occupational Therapy	14.25	Support Brands LLC	23
Occupational Therapy	20.16	The Therapy Spot	31
Occupational Therapy	13.75	Therapy Source Inc.	24
Occupational Therapy	7.25	WeeTalk Speech & Language Services; LLC	11
Personal Care Assistant	25	Emperical Pediatric Therapy	1
Physical Therapy Assistant	3.75	Capable Kids; LLC	4
Physical Therapy	3.5	Enablr Therapy; LLC	6
Physical Therapy	6	E-Therapy; LLC	9
Physical Therapy	2.5	Garnet Educational Services LLC	4
Physical Therapy	6	The Therapy Spot	8
Physical Therapy	6.25	Therapy Source Inc.	6

Physical Therapy	2.75	WeeTalk Speech & Language Services; LLC	5
School Social Work	16	Bright Beginnings Therapeutic Services LLC	35
School Social Work	1.75	Connecting the Pieces; LLC	3
School Social Work	0.5	Lighthouse Therapy LLC	1
Social Skills	0.5	Bright Beginnings Therapeutic Services LLC	1
Social Skills	0.5	Connecting the Pieces; LLC	1
Social Skills	6.5	Therapy Source Inc.	14
Speech Therapy	0.5	Emperical Pediatric Therapy	1
Speech Therapy	16.75	Above and Beyond Speech Therapy; LLC	30
Speech Therapy	2	Acheive Rehab Services; LLC	3
Speech Therapy	1.5	Bright Beginnings Therapeutic Services LLC	3
Speech Therapy	12.92	BST Live; LLC	19
Speech Therapy	3	Clear Path Pediatric Therapy	5
Speech Therapy	4	Communicate Clearly; LLC	3

Speech Therapy	1	Connective Intervention Services; LLC	1
Speech Therapy	8.25	Creative Therapy Solutions; LLC	16
Speech Therapy	5.25	DotCom Therapy; Inc.	10
Speech Therapy	0.75	Easterseals Western and Central PA	1
Speech Therapy	17.58	EBS Healthcare; LLC	24
Speech Therapy	9.5	Ellingsen & Associates; Inc.	18
Speech Therapy	5.75	Enable My Child; Ltd.; DBA Hello Hero	11
Speech Therapy	58.01	Enablr Therapy; LLC	54
Speech Therapy	12.25	Garnet Educational Services LLC	19
Speech Therapy	16.08	Kidmunicate LLC	24
Speech Therapy	3.5	Liberty Therapy Solutions	7
Speech Therapy	1	Lighthouse Therapy LLC	2
Speech Therapy	0.5	M.J. SLP Services; LLC	1
Speech Therapy	7.25	Opening Doors Therapy Inc.	13

Speech Therapy	16.75	Patricia Scapellati	23
Speech Therapy	3.75	Sarah Margaret King	8
Speech Therapy	6	Sugar Plum Speech LLC	8
Speech Therapy	10	Support Brands LLC	17
Speech Therapy	26.08	The Therapy Spot	33
Speech Therapy	40.75	Therapy Source Inc.	55
Speech Therapy	4.5	WeeTalk Speech & Language Services; LLC	6
Tutoring	11.25	Connecting the Pieces; LLC	13
Tutoring	2	EBS Healthcare; LLC	2
Tutoring	43.50	Garnet Educational Services LLC	27
Tutoring	23.75	Garrison Educational Consulting Solutions; Inc	26
Tutoring	36.5	Liberty Therapy Solutions	31
Tutoring	8.5	Opening Doors Therapy Inc.	8
Tutoring	62.25	Therapy Source Inc.	12
Tutoring	10.75	Tse Enrichment LLC	13

Vision Therapy	0.5	Connective Intervention Services; LLC	1

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

23-24 IEP Procedures.pdf

Special Education Personnel Development

Autism

Training not offered.

BehaviorSupport

Description of Training			
MTSS & Attendance			
Lead Person/Position		Year of Training	
Sarah Ronosky, Director of Student Services		2023	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1	1	Insight PA CCS	Student Services Department

Training Date Complete

2023-10-27

MTSS and Attendance_Agenda_Attendance_10.27.2023.docx

MTSS and Attendance_Agenda_Attendance_10.27.2023.docx

Paraprofessional

Description of Training			
Embracing Your Power in the Educational Setting			
Lead Person/Position		Year of Training	
Tamara Hoffritz, CCIU		2023	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1.5	1	CCIU	Paraprofessionals

Training Date Complete

2023-09-08

Embracing Your Power in the Educational Setting_Agenda_Attendance_9.8.2023.docx

Embracing Your Power in the Educational Setting_Agenda_Attendance_9.8.2023.docx

Training Date Complete

2023-10-13

Supporting Student Behaviors Through a Skill Building Lens_Agenda_Attendance_10.13.2023.docx

Supporting Student Behaviors Through a Skill Building Lens_Agenda_Attendance_10.13.2023.docx

Training Date Complete

2023-11-03

Social Emotion Mental Health in the Classroom_Agenda_Attendance_11.3.2023.docx

Social Emotion Mental Health in the Classroom_Agenda_Attendance_11.3.2023.docx

Training Date Complete

2023-12-01

Literacy and Reading Comprehension_Agenda_Attendance_12.1.2023.docx

Literacy and Reading Comprehension_Agenda_Attendance_12.1.2023.docx

Training Date Complete

2024-01-05

Understanding Assessment_Agenda_Attendance_1.5.2024.docx

Understanding Assessment_Agenda_Attendance_1.5.2024.docx

Training Date Complete

2024-02-09

Inclusive Practices for Spporting Students with Complex Needs_Agenda_Attendance_2.9.2024.docx

Inclusive Practices for Spporting Students with Complex Needs_Agenda_Attendance_2.9.2024.docx

Training Date Complete

2024-03-15

Understanding and Implementing IEP Supports_Agenda_Attendance_3.15.2024.docx

Understanding and Implementing IEP Supports_Agenda_Attendance_3.15.2024.docx

Training Date Complete

2024-04-12

Professionalism and Ethics_Agenda_Attendance_4.12.2024.docx

Professionalism and Ethics_Agenda_Attendance_4.12.2024.docx

Transition

Description of Training			
Welcome to Transition - Introduction to Secondary Transition services at Insight PA CCS			
Lead Person/Position		Year of Training	
Beth Habbyshaw, Transition Coordinator		2023	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
.5	1	Insight PA CCS	Learning Coaches/Parents

Training Date Complete

2023-09-26

Welcome to Transition_Agenda_Attendance_9.26.2023.docx

Welcome to Transition_Agenda_Attendance_9.26.2023.docx

Training Date Complete

2023-10-24

Bender Leadership_Agenda_Attendance_10.24.2023.docx

Bender Leadership_Agenda_Attendance_10.24.2023.docx

Training Date Complete

2023-11-28

Office of Vocational Rehabilitation_Agenda_Attendance_11.28.2023.docx

Office of Vocational Rehabilitation_Agenda_Attendance_11.28.2023.docx

Training Date Complete

2024-01-30

Achieva_Agenda_Attendance_1.30.2023.docx

Achieva_Agenda_Attendance_1.30.2023.docx

Training Date Complete

2024-02-27

Temple University Tech Owl_Agenda_Attendance_2.27.2024.docx

Temple University Tech Owl_Agenda_Attendance_2.27.2024.docx

Training Date Complete

2024-03-26

CTI_Hiram G Andrews_Agenda_Attendance_3.26.2024.docx

CTI_Hiram G Andrews_Agenda_Attendance_3.26.2024.docx

Training Date Complete

2024-04-23

PEAL Center_Agenda_Attendance_4.23.2024_74bce32e.docx

PEAL Center_Agenda_Attendance_4.23.2024.docx

Training Date Complete

2024-05-28

Citizens Bank_Agenda_Attendance_5.28.2024.docx

Citizens Bank_Agenda_Attendance_5.28.2024.docx

ScienceofLiteracy

Training not offered.

ParentTraining

Description of Training			
Students Success - Presenter provided Learning Coaches with helpful tips to help their students have a successful school year.			
Lead Person/Position		Year of Training	
Carolyn Hockman/HS Special Ed Assistant Coordinator		2023	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
.5	1	Insight CCS	Parents

Training Date Complete

2023-09-12

Student Success Agenda_c591015a.png

Student Success 9.12.23_e21ec0ae.docx

Training Date Complete

2023-09-19

Suicide Prevention Awareness_9.19.23_3cee2b1f.docx

Suicide Prevention Attendance_9.19.23_79d2b015.docx

Training Date Complete

2023-10-03

Social Security Agenda_10.3.2023.docx

Attendance Social Security_10.3.2023.docx

Training Date Complete

2023-10-10

Related Services Agenda_10.10.2023.docx

Attendance Related Services_10.10.2023.docx

Training Date Complete

2023-10-17

Bullying Prevention Agenda_10.17.2023.docx

Attendance Bullying Prevention_10.17.2023.docx

Training Date Complete

2023-11-01

Military Appreciation Agenda_Attendance_11.1.2023.docx

Military Appreciation Agenda_Attendance_11.1.2023.docx

Training Date Complete

2023-12-05

Drug and Alcohol Awareness_Agenda_Attendance_12.12.2023.docx

Drug and Alcohol Awareness_Agenda_Attendance_12.12.2023.docx

Training Date Complete

2023-12-12

Navigating the IEP_Agenda_Attendance_12.5.2023.docx

Navigating the IEP_Agenda_Attendance_12.5.2023.docx

Training Date Complete

2024-01-16

Human Trafficking_Agenda_Attendance_1.16.2024.docx

Human Trafficking_Agenda_Attendance_1.16.2024.docx

Training Date Complete

2024-01-23

ESY Determination_Agenda_Attendance_1.16.2024.docx

ESY Determination_Agenda_Attendance_1.16.2024.docx

Training Date Complete

2024-02-06

Teen Safe Dating_Agenda_Attendance_2.6.2024.docx

Teen Safe Dating_Agenda_Attendance_2.6.2024.docx

Training Date Complete

2024-02-13

Navigating Progress Reports_Agenda_Attendance_2.13.2024.docx

Navigating Progress Reports_Agenda_Attendance_2.13.2024.docx

Training Date Complete

2024-02-20

Teen Parent Awareness_Agenda_Attendance_2.20.2024.docx

Teen Parent Awareness_Agenda_Attendance_2.20.2024.docx

Training Date Complete

2024-03-05

Eating Disorders_Agenda_Attendance_3.5.2024.docx

Eating Disorders_Agenda_Attendance_3.5.2024.docx

Training Date Complete

2024-03-12

State Testing_Agenda_Attendance_3.12.2024.docx

State Testing_Agenda_Attendance_3.12.2024.docx

Training Date Complete

2024-03-19

Utilizing CYS_CYF_DHS_Agenda_Attendance_3.19.2024.docx

Utilizing CYS_CYF_DHS_Agenda_Attendance_3.19.2024.docx

Training Date Complete

2024-04-09

Navigating the FBA_Agenda_Attendance_4.9.2024.docx

Navigating the FBA_Agenda_Attendance_4.9.2024.docx

Training Date Complete

2024-04-16

Youth Violence Prevention_Agenda_Attendance_4.16.2024.docx

Youth Violence Prevention_Agenda_Attendance_4.16.2024.docx

Training Date Complete

2024-05-07

Mental Health Awareness_Agenda_Attendance_5.7.2024.docx

Mental Health Awareness_Agenda_Attendance_5.7.2024.docx

Training Date Complete

2024-05-14

Behavior Tips_Agenda_Attendance_5.14.2024.docx

Behavior Tips_Agenda_Attendance_5.14.2024.docx

Training Date Complete

2024-05-21

Effective Communication_Agenda_Attendance_5.21.2024.docx

Effective Communication_Agenda_Attendance_5.21.2024.docx

IEPDevelopment

Description of Training			
IEP Revision Process			
Lead Person/Position		Year of Training	
Joshua Dorfzaun, SE Instructional Coach		2024	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1	1	Insight PA CCS	Special Education Staff

Training Date Complete

2024-03-11

IEP Revision Process_Agenda_Attendance_3.11.2024.docx

IEP Revision Process_Agenda_Attendance_3.11.2024.docx

Special Education Program Profile

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
71	Secondary	Full-time (1.0)	07/30/2024 12:10 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%)		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		
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	14 to 18
Age Range Justification		FTE %

	0.45
--	------

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	18 to 18
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
70	Secondary	Full-time (1.0)	07/12/2024 10:06 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)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.14

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 14
Age Range Justification		FTE %
		0.4

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
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	Secondary	13 to 13
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
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
69	Secondary	Full-time (1.0)	07/09/2024 06:24 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)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 20
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%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 21
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	18 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%)		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
68	Secondary	Full-time (1.0)	07/09/2024 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)		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%)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.6

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	12 to 13
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
67	Secondary	Full-time (1.0)	07/09/2024 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)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
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%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 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
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
66	Secondary	Full-time (1.0)	07/09/2024 06:09 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	16 to 18
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%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
Age range is strictly for case load management and not classroom.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
65	Secondary	Full-time (1.0)	07/09/2024 06:05 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	Secondary	14 to 18
Age Range Justification		FTE %
		0.14

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	14 to 18

Age Range Justification	FTE %
	0.4

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 17
Age Range Justification		FTE %
		0.04

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	16 to 16
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
64	Secondary	Full-time (1.0)	07/12/2024 10:06 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)		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
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

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%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
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
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %

	0.05
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Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
63	Secondary	Full-time (1.0)	07/12/2024 10:08 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)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.14

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	14 to 19
Age Range Justification		FTE %
Age range is strictly for case load management and not classroom.		0.3

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 18
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
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
62	Secondary	Full-time (1.0)	07/09/2024 05:48 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	19 to 19
Age Range Justification		FTE %
		0.05

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	15 to 19
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
61	Secondary	Full-time (1.0)	07/12/2024 10:08 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)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.14

Building Name		
Insight PA Cyber CS		

Support Type		
Learning Support		
Support Sub-Type		
Learning 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	12 to 14
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
60	Secondary	Full-time (1.0)	07/09/2024 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)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 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%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.45

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 16
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
59	Secondary	Full-time (1.0)	07/09/2024 05:33 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%)		11
Identify Classroom	Classroom Location	Age Range

School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.55

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	14 to 14
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
58	Secondary	Full-time (1.0)	07/09/2024 05:30 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		
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	15 to 18
Age Range Justification		FTE %
		0.4

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	16 to 16
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
57	Secondary	Full-time (1.0)	07/09/2024 05:23 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)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
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	14 to 17
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)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
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%)		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		
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	14 to 14
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
56	Secondary	Full-time (1.0)	07/09/2024 05:17 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)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 20
Age Range Justification		FTE %
Age range is strictly for case load management and not classroom. a		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%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
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)		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		
Emotional Support		
Support Sub-Type		
Emotional 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
55	Secondary	Full-time (1.0)	07/12/2024 10:07 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)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.14

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	15 to 18
Age Range Justification		FTE %
		0.4

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	16 to 16
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	18 to 18
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
54	Secondary	Full-time (1.0)	07/09/2024 05:00 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 19
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%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.25

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	14 to 19
Age Range Justification		FTE %
Age range is strictly for case load management and not classroom.		0.08

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
52	Secondary	Full-time (1.0)	07/09/2024 04:46 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)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 15
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%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
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%)		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
53	Secondary	Full-time (1.0)	07/09/2024 04:39 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	Secondary	12 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%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13

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	Secondary	13 to 14
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
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		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
51	Secondary	Full-time (1.0)	07/09/2024 04:29 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		
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	16 to 17
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)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 16
Age Range Justification		FTE %
		0.02

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	18 to 18
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
50	Secondary	Full-time (1.0)	07/09/2024 04:22 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	15 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
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range

School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.45

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 17
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
49	Secondary	Full-time (1.0)	07/09/2024 04:09 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		
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	15 to 18
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
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
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	15 to 15
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
48	Secondary	Full-time (1.0)	07/09/2024 04:05 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	Secondary	14 to 18
Age Range Justification		FTE %
		0.14

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	15 to 18
Age Range Justification		FTE %
		0.4

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 17
Age Range Justification		FTE %
		0.04

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	15 to 15
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
47	Secondary	Full-time (1.0)	07/09/2024 04:01 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
School District	Secondary
Age Range Justification	Age Range
	12 to 14
	FTE %
	0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
46	Secondary	Full-time (1.0)	07/09/2024 03:59 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
School District	Secondary
	Age Range
	14 to 18

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%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
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)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
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
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 15
Age Range Justification		FTE %
		0.1

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	16 to 16
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
45	Secondary	Full-time (1.0)	07/09/2024 03:54 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)		5
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	15 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%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %

Age range is strictly for case load management and not classroom.	0.4
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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)	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		
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	18 to 18
Age Range Justification	FTE %	
	0.1	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
44	Secondary	Full-time (1.0)	07/09/2024 03:47 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)	9

Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
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	16 to 19
Age Range Justification		FTE %
		0.25

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		
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	15 to 17
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
43	Secondary	Full-time (1.0)	07/12/2024 10:07 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)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 15
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%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 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%)		1
Identify Classroom	Classroom Location	Age Range

School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
42	Secondary	Full-time (1.0)	07/09/2024 03:39 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	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%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
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)		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		
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
41	Secondary	Full-time (1.0)	07/09/2024 03:34 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)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
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%)		4
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		
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	17 to 17
Age Range Justification		FTE %
		0.06

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	15 to 15
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
40	Secondary	Full-time (1.0)	07/09/2024 03:35 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)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 20
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%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 19
Age Range Justification		FTE %
		0.25

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	19 to 19
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
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 18
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
39	Elementary	Full-time (1.0)	07/09/2024 03:22 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	Elementary	10 to 12
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%)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.55

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	11 to 11
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
38	Secondary	Full-time (1.0)	07/09/2024 03:14 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)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.14

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
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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	14 to 14
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	15 to 15
Age Range Justification		FTE %
		0.05

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	15 to 15
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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37	Secondary	Full-time (1.0)	07/09/2024 02:59 PM
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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		
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	15 to 18
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
36	Secondary	Full-time (1.0)	07/09/2024 02:55 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 18
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%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
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)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
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
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
35	Secondary	Full-time (1.0)	07/09/2024 02:49 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)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
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%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.25

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	14 to 14
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
34	Secondary	Full-time (1.0)	07/09/2024 02:44 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		
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	15 to 18
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
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		
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
33	Secondary	Full-time (1.0)	07/09/2024 02:40 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)		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%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.3

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%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
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	Secondary	16 to 16
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
32	Secondary	Full-time (1.0)	07/09/2024 02:34 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)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.14

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	12 to 14
Age Range Justification		FTE %
		0.35

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%)		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		
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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
31	Secondary	Full-time (1.0)	07/09/2024 02:25 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)		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		
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 19

Age Range Justification	FTE %
Age range is strictly for case load management and not classroom.	0.25

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 20
Age Range Justification		FTE %
Age range is strictly for case load management and not classroom.		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
30	Secondary	Full-time (1.0)	07/09/2024 02:13 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)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.14

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	15 to 18
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
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
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
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
29	Secondary	Full-time (1.0)	07/09/2024 02:07 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)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
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%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
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
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
28	Secondary	Full-time (1.0)	07/12/2024 10:06 AM

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%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 20
Age Range Justification		FTE %
Age range is strictly for case load management and not classroom.		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
27	Secondary	Full-time (1.0)	07/12/2024 10:07 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)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
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%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %

	0.3
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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	14 to 15
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%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
26	Secondary	Full-time (1.0)	07/09/2024 01:46 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)		6

Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 15
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%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.25

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 14
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%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
25	Elementary	Full-time (1.0)	07/09/2024 01:42 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	Elementary	10 to 12
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%)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.45

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	Elementary	11 to 11
Age Range Justification		FTE %
		0.04

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	Elementary	11 to 11
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
24	Multiple	Full-time (1.0)	07/09/2024 01:37 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	Elementary	8 to 8
Age Range Justification		FTE %
		0.05

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)		28
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 11
Age Range Justification		FTE %
Age range is strictly for case load management and not classroom.		0.43

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
23	Elementary	Full-time (1.0)	07/09/2024 03:54 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)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
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%)		1
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		

Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
Age range is strictly for case load management and not classroom.		0.11

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	6 to 6
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
22	Multiple	Full-time (1.0)	07/09/2024 01:23 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%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.1

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%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11
Age Range Justification		FTE %
		0.05

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%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.2

Building Name		
Insight PA Cyber CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 12
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
21	Elementary	Full-time (1.0)	07/15/2024 07:08 AM

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	8 to 11
Age Range Justification		FTE %
		0.4

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	12 to 12
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
20	Elementary	Full-time (1.0)	07/09/2024 01:14 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)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
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%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.4

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
19	Elementary	Full-time (1.0)	07/09/2024 01:10 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	7 to 11
Age Range Justification		FTE %
Age range is strictly for case load management and not classroom.		0.35

Building Name		
Insight PA Cyber CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic 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 %
		0.12

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)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
18	Multiple	Full-time (1.0)	07/09/2024 01:04 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%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 13
Age Range Justification		FTE %
Age range is strictly for case load management and not classroom.		0.15

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	12 to 14
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
17	Elementary	Full-time (1.0)	07/09/2024 12:54 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)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12

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%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.5

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		
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	12 to 12
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
16	Elementary	Full-time (1.0)	07/09/2024 12:47 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)		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%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 13
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
15	Elementary	Full-time (1.0)	07/09/2024 11:59 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)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
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%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 13
Age Range Justification		FTE %
		0.35

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	Elementary	12 to 12
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	12 to 12
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
14	Elementary	Full-time (1.0)	07/09/2024 11:53 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)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 8
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%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
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
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 8
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%)		2
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
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 8
Age Range Justification		FTE %
		0.08

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	8 to 8
Age Range Justification		FTE %
		0.08

Building Name		
Insight PA Cyber CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 8
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
13	Elementary	Full-time (1.0)	07/09/2024 11:43 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)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
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%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.25

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		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
12	Elementary	Full-time (1.0)	07/09/2024 11:36 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)		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%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 7
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
11	Elementary	Full-time (1.0)	07/09/2024 11:31 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)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 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	8 to 10
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	Elementary	8 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
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

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
10	Multiple	Full-time (1.0)	07/09/2024 11:02 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)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 8
Age Range Justification		FTE %
		0.02

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)		19
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
Age range is strictly for case load management and not classroom.		0.29

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)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 14
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9	Elementary	Full-time (1.0)	07/09/2024 06:35 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
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Age range is strictly for case load management and not classroom.		0.4

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)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %

	0.25
--	------

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8	Elementary	Full-time (1.0)	07/12/2024 10:08 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)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.28

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)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 7
Age Range Justification		FTE %
		0.03

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	7 to 7
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7	Elementary	Full-time (1.0)	07/12/2024 10:08 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)	8
Identify Classroom	Classroom Location
School District	Elementary
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%)	6
Identify Classroom	Classroom Location
School District	Elementary
Age Range Justification	FTE %
	0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
6	Elementary	Full-time (1.0)	07/12/2024 10:08 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)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 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%)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.55

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	11 to 11
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5	Elementary	Full-time (1.0)	07/12/2024 10:08 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)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 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%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
		0.4

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	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
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	8 to 8
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4	Elementary	Full-time (1.0)	07/12/2024 10:08 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)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
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

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		
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	10 to 10
Age Range Justification		FTE %
		0.05

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	10 to 10

Age Range Justification	FTE %
	0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3	Elementary	Full-time (1.0)	07/12/2024 10:08 AM

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	9 to 9
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	9 to 11
Age Range Justification		FTE %
		0.35

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

Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
2	Elementary	Full-time (1.0)	07/12/2024 10:08 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)		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%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
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)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 12
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1	Elementary	Full-time (1.0)	07/30/2024 12:10 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	Elementary	7 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%)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.55

Facilities and Agreements

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

Fixed Asset Description	Location	Capital Expenditure
None	NA	NA

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 has developed a plan to pilot the school's first satellite location where services can be provided to our students and their families. While not yet known, it is anticipated that the school will lease this satellite location. Rationale - rather than require our families to come to us or come to rented off-site locations for activities and services, we are bringing the site to their community.

Memorandum of Understanding

Organization	Purpose
Uwchlan Township Police Department	School Safety
Drexel University	Supervised field experiences, practicums, and student teaching
Robert Morris University	Dual Enrollment
PA College of Technology-Workforce Development	pre-apprenticeship program in advanced manufacturing
St. Joseph's University	Supervised field experiences, practicums, and student teaching
The College of William and Mary	Supervised field experiences, practicums, and student

	teaching
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Upload of Memorandum of Understanding Document(s)

MOU InsightPAcyberCS_Fall23.docx - Saint Josephs University (1).pdf

MOU Partnership Agreement Insight PA Cyber School 2028_REVISED.pdf

2023 MOU_AMP TSA_Insight Charter School_Fully Executed.pdf

Drexel and Insight PA Cyber CS MOU 03.31.2023.pdf

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

Uwchlan Twp PD and Insight PA MOU_Doc. signed 5.31.23.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 (4).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@insightpaschool.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)

26-2833180

Address 1

1172 Plaza American Drive, Suite 900

Address 2

City

Reston

State

VA

Zip Code

20190

Plus 4 Code

3203

Additional Comments

Insight PA's agreement with Stride will end on June 30, 2025.

Signatures and Affirmations

Upload Board Affirmation Statement

affirmation_statement_Insight PA_signed.pdf

Date of Approval

2024-07-31

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



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION

November 10, 2022

Eileen Cannistraci, Chief Executive Officer
Insight Cyber Charter School
350 Eagleview Blvd., Suite 350
Exton, PA 19341

Dear Ms. Cannistraci,

Based on a thorough review of Insight Cyber Charter School's (Insight) renewal application and other documentation, and a mutual agreement concerning enrollment parameters, the Pennsylvania Department of Education (Department) is renewing Insight's charter, subject to the information contained in this letter and any areas for correction noted within the Decision to Renew Charter and Appendix A. The renewed charter shall be effective for a term of five years, beginning July 1, 2023, and ending June 30, 2028.

The Department will continue to monitor and examine Insight's operations throughout this term to determine whether Insight is meeting the terms of its charter, the requirements of the Charter School Law, and other applicable state and federal mandates. By granting a renewed charter, the Department does not waive and expressly reserves the right to notify Insight of any violation of the terms and conditions of its charter and to seek correction of such violation. In addition, the Department does not waive and expressly reserves the right to take action against Insight in the form of charter revocation or nonrenewal for reasons including, but not limited to, those discussed in this letter or the attached Decision to Renew Charter and Appendix A.

Please note that the Department will continue to monitor the progress of Insight's students by reviewing students' academic achievement, assessment participation rate, academic growth, and adjusted cohort graduation rates. Beginning Fall 2018, the academic performance of all public schools, including cyber charter schools, is evaluated based on standards for annual meaningful differentiation as identified by [Pennsylvania's ESSA State Plan](#). Each year, the Department will calculate each public school's progress toward meeting or exceeding long-term goals.

The Department will require any cyber charter school that is designated for Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (A-TSI) to take specific corrective actions. Through regional improvement teams, the Department will provide technical assistance and support in developing, implementing, and monitoring evidence-based strategies aligned to each school's most pressing needs. Cyber charter schools designated for CSI or A-TSI will be required to partner with regional improvement teams for the duration of their designation. Failure to exit CSI status may serve as a basis for revocation or nonrenewal of the cyber charter's charter.

If you have any questions regarding this letter, please contact Randy Seely, Division Chief, Division of Charter Schools by email at rseely@pa.gov or by telephone at (717) 705-0353.

Sincerely,

A handwritten signature in black ink, appearing to read "Eric Hagarty". The signature is fluid and cursive, with the first name "Eric" being more prominent.

Eric Hagarty
Acting Secretary of Education

PENNSYLVANIA DEPARTMENT OF EDUCATION

Insight Cyber Charter School : **Charter Renewal Effective:**
Renewal Application : **July 1, 2023 – June 30, 2028**

Decision to Renew Charter

Pursuant to the Charter School Law (CSL), 24 P.S. §§ 17-1701-A – 17-1751-A, the Pennsylvania Department of Education (Department) has the authority and responsibility to renew or not renew the charter of a cyber charter school. 24 P.S. § 17-1741-A(a)(3). The Department may decide not to renew a charter based on the criteria set forth in section 1729-A of the CSL, 24 P.S. § 17-1729-A. A cyber charter school must be in compliance with the material conditions, standards, and procedures contained in the written charter; meet the requirements for student performance set forth in 22 Pa. Code Chapter 4; meet generally accepted standards of fiscal management and audit requirements; be in compliance with the CSL and all other applicable law; provide all material components of each student’s education; and maintain the financial ability to provide services.

The Department granted a charter to Insight Cyber Charter School (Insight) for the term of July 1, 2017, through June 30, 2020. Insight submitted a renewal application to continue operating a cyber charter school and has continued to operate its cyber charter school by extension of the previous charter term until such time as the Department finalized a renewal decision.

Based on a comprehensive review of Insight’s operation during the charter term beginning July 1, 2017, including the information submitted with its renewal application; information gathered by the Department’s representatives; and other sources of data, the Department is renewing Insight’s charter to operate a cyber charter school, subject to this Decision to Renew Charter, the areas for correction noted within Appendix A, and the mutually agreed-upon enrollment parameters outlined herein and in the charter should Insight become designated for Comprehensive School Improvement (CSI). With the exception of the agreed-upon enrollment parameter, which becomes effective immediately should Insight be designated as a CSI school, Insight may continue to operate its cyber charter school until the commencement of the term of the renewed charter.

The baseline enrollment number from which the enrollment parameter would be calculated would be Insight’s highest enrollment as of the year of designation; the baseline number would be used to calculate a one-time 10% enrollment increase that may not be surpassed during any time period Insight is designated for CSI. As an example, if Insight is designated for CSI in the 2022-23 school year and its highest enrollment, as verified by PIMS, was the 2020-21 school year, then the Department would use the 2020-21 enrollment data as the baseline.

The renewed charter shall be effective for a term of five (5) years beginning July 1, 2023, and ending June 30, 2028.

The Department reserves the right to continue to assess and review Insight’s operation and to take action to revoke Insight’s charter based on any information that was or could have been reviewed prior to this charter renewal or discovered during future or ongoing assessments or reviews. The Department does not waive and expressly reserves the right to notify Insight of any

violation and to take action against Insight, if necessary, including revocation or nonrenewal of the charter.

The Department is also providing written notice to Insight of areas of the operation of its cyber charter school that require attention and correction. This notice is provided to allow Insight the opportunity to address areas that may not be in compliance with applicable requirements. Failure to address areas identified by the Department may result in additional action by the Department, including revocation of the charter.



Eric Hagarty
Acting Secretary of Education

Date Mailed: November 10, 2022

APPENDIX A

Pursuant to section 1742-A of the Charter School Law (CSL), 24 P.S. § 17-1742-A, the Pennsylvania Department of Education (Department) has conducted an assessment and review of Insight Cyber Charter School (Insight). Based on this assessment and review, the Department has identified areas of operation which Insight must further examine and address.

Insight must be prepared to provide information and documentary evidence to the Department during any future Department review of the cyber charter school's operations that demonstrates that the cyber charter school operates in compliance with all applicable requirements.

Additionally, as described below, Insight must be prepared to provide the Department with information and documentary evidence as to how it addressed or is working to address each of the areas identified below:

- Academic Proficiency
- Academic Growth
- Graduation Rate
- Governance and Operations

Insight Cyber School must improve its assessment and accountability program.

A cyber charter school must meet the requirements for student performance set forth in 22 Pa. Code Chapter 4, including state student assessment requirements in Chapter 4. 22 Pa. Code §§ 4.51-4.52. The Department expects all schools, including cyber charter schools, to improve academically from the prior year, as demonstrated by various indicators, individually, collectively, or in any combination.

The Department examined various indicators related to Insight's academic performance over its charter term, including, but not limited to, academic achievement, academic growth, and graduation rates. Since Insight's inception, students in all grade levels and all subjects have significantly underperformed on the PSSA and Keystone Exams.

In 2017-18, Insight's combined ESSA Indicator for ELA proficiency was 43.7% and in 2018-19, its combined ESSA Indicator for ELA proficiency was 33.0%, significantly lagging behind the averages of other cyber charter schools, brick-and-mortar charter schools, and traditional public schools. More concerning is Insight's combined ESSA Indicator for Math proficiency, which reached a peak of only 8.4% in 2018-19. Insight's combined ESSA Indicator for Science proficiency is slightly better, with a peak of 33.3%, but still lags behind the averages of other cyber charter schools, brick-and-mortar charter schools, and traditional public schools.

Additionally, Insight's three-year average growth rate, as reported in the Pennsylvania Value Added Assessment System (PVASS), showed significant evidence that students did not meet the academic growth standard. Specifically, Insight's three-year average of academic growth on both the PSSAs and Keystone Exams for every measure of growth for 2017-18 and 2018-19 was either Below or Well Below target scores.

As Insight is a relatively young school, there is not a lot of data regarding its 4 and 5-year combined cohort graduation rates. The first year data was available was 2020, with only 37.35% of Insight's students attaining graduation. This is well below the averages of other cybers (59.8%), brick-and-mortar charters (86.7%), and traditional public schools (90.3%). Under

ESSA, Section 1111(c)(4)(D), “all public high schools in the State failing to graduate one third or more of their students” receive Comprehensive Support and Improvement (CSI) designations.

Beginning Fall 2018, the academic performance of all cyber charter schools are evaluated based on standards for annual meaningful differentiation as identified by Pennsylvania’s ESSA State Plan. Each year, the Department will calculate for each public school, including Insight, its progress toward meeting or exceeding long-term goals. In addition, a cyber charter school that is identified for CSI or Additional Targeted Support and Improvement (A-TSI) will be required to take specific corrective actions. Designation as a CSI school may serve as a basis for revocation or nonrenewal of the cyber charter’s charter.

Therefore, notwithstanding that the Department has renewed Insight’s charter, the Department may require corrective action and/or use designation as a CSI school or failure to exit CSI status as a basis for nonrenewal or revocation of Insight’s charter; if Insight is designated as a CSI school, Insight must be prepared to provide to the Department the following:

- A comprehensive needs analysis that identifies the root causes of inconsistent student achievement results;
- A comprehensive data analysis that examines PSSA, Keystone, and PASA data;
- An explanation of remedial programs that Insight will use to ensure progress from year-to-year;
- A written plan of action for increasing its academic performance, academic growth, and graduation rates;
- A fully executed school improvement plan to increase Insight’s academic proficiency and graduation rates so as to avoid a CSI designation status or, if designated for CSI, to exit such designation;
- Participation in quarterly review meetings—attended by Insight leadership, the assigned Intermediate Unit school improvement facilitator, and staff from the Department’s Office of Elementary and Secondary Education—to ensure alignment in activities between Insight’s school improvement plan and any deficiencies noted in this renewal.

Insight must take certain action related to finance and operations.

Responsibility for Insight’s finance and accounting functions falls on Insight’s Board of Trustees and administration and staff. The Department has observed that, overall, Insight’s approach to managing its finance and accounting functions appears to be straight forward and reasonable. However, it appears that Insight has no formal policy as to how its fund balance should be used. Accordingly, Insight must refine its policies and procedures to adopt a new policy or clarify an existing policy related to fund balance that is in alignment with financial best practices.

Additionally, under the terms of its lease agreement with SBH Associates, L.P., Insight is responsible for maintaining insurance against claims for personal injury (including death) and property damage, under a policy of commercial general liability insurance, in amounts not less than \$2 million combined single limit in respect of bodily injury (including death) and \$2 million for property damage. Based upon the Department’s review of Insight, it appears that Insight may not be maintaining commercial general liability coverage in accordance with its lease

requirements. Accordingly, Insight must provide the Department with documentation evidencing its compliance with the lease agreement.

COMMONWEALTH OF PENNSYLVANIA
CHARTER
to operate a public school known as
INSIGHT CYBER CHARTER SCHOOL

Pursuant to the authority vested in the Pennsylvania Department of Education under the Public School Code of 1949, as amended, and specifically under 24 P.S. § 17-1745-A, the Board of Trustees of **Insight Cyber Charter School** is hereby granted a Charter to operate a public cyber charter school for the period commencing on **July 1, 2023** and ending on **June 30, 2028**. The grant of this Charter was approved by the Pennsylvania Department of Education on November 10, 2022.

It is specifically understood and agreed between the signatories hereto that:


- 1) Insight Cyber Charter School's Board of Trustees shall operate the cyber charter school in accordance with the provisions of 24 P.S. §§ 17-1741-A – 17-1751-A, any amendments thereto enacted during the term of this Charter and any regulations or standards applicable to cyber charter schools;
- 2) If Insight Cyber Charter School becomes designated for Comprehensive School Improvement (CSI) at any time, Insight Cyber Charter School may not expand its enrollment beyond a 10% increase of its highest enrollment as of the year of CSI designation. The Pennsylvania Department of Education will calculate the enrollment parameter and will communicate the enrollment parameter to Insight Cyber Charter School. Such enrollment parameter may not be surpassed during any period Insight Cyber Charter School retains the accountability designation of CSI or until a written amendment, which reflects a mutual agreement of Insight Cyber Charter School and the Pennsylvania Department of Education, modifies this enrollment parameter;
- 3) The granting of this Charter is specifically contingent upon operation of the cyber charter school in strict adherence to the terms of the Renewal Application, submitted by the Board of Trustees on September 27, 2019, any previous application(s) approved by the Pennsylvania Department of Education, and the enrollment parameter stated herein, if such enrollment parameter becomes applicable. Said Renewal Application and previous application(s) are incorporated by reference as if fully set forth herein;
- 4) This Charter constitutes a legally binding agreement for the term set forth above and the terms of said agreement cannot be changed absent a written amendment to this Charter;
- 5) This Charter may be renewed for additional periods of five-year durations and upon any such renewal, a new charter shall be executed by the parties;
- 6) The Pennsylvania Department of Education reserves the right to continue to assess and review Insight Cyber Charter School's operation of the cyber charter school and notify Insight Cyber Charter School of any violation of this Charter or other applicable requirements and seek correction of the violation, and to take action against the Insight Cyber Charter School, if necessary, including revocation or nonrenewal of this Charter

based on any information that was or could have been reviewed prior to this charter renewal or that may be discovered during future or ongoing assessments or reviews; and

7) This Charter can only be terminated in accordance with the provisions of applicable law.

WHEREFORE, the undersigned, intending to be legally bound hereby set their hands this 6th day of December, 2022.


ATTEST:



Eileen Connistraci



Eileen Connistraci



Eileen Connistraci

ATTEST:

Kari Worley

BOARD OF TRUSTEES

Board President, *Alice Solomon*

Board Secretary, *S. K. Nitte*

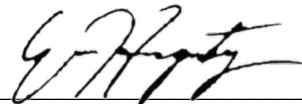
Board Member, *Lowell Thomas*

Board Member, *Michael E. Adler*

Board Member, *Chris Rossi*

Board Member, *Kathleen M. McEachan*

PENNSYLVANIA DEPARTMENT OF
EDUCATION


Eric Hagarty
Acting Secretary of Education

Title	Insight PA Cyber Charter School Charter Renewal Document
File name	PDE Insight Cyber... to be signed.pdf
Document ID	ff8259b3dd5f4c2e624e6decbb55513470678ece
Audit trail date format	MM / DD / YYYY
Status	● Signed

Document History



12 / 01 / 2022
17:30:02 UTC

Sent for signature to Alice Solomon (asolomon@ispacyber.net), Ed Knittel (eknittel@ispacyber.net), Lowell Thomas (lthomas@ispacyber.net), Michael Adler (madler@ispacyber.net), Chris Rossi (crossi@ispacyber.net) and Katie McGeehan (kmcgeehan@ispacyber.net) from sbirdsall@insightpa.org
IP: 162.196.188.189



12 / 01 / 2022
18:27:06 UTC

Viewed by Michael Adler (madler@ispacyber.net)
IP: 198.8.32.61



12 / 01 / 2022
18:28:20 UTC

Signed by Michael Adler (madler@ispacyber.net)
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12 / 01 / 2022
18:53:52 UTC

Viewed by Ed Knittel (eknittel@ispacyber.net)
IP: 73.230.168.226

Title	Insight PA Cyber Charter School Charter Renewal Document
File name	PDE Insight Cyber... to be signed.pdf
Document ID	ff8259b3dd5f4c2e624e6decbb55513470678ece
Audit trail date format	MM / DD / YYYY
Status	● Signed

Document History

 SIGNED	12 / 01 / 2022 18:55:04 UTC	Signed by Ed Knittel (eknittel@ispacyber.net) IP: 73.230.168.226
 VIEWED	12 / 01 / 2022 19:23:49 UTC	Viewed by Katie McGeehan (kmcgeehan@ispacyber.net) IP: 68.81.209.67
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 VIEWED	12 / 01 / 2022 19:27:03 UTC	Viewed by Alice Solomon (asolomon@ispacyber.net) IP: 73.233.211.133
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 VIEWED	12 / 01 / 2022 19:44:36 UTC	Viewed by Chris Rossi (crossi@ispacyber.net) IP: 72.94.151.152

Title	Insight PA Cyber Charter School Charter Renewal Document
File name	PDE Insight Cyber... to be signed.pdf
Document ID	ff8259b3dd5f4c2e624e6decbb55513470678ece
Audit trail date format	MM / DD / YYYY
Status	● Signed

Document History



12 / 05 / 2022
19:41:57 UTC

Signed by Chris Rossi (crossi@ispacyber.net)
IP: 72.94.151.152



12 / 06 / 2022
13:46:57 UTC

Viewed by Lowell Thomas (lthomas@ispacyber.net)
IP: 173.49.171.207



12 / 06 / 2022
13:48:29 UTC

Signed by Lowell Thomas (lthomas@ispacyber.net)
IP: 173.49.171.207



12 / 06 / 2022
13:48:29 UTC

The document has been completed.

Title	Charter Renewal Document
File name	Insight_PA_Cyber_...ewal_Document.pdf
Document ID	3072a54b784c1ae872ce143e88e1368f5c0e53bd
Audit trail date format	MM / DD / YYYY
Status	● Signed

Document History



SENT

12 / 06 / 2022

14:04:40 UTC

Sent for signature to Sarah Birdsall (sbirdsall@insightpa.org) and Eileen Cannistraci (eicannistraci@insightpa.org) from sbirdsall@insightpa.org
IP: 162.196.188.189



VIEWED

12 / 06 / 2022

14:23:34 UTC

Viewed by Eileen Cannistraci (eicannistraci@insightpa.org)
IP: 107.77.204.211



SIGNED

12 / 06 / 2022

14:23:59 UTC

Signed by Eileen Cannistraci (eicannistraci@insightpa.org)
IP: 107.77.204.211



VIEWED

12 / 06 / 2022

15:00:19 UTC

Viewed by Sarah Birdsall (sbirdsall@insightpa.org)
IP: 162.196.188.189



SIGNED

12 / 06 / 2022

15:01:14 UTC

Signed by Sarah Birdsall (sbirdsall@insightpa.org)
IP: 162.196.188.189



COMPLETED

12 / 06 / 2022

15:01:14 UTC

The document has been completed.

August 2nd Special Board Meeting (Wednesday, August 2, 2023)

Generated by Sarah Birdsall on Friday, September 22, 2023

Members present

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

Procedural: A. Executive Sessions

Procedural: B. General Public Comment

3. Reporting

4. Action Items

Action: A. CSI Affirmation statement

Motion to approve the recommendation to approve the CSI plan.

Motion by Chris Rossi, second by Lowell L Thomas.

Final Resolution: Motion Carries

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

Abstain: Michael Adler

Action: B. Electronic Signature Resolution

Motion to approve the resolution giving permission to the CEO to use electronic signature for submitting federal applications

Motion by Lowell L Thomas, second by Edward Knittel.

Final Resolution: Motion Carries

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

5. Announcements

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

6. Adjournment

Procedural: A. Meeting Adjournment

August 29th Board Meeting (Tuesday, August 29, 2023)

Generated by Sarah Birdsall on Monday, September 11, 2023

Members present

Michael Adler, Eileen Cannistraci, Alice Solomon, Katie McGeehan, Edward Knittel

Meeting called to order at 7:03 PM

1. Preliminary

Procedural: A. Call to Order

Procedural: B. Roll Call

Lowell, Chris and Tamara joined the meeting late

Information: C. Mission and Vision

2. Communications

Procedural: A. Executive Sessions

Procedural: B. General Public Comment

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

Motion to approve the June Board Meeting Minutes.

Motion by Edward Knittel, second by Michael Adler.

Final Resolution: Motion Carries

Aye: Michael Adler, Eileen Cannistraci, Alice Solomon, Katie McGeehan, Edward Knittel

3. Reporting

Discussion: A. Board President Report

Discussion: B. CEO Report

Committee Meeting Reviews/Action Items

House Bill 1422 Update

Enrollment Update

Next Board Meeting is September 26th, 2023 at 7.00pm

Discussion: C. COO Report

Committed Funds Memo

Finance Policies Memo and Policies

Discussion: D. CFO Report

June 2023 Financials

July 2023 Financials

4. Action Items

Action: A. June and July Financials

Motion to approve the June and July Financial Report and Disbursements.

Motion by Michael Adler, second by Michael Adler.

Final Resolution: Motion Carries

Aye: Michael Adler, Eileen Cannistraci, Alice Solomon, Katie McGeehan, Edward Knittel

Action: B. Committed Funds
Lowell, Tamara, Chris - all voted yes

Motion to approve the release of the currently committed funds and approve the committed funds as proposed.

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

Action: C. IT Audit
Chris, Lowell, Tamara voted yes

Motion to ratify the IT Audit.

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

Action: D. Student & Family Handbook
Chris, Tamara, Lowell all voted yes

Motion to approve the updates to the Student & Family Handbook.

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

Action: E. Finance Policies
Tamara, Lowell, and Chris all voted yes

Motion to approve retiring the policies put forth for sunseting and to approve the new and revised polices.

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

Action: F. 8/24/23 Employee Roster
Tamara, Lowell, Chris all voted yes

Motion to approve the 8/24/23 Employee Roster.

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

5. Announcements

Information: A. Next Board Meeting - September 26th, 2023 at 7:00pm

6. Adjournment

Procedural: A. Meeting Adjournment

September 26th Board Meeting (Tuesday, September 26, 2023)

Generated by Sarah Birdsall on Thursday, October 19, 2023

Members present

Michael Adler, 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

Information: C. Mission and Vision

2. Communications

Procedural: A. Executive Sessions

Procedural: B. General Public Comment

Action, Minutes: C. Approval of the August 2nd 2023 Special Board Meeting Minutes
Motion to approve the August 2nd Special Board Meeting Minutes.

Motion by Chris Rossi, second by Tamara Campbell.

Final Resolution: Motion Carries

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

Action, Minutes: D. Approval of the August 2023 Board Minutes
Motion to approve the August Board Meeting Minutes.

Motion by Katie McGeehan, second by Michael Adler.

Final Resolution: Motion Carries

Aye: 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/Action Items
Auditor General Update
Next Board Meeting is October 24th, 2023 at 7.00pm

Discussion: C. Manager of Communications Report
Communications Board Presentation

Discussion: D. COO Report
Approval of Purchasing Cooperatives
Approval of bid acceptance for High Dosage Tutoring Contract

Discussion: E. CAO Report
CTE Presentation
LEAP Program Discussion

Discussion: F. CFO Report
August 2023 Financials

4. Action Items

Action: A. August Financials

Motion to approve the August Financial Report and Disbursements.

Motion by Michael Adler, second by Tamara Campbell.

Final Resolution: Motion Carries

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

Action: B. Bylaws

Motion to approve the revised Board Bylaws with the changes identified.

Motion by Katie McGeehan, second by Chris Rossi.

Final Resolution: Motion Carries

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

Action: C. High Dosage Tutoring Bid

Motion to approve the agreement with Carnegie Learning with a start date of October 1, 2023.

Motion by Michael Adler, second by Tamara Campbell.

Final Resolution: Motion Carries

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

Action: D. Purchasing Cooperatives

Motion to approve the executed Resolution to participate in the CCIU's technology bid and to ratify the participation in the above-mentioned cooperatives for the above stated purposes and for future procurement

Motion by Tamara Campbell, second by Edward Knittel.

Final Resolution: Motion Carries

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

Action: E. Special Education Settlement 311-22

Motion to approve the Special Education Settlement 311-22.

Motion by Michael Adler, second by Chris Rossi.

Final Resolution: Motion Carries

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

Action: F. Special Education Settlement 284-23

Motion to approve the Special Education Settlement 284-23.

Motion by Edward Knittel, second by Katie McGeehan.

Final Resolution: Motion Carries

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

Action: G. 9/22/23 Employee Roster

Motion to approve the 9/22/23 Employee Roster.

Motion by Chris Rossi, second by Tamara Campbell.

Final Resolution: Motion Carries

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

5. Announcements

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

6. Adjournment

Procedural: A. Meeting Adjournment

October 24th Board Meeting (Tuesday, October 24, 2023)

Generated by Sarah Birdsall on Friday, October 27, 2023

Members present

Lowell L Thomas, Michael Adler, 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

Information: C. Mission and Vision

2. Communications

Procedural: A. Executive Sessions

Procedural: B. General Public Comment

Action,Minutes: C. Approval of the September Board Meeting Minutes

Motion to approve the September Board Meeting Minutes.

Motion by Tamara Campbell, second by Edward Knittel.

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/Action Items

CSI Update

Auditor General Update

Next Board Meeting is November 28th, 2023 at 7.00pm

Discussion: C. COO Report

Policy memo for Weapons Free Workplace and Alcohol Use Policies

Discussion: D. CFO Report

September 2023 Financials

Discussion: E. CTIO Report

e-Plus Technology Pilot

Discussion: F. Event Highlights Report

4. Action Items

Action: A. September Financials

Motion to approve the September Financial Report and Disbursements.

Motion by Tamara Campbell, second by Michael Adler.

Final Resolution: Motion Carries

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

Action: B. Weapons Free Workplace and Alcohol Use Policies

Motion to approve the revised policies.

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, Tamara Campbell

Action: C. e-Plus Technology Pilot

Motion to ratify the attached SOW with e-Plus Technology, Inc. allowing staff to move forward with the December pilot.

Motion by Chris Rossi, second by Tamara Campbell.

Final Resolution: Motion Carries

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

Action: D. 10/20/23 Employee Roster

Motion to approve the 10/20/23 Employee Roster.

Motion by Michael Adler, second by Chris Rossi.

Final Resolution: Motion Carries

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

5. Announcements

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

6. Adjournment

Procedural: A. Meeting Adjournment

November 28th Board Meeting (Tuesday, November 28, 2023)

Generated by Sarah Birdsall on Wednesday, November 29, 2023

Members present

Michael Adler, Chris Rossi, Alice Solomon, Edward Knittel, Tamara Campbell

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

Minutes: C. Approval of the October Board Meeting Minutes
Tamara Campbell first and Michael Adler a second

All say aye

3. Reporting

Discussion: A. Board President Report

Discussion: B. CEO Report
Committee Meeting Reviews/Action Items
Next Board Meeting is January 30th, 2024 at 7.00pm

Discussion: C. COO Report
Health Insurance renewal for 2024 including three initiatives from the Employee Retention Plan
Childcare Benefit (from Employee Retention Plan)
Change to Bereavement Policy (from Employee Retention Plan)
School Safety Assessment Report
Enrollment & Demographics Report

Discussion: D. CFO Report
Audit Report
October 2023 Financials

4. Action Items

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

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

Action: B. Audit Report
Motion to accept the final Draft Audit Report

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

Action: C. Change to Bereavement Policy
Motion to approve the revised Bereavement Policy for inclusion in the Employee Handbook.

Motion by Edward Knittel, second by Tamara Campbell.

Final Resolution: Motion Carries

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

Action: D. Health Insurance Renewal

Motion to approve the renewal of our health insurance plans with the proposed changes included in this memo and authorize our COO or Director of Human Resources to execute any related agreements.

Motion by Chris Rossi, second by Tamara Campbell.

Final Resolution: Motion Carries

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

Action: E. Reduce Co-pays

Motion to approve the initiative to reduce co-pays as included in this memo and authorize our COO or Director of Human Resources to execute any related agreements.

Motion by Tamara Campbell, second by Chris Rossi.

Final Resolution: Motion Carries

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

Abstain: Michael Adler

Action: F. Decrease in employee contributions

Motion to approve the initiative to decrease employee contributions as included in this memo.

Motion by Tamara Campbell, second by Chris Rossi.

Final Resolution: Motion Carries

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

Action: G. In-lieu-of Benefits

Motion to approve the initiative to implement the in-lieu-of benefits benefit and develop a related policy.

Motion by Tamara Campbell, second by Edward Knittel.

Final Resolution: Motion Carries

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

Action: H. Childcare Benefit

Motion to approve the employer relationship with KinderCare which will provide our employees with discounted child care options and authorize our COO or Finance Manager to execute any related agreements.

Motion by Chris Rossi, second by Edward Knittel.

Final Resolution: Motion Carries

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

Action: I. Employee Roster

Motion to approve the 11/20/23 Employee Roster.

Motion by Edward Knittel, second by Tamara Campbell.

Final Resolution: Motion Carries

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

5. Announcements

Information: A. Next Board Meeting - January 30th, 2024 at 7:00pm

6. Adjournment

Procedural: A. Meeting Adjournment

January 30th Board Meeting (Tuesday, January 30, 2024)

Generated by Sarah Birdsall on Friday, February 16, 2024

Members present

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

Meeting called to order at 7:05 PM

1. Preliminary

Procedural: A. Call to Order

Procedural: B. Roll Call

Information: C. Mission and Vision

2. Communications

Procedural: A. General Public Comment

Bradley Willwerth, parent, made public comment regarding complaints about communications with the board and complaints about school administration.

Action: B. Michael E. Adler Resignation

Michael Adler has submitted his resignation to the Board. Can I have a motion to approve his resignation effective January 30, 2024?

Motion by Edward Knittel, second by Katie McGeehan.

Final Resolution: Motion Carries

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

Action: C. Bill Ferrara

Bill Ferrara is sworn in by Pat Hennessy of Barton Gilman

Can I have a motion to approve Bill Ferrara as a new Board member of Insight PA's Board of Trustees?

Motion by Katie McGeehan, second by Tamara Campbell.

Final Resolution: Motion Carries

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

Procedural: D. Executive Sessions

Minutes: E. Approval of the November Board Meeting Minutes

Christ Rossi first and Tamara Campbell seconded the motion.

All Board Members said Aye except Bill Ferrara who abstained.

*He will be abstaining on this vote and all votes this evening.

3. Reporting

Discussion: A. Board President Report

Discussion: B. CEO Report

Committee Meeting Reviews/Action Items

Project Manager of Executive Initiatives and Board Liaison

Next Board Meeting is February 27th, 2024 at 7.00pm

Discussion: C. COO Report

24-25 SY Calendar

Update of Multiple Policies

Discussion: D. CFO Report

November and December 2023 Financials

Discussion: E. Director of Communications Report

Communications Presentation
Skating across the State

4. Action Items

Action: A. November/December Financials
Bill Ferrara abstains from the vote.

Motion to approve the November and December Financial Report and Disbursements.

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

Action: B. Updated Policies
Bill Ferrara abstained from the vote.

Motion to approve the new and revised polices included in the memo.

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

Action: C. 24-25 SY Calendar
Motion to approve the draft 2024-2025 School Year Calendar.

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

Action: D. Employee Roster
Bill Ferrara abstains from the vote.

Motion to approve the 1/19/24 Employee Roster.

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

5. Announcements

Information: A. Next Board Meeting - February 27th, 2024 at 7:00pm

6. Adjournment

Procedural: A. Meeting Adjournment

February 27th Board Meeting (Tuesday, February 27, 2024)

Generated by Sarah Birdsall on Tuesday, February 27, 2024

Members present

Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Tamara Campbell, Bill Ferrara

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. General Public Comment

Procedural: B. Executive Sessions

he Board held no Executive Sessions during the month of January.

Action, Minutes: C. Approval of the January Board Meeting Minutes

Motion to approve the January Board Meeting Minutes.

Motion by Chris Rossi, second by Bill Ferrara.

Final Resolution: Motion Carries

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

3. Reporting

Discussion: A. Board President Report

Discussion: B. CEO Report

Committee Meeting Reviews/Action Items

Next Board Meeting is March 26th, 2024 at 7.00pm

Discussion: C. CAO Report

Academic Review

CSI Goals Progress & Associated Metrics

Discussion: D. CFO Report

January 2024 Financials

Discussion: E. Foundation Report

Foundation Update

4. Action Items

Action: A. January Financials

Motion to approve the January Financial Report and Disbursements.

Motion by Tamara Campbell, second by Edward Knittel.

Final Resolution: Motion Carries

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

Action: B. Employee Changes

Motion to approve the 2/16/24 Employee Changes.

Motion by Chris Rossi, second by Bill Ferrara.

Final Resolution: Motion Carries

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

5. Announcements

Information: A. Next Board Meeting - March 26th, 2024 at 7:00pm

March 26th Board Meeting (Tuesday, March 26, 2024)

Generated by Sarah Birdsall on Monday, April 8, 2024

Members present

Chris Rossi, Alice Solomon, Katie McGeehan, Tamara Campbell, Bill Ferrara

Meeting called to order at 7:01 PM

1. Preliminary

Procedural: A. Call to Order

Procedural: B. Roll Call

Information: C. Mission and Vision

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

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

2. Communications

Procedural: A. General Public Comment

Insight PA Cyber Charter School welcomes your participation at the School's Board meetings. The purpose of a public meeting of the Board of Trustees is to conduct the affairs of the School in public. We are pleased that you are in attendance and hope that you will attend Board meetings often. Your participation assures us of continuing community interest in our School.

To assist you in the ease of speaking/participating in our meetings, the following guidelines are provided.

1. The Public Comment section at the start of the meeting is set aside to make comment on items that are not specifically on the agenda.

Individual public comment is limited to three (3) minutes. The Board may decide to limit the overall public comment and make an announcement at the meeting if it decides to do so.

2. With regards to an item on the agenda, public comment, up to three (3) minutes each, may be made when the Board discusses that item.

3. When addressing the Board, speakers are requested to state their name and full address and adhere to the time limits set forth.

Please note that Insight PA's school solicitor is present at all regular Board Meetings and that this meeting is being recorded for sole use by the Board Secretary.

The chat function has now been disabled and will be turned off for the duration of the meeting.

Procedural: B. Executive Sessions

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

Motion to approve the February Board Meeting Minutes.

Motion by Tamara Campbell, second by Bill Ferrara.

3. Reporting

Discussion: A. Board President Report

Discussion: B. CEO Report

Committee Meeting Reviews/Action Items

Next Board Meeting is April 30th, 2024 at 7.00pm

Discussion: C. COO Report

Board Travel & Expense Policy

Enrollment & Demographics Report

Discussion: D. CFO Report
February Financials

Discussion: E. Foundation Report
Foundation Update

4. Action Items

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

Motion by Tamara Campbell, second by Bill Ferrara.
Final Resolution: Motion Carries
Aye: Chris Rossi, Alice Solomon, Katie McGeehan, Tamara Campbell, Bill Ferrara

Action: B. Student Settlement
Motion to approve the Student Settlement.

Motion by Chris Rossi, second by Katie McGeehan.
Final Resolution: Motion Carries
Aye: Chris Rossi, Alice Solomon, Katie McGeehan, Tamara Campbell, Bill Ferrara

Action: C. Board Policy - Travel & General Expenses
Motion to approve the Travel & General Expenses Board Policy.

Motion by Bill Ferrara, second by Katie McGeehan.
Final Resolution: Motion Carries
Aye: Chris Rossi, Alice Solomon, Katie McGeehan, Tamara Campbell, Bill Ferrara

Action: D. Employee Changes
Motion to approve the 3/21/24 Employee Changes Report.

Motion by Katie McGeehan, second by Bill Ferrara.
Final Resolution: Motion Carries
Aye: Chris Rossi, Alice Solomon, Katie McGeehan, Tamara Campbell, Bill Ferrara

5. Announcements

Information: A. Next Board Meeting - April 30th, 2024 at 7:00pm

April 30th Board Meeting (Tuesday, April 30, 2024)

Generated by Sarah Birdsall on Friday, May 24, 2024

Members present

Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Tamara Campbell, Bill Ferrara

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. General Public Comment

Procedural: B. Executive Sessions

The Board held one Executive Session during the month of March.

Action, Minutes: C. Approval of the March Board Meeting Minutes

Motion to approve the March Board Meeting Minutes.

Motion by Tamara Campbell, second by Bill Ferrara.

Final Resolution: Motion Carries

Aye: Chris Rossi, Alice Solomon, Katie McGeehan, Tamara Campbell, Bill Ferrara

Abstain: Edward Knittel (was unable to review the minutes)

3. Reporting

Discussion: A. Board President Report

Discussion: B. CEO Report

Committee Meeting Reviews/Action Items

Next Board Meeting is May 28th, 2024 at 7.00pm

Discussion: C. COO Report

Draft Policies Subpoenas, Custody Orders, and Protection from Abuse Orders, School Newspaper, Megan’s Law Policy

2024/2025 Enrollment Numbers - (verbal update)

Discussion: D. CFO Report

March 2024 Financials

Draft 2024/2025 Budget

Discussion: E. Director of Communications Report

Communications Presentation

4. Action Items

Action: A. March Financials

Motion to approve the March Financial Report and Disbursements.

Motion by Bill Ferrara, second by Edward Knittel.

Final Resolution: Motion Carries

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

Action: B. Draft 2024/2025 Budget

Motion to accept the draft 2024-2025 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: Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Tamara Campbell, Bill Ferrara

Action: C. Employment Agreement, 01-2024

Motion to approve the Employment Agreement, 01-2024.

Motion by Bill Ferrara, second by Tamara Campbell.

Final Resolution: Motion Carries

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

Action: D. Board Policy Memo and Draft Policies

Motion to approve the draft policies: Subpoenas, Custody Orders, and Protection from Abuse Orders, School Newspaper, Megan's Law.

Motion by Bill Ferrara, second by Chris Rossi.

Final Resolution: Motion Carries

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

Action: E. Academic Draft Policies

Motion to approve the Academic Curriculum and Exemption from Instruction Draft Policies.

Motion by Tamara Campbell, second by Chris Rossi.

Final Resolution: Motion Carries

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

Action: F. Employee Changes

Motion to approve the 4/24/24 Employee Changes Report.

Motion by Edward Knittel, second by Tamara Campbell.

Final Resolution: Motion Carries

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

5. Announcements

Information: A. Next Board Meeting - May 28th, 2024 at 7:00pm

May 28th Board Meeting (Tuesday, May 28, 2024)

Generated by Sarah Birdsall on Tuesday, May 28, 2024

Members present

Chris Rossi, Alice Solomon, Katie McGeehan, 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

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

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

2. Communications

Procedural: A. General Public Comment

Procedural: B. Executive Sessions

The Board held two Executive Sessions during the month of April on 4/16 and 4/30 to discuss an employee matter.

Action, Minutes: C. Approval of the April Board Meeting Minutes

Motion to approve the April Board Meeting Minutes.

Motion by Chris Rossi, second by Katie McGeehan.

Final Resolution: Motion Carries

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

3. Reporting

Discussion: A. Board President Report

Discussion: B. CEO Report

Committee Meeting Reviews/Action Items

Next Board Meeting is June 25th, 2024 at 7.00pm

Discussion: C. COO Report

Employee Handbook Policies

Operations Policies

Renewal of Insurance Policies

Discussion: D. CFO Report

April 2024 Financials

Final Draft 2024/2025 Budget

Discussion: E. Foundation Report

Upcoming Fundraisers

4. Action Items

Action: A. April Financials

Motion to approve the April Financial Report and Disbursements.

Motion by Tamara Campbell, second by Chris Rossi.

Final Resolution: Motion Carries

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

Action: B. Final Draft 2024/2025 Budget

Motion to approve the final draft 2024-2025 budget.

Motion by Katie McGeehan, second by Tamara Campbell.
Final Resolution: Motion Carries
Aye: Chris Rossi, Alice Solomon, Katie McGeehan, Tamara Campbell

Action: C. Employee Handbook
Motion to approve the policy changes as presented.

Motion by Chris Rossi, second by Katie McGeehan.
Final Resolution: Motion Carries
Aye: Chris Rossi, Alice Solomon, Katie McGeehan, Tamara Campbell

Action: D. Operations Policies
Motion to approve the Operations policies as presented.

Motion by Tamara Campbell, second by Katie McGeehan.
Final Resolution: Motion Carries
Aye: Chris Rossi, Alice Solomon, Katie McGeehan, Tamara Campbell

Action: E. Employee Changes
Motion to approve the 5/22/24 Employee Changes Report.

Motion by Chris Rossi, second by Katie McGeehan.
Final Resolution: Motion Carries
Aye: Chris Rossi, Alice Solomon, Katie McGeehan, Tamara Campbell

Action: F. Amend the agenda to include the Insurance policy as an Action Item

Motion by Katie McGeehan, second by Tamara Campbell.
Final Resolution: Motion Carries
Aye: Chris Rossi, Alice Solomon, Katie McGeehan, Tamara Campbell

Action: G. Insurance Policy

Motion by Katie McGeehan, second by Tamara Campbell.
Final Resolution: Motion Carries
Aye: Chris Rossi, Alice Solomon, Katie McGeehan, Tamara Campbell

5. Announcements

Information: A. Next Board Meeting - June 25th, 2024 at 7:00pm

June 25th Board Meeting (Tuesday, June 25, 2024)

Generated by Sarah Birdsall on Wednesday, June 26, 2024

Members present

Chris Rossi, Alice Solomon, Edward Knittel, Tamara Campbell, Bill Ferrara

Meeting called to order at 7:01 PM

1. Preliminary

Procedural: A. Call to Order

Procedural: B. Roll Call

Information: C. Mission and Vision

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

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

2. Communications

Procedural: A. General Public Comment

Public Comment was provided by Mr. Wilwerth and his daughter.

Procedural: B. Executive Session

The Board held one Executive Session during the month of May 15th to discuss the CEO evaluation process and rubric.

Action, Minutes: C. Approval of the May Board Meeting Minutes
Ed would like to abstain as he wasn't at the meeting

Motion to approve the May Board Meeting Minutes.

Motion by Tamara Campbell, second by Chris Rossi.

Final Resolution: Motion Carries

Aye: Chris Rossi, Alice Solomon, Tamara Campbell, Bill Ferrara

Abstain: Edward Knittel

3. Reporting

Discussion: A. Board President Report

Discussion: B. CEO Report

Committee Meeting Reviews/Action Items

Next Board Meeting is August 27th, 2024 at 7.00pm

Discussion: C. CFO Report

May 2024 Financials

Fund Balance Recommended Drawdown

Discussion: D. Director of Communications Report

Communications Presentation

Discussion: E. Foundation Report

Foundation Updates

4. Action Items

Action: A. May Financials

Motion to approve the May Financial Report and Disbursements.

Motion by Edward Knittel, second by Bill Ferrara.

Final Resolution: Motion Carries

Aye: Chris Rossi, Alice Solomon, Edward Knittel, Tamara Campbell, Bill Ferrara

Action: B. Fund Balance Recommended Drawdown

Motion to approve the resolution to draw down the Fund Balance amounts as described on the slide, which will have the effect of reducing the overall Designated Fund Balance to \$40 million dollars.

Motion by Bill Ferrara, second by Edward Knittel.

Final Resolution: Motion Carries

Aye: Chris Rossi, Alice Solomon, Edward Knittel, Tamara Campbell, Bill Ferrara

Action: C. Staff Acceptable Use of Electronic Resources and Communication Systems policy

Motion to approve the Staff Acceptable Use of Electronic Resources and Communication Systems policy.

Motion by Tamara Campbell, second by Chris Rossi.

Final Resolution: Motion Carries

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

Nay: Bill Ferrara

Action: D. 2024/2025 Board Calendar

Motion to approve the 2024/2025 Board Calendar.

Motion by Bill Ferrara, second by Chris Rossi.

Final Resolution: Motion Carries

Aye: Chris Rossi, Alice Solomon, Edward Knittel, Tamara Campbell, Bill Ferrara

Action: E. 2024/2025 Board Slate

Motion to approve the 2024/2025 Board Slate.

Motion by Tamara Campbell, second by Bill Ferrara.

Final Resolution: Motion Carries

Aye: Chris Rossi, Alice Solomon, Edward Knittel, Tamara Campbell, Bill Ferrara

Action: F. Communications Policy

Motion to approve the Communications Policy to be added to the Insight PA Employee Handbook.

Motion by Tamara Campbell, second by Chris Rossi.

Final Resolution: Motion Carries

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

Nay: Bill Ferrara

Action: G. Academic and Student Services Handbook

Motion to approve the 2024-2025 School Year Academic and Student Services Handbook pending legal review.

Motion by Bill Ferrara, second by Chris Rossi.

Final Resolution: Motion Carries

Aye: Chris Rossi, Alice Solomon, Edward Knittel, Tamara Campbell, Bill Ferrara

Action: H. Employee Changes

Motion to approve the 6/20/24 Employee Changes Report.

Motion by Tamara Campbell, second by Edward Knittel.

Final Resolution: Motion Carries

Aye: Chris Rossi, Alice Solomon, Edward Knittel, Tamara Campbell, Bill Ferrara

5. Announcements

Information: A. Next Board Meeting - August 27th, 2024 at 7:00pm

First Name	Last Name	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
Michelina	Aaronson	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	0
Laura	Aber	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	0
Scott	Acri	Instructional I Grades PK-4 (2825); Instructional I Cooperative Ed. 7-12 (2361)	PK- 12	Math, English, Science, Social Studies, Cooperative Ed.	100	100	0
Valerie	Alchier	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	0
Martine	Allegro Woods	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	0
Katelyn	Altieri	Instructional I Mathematics 7-12 (6800); Instructional II Mathematics 7-12 (6800)☐	7-12	Math	100	100	0
Annamarie	Ament	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	0

First Name	Last Name	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
Kattreena	Amodeo	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	0
Whitney	Anderson	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	0
Bailey	Annis	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	0
Michelle	Antoun	Instructional I Elementary K-6 (2810); Instructional II Elementary K-6 (2810)	K-6	English, Math, Science, Social Studies	100	100	0
Chandra	Arlet	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	0
Lauren	Armanious	Instructional I Social Studies 7-12 (8875); Instructional II Social Studies 7-12 (8875)	7-12	Social Studies	100	100	0
Jennifer	Arnold	Instructional I Mathematics 7-12 (6800)	7-12	Math	100	100	0
Christine	Babu	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	PK-12	Educational Specialist, Counselor	100	100	0
Kimberly	Bailey	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	0
Erin	Barnes	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	0

First Name	Last Name	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
Krista	Barone (Fischett	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	0
Kristin	Barrett	Instructional I Social Studies 7-12 (8875); Instructional II Social Studies 7-12 (8875)	7-12	Social Studies	100	100	0
Amy	Barrett	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); Emergency Permit: LT Sub with No Educational Obligation Mathematics 7-12 (6800)	K-9	English, Math, Science, Social Studies	100	100	0
Thomas	Bartholomew	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	0
Jeremy	Bassett	Instructional I Elementary K-6 (2810); Instructional I General Science 7-12 (8450)	K-12	English, Math, Science, Social Studies	100	100	0
Juli	Baumgarner	Educational Specialist I School Psychologist PK-12 (1875)	PK-12	Psychologist	100	100	0
Karla	Beadle	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	0
Robert	Beckey	Instructional I Social Studies 7-12 (8875)	7th - 12	Social Studies	100	100	0
Nicholas	Beegle	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	0
Mara	Benvenuti	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	PK - 12	Secondary School Counselor	100	100	0
Lisa	Berger	Instructional I Social Studies 7-12 (8875); Instructional II Social Studies 7-12 (8875)	7-12	Social Studies	100	100	0
Jessica	Betts	Instructional I Elementary K-6 (2810); Instructional II Elementary K-6 (2810)	K-6	English, Math, Social Studies, Science,	100	100	0
Hannah	Bevington	Instructional I Special Education PK-8 (9226); Instructional I Grades PK-4 (2825)	PK-8	English, Math, Science, Social Studies, Special Education	100	100	0

First Name	Last Name	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
Melissa	Bialas	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	0
Debra-Ann	Bielawski	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	0
Lisa M	Birckbichler	Instructional I Elementary K-6 (2810); Instructional II Elementary K-6 (2810)	K - 6	Math, English, Science, Social Studies	100	100	0
Patrick	Blackstone	Instructional I Mathematics 7-12 (6800)	7-12	Math	100	100	0
Megan	Bogart	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	0
Michelle	Botti	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	0
Kristina M	Bowen	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	0
Mary	Bowers	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	0
Megan	Boyer	Instructional I Mathematics 7-12 (6800); Instructional II Mathematics 7-12 (6800)☐	7-12	Math	100	100	0
Jean	Brennan	Instructional I Elementary K-6 (2810); Instructional II Elementary K-6 (2810)	K-6	English, Math, Social Studies, Science	100	100	0
Kelsey	Brenner	Instructional I Grades PK-4 (2825); Instructional I Special Education PK-8 (9226)	PK-8	English, Math, Social Studies, Science, Special Education	100	100	0

First Name	Last Name	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
Laura Beth	Briffa	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	0
Rhonda	Brody	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	0
Jamie	Brooks	Instructional I Mathematics 7-12 (6800); Instructional II Mathematics 7-12 (6800)	7-12	Math	100	100	0
Amy	Brown	Instructional II Mathematics 7-12 (6800); Instructional I Mathematics 7-12 (6800)	7-12	Math	100	100	0
Antoinette	Brucker	Instructional I Special Education PK-12 (9225); Instructional II Special Education PK-12 (9225)	PK-12		100	100	0
Kelly	Bryniarski	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	0
Ambra	Buffington	Emergency Permit: LT Sub with No Educational Obligation Special Education PK-12 (9231)	PK-12	Special Education	100	0	100
Whitney	Burkhart	Instructional I Biology 7-12 (8405)	7-12	Biology	100	100	0
Karlin	Burks	Instructional I Reading Specialist PK-12 (7650); Administrative I Principal PK-12 (1115); Instructional I Elementary K-6 (2810);		PK - 12	100	100	0
Jackie	Byron	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	0
Sonya	Caceres	Instructional I Music PK-12 (7205)	PK-12	Music	100	100	0
Denise	Caldone	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	0

First Name	Last Name	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
April	Calton	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	0
Amanda	Campbell	Instructional I Special Education PK-8 (9226); Instructional I Grades PK-4 (2825)	PK-8	English, Math, Science, Social Studies, Special Education	100	100	0
Eileen	Cannistraci	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	0
Alyssa	Cappetta	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	0
Alyssa	Carr	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	0
Stephanie	Chesnet	Instructional I Grades PK-4 (2825)	PK-4	English, Math, Social Studies, Science	100	100	0
Dawn	Christ	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	0
Nicole	Cianci	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	0
Vince	Ciaramella	Instructional I Social Studies 7-12 (8875); Instructional II Social Studies 7-12 (8875)	7-12	Social Studies	100	100	0
Michelle	Cichello	Educational Specialist I School Psychologist PK-12 (1875); Educational Specialist II School Psychologist PK-12 (1875)	PK-12	School Psychologist	100	100	0
Brianna	Cinti	Instructional I English 7-12 (3230)	7-12	English	100	100	0

First Name	Last Name	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
Amber	Clark	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	0
Krista	Clark	Instructional I Social Studies 7-12 (8875)	7-12	Social Studies	100	100	0
Shannon	Clune	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	0
Nicole	Colavecchia	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	0
Cameron	Colyer	Instructional I Spanish PK-12 (4490)	PK-12	Spanish Teacher	100	100	0
Heather	Conley-Vavercha	Instructional I English 7-12 (3230)	7-12	English	100	100	0
Lindsay	Conty	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	0
Tessa	Cope	Instructional I Grades PK-4 (2825)	PK-4	English, Math, Social Studies, Science	100	100	0
Amanda	Copulos	Instructional I Elementary K-6 (2810); Instructional II Elementary K-6 (2810)	K-6	English, Math, Social Studies, Science	100	100	0
Kelly	Corneal	Instructional II Elementary K-6 (2810); Instructional II Special Education PK-12 (9225); Program Specialist English as a Second Language (ESL) PK-12 (4499)	PK-12	Math, Science, English, Social Studies, Special Education	100	100	0
Andrea	Costabile	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	0
Ariel	Crawford	Instructional I English 7-12 (3230); Instructional I Special Education 7-12 (9227)	7-12	English, Special Education	100	100	0
Brayden	Cressman	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	0
Kate	Daley-Yankanich	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	0

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Danielle	Darmo	Instructional I Elementary K-6 (2810); Instructional II Elementary K-6 (2810)	K - 6	Math, English, Social Studies, Science	100	100	0
Jean	Dautel	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	0
Leeann	Dautel	Instructional I Social Studies 7-12 (8875); Instructional I Special Education 7-12 (9227)	7th-12	Social Studies, Special Education	100	100	0
Brian	Davis	Educational Specialist I School Psychologist PK-12 (1875); Educational Specialist II School Psychologist PK-12 (1875)	PK-12	School Psychologist	100	100	0
Erica	Davis	Instructional I Grades 4-8 (All subjects 4-6, Mathematics 7-8) (3100)	4th - 8	Math, English, Science, Social Studies	100	100	0
Caryn	Decker	Instructional I Mid-Level Science 6-9 (2880); Instructional I Elementary K-6 (2810)	K-9	English, Math, Science, Social Studies	100	100	0
Jennifer	Detruf	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	0
Karina	deTurck	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	PK-12	Counselor	100	100	0
Heather	DeWitt	Instructional I Early Childhood N-3 (2840); Instructional I Elementary K-6 (2810)	N-6	Early Childhood, Math, Science, English, Social Studies	100	100	0
Dana	Diamond	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	0
Cristen	Diegel	Instructional II Elementary K-6 (2810); Instructional II Special Education PK-12 (9225)	PK-12	Math, Reading, English, Social Studies, Special Education	100	100	0
Daniel	Doan	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	0
Maggie	Dominick	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	0
Andrea	Dominytus	Instructional I Grades PK-4 (2825)	PK-4	English, Math, Social Studies, Science	100	100	0
Michael	Donch	Instructional I Mathematics 7-12 (6800)	7-12	Math	100	100	0
Shari	Donch	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	0

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Joshua	Dorfzaun	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	0
Allison	Dracha	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	0
Jill	Dunlap	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	0
Elizabeth	Eichner	Instructional I Grades PK-4 (2825)	PK-4	Math, English, Science, Social Studies	100	100	0
Nicole	Eljourni	Instructional I Elementary K-6 (2810)	K-6	English, Math, Social Studies, Science	100	100	0
Daniel	Estevao	Instructional I Social Studies 7-12 (8875)	7th-12	Social Studies	100	100	0
Maggie	Federowicz	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	0
Alyssa	Fink	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	0
Lisa	Finn	Instructional I English 7-12 (3230)	7-12	English	100	100	0
Patrick	Finnegan	Instructional II English 7-12 (3230); Instructional II Social Studies 7-12 (8875); Instructional I English 7-12 (3230); Instructional I Social Studies 7-12 (8875)	7th-12	English, Social Studies	100	100	0
Kaitlin	Finnerty	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	0
Mary	Fisher	Instructional I Biology 7-12 (8405)	7-12	Biology	100	100	0
Kim	Fitzgerald	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	0
Renee	Fitzgibbons	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	0

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Catherine	Flynn	Instructional I Mathematics 7-12 (6800); Instructional II Mathematics 7-12 (6800)	7-12	Math	100	100	0
Melissa	Fontana	Instructional I Elementary K-6 (2810)	K-6	English, Math, Social Studies, Science	100	100	0
Morgan	Foster	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	PK-12	School Counselor	100	100	0
Tiffany	Frentzen	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	0
Marna	Furman	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	0
Elizabeth	Gierczynski	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, Englis, Social Studies, Science, Special Education	100	100	0
Rebecca	Gilliard	Instructional I Mathematics 7-12 (6800); Instructional II Mathematics 7-12 (6800)	7-12	Math	100	100	0
Christan	Glennon	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	0
Kailyn	Goldinger	Instructional I Health & Physical Educ PK-12 (4805)	PK-12	Health and Phys. Ed	100	100	0
Cynthia	Gonzalez Diaz	Instructional I Grades PK-4 (2825)	PK-4	English, Math, Science, Social Studies	100	100	0
Amanda	Goss	Intern Bus-Computer-Info Tech PK-12 (1603)	PK-12	Bus-Computer-Info Tech	100	100	0
Jenny	Goswick	Instructional I Art PK-12 (1405); Instructional II Art PK-12 (1405)	PK-12	Art	100	100	0
Zoe	Graham	Educational Specialist I School Psychologist PK-12 (1875)	PK - 12	School Psychologist	100	100	0
Anthony	Grande	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	0
Meghan	Greaves	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	0

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Meghan	Greaves	Instructional I Elementary K-6 (2810); Instructional I Reading Specialist PK-12 (7650); Program Instructional II Elementary K-6 (2810); Specialist English as a Second Language (ESL) PK-12 (4499); Instructional II Reading Specialist PK-12 (7650)	PK - 12	Math, Science, English, Social Studies, Reading Specialist, ESL	100	100	0
Michelle	Greco	Instructional I English 7-12 (3230); Instructional II English 7-12 (3230)	7th-12	English	100	100	0
Weston	Gricks	Instructional I Social Studies 7-12 (8875)	7th-12	Social Studies	100	100	0
Desirae	Gulden	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	0
Elizabeth	Habbyshaw	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	0
Kerri	Hall	Instructional I Social Studies 7-12 (8875)	7-12	Social Studies	100	100	0
Dorinda	Hammer	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	0
Kayla	Hanavan	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	0
Leah	Haney	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	0
Madeline	Hanson	Instructional I Social Studies 7-12 (8875)	7-12	Social Studies	100	100	0
Lacee	Harkleroad	Emergency Permit: LT Sub with No Educational Obligation Special Education PK-12 (9231)	PK-12	Math, Science, English, Social Studies	100	0	100
Erin	Harper	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	0
Christa	Harper	Instructional I Biology 7-12 (8405)	7-12	Biology	100	100	0
Tara	Hartlep	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	0

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Karissa	Haslett	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	0
Karisa Ann	Haslett	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	0
Scott	Hatkevich	Instructional I Elementary K-6 (2810); Instructional II Elementary K-6 (2810)	K-6	English, Math, Science, Social Studies	100	100	0
Korrin	Helinski	Instructional I English 7-12 (3230)	7-12	English	100	100	0
Matt	Hession	Instructional I Mathematics 7-12 (6800)	7-12	Math	100	100	0
Judy	Hickman	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	0
Christine	Hoch	Instructional I Mathematics 7-12 (6800)	7-12	Math	100	100	0
Melissa	Hoffman-Long	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	0
Donald	Holl	Instructional I Special Education PK-12 (9231)	PK - 12	Special Education	100	100	0
Brian	Holohan	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	0
Eli	Holt	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	0
Danielle	Holtzman	Instructional I English 7-12 (3230); Instructional II English 7-12 (3230)	7th-12	English	100	100	0
Donald	Hopkins	Instructional I Social Studies 7-12 (8875)	7-12	Social Studies	100	100	0
Joshua	Huff	Instructional I Grades 4-8 (All subjects 4-6, Social Studies 7-8) (3100)	4-8	English, Math, Science, Social Studies	100	100	0
Amanda	Humes	Instructional I Chemistry 7-12 (8420); Instructional II Chemistry 7-12 (8420); Administrative I Principal PK-12 (1115)	PK-12	Chemistry, Principal	100	100	0
Katherine	Hwang	Instructional I Special Education PK-8 (9226); Instructional I Grades PK-4 (2825); Instructional I Reading Specialist PK-12 (7650)	PK - 12	Special Education; Reading Specialist, Math, English, Science, Social Studies	100	100	0
Elias	Imbrogno	Instructional I Social Studies 7-12 (8875)	7-12	Social Studies	100	100	0
Christal	Irvine	Instructional I Grades PK-4 (2825)	PK-4	English, Math, Science, Social Studies	100	100	0

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David	Jack	Instructional I Social Studies 7-12 (8875)	7-12	Social Studies	100	100	0
Stephanie	Jack	Instructional I Health & Physical Educ PK-12 (4805)	PK_12	Health and Phys. Ed.	100	100	0
Renee	Jacobs	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	0
Krista	Jamerson	Instructional I Bus-Computer-Info Tech PK-12 (1603)	PK-12	Bus-Computer-Info Tech	100	100	0
Sandra	Jaquette	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	0
Julie	Jaszcar	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	0
Megan	Johnson	Instructional I Grades PK-4 (2825); Instructional I Special Education PK-8 (9226)	PK-8	English, Math, Science, Social Studies, Special Education	100	100	0
Rachel	Jones	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	0
Gabrielle	Jones	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	0
Kimberly	Jones	Instructional I Special Education PK-8 (9226); Instructional I Grades PK-4 (2825)	PK-8	English, Math, Science, Social Studies, Special Education	100	100	0
Leann	Judson	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	0
Ashley	Kaneria	Instructional I Grades PK-4 (2825)	PK-4	English, Math, Science, Social Studies	100	100	0
Paige	Kauffman	Instructional I Grades PK-4 (2825)	PK - 4	Math, English, Social Studies, Science	100	100	0
Kathryn	Kaufman	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	0
Jessica	Kaufman	Instructional I Grades PK-4 (2825)	PK - 4	Math, English, Social Studies, Science	100	100	0
Melissa	Kavanshansky	Instructional I Biology 7-12 (8405)	7-12	Biology	100	100	0
Jilian	Kendi	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	0

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Amy	Kerber-Barlow	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	0
Sarah	Kesten	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	0
Megan	Kiebler	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	0
Courtney	Kinneavy	Instructional I Grades PK-4 (2825)	PK-4	Math, English, Social Studies, Science	100	100	0
Kirstin	Klebanski	Instructional I English 7-12 (3230)	7-12	English	100	100	0
Stacey	Klepfer	Educational Specialist II Secondary School Counselor 7-12 (1837); Educational Specialist I Secondary School Counselor 7-12 (1837)	7-12	Counselor	100	100	0
Natalee	Kluchurosky	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	0
Courtney	Kolesha	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	0
Melanie	Koliscak	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	0
Tricia	Kovall	Instructional II English 7-12 (3230); Instructional I English 7-12 (3230)	7-12	English	100	100	0
Joe	Kunc	Instructional I Mathematics 7-12 (6800)	7-12	Math	100	100	0
Amy	Kurtz	Instructional I Mathematics 7-12 (6800)	7th-12	Math	100	100	0
Marco	Labricciosa	Instructional I Grades 4-8 (All subjects 4-6, Social Studies 7-8) (3100)	4-8	English, Math, Science, Social Studies	100	100	0
Shannon	Langer	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	0
Elyse	Lanzendorfer	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	0

First Name	Last Name	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
Rachael	Latore	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	0
Courtney	Leaidicker	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	0
Ben	Leskovansky	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	0
Nicole	Lilholt	Instructional I Elementary K-6 (2810)	K - 6	Math, English, Social Studies, Science. Reading	100	100	0
Dana	Liptok	Instructional II Elementary K-6 (2810); Instructional I Elementary K-6 (2810)	K-6	English, Math, Science, Social Studies	100	100	0
Danielle	Lockwood	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	0
Brittney	Lorenz	Instructional I English 7-12 (3230); Instructional I Special Education 7-12	PK - 12	English, Special Education; Reading Specialist	100	100	0
Lauren	Love	Instructional I Grades PK-4 (2825)	PK-4	English, Math, Science, Social Studies	100	100	0
Stacey	Lutkowski	Instructional I Early Childhood N-3 (2840); Instructional II Mid-Level Mathematics 6-9 (2860); Instructional II Elementary K-6 (2810); Instructional II Early Childhood N-3 (2840); Instructional I Elementary K-6 (2810); Instructional I Mid-Level Mathematics 6-9 (2860); Instructional II Family-Consumer Sci PK-12 (5600)	PK - 12	Early Childhood, Math, English, Social Studies, Science, Family Consumer Science	100	100	0
Amy	Lutz	Instructional I Elementary K-6 (2810); Instructional II Elementary K-6 (2810)	K-6	English, Math, Science, Social Studies	100	100	0
Jonathan	MacDonald	Instructional I English 7-12 (3230); Instructional II English 7-12 (3230)	7th-12	English	100	100	0
Sarah	Malis	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	0
Linda	Malischewski	Instructional I Grades PK-4 (2825); Instructional I Grades 5-6 (2826)	PK-6	English, Math, Science, Social Studies	100	100	0
Gina	Marinzel	Instructional I Grades PK-4 (2825)	PK-4	English, Math, Science, Social Studies	100	100	0
Renee	Markosky	Instructional I Grades PK-4 (2825)	PK-4	English, Math, Science, Social Studies	100	100	0

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Tiffany	Marraffa	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	0
Elizabeth	Marshall	Instructional I French PK-12 (4410)	PK-12	French	100	100	0
Tara	Martin	Educational Specialist I School Psychologist PK-12 (1875)	PK-12	Educational Specialist- School Psychologist	100	100	0
Ashlee	Martino	Instructional I Elementary K-6 (2810); Instructional I Mid-Level Mathematics 6-9 (2860)	K - 9	Math, Sciece, SS, English	100	100	0
Kyra	Matachak	Educational Specialist I School Psychologist PK-12 (1875); Educational Specialist II School Psychologist PK-12 (1875)	PK - 12	School Psychologist	100	100	0
Genice	Matos	Instructional I Grades PK-4 (2825); Instructional I Special Education PK-8 (9226)☐	PK-8	Math, English, Science, Social Studies,Special Education	100	100	0
Audra	Mazzante	Instructional I Bus-Computer-Info Tech PK-12 (1603)	PK-12	Bus-Computer-Info Tech	100	100	0
Sarah	Mazulla	Instructional I Special Education PK-12 (9225), Instructional II Special Education PK-12 (9225)	PK-12	Special Education	100	100	0
Sherry L	McBride	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	0
Kiley	McCawley	Instructional I Special Education PK-12 (9225); Instructional II Special Education PK-12 (9225)	PK-12	Special Education	100	100	0
Aubrey	McClintock	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	0
Chelsea	McConnell	Instructional I English 7-12 (3230)	7-12	English	100	100	0
Megan	McCormick	Instructional I Health & Physical Educ PK-12 (4805)	PK - 12	Health & Physical Educ	100	100	0
Tiffany	McCreary	Instructional I English 7-12 (3230); Instructional II English 7-12 (3230)☐	7-12	English	100	100	0
Angela	McCue	Instructional I English 7-12 (3230); Instructional I Reading Specialist PK-12 (7650)☐	PK-12	English, Reading Specialist	100	100	0
Susan	McFarland	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	PK-12	Special Education, Counselor	100	100	0
Corinne	McGourney	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	0

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Keirse	McGuinness	Instructional I Grades PK-4 (2825); Instructional II Grades PK-4 (2825)	PK-4	English, Math, Science, Social Studies	100	100	0
Taylor	McPherson	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	PK-12	Educational Specialist, Counselor	100	100	0
Zach	Melcher	Instructional I Health PK-12 (4810); Instructional I Health & Physical Educ PK-12 (4805)	PK-12	Health and Phys. Ed, Health	100	100	0
Jenna	Mercatoris	Instructional I Special Education PK-8 (9226); Instructional I Grades PK-4 (2825)	PK-8	English, Math, Science, Social Studies, Special Education	100	100	0
Nadine	Michalak	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	0
Sarah	Milisits	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	0
Nicole	Millard	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	0
Megan	Miller	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	0
Kelsey	Mislanovich	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	0
Jessica	Morgan	Instructional I Social Studies 7-12 (8875)	7 thru 12	Social Studies	100	100	0
Jennifer	Morganheira	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	0
Diane	Morian	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	0
Julie	Morrison	Instructional I Grades 4-8 (All subjects 4-6, Science 7-8) (3100)	4-8	English, Math, Science, Social Studies	100	100	0

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Melissa	Morrison	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	0
Lori	Mott	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	0
Ashleigh	Mowen	Career and Technical Intern Nurses Aide 7-12 (2213)	7-12	Nurses Aide	100	100	0
Katie	Mrakovich	Instructional I Grades 4-8 (All subjects 4-6, Science 7-8) (3100)	4-8	English, Math, Science, Social Studies	100	100	0
Elizabeth	Munsterteiger	Instructional I Elementary K-6 (2810); Instructional II Elementary K-6 (2810)	K-8	English, Math, Science, Social Studies	100	100	0
Erin	Murphy	Instructional I Grades PK-4 (2825); Instructional II Grades PK-4 (2825); Instructional I Reading Specialist PK-12 (7650); Instructional II Reading Specialist PK-12 (7650)	PK - 12	Math, English, Social Studies, Science	100	100	0
Haylee	Neal	Educational Specialist I School Psychologist PK-12 (1875); Educational Specialist II School Psychologist PK-12 (1875)	PK-12	Educational Specialist School Psychologist	100	100	0
Elizabeth	Neary	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	0
Kathy	Nickelson	Instructional I Elementary K-6 (2810)	K-6	Math, English, Science, Social Studies	100	100	0
Emily	Noel	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	0
Chelsea	Noss	Instructional I Grades PK-4 (2825)	PK-4	English, Math, Science, Social Studies	100	100	0
Justine	Noss	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	0
Tricia	O'Donnell	Instructional I Elementary K-6 (2810); Instructional II Elementary K-6 (2810)	K-8	English, Math, Science, Social Studies	100	100	0
Elizabeth	Ohnstad	Instructional I English 7-12 (3230); Instructional II English 7-12 (3230)☒	7-12	English	100	100	0
Lacey	Olbryk	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	0

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Samara	Oliphant	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	0
Angela	Orbin	Educational Specialist I Secondary School Counselor 7-12 (1837); Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	PK-12	Counselor	100	100	0
Luis	Organista	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	0
Tiffany	Orischak	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	0
Megan	Owad	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	0
Chelsea	Panchura	Instructional I English 7-12 (3230); Instructional I Special Education 7-12 (9227)	7-12	English, Special Education	100	100	0
Sarah	Parish	Instructional I Art PK-12 (1405); Instructional II Art PK-12 (1405)☒ Administrative I Principal PK-12 (1115)☒	PK-12	Art, Principal	100	100	0
Ben	Parker	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	0
Allison	Parry	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	0
Jonathan	Pauley	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	0

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Erika	Pavlovski	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, English, Social Studies, Science, Special Education	100	100	0
Renee	Perri	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	0
Morgan	Peters	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	0
Gillianne	Pfeiffer	Emergency Permit: LT Sub with Educational Obligation Special Education PK-12 (9231)	PK-12	Special Education	100	0	100
Isabella	Piacentino	Instructional I English 7-12 (3230); Program Specialist English as a Second Language (ESL) PK-12 (4499)	PK-12	English, ESL	100	100	0
Megan	Pifer	Instructional I English 7-12 (3230)	7th-12	English	100	100	0
Brittany	Ponti	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	0
Melissa	Probst	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	0
Emily	Prohorchuck	Intern Special Education PK-12 (9231)	PK-12	Special Education	100	100	0
Jessyka	Rafferty	Instructional I Elementary K-6 (2810); Instructional II Elementary K-6 (2810)	K-6	English, Math, Science, Social Studies	100	100	0
Laura	Rager	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	0
Brittany	Reamer	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	0
Erin	Rehorn	Instructional I Elementary K-6 (2810); Instructional II Elementary K-6 (2810)	K - 6	Math, English, Science, Social Studies	100	100	0
Robin	Reiman	Instructional I Elementary K-6 (2810); Instructional II Elementary K-6 (2810)	K-12	Math, English, Science, Social Studies	100	100	0

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Stacey	Reimers	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	0
Derick	Reis	Instructional I Elementary K-6 (2810)	K-6	Math, English, Social Studies, Science	100	100	0
Lisa	Reitz	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	0
Jason	Retucci	Instructional I Social Studies 7-12 (8875); Instructional I English 7-12 (3230)	7-12	Social Studies, English	100	100	0
Shawna	Rice	Instructional I Mathematics 7-12 (6800)	7-12	Math	100	100	0
Gina	Rodriguez	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	0
Amanda	Rogan	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	0
Adriana	Rojas	Instructional I Spanish PK-12 (4490); Instructional II Spanish PK-12 (4490)	PK-12	Spanish	100	100	0
Sarah	Ronosky	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	0
Julie	Rothbard	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	0
Julie	Rozen	Instructional I Earth and Space Science 7-12 (8440)	7th-12	Earth and Space Science	100	100	0
Catrina	Russell	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	0
Jennifer	Russell	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	0

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Joanne	Russell	Instructional I Elementary K-6 (2810)	K - 6	Math, English, Social Studies, Science	100	100	0
Marissa	Rutkowski	Instructional I Elementary K-6 (2810); Instructional I Elementary K-6 (2810)	K-6	English, Math, Science, Social Studies	100	100	0
Brianne	Ryen	Instructional I Biology 7-12 (8405)	7th-12	Biology	100	100	0
Brandon	Salvo	Instructional I Health & Physical Educ PK-12 (4805)	PK-12	Health and Phys. Ed	100	100	0
Rachel	Sams	Instructional I Elementary K-6 (2810); Instructional II Elementary K-6 (2810)	K-6	English, Math, Science, Social Studies	100	100	0
Brittany	Sanden	Instructional I Chemistry 7-12 (8420)	7-12	Chemistry	100	100	0
Rachel R	Saul	Intern Special Education PK-12 (9231)	PK - 12	Special Education	100	100	0
Tara	Saunders	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	0
Allison	Schleifer	Educational Specialist I Secondary School Counselor 7-12 (1837); Educational Specialist II Secondary School Counselor 7-12 (1837)☐	7th-12	School Counselor	100	100	0
Jeff	Schrecengost	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	0
Emily	Schulze	Instructional I Grades PK-4 (2825)	PK-4	English, Math, Science, Social Studies	100	100	0
Christine	Sciulli	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	0
Christina	Scotillo	Instructional I Elementary K-6 (2810); Instructional I Special Education PK-12 (9225)	PK-12	English, Math, Science, Social Studies, Special Education	100	100	0
Alison	Shaltes	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	0
Emily	Shaw	Educational Specialist I Secondary School Counselor 7-12 (1837); Educational Specialist II Secondary School Counselor 7-12 (1837)☐	7th-12	Counselor	100	100	0
Liam	Shea	Instructional I Health & Physical Educ PK-12 (4805)	PK-12	Health and Phys. Ed	100	100	0
Jennica	Shearer	Instructional I Grades PK-4 (2825)	PK - 5	Math, English, Social Studies, Science	100	100	0
Leeann	Shepp	Instructional I Mathematics 7-12 (6800)	7th-12	Math	100	100	0

First Name	Last Name	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
Nancy	Shifflett	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	0
Brianna	Shishlo	Instructional I Grades PK-4 (2825); Instructional I Special Education PK-8 (9226)	PK-8	Math, Science, English, Social Studies, Special Education	100	100	0
Jackie	Shopes	Instructional I Elementary K-6 (2810)	K-6	English, Math, Science, Social Studies	100	100	0
Jill	Shultz	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	0
Caitlin	Simonson	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	0
Amanda Mae	Smail	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	Math, English, Science, Social Studies, Special Education	100	100	0
Amanda	Small	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	0
Julie	Smialowski	Instructional I Social Studies 7-12 (8875)	7th-12	Social Studies	100	100	0
Brandy	Smith	Instructional I Mid-Level English 6-9 (2850); Instructional I Special Education PK-12 (9225); Instructional I Elementary K-6 (2810)	PK - 12	Math, Science, Social Studies, English, Special Education;	100	100	0
Toshia	Snead	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	0
Allison	Snyder	Instructional I Reading Specialist PK-12 (7650); Instructional I Elementary K-6 (2810)	PK-12	English, Math, Science, Social Studies, Reading Specialist	100	100	0
Cylie	Snyder	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	PK-12	Counselor	100	100	0
Jaclyn	Snyder	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	0

First Name	Last Name	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
Jennifer	Sobotka	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	0
Christine	Sowers	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	0
Lauren	Spelling	Instructional I Music PK-12 (7205)	PK-12	Music	100	100	0
Alyssa	Spigarelli	Instructional I Special Education PK-8 (9226); Instructional I Grades PK-4 (2825)☐	PK-9	English, Math, Science, Social Studies, Special Education	100	100	0
Melissa	Stanton	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	0
Vincent	Stawinski	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	0
Rebecca	Stetser	Instructional I Social Studies 7-12 (8875)	7-12	Social Studies	100	100	0
Bobbi-Jo	Stogsdill	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	0
Stacy	Stuenzi	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	0
Rebecca	Sube	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	0
Alyssa	Swanter	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	0

First Name	Last Name	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
Alyssa Marie	Swantner	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	Math, English, Science, Social Studies, Special Education	100	100	0
Ashley	Tant	Instructional I Grades 4-8 (All subjects 4-6, Mathematics 7-8) (3100)	4th - 8	Math	100	100	0
Regina	Tarselli	Instructional II Mathematics 7-12 (6800)	7th-12	Math	100	100	0
Kelsey	Tate	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	0
Amy	Taylor	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	0
Dawn	Teklinsky	Instructional I Elementary K-6 (2810); Instructional I Reading Specialist PK-12 (7650)	PK-12	Math, English, Science, Social Studies, Reading Specialist	100	100	0
Alison	Testa	Educational Specialist I Elementary School Counselor K-6 (1836); Educational Specialist I Secondary School Counselor 7-12 (1837)	K-12	Counselor	100	100	0
Christina	Thomas	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	0
Crystal	Thomas	Instructional I Grades PK-4 (2825); Instructional I Special Education PK-8 (9226)☐	PK-8	English, Math, Science, Social Studies, Special Education	100	100	0
Ashley	Tomaino	Instructional I Special Education PK-12 (9225); Instructional I Elementary K-6 (2810)☐	PK-12	English, Math, Science, Social Studies, Special Education	100	100	0
Stephen	Trevino	Instructional I English 7-12 (3230); Instructional I Special Education 7-12 (9227)	7-12	English, Special Education	100	100	0
Kelly	Valentini	Instructional I Grades PK-4 (2825); Instructional I Grades 5-6 (2826); Instructional I Grades 4-8 (All subjects 4-6, Mathematics 7-8) (3100); Emergency Permit: LT Sub with Educational Obligation Grades 4-8 (All subjects 4-6, Science 7-8) (3100)	PK - 8	Math, Social Studies, Science, English	100	100	0
Malorie	Van Wyk	Instructional I Grades PK-4 (2825)	PK-4	English, Math, Science, Social Studies	100	100	0
Tiffany	Vanasco	Instructional II English 7-12 (3230)	7th-12	English	100	100	0
Michelle	Venaфра	Instructional I Grades PK-4 (2825)	PK-4	English, Math, Science, Social Studies	100	100	0

First Name	Last Name	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
Corinna	Vieira	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	0
Nicholas	Vignone	Intern Bus-Computer-Info Tech PK-12 (1603)	PK-12	Bus-Computer-Info Tech	100	100	0
Suzanne	Vuksan	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	0
Valerie	Walker	Instructional I Health & Physical Educ PK-12 (4805)	PK-12	Health and Phys. Ed	100	100	0
Pam	Waltz	Instructional I Elementary K-6 (2810); Instructional I Reading Specialist PK-12 (7650)	PK-12	English, Math, Science, Social Studies, Special Education	100	100	0
Brett	Ward	Instructional I Social Studies 7-12 (8875)	7th-12	Social Studies	100	100	0
Kelly J	Watts	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	0
Jen	Weimer	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	0
Danielle	Wenzler	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	0
Aithen	Wesleyan	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	0
Melissa	White	Instructional I Social Studies 7-12 (8875)	7-12	Social Studies	100	100	0
Laura	Whitmire	Instructional I Elementary K-6 (2810)	K-6	English, Math, Science, Social Studies	100	100	0
Christen	Widdop	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	0
Shelly	Wild	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	0
Deanna	Wilhelm	Instructional I Special Education PK-12 (9225)	PK-12	Special Education	100	100	0
Anastasia	Wilson	Instructional I English 7-12 (3230)	7th-12	English	100	100	0

First Name	Last Name	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
Lindsey	Wilson Mapston	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	0
Shawna M	Wilson-Brodmerkel	Instructional I Grades PK-4 (2825); Instructional I Special Education PK-8 (9226)	PK - 8	Math, Science, Social Studies, English, Special Ed.	100	100	0
Shawna	Wilson-Brodmerkel	Instructional I Grades PK-4 (2825); Instructional I Special Education PK-8 (9226)	PK-8	Math, English, Science, Social Studies	100	100	0
Megan	Winkler	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	0
Kody	Wolff	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	0
Brittany	Woodcock	Instructional I Grades PK-4 (2825); Instructional I Special Education PK-8 (9226)	PK-8	English, Math, Science, Social Studies, Special Education	100	100	0
Amanda	Woods	Instructional I Social Studies 7-12 (8875); Instructional I English 7-12 (3230)	7-12	English, Social Studies	100	100	0
Jessica	Wright	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	0
Sandi F	Wrigley	Instructional I Elementary K-6 (2810); Instructional II Elementary K-6 (2810)	K - 6	Math, English, Social Studies, Science	100	100	0
Ally	Yester	Instructional I Grades PK-4 (2825); Instructional I Special Education PK-8 (9226)	PK-8	English, Math, Science, Social Studies, Special Education	100	100	0
Wendy	Yonkers	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	0
Kathryn	Zamonski	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	0

First Name	Last Name	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
Dianna	Zarli	Instructional II Technology Education PK-12 (6075); Instructional I Technology Education PK-12 (6075)☒	PK-12	Technology Education	100	100	0
Jamie	Zona	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	0
Matthew	Thompson	Instructional I Mathematics 7-12 (6800)	7th-12	Math	100	100	0
Michelle	Rabe	Instructional I Elementary K-6 (2810); Instructional I Special Education PK-12 (9225)	PK-12	Math, English, Science, Social Studies, Special Education	100	100	0
Carrie	Dominick	Career and Technical Intern Health Assistant 7-12 (2202); Career and Technical Intern Health Related Technology 7-12 (2214); Career and Technical Intern Medical Assistant 7-12 (2207)	7th-12	Career and Technical Intern Health Related Tech, Career and Technical Intern Health Assistant, Career and Technical Intern Medical Assistant	100	100	0
Michelle	Rodriguez	Intern Grades PK-4 (2825)	PK-4	English, Math, Science, Social Studies	100	100	0
Christina	Johnson	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	PK-12	Counselor	100	100	100
Bonnie	Hollyer	Emergency Permit: LT Sub with No Educational Obligation Grades 4-8 (All subjects 4-6, Mathematics 7-8) (3100)	4 thru 8	Math, English, Science, Social Studies	100	0	100
Kelly	Corneal	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); Program Specialist English as a Second Language (ESL) PK-12 (4499)	PK-12	Special Education, Math, English, Science, Social Studies	100	100	100
Renee	Stein	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)	K-9	Math, English, Science, Social Studies	100	100	100
Susan	McKeever	Instructional II English 7-12 (3230); Program Specialist English as a Second Language (ESL) PK-12 (4499); Administrative I Principal PK-12 (1115)	PK-12	Math, English, Social Studies, Science, ESL, Principal	100	100	100
Caura	Speece	Emergency Permit: LT Sub with No Educational Obligation Special Education PK-12 (9231)	PK-12	Special Education	100	0	100
Nicole	Rose-Taylor	Emergency Permit: LT Sub with Educational Obligation Special Education PK-12 (9231)	PK - 12	Special Education	100	0	100
Amanda	Turner	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

First Name	Last Name	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
Sarah	Florea	Instructional II Mid-Level Citiz. Ed 6-9 (2870); Instructional II Mid-Level Citiz. Ed 6-9 (2870); Instructional II Reading Specialist PK-12 (7650)	PK-12	Mid level Citiz.; Mid-Level Englis; Reading Specialist	100	100	100
Sylvia	Walker	Emergency Permit: LT Sub with No Educational Obligation Special Education PK-12 (9231)	PK-12	Special Education	100	0	100
Erin	Dealy	Instructional II Grades 4-8 (All subjects 4-6, Mathematics 7-8) (3100); Instructional II Grades 4-8 (All subjects 4-6, English Language Arts and Reading 7-8) (3100)	4th - 8	English, Social Studies, Science, Math, English Language Arts and Reading	100	100	100
Ashley	Colabove	Instructional I Biology 7-12 (8405)	7th-12	Biology	100	100	100



INSIGHT PA CYBER CHARTER SCHOOL

FINANCIAL STATEMENTS

JUNE 30, 2023

INSIGHT PA CYBER CHARTER SCHOOL
JUNE 30, 2023

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JUNE 30, 2023

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INDEPENDENT AUDITOR'S REPORT

January 31, 2024

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, 2023, 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, 2023, 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.

Report on Summarized Comparative Information

We have previously audited the Insight PA Cyber Charter School's 2022 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 25, 2023. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2022 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 37 through 40 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. 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.

To the Board of Trustees
Insight PA Cyber Charter School

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated January 31, 2024, 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, 2023 – 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, 2023 as prepared by the CEO, Ellen Cannistraci and the CFO, Kevin Corcoran. We encourage readers to consider the information presented here in conjunction with the School's financial statements.

Financial Highlights

The 2022-2023 school year was the sixth year of operations for Insight PA. For the year ended June 30, 2023, Insight PA's net position increased by \$10,539,168 from the prior year. Revenues totaling \$81,011,862 increased by \$7,473,258 from the prior year primarily due to increases in student enrollment leading to increases in tuition charges of \$1,881,938 and due to increases in the use of ESSER funds during the current year. Expenses for the same period totaled \$70,472,694 and increased by \$9,310,311 from the prior year primarily due to an increase in support services of \$13,536,053. The first year of operations for Insight PA was 2017-2018, and the size of the student body stabilized in 2022-2023 after a few years of pandemic-driven enrollment growth.

As of June 30, 2023, the general fund reported fund balance of \$50,543,974, which is an increase of \$11,508,576 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): \$1,000,000
- Implementation of DEI-related initiatives: \$2,000,000
- Future employee salaries to compensate for the end of ESSER funds (June 30, 2024): \$20,000,000
- Future facilities' costs to purchase/lease regional sites and purchase main office: \$10,000,000
- Future IT staff, equipment and software/applications: \$2,000,000
- Urgent and emergency uses: \$8,000,000

This provides a committed general fund balance of \$43,000,000. This, coupled with \$787,890 in prepaid expenses, leaves an unassigned general fund balance of \$6,756,084.

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, 2023 – 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. A school may typically have three kinds of funds, governmental, proprietary, and fiduciary - and each 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, 2023 – 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 \$45,117,582 at June 30, 2023. The following table is a comparative analysis of fiscal year 2023 to 2022:

STATEMENTS OF NET POSITION

	Governmental Activities	
	2023	2022
Current assets	\$ 57,808,786	\$ 45,183,918
Capital assets	2,134,564	592,601
Total Assets	59,943,350	45,776,519
Deferred outflows of resources	646,432	2,042,482
Total Assets and Deferred Outflows of Resources	\$ 60,589,782	\$ 47,819,001
Current liabilities	\$ 7,618,090	\$ 6,515,237
Noncurrent liabilities	7,363,403	5,755,885
Total Liabilities	14,981,493	12,271,122
Deferred inflows of resources	490,707	969,465
Net Position:		
Net investment in capital assets	105,176	118,534
Unrestricted	45,012,406	34,459,880
Total Net Position	45,117,582	34,578,414
Total Liabilities, Deferred Inflows of Resources and Net Position	\$ 60,589,782	\$ 47,819,001

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, 2023 – Unaudited (cont'd)

student enrollment. For the year ended June 30, 2023, Insight PA's total revenues of \$81,011,862 exceeded expenses of \$70,472,694 by \$10,539,168.

STATEMENTS OF CHANGES IN NET POSITION

	Governmental Activities	
	2023	2022
Revenues		
Program revenues:		
Charges for services	\$ 64,477,450	\$ 66,359,388
Operating grants and contributions	14,970,079	7,172,859
Total Program Revenues	79,447,529	73,532,247
Interest income	863,388	6,357
Refund of prior year expenditures	700,945	-
Total Revenues	81,011,862	73,538,604
Expenses		
Instruction	35,224,602	39,377,906
Support services	35,044,451	21,508,398
Noninstructional services	203,641	276,079
Total Expenses	70,472,694	61,162,383
Change in Net Position	\$ 10,539,168	\$ 12,376,221

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 \$50,543,974, an increase of \$11,508,576 from the prior year. The Board of Trustees committed \$43,000,000 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 \$6,756,084.

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, 2023 – 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, 2023, Insight PA’s investment in capital assets, net of accumulated depreciation and amortization totaled 2,134,564. 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 \$2,029,388. 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.

For the past few years charter schools – like other public schools – have benefited from a heightened level of Federal support through “ESSER” grants, which focus on helping schools mitigate impacts to students experienced during the COVID pandemic, most notably learning loss. These grants have added several million dollars to Insight’s budget in the past 2 years and will continue through the 23-24 school and fiscal year. The funds available through the ESSER grant program are currently set to expire for all schools on September 30, 2024.

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



Management's Discussion and Analysis | For the Year Ended June 30, 2023 – Unaudited (cont'd)

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

Insight PA 's enrollment has stabilized and with the newly imposed enrollment cap of 4302 students, growth has slowed after years of pandemic-fueled enrollment. Insight PA anticipates beginning to add satellite locations around the Commonwealth to improve our direct service to students and families. Securing these locations is in the very preliminary stages.

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.

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:

Kevin Corcoran, CFO, kcorcoran@insightpa.org

Eileen Cannistraci, CEO, eicannistraci@insightpa.org

**INSIGHT PA CYBER CHARTER SCHOOL
STATEMENTS OF NET POSITION
JUNE 30, 2023 AND 2022**

	Governmental Activities	
	2023	2022
ASSETS AND DEFERRED OUTFLOWS OF RESOURCES		
CURRENT ASSETS:		
Cash and cash equivalents	\$ 30,339,001	\$ 38,117,793
Investments	15,330,525	-
Due from other governments	10,666,767	6,561,678
Other receivables	684,603	-
Prepaid expenses	787,890	504,447
Total Current Assets	57,808,786	45,183,918
NONCURRENT ASSETS:		
Capital and right to use assets, net of accumulated depreciation/amortization	2,134,564	592,601
TOTAL ASSETS	59,943,350	45,776,519
DEFERRED OUTFLOWS OF RESOURCES:		
Deferred outflows related to pension	504,514	1,843,618
Deferred outflows related to OPEB	141,918	198,864
TOTAL DEFERRED OUTFLOWS OF RESOURCES	646,432	2,042,482
TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES	\$ 60,589,782	\$ 47,819,001
LIABILITIES AND NET POSITION		
CURRENT LIABILITIES:		
Accounts payable	\$ 2,417,833	\$ 1,445,207
Accrued salaries and benefits	3,245,409	2,328,570
Accrued expenses	1,595,863	2,290,157
Unearned revenue	-	46,121
Current portion of leases payable	358,985	405,182
Total Current Liabilities	7,618,090	6,515,237
NONCURRENT LIABILITIES:		
Leases payable, net of current portion	1,670,403	68,885
Net pension liability	5,468,000	5,378,000
Net OPEB liability	225,000	309,000
Total Noncurrent Liabilities	7,363,403	5,755,885
TOTAL LIABILITIES	14,981,493	12,271,122
DEFERRED INFLOWS OF RESOURCES:		
Lease incentives	5,707	38,465
Deferred inflows related to pension	417,000	927,000
Deferred inflows related to OPEB	68,000	4,000
TOTAL DEFERRED INFLOWS OF RESOURCES	490,707	969,465
NET POSITION:		
Net investment in capital assets	105,176	118,534
Unrestricted	45,012,406	34,459,880
TOTAL NET POSITION	45,117,582	34,578,414
TOTAL LIABILITIES AND NET POSITION	\$ 60,589,782	\$ 47,819,001

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, 2023
(With Summarized Comparative Data for the Year Ended June 30, 2022)

GOVERNMENTAL ACTIVITIES	Program Revenues		Net (Expense) Revenue and Changes in Net Position	
	Expenses	Charges for Services		Totals
		Operating Grants and Contributions		2023
Instruction	\$ 35,224,602	\$ 64,473,130	\$ 44,222,927	
Support services	35,044,451	-	(35,044,451)	
Noninstructional services	203,641	-	(203,641)	
TOTAL GOVERNMENTAL ACTIVITIES	70,472,694	64,473,130	8,974,835	
TOTAL PRIMARY GOVERNMENT	70,472,694	64,473,130	8,974,835	
GENERAL REVENUES				
Interest income			863,388	
Refund of prior year expenditures			700,945	
TOTAL GENERAL REVENUES			1,564,333	
CHANGE IN NET POSITION			10,539,168	
NET POSITION, BEGINNING OF YEAR			34,578,414	
NET POSITION, END OF YEAR			\$ 45,117,582	

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

**INSIGHT PA CYBER CHARTER SCHOOL
BALANCE SHEETS - GOVERNMENTAL FUND
JUNE 30, 2023 AND 2022**

	General Fund	
	2023	2022
ASSETS		
Cash and cash equivalents	\$ 30,339,001	\$ 38,117,793
Investments	15,330,525	-
Due from other governments	10,666,767	6,561,678
Other receivables	684,603	-
Prepaid expenditures	787,890	504,447
TOTAL ASSETS	\$ 57,808,786	\$ 45,183,918
LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND FUND BALANCE		
LIABILITIES:		
Accounts payable	\$ 2,417,833	\$ 1,445,207
Accrued salaries and benefits	3,245,409	2,328,570
Accrued expenses	1,595,863	2,290,157
Unearned revenue	-	46,121
TOTAL LIABILITIES	7,259,105	6,110,055
DEFERRED INFLOWS OF RESOURCES:		
Unavailable revenue - lease incentive	5,707	38,465
TOTAL DEFERRED INFLOWS OF RESOURCES	5,707	38,465
FUND BALANCE:		
Nonspendable	787,890	504,447
Committed	43,000,000	24,900,000
Unassigned	6,756,084	13,630,951
TOTAL FUND BALANCE	50,543,974	39,035,398
TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND FUND BALANCE	\$ 57,808,786	\$ 45,183,918

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, 2023**

TOTAL GOVERNMENTAL FUND BALANCE	\$ 50,543,974
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Amounts reported for governmental activities in the statement of net position are different because:

Capital assets and right to use assets used in governmental activities are not financial resources and, therefore, are not reported in the funds.	2,134,564
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Some liabilities are not due and payable in the current period and, therefore, are not reported in the funds. Those liabilities consist of:

Leases payable	\$ (2,029,388)	
Net pension liability	(5,468,000)	
Net OPEB liability	<u>(225,000)</u>	
		(7,722,388)

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:

Deferred outflows of resources related to pension	504,514	
Deferred outflows of resources related to OPEB	141,918	
Deferred inflows of resources related to pension	(417,000)	
Deferred inflows of resources related to OPEB	<u>(68,000)</u>	
		<u>161,432</u>

NET POSITION OF GOVERNMENTAL ACTIVITIES	<u><u>\$ 45,117,582</u></u>
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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, 2023 AND 2022

	<u>2023</u>	<u>2022</u>
REVENUES		
Local sources	\$ 65,336,518	\$ 66,365,745
State sources	176,946	60,551
Federal sources	14,797,453	7,112,308
TOTAL REVENUES	<u>80,310,917</u>	<u>73,538,604</u>
EXPENDITURES		
Current:		
Instruction	34,041,222	37,824,734
Support services	35,449,633	21,893,658
Operation of noninstructional services	12,431	-
Capital outlays	-	4,320
TOTAL EXPENDITURES	<u>69,503,286</u>	<u>59,722,712</u>
EXCESS OF REVENUES OVER EXPENDITURES	10,807,631	13,815,892
OTHER FINANCING SOURCES (USES)		
Refund of prior year expenditures	700,945	-
TOTAL OTHER FINANCING SOURCES (USES)	<u>700,945</u>	<u>-</u>
NET CHANGE IN FUND BALANCE	11,508,576	13,815,892
FUND BALANCE, BEGINNING OF YEAR	<u>39,035,398</u>	<u>25,219,506</u>
FUND BALANCE, END OF YEAR	<u>\$ 50,543,974</u>	<u>\$ 39,035,398</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, 2023**

NET CHANGE IN FUND BALANCE - GOVERNMENTAL FUND \$ 11,508,576

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	\$ 28,211	
Depreciation/Amortization	<u>(446,751)</u>	(418,540)

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>405,182</u>	405,182
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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.

(956,050)

CHANGE IN NET POSITION OF GOVERNMENTAL ACTIVITIES \$ 10,539,168

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, 2023**

	Original and Final Appropriated Budget	Actual (GAAP Basis)	Variance with Final Budget Positive (Negative)
REVENUES			
Local sources	\$ 59,970,300	\$ 65,336,518	\$ 5,366,218
State sources	130,551	176,946	46,395
Federal sources	11,416,646	14,797,453	3,380,807
TOTAL REVENUES	<u>71,517,497</u>	<u>80,310,917</u>	<u>8,793,420</u>
EXPENDITURES			
Instruction:			
Regular programs	34,436,977	22,628,278	11,808,699
Special programs	10,132,258	10,965,703	(833,445)
Other programs	-	447,241	(447,241)
Total Instruction	<u>44,569,235</u>	<u>34,041,222</u>	<u>10,528,013</u>
Support services:			
Pupil personnel services	4,615,890	9,931,520	(5,315,630)
Instructional staff services	1,477,084	833,785	643,299
Administrative services	14,530,528	21,926,374	(7,395,846)
Pupil health	629,094	331,077	298,017
Business services	702,000	1,075,696	(373,696)
Operation and maintenance of plant services	483,151	487,895	(4,744)
Transportation services	-	221	(221)
Central services	-	706,498	(706,498)
Other programs	-	156,567	(156,567)
Total Support Services	<u>22,437,747</u>	<u>35,449,633</u>	<u>(13,011,886)</u>
Operation of noninstructional activities:			
Student activities	894,527	9,106	885,421
Community services	-	3,325	(3,325)
Total Operation of Noninstructional Services	<u>894,527</u>	<u>12,431</u>	<u>882,096</u>
TOTAL EXPENDITURES	<u>67,901,509</u>	<u>69,503,286</u>	<u>(1,598,452)</u>
EXCESS OF REVENUES OVER EXPENDITURES	<u>3,615,988</u>	<u>10,807,631</u>	<u>7,194,968</u>
OTHER FINANCING SOURCES			
Refund of prior year expenditures	-	700,945	(700,945)
TOTAL OTHER FINANCING SOURCES	<u>-</u>	<u>700,945</u>	<u>(700,945)</u>
NET CHANGE IN FUND BALANCE	3,615,988	11,508,576	7,194,968
FUND BALANCE, BEGINNING OF YEAR	<u>27,716,190</u>	<u>39,035,398</u>	<u>11,319,208</u>
FUND BALANCE, END OF YEAR	<u>\$ 31,332,178</u>	<u>\$ 50,543,974</u>	<u>\$ 18,514,176</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 was most recently renewed in November 2022 and expires in June 2028.

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.

Investments

Investments are recorded at fair value.

In establishing the fair value of investments, the Township uses the following hierarchy. The lowest level of valuation available is used for all investments.

Level 1 – Valuations based on quoted market prices in active markets for identical assets or liabilities that the entity has the ability to access.

Level 2 – Valuations based on quoted prices of similar products in active markets or identical products in markets that are not active or for which all significant inputs are observable, directly or indirectly.

Level 3 – Valuations based on inputs that are unobservable and significant to the overall fair value measurement.

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

INSIGHT PA CYBER CHARTER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

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

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 and amortized 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 lease 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 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 and amortization. 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

INSIGHT PA CYBER CHARTER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

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

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.

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.

INSIGHT PA CYBER CHARTER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

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

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 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, 2022, from which the summarized information was derived.

NOTE 2 DEPOSITS AND INVESTMENTS

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, 2023, the carrying amount of the School's deposits totaled \$30,339,001, and the bank balance was \$29,821,026. Of the bank balance, \$500,000 was covered by federal depository insurance, and \$29,321,026 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.

Investments

Statutes authorize the School to invest in obligations of the U.S. Treasury; agencies and instrumentalities; deposits in savings accounts or time deposits; or share accounts of institutions

INSIGHT PA CYBER CHARTER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

NOTE 2 DEPOSITS AND INVESTMENTS (cont'd)

insured by the Federal Deposit Insurance Corporation (FDIC), the Federal Savings and Loan Insurance Corporation (FSLIC), or the National Credit Union Share Insurance Fund (NCUSIF). The School also is authorized to invest in obligations of the United States of America or any of its agencies or instrumentalities backed by the full faith and credit of the United States of America or the Commonwealth of Pennsylvania or any of its agencies or instrumentalities.

The School categorizes its fair value measurements within the fair value hierarchy established by generally accepted accounting principles. The School has the following recurring fair value measurements June 30, 2023:

<u>Investment Type</u>	<u>Fair Value</u>	<u>Level 1</u>	<u>Level 2</u>
Money market mutual funds	\$ 1,013,519	\$ 1,013,519	\$ -
U.S Treasury obligations	6,560,446	6,560,446	-
U.S. Agency obligations	<u>7,756,560</u>	<u>-</u>	<u>7,756,560</u>
TOTAL	<u>\$ 15,330,525</u>	<u>\$ 7,573,965</u>	<u>\$ 7,756,560</u>

All U.S Treasury obligations and U.S. Agency obligations are due within one year of June 30, 2023. Money market mutual funds do not have a maturity date.

NOTE 3 DUE FROM OTHER GOVERNMENTS

Due from other governments at June 30, 2023 consisted of the following:

Due from school districts and Pennsylvania Department of Education	<u>\$ 10,666,767</u>
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NOTE 4 CAPITAL ASSETS

A summary of changes in capital assets is as follows:

	<u>Balance</u> <u>July 1, 2022</u>	<u>Additions</u>	<u>Deletions</u>	<u>Balance</u> <u>June 30, 2023</u>
Leasehold improvements	\$ 8,557	\$ -	\$ -	\$ 8,557
Furniture and equipment	416,196	-	-	416,196
Right-to-use assets	1,544,322	1,960,503	-	3,504,825
Vehicles	-	28,211	-	28,211
Accumulated depreciation/ amortization	<u>(1,376,474)</u>	<u>(446,751)</u>	<u>-</u>	<u>(1,823,225)</u>
Total Capital Assets, Net	<u>\$ 592,601</u>	<u>\$ 1,541,963</u>	<u>\$ -</u>	<u>\$ 2,134,564</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	\$ 40,208
Support services	<u>406,543</u>
 Total Depreciation/Amortization Expense – Governmental Activities	 <u>\$ 446,571</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 2023. 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, 2023.

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, 2023 was \$1,494,371.

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, 2023 was \$413,270.

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, 2023:

For the Year Ending June 30,	Principal	Interest	Total
2024	\$ 358,985	\$ 55,771	\$ 414,756
2025	367,454	54,735	422,189
2026	390,125	40,984	431,109
2027	413,635	26,394	440,029
2028	438,015	10,933	448,948
Thereafter	<u>61,174</u>	<u>13,898</u>	<u>75,072</u>
 Totals	 <u>\$ 2,029,388</u>	 <u>\$ 202,715</u>	 <u>\$ 2,232,103</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, 2023, the rate of the employer contribution was 35.26% of covered payroll, of which 34.31% was allocated to pensions, 0.75% for healthcare contributions, and 0.20% for Act 5 defined contributions. The School's pension contribution to PSERS for the year ended June 30, 2023 was \$271,974.

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

At June 30, 2023, the School reported a liability of \$5,468,000 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2022, 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, 2021 to June 30, 2022. 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, 2022, the School's proportion was 0.0123%, a decrease of 0.0008% from June 30, 2021.

For the year ended June 30, 2023, the School recognized pension expense of \$999,131. At June 30, 2023, 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	\$ 271,974	\$ -
Difference between expected and actual experience	2,000	47,000
Net difference between projected and actual investment earnings	-	93,000
Change in assumptions	163,000	-
Change in proportion	36,000	277,000
Difference between projected and actual contributions	<u>31,540</u>	<u>-</u>
	<u>\$ 504,514</u>	<u>\$ 417,000</u>

An amount of \$271,974 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, 2024. 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>
2024	\$ 2,516
2025	(70,953)
2026	(244,953)
2027	<u>128,930</u>
Total	<u>\$ (184,460)</u>

Actuarial Assumptions

The total pension liability as of June 30, 2023 was determined by rolling forward the system's total pension liability as of the June 30, 2021 actuarial valuation to June 30, 2022 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 discount rate used to measure the total pension liability was 7.00% as of both June 30, 2021 and 2022.

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:

<u>Asset Class</u>	<u>Target Allocation</u>	<u>Long-term Expected Real Rate of Return</u>
Global public entity (hedged)	28.0%	5.3%
Private equity	12.0%	8.0%
Fixed income	33.0%	2.3%
Commodities	9.0%	2.3%
Absolute return (HF)	9.0%	5.4%
Infrastructure/MLPs	11.0%	4.6%
Real estate	6.0%	3.5%
Cash	3.0%	0.5%
Leverage	(11.0%)	0.5%
	<u>100.0%</u>	

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, 2022.

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	<u>\$ 7,073,000</u>	<u>\$ 5,468,000</u>	<u>\$ 4,116,000</u>

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 \$1,378,955 of contributions to the plan for the year ended June 30, 2023.

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.

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, 2022, 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, 2023, the rate of the employer contribution was 35.26% of covered payroll, which was comprised of 34.31% for pension contributions, 0.75% for healthcare contributions, and 0.20% for Act 5 defined contributions. Contributions to the OPEB plan from the School were \$5,945 for the year ended June 30, 2023.

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

At June 30, 2023, the School reported a liability of \$225,000 its proportionate share of the net OPEB liability. The net OPEB liability was measured as of June 30, 2022, 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, 2021 to June 30, 2022. 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, 2022, the School's proportion was 0.0122%, a decrease of 0.0008% from June 30, 2021.

Contributions

For the year ended June 30, 2023, the School recognized OPEB expense credit of \$43,081. At June 30, 2023, 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	\$ 5,945	\$ -
Difference between projected and actual investment earnings	1,000	-
Difference between projected and actual contributions	6,973	-
Difference between expected and actual experience	2,000	-
Change in assumptions	25,000	53,000
Changes in proportion	<u>101,000</u>	<u>15,000</u>
	<u>\$ 141,918</u>	<u>\$ 68,000</u>

Change in Assumptions: The discount rate used to measure the total OPEB liability increased from 2.18% as of June 30, 2021 to 4.09% as of June 30, 2022.

INSIGHT PA CYBER CHARTER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

NOTE 9 OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

An amount of \$5,945 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, 2024. 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>
2024	\$ 32,719
2025	34,369
2026	16,229
2027	(7,160)
2028	<u>(8,184)</u>
Total	<u>\$ 67,973</u>

Actuarial Assumptions

The total OPEB liability as of June 30, 2022 was determined by rolling forward the system's total OPEB liability as of June 30, 2021 to June 30, 2022 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 – 4.09%, 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, 2020 determined the employer contribution rate for fiscal year 2022.

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	<u>100.0%</u>	0.5%
	<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, 2022.

Discount Rate

The discount rate used to measure the total OPEB liability was 4.09%. 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 4.09%, which represents the S&P 20-year Municipal Bond Rate at June 30, 2022, 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, 2022, 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, 2022, 93,293 retirees were receiving the maximum amount allowed of \$1,200 per year. As of June 30, 2022, 582 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, 2022, 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:

	1% Decrease	Current Trend Rate	1% Increase
School's proportionate share of the net OPEB liability	<u>\$ 225,000</u>	<u>\$ 225,000</u>	<u>\$ 225,000</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 4.09%, as well as what the net OPEB liability would be if it were calculated using a discount rate that is one percentage point lower (3.09%) or one percentage point higher (5.09%) than the current rate:

	1% Decrease 3.09%	Current Discount Rate 4.09%	1% Increase 5.09%
School's proportionate share of the net OPEB liability	<u>\$ 254,000</u>	<u>\$ 225,000</u>	<u>\$ 200,000</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, 2023:

	Balance July 1, 2022	Additions	Reductions	Balance June 30, 2023	Amounts Due Within One Year
Leases payable	\$ 474,067	\$ 1,960,503	\$ (405,182)	\$ 2,029,388	\$ 358,985
Net OPEB liability	309,000	-	(84,000)	225,000	-
Net pension liability	5,378,000	90,000	-	5,468,000	-
TOTALS	<u>\$ 6,161,067</u>	<u>\$ 2,050,503</u>	<u>\$ (489,182)</u>	<u>\$ 7,722,388</u>	<u>\$ 358,985</u>

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, 2023:

Instruction – special programs	\$ 833,445
Instruction – other programs	\$ 447,241
Support services – pupil personnel services	\$ 5,315,630
Support services – administrative services	\$ 7,395,846
Support services – business services	\$ 373,696
Support services – operation and maintenance of plant services	\$ 4,744
Support services – transportation services	\$ 221
Support services – central services	\$ 706,498
Support services – other programs	\$ 156,567
Community services	\$ 3,325

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 FUND BALANCES

As of June 30, 2023, fund balances are composed of the following:

	<u>General Fund</u>
Nonspendable:	
Prepaid expenditures	\$ 787,890
Committed:	
Implementation of DEI initiatives	2,000,000
Future innovation-related expenditures	1,000,000
Future employee salary	20,000,000
Future facilities' costs	10,000,000
Future IT staff, equipment and software/applications	2,000,000
Urgent and emergency uses	8,000,000
Unassigned	<u>6,756,084</u>
 Total Fund Balances	 <u>\$ 50,543,974</u>

NOTE 14 SUBSEQUENT EVENTS

The School has evaluated all subsequent events through January 31, 2024, 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)**

	MEASUREMENT DATE				
	JUNE 30, 2022	JUNE 30, 2021	JUNE 30, 2020	JUNE 30, 2019	JUNE 30, 2018
<u>PROPORTIONATE SHARE OF NET PENSION LIABILITY</u>					
School's proportion of the net pension liability	0.0123%	0.0131%	0.0130%	0.0129%	0.0056%
School's proportion of the net pension liability - dollar value	\$ 5,468,000	\$ 5,378,000	\$ 6,401,000	\$ 6,035,000	\$ 2,688,000
School's covered employee payroll	\$ 1,863,837	\$ 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	293.37%	309.38%	249.93%	282.61%	236.53%
Plan fiduciary net position as a percentage of the total pension liability	61.34%	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)**

	June 30, 2023	June 30, 2022	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018
Contractually required contribution	\$ 271,974	\$ 598,280	\$ 582,515	\$ 854,377	\$ 696,155	\$ 360,701
Contributions in relation to the contractually required contribution	271,974	598,280	582,515	854,377	696,155	360,701
Contribution deficiency (excess)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
School's covered employee payroll	\$ 792,696	\$ 1,760,165	\$ 1,738,332	\$ 2,561,082	\$ 2,135,445	\$ 1,136,424
Contributions as a percentage of covered employee payroll	34.31%	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)**

PROPORTIONATE SHARE OF NET OPEB LIABILITY	MEASUREMENT DATE			
	June 30, 2022	June 30, 2021	June 30, 2020	June 30, 2019
School's proportion of the net OPEB liability	0.0122%	0.0130%	0.0130%	0.0129%
School's proportion of the net OPEB liability - dollar value	\$ 225,000	\$ 309,000	\$ 281,000	\$ 274,000
School's covered employee payroll	\$ 1,760,165	\$ 1,738,332	\$ 2,561,082	\$ 2,135,445
School's proportionate share of the net OPEB liability as a percentage of its covered employee payroll	12.78%	17.78%	10.97%	12.83%
System's fiduciary net position as a percentage of the total OPEB liability	6.86%	5.30%	5.56%	5.56%
				0.0056%
				\$ 117,000
				\$ 1,136,424

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)**

	June 30, 2023	June 30, 2022	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018
Contractually required contribution	\$ 5,945	\$ 14,081	\$ 14,346	\$ 21,531	\$ 17,724	\$ 9,432
Contributions in relation to the contractually required contribution	5,945	14,081	14,346	21,531	17,724	9,432
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
School's covered employee payroll	\$ 792,495	\$ 1,760,165	\$ 1,738,332	\$ 2,561,082	\$ 2,135,445	\$ 1,136,424
Contributions as a percentage of covered employee payroll	0.75%	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 31, 2024

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, 2023 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 31, 2024.

Report on 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 or significant deficiencies may exist that were not identified.

Report on 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



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

January 31, 2024

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, 2023. 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, 2023.

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

**INSIGHT PA CYBER CHARTER SCHOOL
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2023**

Federal/Pass-through Grantor Program Title	Source Code	Federal ALN	Pass-through Grantor's Number	Grant Period Beginning/ Ending Dates	Grant Amount	Total Received For Year	Accrued (Unearned) Revenue 7/1/2022	Revenue Recognized	Expenditures	Accrued (Unearned) Revenue 06/30/23	Passed Through to Subrecipients
U.S. Department of Education											
Passed through Pennsylvania Department of Education											
Title I	I	84.010	013-23-1153	08/30/22-09/30/23	\$ 1,811,594	\$ 508,440	\$ -	\$ 1,786,039	\$ 1,786,039	\$ 1,277,599	\$ -
Title I	I	84.010	013-22-1153	08/23/21-09/30/23	1,803,977	639,266	526,593	112,673	112,673	-	-
Total ALN 84.010						<u>1,147,706</u>	<u>526,593</u>	<u>1,898,712</u>	<u>1,898,712</u>	<u>1,277,599</u>	<u>-</u>
Title II - Improv Teacher Quality	I	84.367	020-23-1153	08/30/22-09/30/23	151,093	40,834	-	151,093	151,093	110,259	-
Title II - Improv Teacher Quality	I	84.367	020-22-1153	08/23/21-09/30/22	156,994	6,260	6,260	-	-	-	-
Total ALN 84.367						<u>47,094</u>	<u>6,260</u>	<u>151,093</u>	<u>151,093</u>	<u>110,259</u>	<u>-</u>
Title III	I	84.031	020-23-1153	06/30/22-09/30/23	26,409	-	-	26,671	26,671	26,671	-
Title III	I	84.031	020-22-1153	06/30/21-09/30/22	17,184	8,618	8,618	-	-	-	-
Total ALN 84.031						<u>8,618</u>	<u>8,618</u>	<u>26,671</u>	<u>26,671</u>	<u>26,671</u>	<u>-</u>
Title IV - Student Support and Academic Achievment	I	84.424	144-23-1153	09/26/22-09/30/23	141,548	41,489	-	89,823	89,823	48,334	-
Title IV - Student Support and Academic Achievment	I	84.424	144-22-1153	08/23/21-09/30/23	125,509	44,872	2,387	42,485	42,485	-	-
Total ALN 84.424						<u>86,361</u>	<u>2,387</u>	<u>132,308</u>	<u>132,308</u>	<u>48,334</u>	<u>-</u>
ESSER I Funding	I	84.425D	200-20-1153	03/13/20-09/30/22	492,071	181,289	181,289	-	-	-	-
ESSER II Funding	I	84.425D	200-21-1153	03/13/20-09/30/23	6,163,017	2,255,252	2,255,252	-	-	-	-
Total ALN 84.425D						<u>2,436,541</u>	<u>2,436,541</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
ESSER III Funding	I	84.425U	223-21-1153	03/13/20-09/30/24	12,465,999	5,893,018	(679,964)	10,997,158	10,997,158	4,424,176	-
ARP ESSER Learning Loss, Summer School, After School	I	84.425U	225-21-1153	03/13/20-09/30/24	692,063	427,821	47,160	501,605	501,605	120,944	-
ARP ESSER Learning Loss, Summer School, After School	I	84.425U	225-21-1153	03/13/20-09/30/24	138,413	85,564	(17,616)	128,834	128,834	25,654	-
ARP ESSER Learning Loss, Summer School, After School	I	84.425U	225-21-1153	03/13/20-09/30/24	138,413	85,564	(17,616)	138,413	138,413	35,233	-
ESSER III ARP Homeless	I	84.425U	181-21-2192	07/01/21-09/30/24	67,368	63,913	2,182	68,120	68,120	6,389	-
Total ALN 84.425U						<u>6,555,880</u>	<u>(665,854)</u>	<u>11,834,130</u>	<u>11,834,130</u>	<u>4,612,396</u>	<u>-</u>
Total ALN 84.425						<u>8,992,421</u>	<u>1,770,687</u>	<u>11,834,130</u>	<u>11,834,130</u>	<u>4,612,396</u>	<u>-</u>
IDEA	I	84.027	62-2300024	07/01/22-09/30/23	744,009	-	-	744,009	744,009	744,009	-
IDEA	I	84.027	131-230024B	07/01/22-06/30/23	640	-	-	640	640	640	-
ARP IDEA	I	84.027	62-2200024	07/01/21-06/30/22	684,440	684,440	682,050	2,390	2,390	-	-
Total ALN 84.027						<u>684,440</u>	<u>682,050</u>	<u>747,039</u>	<u>747,039</u>	<u>744,649</u>	<u>-</u>
IDEA 619	I	84.173	131-220024B	07/01/20-06/30/22	117	117	-	-	-	-	-
IDEA 619	I	84.173	N/A	07/01/21-06/30/23	165,072	165,072	165,072	-	-	-	-
IDEA Transition Discoveries	I	84.173	TD-15324329	07/01/22-06/30/23	7,500	3,750	-	7,500	7,500	3,750	-
Total ALN 84.173						<u>168,939</u>	<u>165,189</u>	<u>7,500</u>	<u>7,500</u>	<u>3,750</u>	<u>-</u>
Total IDEA Cluster						<u>853,379</u>	<u>847,239</u>	<u>754,539</u>	<u>754,539</u>	<u>748,399</u>	<u>-</u>
TOTAL U.S. DEPARTMENT OF EDUCATION						<u>11,135,579</u>	<u>3,161,784</u>	<u>14,797,453</u>	<u>14,797,453</u>	<u>6,823,658</u>	<u>-</u>
TOTAL FEDERAL AWARDS						<u>\$ 11,135,579</u>	<u>\$ 3,161,784</u>	<u>\$ 14,797,453</u>	<u>\$ 14,797,453</u>	<u>\$ 6,823,658</u>	<u>\$ -</u>

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:

Assistance Listing Numbers

Name of Federal Program or Cluster

84.425D, 84.425U

Education Stabilization Fund

Dollar threshold used to distinguish between Type A and Type B programs:

\$750,000

Auditee qualified as low-risk auditee?

 X Yes 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.

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

Name of School _____

Address of School _____

CEO Signature _____

REVENUES

6000		REVENUE FROM LOCAL SOURCES	
6500		EARNINGS ON INVESTMENTS	
	6510	Interest on Investments and Interest-Bearing Checking Accounts	1,142,367.05
	6520	Dividends on Investments	
	6530	Gains or Losses on Sale of Investments	660,527.90
	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)	760,800.14
	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	37,385,709.88
	6945	Receipts from Out-of-State LEAs	33,397,188.30
	6946	Receipts from Member Districts - AVTS / Special Program Jointure only	9,902.26

	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	306,307.21
	6999	Other Revenues Not Specified Above	9,009.71
			-
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)	58,907.59
	7340	Unassigned	-
	7350	Sewage Treatment Operations / Environmental Subsidies	-
	7360	Safe Schools (PCCD security grants)	-
	7362	PCCD 22-23 Mental Health	37,804.94
	7363	PCCD physical school safety & security grant	55,739.16
			-
			-
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	1,780,406.80
	8504	School improvement grant	203,345.16
	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	1,533,636.87
			-
			-
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			77,341,652.97

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, Suite 350, Exton ,PA 19341**

CEO Signature _____

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

EXPENDITURES

1000	INSTRUCTION	
1100	REGULAR PROGRAMS - ELEMENTARY / SECONDARY	40,338,934.86
		-
1200	SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	12,070,722.82
		-
1300	VOCATIONAL EDUCATION	-
		-
1400	OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	485,664.78
		-
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	3,413,287.89
	2120 Guidance Services	2,236,466.63
	2130 Attendance Services	-
	2125 Student records services	1,233,729.97
	2130 Attendance services	1,028,970.46
	2140 Psychological Services	767,432.59
	2150 Speech Pathology and Audiology Services	-
	2160 Social Work Services	(94,924.04)
	2170 Student Accounting Services	-
	2190 Other Pupil Personnel Services	1,863,642.29
		-
2200	SUPPORT SERVICES - INSTRUCTIONAL STAFF	-
	2210 Supervision of Educational Media Services	-
	2220 Technology Support Services	-
	2230 Educational Television Services	-
	2240 Computer-Assisted Instruction Support Services	-
	2250 School Library Services	-
	2260 Instruction and Curriculum Development Services	156,546.69
	2270 Instructional Staff Professional Development Services	727,217.09
	2280 Nonpublic Support Services	-
	2290 Other instructional staff services	6,288,385.34
		-
2300	SUPPORT SERVICES - ADMINISTRATION	-
	2310 Board Services	24,064.50
	2320 Board Treasurer Services	-
	2340 Staff Relations and Negotiations Services	-

	2350	Legal Services	307,273.89
	2360	Office of the Superintendent (Executive Director) Services	1,428,885.02
	2370	Community Relations Services	506,008.82
	2380	Office of the Principal Services	2,105,125.87
	2390	Other Administration Services	2,609,749.03
			-
2400		SUPPORT SERVICES - PUPIL HEALTH	570,764.41
			-
2500		SUPPORT SERVICES - BUSINESS	1,353,196.91
	2510	Fiscal Services	-
	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	547,096.88
	2610	Supervision of Operation and Maintenance of Plant Services	-
	2620	Operation of Buildings Services	-
	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	17,785.78
	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	-
	2818	System-wide technology services	1,411,193.68
	2820	Information Services	-
	2830	Staff Services	705,302.75
	2840	Data Processing Services	275.00
	2850	State and Federal Agency Liaison Services	-
	2860	Management Services	-
	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	72,663.26
	3250	School Sponsored Athletics	587.05
			-
3300		COMMUNITY SERVICES	-
	3310	Community Recreation	-
	3320	Civic Services	-
	3330	Public Library Services	-
	3340	Custody and Child Care	-

	3350	Welfare Activities	-
	3390	Other Community Services	-
			-
3400		SCHOLARSHIPS AND AWARDS	-
			-
4000		FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	-
4100		SITE ACQUISITION SERVICES - ORIGINAL AND ADDITIONAL	-
			-
4200		EXISTING SITE IMPROVEMENT SERVICES	-
			-
4300		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS DEVELOPMENT - ORIGINAL AND ADDITIONAL	-
			-
4400		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS - IMPROVEMENTS	-
			-
4500		BUILDING ACQUISITION AND CONSTRUCTION SERVICES - ORIGINAL AND ADDITIONAL	-
			-
4600		EXISTING BUILDING IMPROVEMENT SERVICES	-
			-
5000		OTHER EXPENDITURES AND FINANCING USES	-
5100		DEBT SERVICE / OTHER EXPENDITURES AND FINANCING USES	-
			-
5200		FUND TRANSFERS	-
			-
5300		TRANSFERS INVOLVING COMPONENT UNITS	-
			-
5400		INTRAFUND TRANSFERS OUT	-
			-
5800		SUSPENSE ACCOUNT	-
			-
5900		BUDGETARY RESERVE	-
			-
			-
TOTAL EXPENDITURES			82,176,050.22

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

(4,834,397.25)

Section: Narratives - Targeted Assistance Programs

TITLE I TARGETED ASSISTANCE PROGRAMS--OVERVIEW

Section 1115 of ESSA

**All the narratives and checkmarks must be completed in this section if your school(s)/charter is Targeted Assistance.*

ESSA Flexibility

Title I funds may be used to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education; **WELL-ROUNDED EDUCATION**. - (Section 8101) The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or LEA, with the purpose of providing all students access to an enriched curriculum and educational experience.

Use methods and instructional strategies to strengthen the academic program of the school, extended learning time, early intervening services, and schoolwide tiered model of behavioral problems (Response to Intervention).

Use of Funds for Dual or Concurrent Enrollment

A secondary school operating a targeted assistance program under this section may use funds received under this part to provide dual or concurrent enrollment program services described under section 1114(e) to eligible children.

Use of Funds to Design a Career Pathway

Each pathway offers a clear, non-duplicative sequence of courses. Academic and technical content are integrated and instructional strategies instill STEM and work readiness. The pathway includes career guidance and advisement systems, and work-based learning experiences. Each pathway culminates in industry recognized, post-secondary credentials.

Does this LEA provide Title I Targeted Assistance programs in one or more eligible Title I buildings?

(If YES, complete the Targeted Assistance Program questions below. If NO, scroll to the bottom and click **Mark Section Complete** to continue.)

No

TITLE I STAFF IN TARGETED ASSISTED PROGRAMS

Title I funds may be used to pay for staff to provide services to Title I identified children. If the staff are paid by Title I funds, appropriate time and effort documentation must be maintained to support their payment from Title I versus other funding sources.

Please list those staff who are paid by Title I in the table below. For the prorated staff, also include a summary of the Title I related duties/tasks and the estimated percentage of time spent on Title I activities. Positions may be grouped together if the percentage of time charged to Title I is the same for each person.

Title I Building Name	Position/Job Title	Number of Positions	Percentage of Time for Title I	Time/Effort Documentation Method	Summary of Title I Responsibilities

TITLE I TARGETED ASSISTANCE PROGRAM DETAILS

Instructional delivery

How is the Title I instruction provided?
 (Check all that apply)

- In-Class Model (additional Title I teacher in classroom)
- Pull Out Model (student pulled out of class for small group instruction with Title I teacher)
- Tutoring
- Extended Day Programs
- Extended Year Programs (including Summer Programs)
- Districtwide Pre-K
- Other

If Other selected above, please describe: *Character limit 3000*

Program Resources

List the Program's resources to help eligible children meet the state's challenging academic standards necessary to provide a well-rounded education. Resources may include: programs, activities, and academic courses.

Academic Assessments - Grades PreK - 2

Describe the high-quality academic assessments that will be used to identify students in PreK - 2 that are eligible for Title I. Include the indicator of Title I need (the criteria used to specify and rank eligibility for Title I) for each academic assessment listed.

LEAs must use at a minimum two criteria, including at least one objective criteria (assessments). This may include data collected such as interviews with parents, teacher judgment, and developmentally appropriate measures of child development.

Note: ****Preschool-age children only**** The use of family income as one factor in determining eligibility is allowable, especially for the purpose of prioritizing when there are not sufficient Title I funds to serve all eligible preschool-age children, but children should not be identified as eligible solely on the basis of family income.

Title I Building Name	Target Grades	Title I Content Area	Academic Assessment	Indicator of Need for Title I Services

If Other is selected for Title I Content Area, please describe.

Additional Assessment Measures - Grades PreK - 2

Title I requires multiple measures be used to identify students eligible for Title I in a targeted assisted program. Please indicate which of the following additional measures (if any) will be used by your LEA, in addition to the academic assessments identified above, to identify those students eligible for Title I.

Additional Assessment Measures, Grades PreK - 2: (check all that apply)

- Teacher Recommendation
- Parent Recommendation
- Developmentally Appropriate Assessments
- Family income (Preschool age children only)

If you selected Developmentally Appropriate Assessment above, please provide a description of the assessment and the grade level below:

Academic Assessments - Grades 3 - 12

Describe the high-quality academic assessments that will be used to identify students in grades 3-12 that are eligible for Title I services. Include the indicator of Title I need (the criteria used to specify and rank eligibility for Title I) for each academic assessment listed. LEAs must use a minimum of two criteria to identify Title I students and all criteria must be objective (assessments).

Title I Building Name	Target Grades	Title I Content Area	Academic Assessment	Indicator of Need for Title I Services

If Other is selected for Title I Content Area, please describe.

Additional Assessment Measures, Grades 3-12: (check all that apply)

- Anecdotal Records
- Attendance and Suspensions
- Report Card Grades
- Retention

Timeline

Describe the timeline for identifying eligible students who are at most in need of services, who are failing, or at risk of failing to meet the State's challenging student academic achievement standards, including how students are ranked using multiple academic selection criteria.

Student Progress

Describe the process that will be used to review the progress necessary of eligible children and the steps taken to revise the program under this section, if necessary.

TITLE IA TARGETED ASSISTANCE PROGRAM PROGRAM GOALS

Purpose

All LEAs receiving federal funds are required to establish program goals and objectives in order to measure the performance of grant activities to report back to the awarding agency. Performance measurement is a requirement under Uniform Guidance §200.301. The purpose of performance measurement is to show **achievement of program goals and objectives, improve program outcomes**, and foster adoption of **promising practices**. An annual performance report will be required for all federal programs.

Creating Program Goals for Title IA Targeted Assistance Programs

Title I funds may be used to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education. When completing this section, **you must have at least one program goal that targets student achievement as the outcome**. LEAs can choose to use school level goals or develop an LEA level goal. **If using school level goals, identify the name of the school in your "Audience" description.**

Traits of quality program goals

SMARTIE GOALS—Program goals must be Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, and Equitable.

Program Goal Components

All goals contain four components and can be remembered with the acronym ABCD (Audience, Behavior, Condition, Degree).

1. Audience—Program participants (Must be Specific, Relevant, Inclusive, and Equitable)
2. Behavior—Expected results (Must be Specific, Measurable, Attainable, Relevant, and Equitable)
3. Condition—When changes/results are expected to occur (Must be Specific, Relevant, and Time-Bound)
4. Degree—How much change occurs (Must be Specific, Measurable, Attainable, Time-Bound, and Equitable)

All goals end with a goal statement—All ABCD components are summarized into one cohesive goal statement.

Goal completion

Directions: Complete the following table to identify your Program Goals. Add as many lines as needed to reflect all components of your program. Be sure to click the 'Add' button to the right in order to save each goal.

Goal Type	Audience	Behavior	Condition	Degree	Goal Statement

TITLE IA TARGETED ASSISTANCE PROGRAM ASSURANCES

Each Title I Targeted Assistance School will provide the LEA assurances that it will:

1. Use program's resources to help eligible children meet the state's challenging academic standards
2. Use methods and instructional strategies to strengthen the academic program of the school
3. Coordinate with and support the regular educational program which may include services to preschool children in the transition from early childhood programs
4. Provide Professional Development
5. Provide strategies to increase the involvement of parents of eligible children
6. If appropriate and applicable, coordinate with Federal, State, and local programs
7. Help provide an accelerated, high quality curriculum
8. Minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part

Section: Narratives - Schoolwide Programs

TITLE IA SCHOOLWIDE PROGRAMS

A Title I schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school in order to improve the achievement of the lowest-achieving students. Schoolwide includes flexibility to address the needs of the students in the school. Flexibility includes, but is not limited to providing students with the following program/services based on the needs assessment:

- Counseling and mental health programs
- Mentoring programs
- Access to advanced coursework
- Student behavioral supports
- Teacher retention and recruitment
- Professional learning
- Credit recovery programs

Schoolwide schools have the opportunity to incorporate the concept of a well-rounded education. **WELL-ROUNDED EDUCATION.** - (Section 8101) The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or LEA, with the purpose of providing all students access to an enriched curriculum and educational experience.

Use of Funds to Design a Career Pathway

Each pathway offers a clear, non-duplicative sequence of courses. Academic and technical content are integrated and instructional strategies instill STEM and work readiness. The pathway includes career guidance and advisement systems, and work-based learning experiences. Each pathway culminates in industry recognized, post-secondary credentials.

TITLE IA SCHOOLWIDE PROGRAMS--BUILDINGS

Does your district have one or more Title I buildings served as schoolwide programs?

(If YES, complete the following question; if NO, click **Mark Section Complete** to proceed.)

Yes

Indicate the names of the Title I eligible buildings that will run Title I Schoolwide programs for the school year and the number of Full Time Equivalent (FTE) staff in the schoolwide buildings **paid from Title I funds**.

Note: All Title I expenditures must be explained in the schoolwide plan.

Title I Building Name	Grade Span	Date SWP was last updated	Total Number of FTEs
Insight PA Cyber CS	K-12	4/12/22	1

TITLE IA SCHOOLWIDE PROGRAMS PROGRAM GOALS

Purpose

All LEAs receiving federal funds are required to establish program goals and objectives in order to measure the performance of grant activities to report back to the awarding agency. Performance measurement is a requirement under Uniform Guidance §200.301. The purpose of performance measurement is to show **achievement of program goals and objectives, improve program outcomes**, and foster adoption of **promising practices**. An annual performance report will be required for all federal programs.

Creating Program Goals for Title IA Schoolwide Programs

Title I funds may be used to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education. When completing this section, **you must have at least one program goal that targets student achievement as the outcome. LEAs can choose to use school level goals to align with their schoolwide plans or develop an LEA level goal. If using school level goals, identify the name of the school in your "Audience" description.**

Traits of quality program goals

SMARTIE GOALS—Program goals must be Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, and Equitable.

Program Goal Components

All goals contain four components and can be remembered with the acronym ABCD (Audience, Behavior, Condition, Degree).

1. Audience—Program participants (Must be Specific, Relevant, Inclusive, and Equitable)
2. Behavior—Expected results (Must be Specific, Measurable, Attainable, Relevant, and Equitable)
3. Condition—When changes/results are expected to occur (Must be Specific, Relevant, and Time-Bound)
4. Degree—How much change occurs (Must be Specific, Measurable, Attainable, Time-Bound, and Equitable)

All goals end with a goal statement—All ABCD components are summarized into one cohesive goal statement.

Goal completion

Directions: Complete the following table to identify your Program Goals. Add as many lines as needed to reflect all components of your program. Be sure to click the 'Add'

button to the right in order to save each goal.

Goal Type	Audience	Behavior	Condition	Degree	Goal Statement
Title IA--SWP LEA Level Goal	FAY students receiving Tier 2 and Tier 3 support for academics	Meet or exceed target rate of improvement	By June 30th, 2024	75% meet or exceed the established growth target	75% of students (enrolled for a full year) receiving Tier 2 or Tier 3 support in Academics will meet or exceed target rate of improvement by June 30, 2024.
Title IA--SWP LEA Level Goal	FAY students receiving Tier 2 and Tier 3 support for attendance	Meet or exceed target rate of improvement	By June 30th, 2024	75% of students meet or exceed established growth target	75% of FAY students receiving tier 2 or tier 3 support in attendance will meet or exceed their targeted rate of improvement by June 30, 2024

TITLE IA SCHOOLWIDE PROGRAMS--ASSURANCES

The school/charter assures that:

**To operate a Schoolwide Program all of the following checkboxes must be checked.*



The plan was developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. [1114(b)(2)]



The plan will be available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [1114(b)(4)]



The school/charter is meeting the requirements of Section 1116 of ESSA, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement. [1116(b-g)]



The plan and its implementation is regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. [1114(b)(3)]

- CSI-A-TSI Schoolwide will be completed by June 30, 2023
- Undesignated schools/charters will have their School Level Plan/Schoolwide Plan updated and submitted by September 1, 2023.



The schoolwide school/charter developed a comprehensive plan that is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [1114(b)(6)]



The schoolwide plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will –

- provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
- use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. [1114(b)(7)(A)(iii)]



All Schoolwide Title I schools in the LEA included a description of how Title I funds will be used in the Schoolwide Plan in the Future Ready Comprehensive Planning Portal in the Expenditures Table

Section: Narratives - Professional Development
TITLE IA PROFESSIONAL DEVELOPMENT (PD) PLAN

Title I funds may be used to provide professional development related to the Title I programs in Targeted Assistance Programs in schools (to staff paid for by Title I and/or other content area staff that may interact with Title I students throughout the school day), and overall professional development in Schoolwide Program schools as long as it is identified as a need in the comprehensive needs assessment and addressed in the schoolwide plan.

Please provide a summary of the professional development planned for the school year through Title I by completing the chart below. If using Title I funds for attendance at conferences, please list each conference on a separate line and include the specific costs that will be covered by Title I.

Is your LEA using Title IA funds for Professional Development/Conferences (in-state/out-of-state)? If no, select 'No' and mark the section complete. If yes, select 'Yes' and complete the table as applicable and the questions.

No

ON-SITE/IN-STATE TRAVEL

Please complete the table below for on-site/in-state travel ONLY.

PD Event Name	Type of PD Activity	Topic	Additional PD Information	Number of Staff	Estimated Travel Cost Total
					\$

OUT-OF-STATE TRAVEL

Please complete the table below for out-of-state travel ONLY. (**Nonpublic travel** contact your Regional Coordinator for approval.)

Notes:

- If Professional Development activity is available in state or virtually, the LEA must justify why the out of state travel is the most cost-effective method available in the table below.
- Please note, the use of funds for out-of-state travel is not permitted for school board members or elected officials.

PD Event Name	Type of PD Activity	Topic	Out of State Location	Justify the cost as reasonable and necessary (2 CFR § 200.403)	Additional PD Information	Number of Staff	Total Estimated Travel Cost
							\$

1-DAY OR SHORT-TERM WORKSHOPS

Describe how the conferences or workshops are part of an ongoing, sustained professional development plan that align with specific program goals of the district.

Describe how the professional development activities align with the statutory definition of professional development. ESSA, Section 8101(42), defines "professional development," specifically noting that the professional development activities are **sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused**.

The LEA assures that the professional development activities align with the statutory definition of professional development. ESSA, Section 8101(42), defines "professional development," specifically noting that the professional development activities are **sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused**.

The LEA ensures that all travel costs described above pass the reasonable, necessary, and allocable test.

Section: Narratives - Parent and Family Engagement

TITLE IA PARENT AND FAMILY ENGAGEMENT

Section 1116 of the Every Student Succeeds Act (ESSA) requires LEAs to provide opportunities for parents and family members to be partners and decision-makers in various aspects of the Title IA program. An LEA may receive funds under Title IA only if:

- the LEA conducts outreach to all parents and family members;
- the LEA implements programs, activities, and procedures for the involvement of parents and family members; and
- the LEA planned and implemented the Title IA program with expectations and objectives for meaningful parent and family engagement.

TITLE IA LEA PARENT AND FAMILY ENGAGEMENT REQUIREMENTS

The LEA assures the LEA Parent and Family Engagement Policy will be revised annually with parent and family input and disseminated to parents and family members.

Yes

The LEA assures an annual evaluation was conducted with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, and used the results of the evaluation to design evidence-based strategies for more effective parental involvement.

Yes

Parents and family members are required to have input on the Consolidated Application. If the application is not satisfactory to the parents of participating children, please include them in the box below. If parents and family members are satisfied with the plan, please mark N/A.

N/A

TITLE IA PARENT AND FAMILY ENGAGEMENT USE OF FUNDS

Does the LEA have \$500,000 or more in Title IA funds (including transfer of funds)? If yes, complete the section below. If no, type N/A in the text boxes below.

Yes

An LEA shall reserve 1% if the Title IA funds are \$500,000 or more. LEAs are not limited to reserving more than 1%. Not less than 90% of the funds shall be distributed to the schools with priority given to high-need schools. Parents and family members must have input on how the funds are allotted for parent and family engagement activities.

If any funds remain at the LEA level for Parent and Family engagement activities, please describe below how the funds will be used. If all funds are distributed to the schools, please type N/A. *Character limit 3000*

Funds may be used for peer group trips led by advisors (LEAP Specialists), in which students and families will attend (ie. for African American History Month visit the African American History Museum). Some parents will also be offered the opportunity to attend the annual SPAC conference.

At least 90% of the funds, must be distributed to the Title I Schools. Briefly describe how the funds will be used at the school level. *Character limit 3000*

Title I will be used for salaries and benefits of Student Support Advisors and Reading and Math Interventionists. A portion will also be set aside for our MKV students, as well as parent and family engagement activities. A supplemental reading program will also be purchased.

Funds reserved by the LEA shall be used to carry out activities and strategies consistent with the LEA Parent and Family Engagement Policy, and must include at least one of the options below. Please check all that apply.

Any item checked below must be included in the LEA Parent and Family Engagement Policy.

- Professional Development for school and LEA personnel on parent and family engagement strategies
- Supporting programs that reach parents and family members at home, in the community, and at school
- Disseminating information on best practices
- Collaborating, or providing schools with subgrants to collaborate, with community-based or other organizations to improve parent and family engagement
- Engaging in other activities that are described in the LEA/school Parent and Family Engagement Policy
- N/A - LEA does not have \$500,000 or more in Title I funds (including transfer of funds)

Did parents and family members have input on how the funds are allotted for parent and family engagement activities?

Yes

TITLE IA PARENT AND FAMILY ENGAGEMENT PROGRAM GOALS

Purpose

All LEAs receiving federal funds are required to establish program goals and objectives in order to measure the performance of grant activities to report back to the awarding agency. Performance measurement is a requirement under Uniform Guidance §200.301. The purpose of performance measurement is to show **achievement of program goals and objectives, improve program outcomes**, and foster adoption of **promising practices**. An annual performance report will be required for all federal programs.

Does this LEA receive less than \$500,000 for Title IA requiring the 1% reservation? **If Yes, no program goals are required.**

No

Creating Program Goals for Title IA Parent and Family Engagement

The intent of Title IA is to increase the achievement levels of the lowest achieving students in your Title I schools and recognizes that parent and family engagement is a critical component to support student success. Program goals for parent and family engagement are encouraged to be outcome goals; however, output goals are accepted.

Traits of Quality Program Goals

SMARTIE GOALS—Program goals must be Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, and Equitable.

Program Goal Components

All goals contain four components and can be remembered with the acronym ABCD (Audience, Behavior, Condition, Degree).

1. Audience—Program participants (Must be Specific, Relevant, Inclusive, and Equitable)
2. Behavior—Expected results (Must be Specific, Measurable, Attainable, Relevant, and Equitable)
3. Condition—When changes/results are expected to occur (Must be Specific, Relevant, and Time-Bound)
4. Degree—How much change occurs (Must be Specific, Measurable, Attainable, Time-Bound, and Equitable)

All goals end with a goal statement—All ABCD components are summarized into one cohesive goal statement.

Goal completion

Directions: Complete the following table to identify your Program Goals. Add as many lines as needed to reflect all components of your program. Be sure to click the 'Add' button to the right in order to save each goal.

Goal Type	Audience	Behavior	Condition	Degree	Goal Statement
Title IA--Parent and Family Engagement	Students and families	attend peer group sessions	by June 30th, 2024	10% of students and families	10% of students and families will attend at least 1 peer group outing by June 30, 2024.
Title IA--Parent and Family Engagement	Parents and families	attend SPAC Conference	by beginning of SY 24-25	100% increase in participation	100% increase in participation in the SPAC conference by parents/families by the beginning of SY 24-25.

TITLE IA SCHOOL LEVEL PARENT AND FAMILY ENGAGEMENT ASSURANCES

Each Title IA school is responsible for following parent and family engagement requirements. Title IA law requires documentation that Title IA parents and family members are involved in the planning, implementation, and evaluation of these components.

At the beginning of the school year the LEA assures that it will notify parents of each student attending all Title I schools that the parents may request the qualifications of the teachers and paraprofessionals.

Yes

The LEA assures that each Title I school will develop and revise annually with parent and family input the School Parent and Family Engagement Policy. The policy will be disseminated to parents and family members in a language they can understand.

Yes

The LEA assures that each Title I school will develop and revise annually with parent and family input a school-parent compact that outlines how the parents and family members, the school staff, and students will share responsibility for improved student achievement and address the importance of communication between parents and family members and teachers.

Yes

The LEA assures that each Title I school will inform parents and family members of State academic standards, curriculum, State and local assessments, and how to monitor their child's progress.

Yes

The LEA assures each Title I school will provide training materials for parents and family members.

Yes

The LEA assures that each Title I school will educate staff, with parent and family input, on the value and contributions of parents and family members to work as equal partners; how to communicate with parents and family members; and how to build ties between parents and family members and the school.

Yes

The LEA assures each Title I school will coordinate with other parent and family engagement programs, including, but not limited to, federal, state, and local preschool programs.

Yes

The LEA assures each Title I school will provide any other reasonable support for parent and family engagement activities as requested by the parents and family members.

Yes

The LEA assures that each Title I school will hold an annual Title I parent and family member meeting to provide timely information to Title I parents about the purpose of Title I.

For details regarding requirements, click here: [Parent and Family Engagement — SPAC Home](#)

Yes

Section: Narratives - Transitions and Coordination

TRANSITIONS AND COORDINATION--IDENTIFICATION OF ORGANIZATIONS

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

Complete the sections below only if it applies to served Title IA buildings. For example, if the middle and high school are not served, do not complete questions on transition for those grade spans.

Describe transition activities for children from early education programs to elementary programs. Include details on coordination efforts with Head Start and/or other early education providers. *Character limit 3000*

Insight PA Cyber Charter School will leverage relationships with county based Intermediate Units to coordinate early intervention transition meetings for students receiving early intervention services. Insight PA will utilize parent questions asked during the enrollment process to identify students participating in Head Start or community based early education programs.

Describe how the LEA will implement strategies to facilitate effective transitions for students from middle to high school and from high school to post-secondary education. *Character limit 3000*

Insight PA Cyber Charter School Guidance Counselors will assist in preparing students for the transition from elementary school to middle school and middle school to high school by providing social emotional learning curriculum, college and career exploration/counseling, and graduation planning services. We will use Smart Futures to enhance career readiness. Our middle and high school students will also participate in expanded career exploration programs.

Indicate which agencies for coordination efforts.

- Institutions of Higher Education**
- Employers**
- Other Local Partners**

Indicate which services will be coordinated with the agencies selected above.

- Access to Early College High School**
- Dual or Concurrent Enrollment Options**
- Career Counseling to Identify Student Interests and Skills**
- Academic and Career & Technical Education Content through Coordinated Instructional Strategies**
- Work-based Learning Opportunities with in-depth interaction with Industry Professionals**

LEA assures that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services.

Yes

TRANSITIONS AND COORDINATION--MEMORANDUM OF UNDERSTANDING (MOU)

The LEA must develop an MOU with the county Head Start agency. The purpose is to establish collaborations with Head Start and develop a plan stating how the LEA will transition children who have attended a Head Start program or other early learning program. The MOU must have all five of the required activities and must be inclusive of Head Start.

- Establish channels of communication between school staff and Head Start staff;
- Receive and transfer children's records, enrollment, parent communication;
- Conduct parent meetings with Head Start teachers and kindergarten or elementary school teachers;
- Organize and participate in joint transition-related training of Head Start staff, school staff, and early childhood education staff, as appropriate; and
- Link LEA educational services with Head Start agency services.

The MOU must be uploaded to this application.

Some LEAs are exempt from creating and uploading the MOU. If your LEA falls in these two categories, please check this box and mark N/A in the question below.

- **Cyber Charter Schools**
- **Charter School that has an address and children go to the school daily but NO kindergarten**

The LEA assures the MOU is uploaded in the Consolidated Application Upload Section, not in the Title IA Upload Section.

- Yes**
- N/A**

Section: Narratives - Homeless Children and Youth

HOMELESS CHILDREN AND YOUTH

Students under any of these categories are considered "homeless":

- Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;
- Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
- "Migratory children" who qualify as homeless under federal law because the children are living in circumstances described in the first three bullets above. The term "migratory children" means children who are (or whose parent(s) or spouse(s) are migratory agricultural workers, including migratory dairy workers or migratory fishermen, and who have moved from one school district to another in the preceding 36 months, in order to obtain (or accompany such parents or spouses in order to obtain) temporary or seasonal employment in agricultural or fishing work; and
- "Unaccompanied homeless youth" including any child who is "not in the physical custody of a parent or guardian". This includes youth who have run away from home, been thrown out of their home, been abandoned by parents or guardians, or separated from their parents for any other reason.

Title IA funds must only be used as a last resort when funds or services are not available from other public or private sources, such as the USDA's National School Lunch Program and Breakfast Program, public health clinics, or local discretionary funds (sometimes provided by the PTA) used to provide similar services for economically disadvantaged students generally.

Services must be reasonable and necessary to assist homeless students to take advantage of educational opportunities.

What type of services will be provided to homeless children and youth?
The list below is not limited to these items. Check all that apply.

- Items of clothing if necessary to meet a school's dress or uniform requirement
- Clothing and shoes necessary to participate in physical education classes
- Student fees that are necessary to participate in the general education program
- Personal school supplies such as backpacks and notebooks
- Birth certificates necessary to enroll in school
- Immunizations
- Medical and dental services
- Eyeglasses and hearing aids
- Counseling services to address anxiety related to homelessness that is impeding learning
- Outreach services to students living in shelters, motels, and other temporary residences
- Extended learning time (before and after school, summer school, Saturday classes) to compensate for lack of quiet time in shelters or other living conditions
- Tutoring services, especially in shelters or other locations where homeless students live
- Parental involvement specifically oriented to reaching out to parents of homeless students
- Fees for AP and IB testing
- Fees for college entrance exams such as SAT or ACT
- GED testing for school-age students
- Other, please explain below:

If Other selected above, please describe below:

Character limit 1000

Because Insight PA is a cyber School, students must have access to the internet. Mobile hotspots will be purchased so that homeless students have access to the internet. When homeless students need to attend state testing, Insight PA will provide transportation.

Describe the method used for determining the amount set aside to support homeless children and youth. Optional methods to determine set aside include:

- Needs Assessment
- Past homeless student enrollment and support service cost data
- Reserving a flat percentage based on the LEA's overall poverty rate
- Reserving an amount per homeless child equal to the LEA's Title IA per-pupil allocation

The school's homeless liaison was consulted regarding themes of needs seen from data on the Insight PA homeless student and family population.

Section: Narratives - Foster Care

FOSTER CARE

Every Student Succeeds Act (ESSA) Assurance Requirements for Local Education Agencies (LEAs).

TRANSPORTATION PROCEDURE ASSURANCES

Read statements carefully and choose "yes" to indicate that you have reviewed and agree to implement the requirements.

LEA assures they will collaborate with local **County Children and Youth Agency (CCYA)** to:

Develop and implement clear written procedures for how transportation will be provided, arranged, and funded for the duration of the time in foster care.

Yes

Procedures must ensure that children will properly receive transportation in a cost-effective manner in accordance with the *Fostering Connections Act*.

Yes

Ensure that, if there are additional costs incurred in providing transportation to the school of origin, LEAs will provide transportation if:

- The local CCYA agrees to reimburse the LEA;
- The LEA agrees to pay the cost;
- The LEA and local CCYA agree to share the cost; or
- The LEA of origin, LEA of residence, and the placing CCYA agree to share the cost.

N/A - My LEA is a Cyber Charter School or an IU. Consortium Lead IUs cannot select N/A.

POINT OF CONTACT REQUIREMENT (POC)

LEAs will designate a POC for the corresponding CCYA, if the CCYA notified the LEA, in writing, that it has designated a POC.

Yes

Enter the name of the POC in the table below.

Name	Title	Email Address
Sarah Ronosky	Director of Student Services	sronosky@insightpa.org
David Surovec	Student Resource Coordinator	dsurovec@insightpa.org

Section: Narratives - Equity Plan

EQUITY PLAN

Describe how low-income and minority children enrolled in Title IA schools are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.

Character limit 3000

At this time more than 90% of Insight PA's teacher for core academic subjects are certified. For teachers who are not certified we work with them to help them get the appropriate certifications (i.e. tuition reimbursement, individual professional development plans).

The LEA has developed an Equity plan that assures, through the implementation of various strategies, poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers in Title IA schools.

Yes

Section: Narratives - Supplement Not Supplant Methodology

SUPPLEMENT, NOT SUPPLANT METHODOLOGY

Check the box to claim exemption from written methodology if your LEA satisfies one or more of the following criteria:

- LEA has only one school (Charter School or K-12 Building)
- LEA has no overlapping gradespans
- All schools within your LEA are served by Title I funds

The LEA shall demonstrate that the methodology used to allocate state and local funds to each Title IA school ensures that the school receives all the state and local funds it would otherwise receive if it were not receiving Title IA funds. In other words, an LEA's school level budgeting methodology must be "Title I neutral." This requirement ensures that Title IA funds will be supplemental to the school's budget.

Please provide your LEA's methodology below (5,000 character limit):

N/A

Neglected Institutions

There are no Neglected Institutions for Insight PA Cyber CS

Section: Carryover - Previous Year Carryover

PREVIOUS YEAR CARRYOVER

Enter appropriate carryover values in the tables below. Report it separately in the Nonpublic Carryover table.

Example: TOTAL LEA carryover is \$100,000 and remaining share to provide equitable services to nonpublic students is \$10,000.

Enter \$90,000 in the Public LEA Carryover Amount field.

Enter \$10,000 in Nonpublic Carryover Amount field.

***Nonpublic Carryover will be tracked separately by the LEA.**

The 15% carryover requirement will be verified by DFP staff during the final review prior to approval by DFP.

A Final Expenditure Report (FER) for the carryover funds must be submitted to DFP by: October 30, 2025 or within 30 days of funds being expended.

ASSURANCE: Carryover expenditures will align with APPROVED narratives and budgets from the previous program year.

N/A - No carryover

PUBLIC LEA CARRYOVER

Enter the amount of Public carryover from the previous year.

Agency/LEA	Carryover Amount
Insight PA Cyber CS	\$0.00

This value represents your TOTAL allocation from last year.

Enter your previous years grant application's allocation 1,811,594

Carryover Percentage % Carryover amount cannot exceed 15%

Note: Carryover amount cannot exceed 15% of the previous year's allocation without an approved waiver on file from the Division of Federal Programs.

Do not include the Nonpublic Carryover amount in the Public LEA Carryover value.

NONPUBLIC CARRYOVER (ESEA sections 1117(a)(4)(B) and 8501(a)(4)(B))

The Nonpublic Carryover value is informational ONLY. If you elect to redistribute carryover funds in Selection of Schools – Data Entry, the nonpublic amount entered below will not be included in the Redistribution of Title I Carryover Funds.

Enter the amount of nonpublic carryover remaining from the previous year's nonpublic equitable share.

***If this is a consortium application, add a row for each member of the consortium that has nonpublic carryover funds.**

LEA Name	Nonpublic Carryover Amount
	\$
	\$0.00

Section: Carryover - Transferability

TRANSFERABILITY

Please identify the amount of funds you intend to transfer into Title IA below. The total value will then need to be entered on Reservation of Funds within the Data Entry Wizard. If this is a consortium, please enter a separate line item for each consortium member.

Please note: The LEA must consult with eligible Nonpublic School's Official(s) prior to transferring funds. The Nonpublic Equitable Share is calculated post transfer.

LEA Name	Title IIA into Title IA	Title IVA into Title IA	Total Funds Transferred into Title IA (*Calculated - leave blank)	Describe Use of Funds

Section: Non Public Organizations - Nonpublic Assurances

TITLE IA NONPUBLIC ASSURANCES

Since the initial passage of the Elementary and Secondary Education Act of 1965 (ESEA), nonpublic school students and teachers have been eligible to participate in programs under Title I, Part A (Title I).

To ensure local educational agencies, in consultation with appropriate nonpublic school officials, are providing eligible children attending nonpublic elementary and secondary schools, their teachers, and their families with Title I services that are equitable to those provided to eligible public school children **please read and complete each assurance below.**

If there are NO eligible nonpublic school students in your public school attendance area, or you are a Charter School select N/A in each assurance, SAVE, and mark the section complete.

LEA ensures timely and meaningful, consultation has occurred prior to the design and development of such programs and before the LEA makes any decision that affects the opportunity for eligible private school children, their teachers, and their families to participate in Title I programs. (ESEA section 1117(b)(3)).

N/A

If 'No' was selected, please explain.

Funds allocated to an LEA for educational services and other benefits to eligible nonpublic school participants will be obligated in the fiscal year for which the funds are received by the LEA.

N/A

If 'No' was selected, please explain.

Timely and meaningful consultation occurred prior to the obligation of nonpublic funds.

N/A

If 'No' was selected, please explain.

The results of agreement following consultation have been transmitted to the equitable services ombudsman. (via Affirmation of Consultation upload to eGrants) Affirmation of Consultation form: <https://www.education.pa.gov/Teachers%20-%20Administrators/Federal%20Programs/EquitableServices/Pages/default.aspx>

N/A

If 'No' was selected, please explain.

The LEA will follow their procurement procedures if contracting with third-party providers for services to nonpublic school children and educational personnel.

N/A

If 'No' was selected, please explain.

Nonpublic Institutions

There are no Nonpublic Institutions

Section: Non Public Organizations - Nonpublic Organizations Summary

Nonpublic Organizations Summary

The following table compares the totals of the figures entered on the individual nonpublic narratives to the total low income nonpublic students from Selection of Schools (Step 4) and the total nonpublic low income funds and the nonpublic shares of the set asides from Selection of Schools (Step 5).

IMPORTANT!: You should not mark this section complete until you have

- completed all of the individual nonpublic narratives in the Nonpublic Organizations section
- completed the Data Wizard section
- verified that the nonpublic total matches the selection of schools total in each row of this table.

If the totals in any row of this table do not match, please contact your Regional Coordinator BEFORE submitting your application. (NOTE: For monetary totals, it is considered a match if you are within \$1 since this section only allows whole numbers.)

	Nonpublic Organizations	Selection of Schools
Low-Income Students #		
Total Nonpublic Title-I Instruction Funds	\$0.00	\$0.00
Total Nonpublic Title-I Parent and Family Engagement Funds	\$0.00	\$0.00

Nonpublic Organizations Summary

Summary of information that was entered in the individual nonpublic narratives.

	AUN	Completed	Low-Income Students #	Title-I Participants #	Total Nonpublic Title-I Instruction Funds	Total Nonpublic Title-I Parent Involvement Funds
Insight PA Cyber CS						

Section: Non Public Organizations - Nonpublic Program Goals

TITLE IA NONPUBLIC PROGRAM GOALS

Purpose

All LEAs receiving federal funds are required to establish program goals and objectives in order to measure the performance of grant activities to report back to the awarding agency. Performance measurement is a requirement under Uniform Guidance §200.301. The purpose of performance measurement is to show **achievement of program goals and objectives, improve program outcomes**, and foster adoption of **promising practices**. An annual performance report will be required for all federal programs.

Creating Program Goals for Title IA Nonpublic Programs

The intent of Title IA is to increase the achievement levels of the lowest achieving students through supplemental educational services including eligible nonpublic students who attend nonpublic schools and are served through an equitable share portion of the LEA's allocation. Therefore, when completing this section, **you must have at least one program goal that targets student achievement as the outcome.**

Traits of quality program goals

SMARTIE GOALS—Program goals must be Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, and Equitable.

Program Goal Components

All goals contain four components and can be remembered with the acronym ABCD (Audience, Behavior, Condition, Degree).

1. Audience—Program participants (Must be Specific, Relevant, Inclusive, and Equitable)
2. Behavior—Expected results (Must be Specific, Measurable, Attainable, Relevant, and Equitable)
3. Condition—When changes/results are expected to occur (Must be Specific, Relevant, and Time-Bound)
4. Degree—How much change occurs (Must be Specific, Measurable, Attainable, Time-Bound, and Equitable)

All goals end with a goal statement—All ABCD components are summarized into one cohesive goal statement.

Goal completion

Through consultation the LEA and Nonpublic Officials should discuss and determine goals that best meet the needs of the Nonpublic school, students, staff and families.

Directions: Complete the following table to identify your Program Goals. Add as many lines as needed to reflect all components of your program. Be sure to click the 'Add' button to the right in order to save each goal.

Goal Type	Audience	Behavior	Condition	Degree	Goal Statement

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

(includes all budgeted items in all budget sections)

Budget \$2,062,185.00
Allocation \$2,062,185.00

Budget Over(Under) Allocation \$0.00

Instruction Expenditures

Function	Object	Amount	Description
		\$	
		\$0.00	

Section: Budget - Equipment Expenditures

BUDGET OVERVIEW

(includes all budgeted items in all budget sections)

Budget \$2,062,185.00
Allocation \$2,062,185.00

Budget Over(Under) Allocation \$0.00

Equipment Expenditures

Function	Object	Number of Items	Cost Per Item	Amount	Description
				\$	
				\$0.00	

Section: Budget - Other Expenditures

BUDGET OVERVIEW

(includes all budgeted items in all budget sections)

Budget \$2,062,185.00
Allocation \$2,062,185.00

Budget Over(Under) Allocation \$0.00

Other Expenditures

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$806,494.68	Salaries for 12 Interventionists
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$141,150.19	Benefits for 12 Interventionists (FICA, retirement, insurance costs)
2100 - SUPPORT SERVICES – STUDENTS	500 - Other Purchased Services	\$15,213.00	Reading Horizons
3300 - Community Services	600 - Supplies	\$50,000.00	Parent Family Engagement Set Aside expenses
3300 - Community Services	600 - Supplies	\$40,000.00	MKV Set Aside expenses (Amazon purchases, Shipping Costs Kitz for Kidz, Hotspots)
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$861,250.00	Salaries for 15 Advisors
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$148,077.13	Benefits for 15 Advisors (FICA, retirement, insurance costs)
		\$2,062,185.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

(includes all budgeted items in all budget sections)

Budget \$2,062,185.00
 Allocation \$2,062,185.00

Budget Over(Under) Allocation \$0.00

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1190 FEDERALLY FUNDED REGULAR PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1450 Instructional Programs Outside the School Day	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1500 * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$1,667,744.68	\$289,227.32	\$0.00	\$0.00	\$15,213.00	\$0.00	\$0.00	\$1,972,185.00
2160 * SOCIAL WORK SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2220 TECHNOLOGY SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2240 COMPUTER-ASSISTED INSTRUCTION SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2250 * SCHOOL LIBRARY SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2260 INSTRUCTION AND CURRICULUM DEVELOPMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2270 Professional Development	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2280 * NONPUBLIC SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2350 * LEGAL AND ACCOUNTING SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2380 * OFFICE OF THE PRINCIPAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2810 PLANNING, RESEARCH, DEVELOPMENT AND EVALUATION SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2813 Evaluation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2820 INFORMATION SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2830 STAFF SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2850 STATE AND FEDERAL AGENCY LIAISON SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2900 Other Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$90,000.00	\$0.00	\$90,000.00
	\$1,667,744.68	\$289,227.32	\$0.00	\$0.00	\$15,213.00	\$90,000.00	\$0.00	\$2,062,185.00
	Approved Indirect Cost/Operational Rate: 0.0000							\$0.00
	Final							\$2,062,185.00

Section: Narratives - Program Description

PROGRAM DESCRIPTION

Please indicate the allowable activities your LEA is supporting with Title IIA funds.

- Professional development in the area of improved teaching and student learning and achievement
- Professional development in the area of technology integration
- Professional development in the area of data usage
- Professional development in the area of parent engagement
- Professional development in the area of IEP development and implementation
- Professional development in the area of English Learners
- Professional development in the area of early learning activities
- Professional development in the area of selecting and implementing assessments
- Professional development in the area of identification of trauma, mental illness, and interventions
- Professional development in the area of safety, alcohol, and drug abuse, and chronic absenteeism
- Professional development in the area of gifted learning
- Professional development in the area of sexual abuse prevention
- Professional development in the area of STEM activities
- Professional development in the area of improving staff working conditions
- Professional development in the area of career and technical education integration and work-based learning
- Professional development by library programs for improving instructional services
- Class-Size Reduction
- Supplemental Teacher and Principal Evaluation Systems
- Recruitment and Retention including principals
- Other uses that meet the intent of Title IIA (please contact your Regional Coordinator)
- Other – LEA is transferring all Title IIA funds.

Do the Title IIA professional development activities align with one of the 4 ESSA Tiers of Evidence?

Note: LEAs should use [Evidence for PA, What Works Clearinghouse](#) and [Evidence for ESSA](#) when selecting research-based practices, strategies and interventions and for identifying the ESSA Tier of Evidence each align with. For more information on identifying and navigating clearinghouses and databases, please visit this [USDE resource page](#).

Note: If using Title IIA funds for Class Size Reduction, click "N/A."

N/A

If "No" is selected for the activities not meeting an ESSA Tier of Evidence, describe how the activities are evidence-based.

Optional: Providing additional information for instructional coaching

If using Title IIA funds for instructional coaching, identify and describe the strategies in which the coaches utilize and the ESSA Tiers of Evidence with which the strategies align.

Evidence strongly suggests that a well-designed instructional coaching program improves teacher practice and student outcomes. Instructional coaching programs that incorporate the essential features of high-quality professional development are more likely to improve teacher practice. Educator performance evaluation systems are a potential tool for improving student achievement by increasing the effectiveness of the educator workforce (Stecher et al., 2016; Weisberg et al., 2009). For example, research suggests that giving more frequent, specific feedback on classroom practice may lead to improvements in teacher performance and student achievement (Steinburg & Sartain, 2015; Taylor & Tyler, 2012). Stecher, B., Garet, M.S., Hamilton, L.S., Steiner, E.D., Robyn, A., Porier, J., Holzman, D., Fulbeck, E.S., Chambers, J., and de los Reyes, I.B. (2016). Improving Teaching Effectiveness: Implementation. The Intensive Partnerships for Effective Teaching Through 2013–2014. Santa Monica, CA: RAND. Steinberg, M., and Sartain, L. (2015). Does teacher evaluation improve school performance? Experimental evidence from Chicago's Excellence in Teaching Project. Education Finance and Policy 10(4), 1–38. Taylor, E.S., and Tyler, J.H. (2012). The effect of evaluation on teacher performance. American Economic Review, 102(7), 3628–3651. Weisberg, D., Sexton, S., Mulhern, J., and Keeling, D. (2009). The Widget Effect: Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness. Brooklyn, NY: The New Teacher Project. This satisfies Tier 3 of the ESSA Tiers of Evidence.

MEASURING EFFECTIVENESS OF ACTIVITIES

Describe how the LEA plans to **measure the effectiveness** of the professional development activities.

Note: If using funds for Class-Size Reduction, please describe the process for ensuring the Class-Size Reduction Teacher is effective.

Note: If the LEA is transferring all Title IIA funds, write in "N/A - LEA is transferring all Title IIA funds."

We will use the Results Based Coaching tool to document the work and impact on teacher practice and student learning.

PRIORITIZATION OF HIGHEST NEEDS SCHOOLS

Describe how the LEA will **identify and prioritize** the schools of students with the highest needs, including students in CSI, A-TSI and low-income schools and neglected and delinquent institutions.

Note: If your LEA is a charter school, please type "N/A."

Note: If the LEA is transferring all Title IIA funds, write in "N/A - LEA is transferring all Title IIA funds."

N/A

Describe the supports that will be given to the prioritized schools.

Note: If the LEA is transferring all Title IIA funds, write in "N/A - LEA is transferring all Title IIA funds."

N/A

Describe how the LEA will **measure the effectiveness** of the supports to the prioritized schools.

Note: If the LEA is transferring all Title IIA funds, write in "N/A - LEA is transferring all Title IIA funds."

N/A

ON-SITE/IN-STATE TRAVEL

Complete the table below for in-state/on-site travel ONLY.

PD Event Name	Type of PD Activity	Topic	Justify the cost as reasonable and necessary (2 CFR § 200.403)	Number of Staff	Estimated Travel Cost Total
					\$

OUT-OF-STATE TRAVEL

Please complete the table below for out-of-state travel ONLY.

Note:

- Out-of-state travel, including nonpublic travel, requires prior written approval from Regional Coordinator.
- If Professional Development activity is available in-state or virtually, the LEA must justify why the out of state travel is the most cost-effective method available in the table below.
- Use of funds for out-of-state travel is not permitted for school board members or elected officials.

PD Event Name	Type of PD Activity	Topic	Out of State Location	Justify the cost as reasonable and necessary (2 CFR § 200.403)	Number of Staff	Additional PD Information	Total Estimated Travel Cost
							\$

1-DAY OR SHORT-TERM CONFERENCES OR WORKSHOPS

Describe how the conferences or workshops are part of an **ongoing, sustained professional development plan** that align with specific program goals of the district.

N/A

Describe how the professional development aligns with the statutory definition of "professional development." ESEA, section 8101(42) defines "professional development" as **"sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused."**

Note: If using Title IIA funds for Class-Size Reduction, type "N/A."

N/A

The LEA ensures that all travel costs described above pass the reasonable, necessary, and allocable test.

Yes

CLASS-SIZE REDUCTION (CSR)

If using Title IIA funds for class-size reduction, complete the table below.

Note: CSR may not be used for nonpublic equitable services.

CSR Requirements:

- LEAs must assure that it has a clearly defined role of having a qualified supervisor or individual to perform teacher evaluations that are classroom-focused and provide ongoing feedback to the CSR teacher being hired.
- LEAs are required to submit student achievement data with the performance output report.
- LEAs are required to develop program goals related to student achievement outcomes.

Grade Level (for middle school or high school, indicate subject area if applicable)	Each class size without CSR teacher	Each class size with CSR teacher	Number of class sections	Teacher:Student Ratio	Number of FTEs paid from Title IIA funds

TITLE IIA STAFF

Title IIA funds may be used to pay for staff to provide professional development or to reduce class-size. If the staff are paid by Title IIA, appropriate time and effort documentation must be maintained to support their payment from Title IIA versus other funding sources.

Please list those staff who are paid by Title IIA. For the prorated staff, also include a summary of the Title IIA related duties/tasks, and the estimated percentage of time spent on Title IIA activities. Positions may be grouped together if the percentage of time charged to Title IIA is the same for each person.

Position/Job Title	Number of positions	Percentage of time spent on Title IIA	Time/Effort Documentation Method	Summary of Title IIA Responsibilities
				<ul style="list-style-type: none"> • Create and deliver ongoing professional development for teachers and school leaders • Design and implement well organized individual and group learning opportunities for teachers and school leaders • Assist teachers in aligning their instruction with strong teaching methods, state standards, and student achievement data • Model effective and differentiated instructional practices for teachers • Increase teacher effectiveness by improving the quality of teaching plans • Facilitate data meetings with teachers and administrators with using formative assessment data to narrow achievement gaps among students in all content

Position/Job Title	Number of positions	Percentage of time spent on Title IIA	Time/Effort Documentation Method	Summary of Title IIA Responsibilities
Instructional Coach	2	100	Single-Funded Certification	areas and grade levels • Develop teachers' abilities to adjust instructional plans based on student achievement data • Train instructional staff in use of local screeners, state testing, and common formative assessments to plan instruction and identify strengths and gaps in curriculum • Coordinate the state mandated Induction program and keeps accurate records of new teacher completion and training for mentors • Visits classes on a regular basis to monitor effectiveness of implementation of the strategies learned through professional development/collaboration • Participates in analyzing data to identify professional development needs and evaluates effectiveness of the program

TITLE IIA TARGETED PROGRAM GOALS

Purpose

All LEAs receiving federal funds are required to establish program goals and objectives in order to measure the performance of grant activities to report back to the awarding agency. Performance measurement is a requirement under Uniform Guidance §200.301. The purpose of performance measurement is to show **achievement of program goals and objectives, improve program outcomes, and foster adoption of promising practices**. An annual performance report will be required for all federal programs.

Creating program goals for Title IIA

The intent of Title IIA is to prepare, train, and recruit high-quality teachers, principals and other school leaders by supporting effective instruction and ensuring students, especially those most at-risk of not achieving the state's rigorous academic standards access to high quality instruction, including class-size reduction strategies. Class Size Reduction strategies **must have at least one program goal that includes student achievement target as the outcome**. Other program goals for Title II activities are encouraged to be outcome goals; however, output goals are accepted.

Traits of quality program goals

SMARTIE GOALS—Program goals must be Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, and Equitable.

Program Goal Components

All goals contain four components and can be remembered with the acronym ABCD (Audience, Behavior, Condition, Degree).

1. Audience—Program participants (Must be Specific, Relevant, Inclusive, and Equitable)
2. Behavior—Expected results (Must be Specific, Measurable, Attainable, Relevant, and Equitable)
3. Condition—When changes/results are expected to occur (Must be Specific, Relevant, and Time-Bound)
4. Degree—How much change occurs (Must be Specific, Measurable, Attainable, Time-Bound, and Equitable)

All goals end with a goal statement—All ABCD components are summarized into one cohesive goal statement.

Goal completion

Directions: Complete the following table to identify your Program Goals. Add as many lines as needed to reflect all components of your program. Be sure to click the 'Add' button to the right in order to save each goal.

Will you use Title IIA funding for Class Size Reduction? **If No, program goals are NOT required.**

No

Goal Type	Audience	Behavior	Condition	Degree	Goal Statement

Goal completion

Directions: Complete the following table to identify your Program Goals. Add as many lines as needed to reflect all components of your program. Be sure to click the 'Add' button to the right in order to save each goal.

Will you use Title IIA funding for allowable activities other than Class Size Reduction? **If No, program goals are NOT required.**

Yes

Goal Type	Audience	Behavior	Condition	Degree	Goal Statement
Other Title IIA Activities	Teachers	will have differentiated professional development based on their instructional needs, instructional observations, Professional Development Plan, and mandated trainings described by PDE	by June 30, 2024.	100% of teachers	100% of teachers will have differentiated professional development based on their instructional needs, instructional observations, Professional Development Plan, and mandated trainings described by PDE by June 30, 2024.

Section: Narratives - Assurances

ASSURANCES

The answers to the questions below will be verified during your LEA's monitoring visit.

Read all statements carefully and respond with assurance by clicking "Yes."

NOTE: All assurances must be completed for grant approval.

LEA assures that the Title IIA activities are aligned to state standards.

Yes

The LEA assures that Title IIA activities in the areas of class-size reduction and professional development are evidence-based, and are expected to improve student achievement.

Yes

The LEA has considered using Evidence for PA and What Works Clearinghouse to inform utilization of Title II, Part A funds.

Yes

The LEA assures that the Title IIA activities align with the statutory definition of professional development. ESSA, Section 8101(42), defines "professional development," specifically noting that professional development activities are sustained, intensive, collaborative, data-driven, job-embedded and classroom-focused.

Yes

The LEA assures the prioritization of the distribution of Title IIA activities to schools based on one or more of several factors, including schools that:

- Are identified as CSI/ATSI under Title IIA of ESSA;
- Have the highest numbers of students from low-income families

Yes

The LEA assures Title IIA activities are used as a part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students.

Yes

The LEA assures that it has engaged stakeholders in the development of this application in accordance with ESSA, Section 2102(a).

Yes

For Class-Size Reduction (CSR), the LEA assures it has a clearly defined role of having a qualified supervisor or individual to perform classroom evaluations and provide feedback to the CSR teacher being hired.

Yes

**Section: Narratives - Supplement Not Supplant
SUPPLEMENT, NOT SUPPLANT**

The goal of SNS for Title IIA, is to be sure that federal funds are spent in addition to and do not replace services that eligible students would otherwise receive. Unlike for Title IA, the test is an expense-by-expense measure.

Supplanting is presumed if *any* of the following is TRUE, according to federal fiscal guidance (2 CFR Part 200, Appendix XI):

- A district uses federal funds to provide services that are required under other federal, state, or local laws.
- A district uses federal funds to provide services that the district provided with non-federal funds in the prior year.
- A district uses federal funds to provide services that the district would otherwise provide without federal funds.

If funds are supplemental, select yes.

Yes

These presumptions may be overcome if the LEA can demonstrate that it would not have provided the services in question with non-federal funds had the federal funds not been available.

To demonstrate, LEAs must provide written documentation (for example, state or local legislative action, budget information, or other materials) that it does not have the funds necessary to implement the activity and that the activity would not be carried out in the absence of the Title IIA funds. Please contact your Regional Coordinator if you are rebutting the three presumptions above.

If 'No' is selected above, please provide an explanation below.

N/A

Section: Carryover - Previous Year Carryover
PREVIOUS YEAR CARRYOVER



Check here if your LEA has no nonpublic schools within the boundary of your district attendance area or all nonpublic schools have declined to participate in Title IIA.

If the LEA provided equitable services as agreed upon, after consulting with the nonpublic official(s), any carryover funds are considered additional and should be used for the public and nonpublic services.

Will you be using funds from the previous year?

No

ASSURANCE: Carryover expenditures will align with APPROVED narratives and budgets from the previous program year.

N/A - No carryover

Enter your Title IIA Project Number from the previous year.

020 231153

Enter your Title IIA Allocation from the previous year.

151,093

Enter the amount of carryover from previous year.

0

Carryover Percentage

(calculated automatically after 'Mark Complete' button is clicked)

0.00

If the LEA did NOT provide equitable services as agreed upon, after consulting with the nonpublic official(s), any carryover funds should be used ONLY for nonpublic services.

If applicable, enter the amount of nonpublic carryover from previous year.

Section: Carryover - Transferability
TRANSFERABILITY

Please identify the amount of funds you intend to transfer into, and from Title II, Part A below. If this is a consortium, please enter a separate line item for each consortium member.

Please note: The LEA must consult with eligible Nonpublic School's Official(s) prior to transferring funds.

LEA Name	Title IVA into Title IIA	Title IIA into Title IA	Title IIA into Title IIIA	Title IIA into Title IVA	Describe Use of Funds
	\$	\$	\$	\$	
	\$0.00	\$0.00	\$0.00	\$0.00	

Nonpublic Institutions

There are no Nonpublic Institutions

Section: Non Public Organizations - Nonpublic Program Goals

TITLE IIA NONPUBLIC PROGRAM GOALS

Purpose

All LEAs receiving federal funds are required to establish program goals and objectives in order to measure the performance of grant activities to report back to the awarding agency. Performance measurement is a requirement under Uniform Guidance §200.301. The purpose of performance measurement is to show **achievement of program goals and objectives, improve program outcomes**, and foster adoption of **promising practices**. An annual performance report will be required for all federal programs.

Creating Program Goals for Title IIA Nonpublic Programs

The intent of Title IIA is to prepare, train, and recruit high-quality teachers, principals and other school leaders by supporting effective instruction and ensuring students, especially those most at-risk of not achieving the state’s rigorous academic standards access to high quality instruction including students attending nonpublic schools within an LEA’s geographic boundary. **Program goals for Title II activities for nonpublic schools are encouraged to be outcome goals; however, output goals are accepted.**

Traits of quality program goals

SMARTIE GOALS—Program goals must be Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, and Equitable.

Program Goal Components

All goals contain four components and can be remembered with the acronym ABCD (Audience, Behavior, Condition, Degree).

1. Audience—Program participants (Must be Specific, Relevant, Inclusive, and Equitable)
2. Behavior—Expected results (Must be Specific, Measurable, Attainable, Relevant, and Equitable)
3. Condition—When changes/results are expected to occur (Must be Specific, Relevant, and Time-Bound)
4. Degree—How much change occurs (Must be Specific, Measurable, Attainable, Time-Bound, and Equitable)

All goals end with a goal statement—All ABCD components are summarized into one cohesive goal statement.

Goal completion

Through consultation the LEA and Nonpublic Official(s) should discuss and determine goals that best meet the needs of the Nonpublic school, students, staff and families.

Directions: Complete the following table to identify your Program Goals. Add as many lines as needed to reflect all components of your program. Be sure to click the 'Add' button to the right in order to save each goal.

Goal Type	Audience	Behavior	Condition	Degree	Goal Statement

Section: Budget - Administration and Indirect Cost Expenditures

BUDGET OVERVIEW

(includes all budgeted items in all budget sections)

Budget

\$149,870.00

Allocation

\$149,870.00

Budget Over(Under) Allocation

\$0.00

Administration and Indirect Cost Expenditures

An LEA reserves funds for administrative costs, including indirect costs, from a program's total allocation (off the top) before the LEA determines the allocation for services and benefits for public and nonpublic school children and educators. (34 C.F.R. § 299.7(a)(2)).

Function	Object	Amount	Description
		\$	
		\$0.00	

Section: Budget - Equitable Nonpublic Share
NONPUBLIC EQUITABLE SHARE STATUS

Check here if your LEA has no nonpublic schools within the boundary of your district attendance areas or all eligible nonpublic schools have declined to participate in Title IIA. *If checked, mark this section complete at the bottom and proceed to the next section.*

Check here if your LEA has decided to transfer 100% of your Title IIA allocation into another grant program. This decision will require you to determine the nonpublic share of the receiving program, i.e, TIA, TIVA, etc. to include the amount transferred into that program from Title IIA. Nonpublic funds must be budgeted in the originating program. (Program from which they are transferred)

If checked, where is the nonpublic equitable share budgeted?

Title IIA allocations are subject to a nonpublic equitable share requirement for all nonpublic schools located within your district's geographic boundary. This share is calculated based on a proportionate share of your total allocation.

Instructions:

Please follow the instructions below to determine the appropriate information for each corresponding cell in the Equitable Nonpublic Share table.

Charter Schools are exempt from this equitable share requirement and may mark the section complete without entering data.

If this is a consortium, list each member separately.

Total Allocation: This amount should be the allocation *post transfers*. If you are transferring partial funds out of Title II, Part A, complete the transfer first and then enter the remaining amount to stay in Title IIA in the Total Allocation cell below. If you are transferring funds in to Title II, Part A include those funds in the Total Allocation cell below.

LEA ADMINISTRATIVE COSTS (OPTIONAL): Those costs incurred by the LEA for administering the nonpublic programs. An LEA reserves funds for administrative costs, including indirect costs, from a program's total allocation (off the top) before the LEA determines the allocation for services and benefits for public and nonpublic school children and educators. (34 C.F.R. § 299.7(a)(2)). Do not include Administrative fees listed within third party contracts. If an LEA chooses to charge administrative costs, appropriate time and effort documentation should be maintained to document the amount charged to the Title IIA nonpublic equitable share.

Total combined LEA and Nonpublic enrollment from October of the previous year: Include both public and nonpublic enrollment.

Total Nonpublic enrollment from October of the previous year: Please contact your participating nonpublic schools for previous year October enrollment (all children in the nonpublic school, not just those who would have attended your district).

Nonpublic Ratio, Nonpublic Share of Total Allocation, Public Allocation, and Nonpublic Per Pupil Amount: Leave blank - the system will populate these data fields after you hit the 'Save' button at the bottom of the page.

School District Name	Total Allocation (post transfers)	LEA Administrative Costs (Optional)	Total combined LEA and Nonpublic enrollment from October of the previous year	Total Nonpublic enrollment from October of the previous year	Nonpublic Ratio (*calculated - leave blank)	Nonpublic Share of Total Allocation (*calculated - leave blank)	Public Allocation (*calculated - leave blank)	Nonpublic Per Pupil Amount (*calculated - leave blank)

NONPUBLIC ALLOCATION BREAKOUT

List each nonpublic school and input the total enrollment and the per pupil amount calculated in the previous section to determine each nonpublic allocation.

Nonpublic School Name	Nonpublic School Total Enrollment	Per Pupil Amount (enter amount from previous table)	Total Allocation (*calculated - leave blank)	Description of services

Any use of Title IIA funds for the benefit of private school participants must:

- Be an allowable local use of Title IIA funds under the authorizing statute. (ESEA section 2103(b)(3))
- Meet the specific needs of students enrolled in a private school, and not the school itself. Title IIA funds may not be used to meet the needs of a private school or the general needs of the students enrolled in the private school. In some instances, however, a program or activity that primarily benefits a private school's students (because it addresses specific, rather than general, needs of the students) will also incidentally benefit the school. (34 CFR 76.658.)

- Ensure that the public agency (e.g., an LEA) responsible for providing equitable services retains control of the funds used to provide such services.

In addition, equitable services must be provided by either an employee of the public agency or through a contract by the public agency with an individual, association, agency, or organization. These employees, individuals, association, agencies, or organizations providing the services must be independent of the private school and any religious organization and the employment or contract must be under the control and supervision of the public agency. (ESEA section 8501(d))

Professional Development can include areas covered under the ESSA definition of a well-rounded education.

Well-Rounded Education: English, reading, or language arts, writing, science, technology, engineering, mathematics, computer science, foreign languages, civics and government, economics, arts, music, history, geography, career and technical education, health, physical education, and others as designated by State/LEA.

Such educational services or other benefits, including materials and equipment, shall be secular, neutral, and non-ideological. Section 1117(a)(2).

Describe the intended use of the Title IIA Nonpublic funds.

Please describe the use of funds for each Nonpublic Title IIA program in the space provided below.

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

(includes all budgeted items in all budget sections)

Budget

\$149,870.00

Allocation

\$149,870.00

Budget Over(Under) Allocation

\$0.00

Instruction Expenditures

Function	Object	Amount	Description
		\$	
		\$0.00	

Section: Budget - Equipment Expenditures

BUDGET OVERVIEW

(includes all budgeted items in all budget sections)

Budget

\$149,870.00

Allocation

\$149,870.00

Budget Over(Under) Allocation

\$0.00

Equipment Expenditures

Function	Object	Number of Items	Cost Per Item	Amount	Description
				\$	
				\$0.00	

Section: Budget - Other Expenditures

BUDGET OVERVIEW

(includes all budgeted items in all budget sections)

Budget

\$149,870.00

Allocation

\$149,870.00

Budget Over(Under) Allocation

\$0.00

Other Expenditures

Function	Object	Amount	Description
2270 - Professional Development	100 - Salaries	\$147,250.00	Salaries for 2 Instructional Coaches
2270 - Professional Development	200 - Benefits	\$2,620.00	Partial Benefits for 1 Instructional Coach
		\$149,870.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

(includes all budgeted items in all budget sections)

Budget

\$149,870.00

Allocation

\$149,870.00

Budget Over(Under) Allocation

\$0.00

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1190 FEDERALLY FUNDED REGULAR PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1450 Instructional Programs Outside the School Day	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1500 * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2160 * SOCIAL WORK SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2220 TECHNOLOGY SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2240 COMPUTER-ASSISTED INSTRUCTION SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2250 * SCHOOL LIBRARY SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2260 INSTRUCTION AND CURRICULUM DEVELOPMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2270 Professional Development	\$147,250.00	\$2,620.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$149,870.00
2280 * NONPUBLIC SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2350 * LEGAL AND ACCOUNTING SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2810 PLANNING, RESEARCH, DEVELOPMENT AND EVALUATION SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2813 Evaluation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2820 INFORMATION SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2830 STAFF SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2850 STATE AND FEDERAL AGENCY LIAISON SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2900 Other Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$147,250.00	\$2,620.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$149,870.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$149,870.00

Section: Narratives - Assurances

TITLE IVA-STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS

Purpose: To provide all students access to a well-rounded education, improve school conditions for student learning, and improve the use of technology to improve the academic achievement and digital literacy of all students.

TITLE IVA ASSURANCES

LEAs receiving at least \$30,000 in Title IV, A funding must complete the assurances below as it applies to your LEA.

LEAs receiving less than \$30,000 in Title IV, A funding only need to mark Yes for one of the assurances below as it applies to your LEA.

The LEA assures that at least 20% of its allocation is spent on activities to support well-rounded educational opportunities.

Please note: Percentage requirements do not apply to the Nonpublic Equitable Share.

Yes

The LEA assures that at least 20% of its allocation is spent on activities to support safe and healthy students.

Please note: Percentage requirements do not apply to the Nonpublic Equitable Share.

Yes

The LEA assures that some of its allocation is spent on activities to support the effective use of technology.

Please note: Percentage requirements do not apply to the Nonpublic Equitable Share.

Yes

GENERAL ASSURANCES

The LEA assures that it will comply with ESSA Sections 8501-8504, regarding equitable participation of Nonpublic school children and teachers.

Yes

If the LEA receives less than \$30,000 in Title IV, A funding, mark N/A in the assurance below.

The LEA or consortium assures the prioritization of the distribution of funds to schools based on one or more of several factors, including schools that:

- Are among those with the greatest needs, as determined by the LEA or consortium;
- Have the highest numbers of students from low-income families;
- Are identified as CSI/A-TSI under Title I, Part A of the ESSA;
- Are identified as persistently dangerous public school under section 8532 of the ESEA.

Yes

Section: Narratives - Well-Rounded Educational Opportunities

WELL ROUNDED EDUCATIONAL OPPORTUNITIES--PROGRAM DETAILS

The tables below do not need to be completed if your LEA falls into one of the following categories. If applicable, please select the appropriate option, and Mark Section complete.

- LEA received less than \$30,000 for Title IV allocation and will not be spending on Well Rounded Education.
- LEA is transferring 100% of Title IV funds to another program.

Title IV requires that any LEA receiving more than \$30,000 must allocate a minimum of 20% for the Well Rounded Education area of the grant.

In the following table, select from the Well Rounded Education category(ies) from the dropdown box and then indicate the amount of funding being budgeted for that category. If "other", describe the activities being supported in the text box below the table. The total amount in the table should be equal to or greater than 20% when completed.

Note: If you receive less than \$30,000, you do not need to spend a minimum of 20% in this category. You must still indicate the dollar amount being allocated to each option you select.

Well Rounded Education Category	Amount Budgeted for this Category
Other Activities	\$62,322
STEM Subjects	\$48,500
	\$110,822.00

If 'other activities' was selected above, please describe. *Character limit 3000*

Heggerty Phonics Books, Raz Plus, Boom Learning, Easy CBM and Scholastic Magazine.

Describe the well-rounded educational opportunities program in your school(s) based on the items checked above. *Character limit 3000*

Raz Plus is a personalized blended learning approach to literacy. Boom Learning is a platform that allows teachers to download free or paid digital activities for students. Easy CBM is an online system that provides reading and math benchmarks and progress monitoring assessments. Heggerty Phonics Books will be purchased to provide enrichment in the area of reading, language arts and writing. Scholastic Magazines will be purchased for elementary school students. Students will be able to participate in the Carnegie Mellon Robotics Pre-Apprenticeship Program, Pharmacy Tech Certification, EMT Certification and ABC Construction Pre-apprenticeship, Robotics Simulation, Advanced Manufacturing (PCT), eSports curriculum, Future Business Leaders of America memberships and conference, Microsoft credential/simulation and industry exams, Code HS curriculum, Marketing curriculum/industry certifications, stocks and investment industry credential and industry certification and entrepreneurship curriculum and industry certifications. Additionally, students will have the opportunity to receive first aid, CPR and AED certifications.

WELL ROUNDED EDUCATIONAL OPPORTUNITIES--PERFORMANCE MEASUREMENT

Purpose

All LEAs receiving federal funds are required to establish program goals and objectives in order to measure the performance of grant activities to report back to the awarding agency. Performance measurement is a requirement under Uniform Guidance §200.301. The purpose of performance measurement is to show **achievement of program goals and objectives, improve program outcomes**, and foster adoption of **promising practices**. An annual performance report will be required for all federal programs.

Creating Performance Based Goals for Title IVA-Well Rounded Educational Activities

The intent of Title IVA is to provide student support and academic enrichment. One category of funding is to provide well rounded educational activities. Program goals for Title IVA Well Rounded Educational Activities are encouraged to be outcome goals; however, output goals are accepted.

Traits of Quality Program Goals

SMARTIE GOALS—Program goals must be Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, and Equitable.

Program Goal Components

All goals contain four components and can be remembered with the acronym ABCD (Audience, Behavior, Condition, Degree)

Audience—Program participants (Must be Specific, Relevant, Inclusive, and Equitable)

Behavior—Expected results (Must be Specific, Measurable, Attainable, Relevant, and Equitable)

Condition—When changes/results are expected to occur

Degree—How much change occurs

Goal statement—All ABCD components are summarized into one cohesive goal statement.

Goal completion

Directions: Complete the following table to identify your Program Goals. Add as many lines as needed to reflect all components of your program. Be sure to click the 'Add' button to the right in order to save each goal.

Goal Type	Audience	Behavior	Condition	Degree	Goal Statement
Title IVA--Well Rounded Educational Opportunities	K-5th grade students	meet the annual growth target in reading local diagnostic assessment	fall compared to spring	60% of students meet or exceed the annual growth target	60% students in all student groups in grades K through 5 will meet the annual growth target in Reading as measured by local diagnostic assessment Fall compared to Spring by June 30, 2024.
Title IVA--Well Rounded Educational Opportunities	9-12th grade students	recieve industry certifications	by June 30, 2024	increase amount of students recieving industry certifications by 25%	Increase the amount of students recieving industry certifications in grades 9-12 by 25% by June 30, 2024.
Title IVA--Well Rounded Educational Opportunities	5-12th grade students	join FBLA	by June 30, 2024	increase the amount of students who join FBLA by 33%	Increase the amount of students in 5-12th grades that become members of FBLA by 33%
Title IVA--Well Rounded Educational Opportunities	11-12th grade students	use career cards	by June 30th, 2024	100% of students career portfolios transfer to Career Cards	75% of students in grades 11-12 will transition their career portfolios to Career Cards by June 30, 2024
Title IVA--Well Rounded Educational Opportunities	6-12th grade students	increase the participation in eSports	by June 30th, 2024	increase the amount of students participating in eSports by 40%	Increase the amount of students participating in eSports in grades 6-12th by 40% by June 30th, 2024
Title IVA--Well Rounded Educational Opportunities	10-12th grade students	increase participation in Carnegie Mellon Robotics pre-apprentiship	by June 30th, 2024	increase the amount of students participating in Carnegie Mellon Robotics pre-apprentiship program by 20%	Increase the amount of students in grades 10-12th participating in the Carnegie Mellon Robotics pre-apprentiship program by 20% by June 30th, 2024.
Title IVA--Well Rounded Educational Opportunities	6-12th grade students	increase participation in Code HS curriculum	by June 30, 2024	increase the amount of students participating in the Code HS curriculum by 5%	Increase the amount od 6-12th grade students participating in Code HS curriculum by 5% by June 30, 2024.

Section: Narratives - Safe and Healthy Students

SAFE AND HEALTHY STUDENTS--PROGRAM DETAILS

The tables below do not need to be completed if your LEA falls into one of the following categories. If applicable, please select the appropriate option, and Mark Section complete.

- LEA received less than \$30,000 for Title IV allocation and will not be spending on Safe and Healthy Students.
- LEA is transferring 100% of Title IV funds to another program.

Title IV requires that any LEA receiving more than \$30,000 must allocate a minimum of 20% for the Safe and Healthy Students area of the grant.

In the following table, select from the Safe and Healthy Students category(ies) from the dropdown box and then indicate the amount of funding being budgeted for that category. If "other", describe the activities being supported in the text box below the table. The total amount in the table should be equal to or greater than 20% when completed.

Note: If you receive less than \$30,000, you do not need to spend a minimum of 20% in this category. You must still indicate the dollar amount being allocated to each option you select.

Safe and Healthy Student Categories	Amount Budgeted to Support this Category
Other Activities	\$29,000
	\$29,000.00

If 'other activities' was selected above, please describe. *Character limit 3000*

Students will use the researched-based Character Story social emotional learning curriculum that focuses on the Whole Child with vertically-aligned lessons that teach social emotional learning and character side-by-side. The new social emotional curriculum will require staff resources to properly implement and we will provide stipends to grade band leads for this work. Nurses and counselors will participate in PA based trainings, workshops and conferences to improve their professional understanding of 504 plans, trauma informed practices and social emotional learning. Nurses will facilitate community health screening and outreach to students across the state. Additionally, staff will participate in crisis training.

Describe the safe and healthy students program in your school(s) based on the items checked above. *Character limit 3000*

Students will use the researched-based Character Story social emotional learning curriculum that focuses on the Whole Child with vertically-aligned lessons that teach social emotional learning and character side-by-side. The new social emotional curriculum will require staff resources to properly implement and we will provide stipends to grade band leads for this work. Nurses and counselors will participate in PA based trainings, workshops and conferences to improve their professional understanding of 504 plans, trauma informed practices and social emotional learning. Nurses will facilitate community health screening and outreach to students across the state. Additionally, staff will participate in crisis training.

SAFE AND HEALTHY STUDENTS--PERFORMANCE MEASUREMENT

Purpose

All LEAs receiving federal funds are required to establish program goals and objectives in order to measure the performance of grant activities to report back to the awarding agency. Performance measurement is a requirement under Uniform Guidance §200.301. The purpose of performance measurement is to show **achievement of program goals and objectives, improve program outcomes**, and foster adoption of **promising practices**. An annual performance report will be required for all federal programs.

Creating Performance Based Goals for Title IVA-Well Rounded Educational Activities

The intent of Title IVA is to provide student support and academic enrichment. One category of funding is to promote safe and healthy students. Program goals for Title IVA Safe and Healthy Students are encouraged to be outcome goals; however, output goals are accepted.

Traits of Quality Program Goals

SMARTIE GOALS—Program goals must be Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, and Equitable.

Program Goal Components

All goals contain four components and can be remembered with the acronym ABCD (Audience, Behavior, Condition, Degree)

Audience—Program participants (Must be Specific, Relevant, Inclusive, and Equitable)

Behavior—Expected results (Must be Specific, Measurable, Attainable, Relevant, and Equitable)

Condition—When changes/results are expected to occur

Degree—How much change occurs

Goal statement—All ABCD components are summarized into one cohesive goal statement.

Goal completion

Directions: Complete the following table to identify your Program Goals. Add as many lines as needed to reflect all components of your program. Be sure to click the 'Add' button to the right in order to save each goal.

Goal Type	Audience	Behavior	Condition	Degree	Goal Statement
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Title IVA--Safe and Healthy Students	K-12 students	demonstrate strength in all SEL topics	by June 30th, 2024	75% of K-12 students who scored 2.0 or higher on each topic	75% of K-12 students, in all student groups will demonstrate strength in all social emotional skill topics measured by the Panorama Ed SEL survey by June 30th 2024.
Title IVA--Safe and Healthy Students	Academic and Student Support Staff	complete crisis prevention training	by June 30th, 2024	95% of academic and student support staff	95% of academic and student support staff will complete a crisis prevention training by June 30th, 2024
Title IVA--Safe and Healthy Students	School counselors	Use of assessments and data to provide supports and interventions	by June 30, 2024	shift from Needs Improvement to Proficiency	80% of school counselors across grades K-12 will demonstrate Proficiency in component 1F (use of assessments and data to provide supports and interventions) of the Framework for Non-Teaching Professionals: School Counselor by June 30, 2024.
Title IVA--Safe and Healthy Students	School nurses	shift from Needs Improvement to Proficiency	by June 30, 2024	Designing coherent service delivery plans and activities	50% of school nurses across grades K-12 will demonstrate Proficiency in component 1E (designing coherent service delivery plans and activities) of the Framework for Non-Teaching Professionals: School Health Specialist by June 30, 2024.
Title IVA--Safe and Healthy Students	Students enrolled for a full academic year receiving Tier 2 support for SEL	meet or exceed established target rate of improvement	by June 30, 2024	meet or exceed established target rate of improvement	70% of students (enrolled for a full year) receiving Tier 2 support for social and emotional learning skill development will meet or exceed target rate of improvement by June 30, 2024.
Title IVA--Safe and Healthy Students	School counselors	Setting instructional outcomes and goals for comprehensive school counseling services	by June 30, 2024	shift from Needs Improvement to Proficiency	80% of school counselors across grades K-12 will demonstrate Proficiency in component 1C (Setting instructional outcomes and goals for comprehensive school counseling services) of the Framework for Non-Teaching Professionals: School Counselor by June 30, 2024.
Title IVA--Safe and Healthy Students	Students enrolled for a full academic year	complete annual health screening	by June 30, 2024	complete annual health screening	30% of students (enrolled for a full year) will complete annual health screenings by June 30, 2024.
Title IVA--Safe and Healthy Students	FAY Counselors and Student Resource Specialists	complete crisis and mental health first aide training	by June 20, 2024	complete crisis and mental health first aide training	100% of Counselors and Student Resource Specialists on staff for the full academic year will be trained in crisis and mental health first aide.

Section: Narratives - Effective Use of Technology

EFFECTIVE USE OF TECHNOLOGY--PROGRAM DETAILS

The tables below do not need to be completed if your LEA falls into one of the following categories. If applicable, please select the appropriate option, and Mark Section complete.

- LEA received less than \$30,000 for Title IV allocation and will not be spending on Effective Use of Technology.
- LEA is transferring 100% of Title IV funds to another program.

The LEA assures that no more than 15% of the amount allocated for Effective Use of Technology will be used to purchase "infrastructure" as describe in ESSA, section 4109(b).

Yes

Title IV requires than any LEA receiving more than \$30,000 must allocate something (greater than \$0 but no minimum) to the Effective Uses of Technology portion of the grant.

In the following table, select from the Effective Use of Technology category(ies) from the dropdown box and then indicate the amount of funding being budgeted for that category. If "other", describe the activities being supported in the text box below the table. **The Title IV law limits the amount spent on "infrastructure" (including devices, equipment, software applications, platforms, digital instructional resources, and/or other one time IT purchases) to 15% of the amount budgeted for Effective Use of Technology.**

Note: If you receive less than \$30,000, you do not need to allocate funds in this category. You must still indicate the dollar amount being allocated to each option you select (if any).

Effective Use of Technology Categories	Amount to be allocated to this Category
Other Activities	\$2,000
	\$2,000.00

Describe the program in your school(s) based on the items checked above.

Note: Spending on purchasing technology infrastructure is limited to 15% of the amount budgeted for Effective Use of Technology.

Staff will attend the PETE & C Conference.

EFFECTIVE USE OF TECHNOLOGY--PERFORMANCE MEASUREMENT

Purpose

All LEAs receiving federal funds are required to establish program goals and objectives in order to measure the performance of grant activities to report back to the awarding agency. Performance measurement is a requirement under Uniform Guidance §200.301. The purpose of performance measurement is to show **achievement of program goals and objectives, improve program outcomes**, and foster adoption of **promising practices**. An annual performance report will be required for all federal programs.

Creating Performance Based Goals for Title IVA-Well Rounded Educational Activities

The intent of Title IVA is to provide student support and academic enrichment. One category of funding is to provide support for the effective use of technology. Program goals for Title IVA Effective Use of Technology are encouraged to be outcome goals; however, output goals are accepted.

Traits of Quality Program Goals

SMARTIE GOALS—Program goals must be Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, and Equitable.

Program Goal Components

All goals contain four components and can be remembered with the acronym ABCD (Audience, Behavior, Condition, Degree)

Audience—Program participants (Must be Specific, Relevant, Inclusive, and Equitable)

Behavior—Expected results (Must be Specific, Measurable, Attainable, Relevant, and Equitable)

Condition—When changes/results are expected to occur

Degree—How much change occurs

Goal statement—All ABCD components are summarized into one cohesive goal statement.

Goal completion

Directions: Complete the following table to identify your Program Goals. Add as many lines as needed to reflect all components of your program. Be sure to click the 'Add' button to the right in order to save each goal.

Goal Type	Audience	Behavior	Condition	Degree	Goal Statement
Title IVA--Effective Use of Technology	2 Staff	attend Pete & C conference	by June 30, 2024	complete training on education technology systems currently used or to be	Staff will attend PETE & C Conference and attend trainings on education technology systems currently

Goal Type	Audience	Behavior	Condition	Degree	Goal Statement
				prospectively purchases	used or to be prospectively purchased by June 30, 2024.

DO NOT COMPLETE THE TABLE BELOW. IT DOES NOT APPLY TO THIS SECTION.

Safe and Healthy Student Categories	Amount Budgeted to Support this Category
	\$
	\$0.00

Section: Narratives - Stakeholder Engagement

STAKEHOLDER ENGAGEMENT

LEAs receiving Title IVA funds are required to involve a stakeholder group in decisions on how to prioritize Title IVA implementation programs prior to submitting an application for funds to PDE and during the life of the grant.

Has your LEA consulted with a stakeholder group prior to submitting this application regarding the use of Title IVA funds for the 2023-24 school year?

Yes

If no is selected above, please provide an explanation. If yes is selected above, please write in N/A.

N/A

Please write in the estimated date of the second stakeholder meeting (recommended December). Please note: if your LEA transferred all of your Title IVA funds the second stakeholder meeting is not required. Please write in "N/A, all Title IVA funds are transferred."

5/24/23

Section: Narratives - Comprehensive Needs Assessment

COMPREHENSIVE NEEDS ASSESSMENT

Section 4106(1-3) of Title IVA requires LEAs that receive an allocation greater than \$30,000 to utilize data from a Comprehensive Needs Assessment that is conducted at least once every three years to determine how Title IVA funds are spent at the district and/or school level. LEAs in Phase 1 or 2 of the Comprehensive Planning Cycle may use their District Comprehensive Plan or School Level Plans (if targeting funds to schools) submitted through PDE's Future Ready Comprehensive Planning Portal (FRCPP) as their needs assessment and evidence of using Title IVA funds for priority needs. Phase 3 LEAs requiring a comprehensive needs assessment may use a locally developed needs assessment until their plans are updated and submitted in the FRCPP.

If an LEA receives less than \$30,000, the needs assessment is not required and this section can be marked complete.

If an LEA received more than \$30,000 and are transferring Title IVA funds, the needs assessment is still required. Please complete the questions below.

Is your 2023-24 Title IV allocation greater than \$30,000?

Yes

Did your LEA conduct a comprehensive needs assessment at least once during the past three years to determine how Title IVA funds are prioritized?

Yes

If your LEA is transferring all or part of Title IVA to be used in another ESSA program, the decision to transfer the funds is supported by the needs assessment and has been discussed with the stakeholder group prior to submitting this application.

N/A

Is your LEA using the District Comprehensive Plan in PDE's Future Ready Comprehensive Planning Portal and associated needs assessment and goals identified through that process to determine how Title IVA funds are targeted?

Yes

If not using the Future Ready Comprehensive Planning Portal, describe what your LEA has used to determine priority needs for Title IVA:

Summarize your LEA/school priorities for Title IVA programs based on the data collected from your Comprehensive Needs Assessment in each of the Title IVA targeted areas.

Title IVA Targeted Area	District Level or School Level	Describe Priority Need
Well Rounded Education	District Level	Increased reading proficiency and STEM education.
Safe and Healthy Students	District Level	Social Emotional Learning, Trauma informed practices, crisis and mental health first aide training for staff.
Effective Use of Technology	District Level	PD on use of technology.

LEA will maintain a copy of the Comprehensive Needs Assessment and data for review by monitors during the next Consolidated Application monitoring visit.

Section: Narratives - Professional Development

Is your LEA using Title IVA funds for Professional Development/Conferences (in-state/out-of-state)? If no, select No and mark the section complete. If yes, select yes and complete the applicable table below.

Yes

ON-SITE/IN-STATE TRAVEL

Please complete the table below for in-state travel ONLY. Provide a summary of the professional development planned for the school year through Title IVA by completing the chart below. If using Title IVA funds for attendance at conferences, please list each conference on a separate line and include the specific costs that will be covered by Title IVA.

Title IVA Targeted Area	PD Event Name	Type of PD Activity	Topic	Additional PD Information	Number of Staff	Estimated Travel Cost
Safe and Healthy Students	Crisis/Mental Health First Aide Training	Workshop (1 day)	Research-Based Effective Practices		40	\$4,000
Safe and Healthy Students	Trauma informed/504 Plan and SEL Trainings	Workshop (1 day)	Research-Based Effective Practices		20	\$2,000
Effective Use of Technology	Pete & C	Conference	Research-Based Effective Practices	https://www.peteandc.org/	2	\$1,000

OUT-OF-STATE TRAVEL

Please complete the table below for out-of-state travel ONLY. (**Nonpublic travel** contact your Regional Coordinator for approval.)

Note:

- If Professional Development activity is available in state or virtually, the LEA must justify why the out of state travel is the most cost-effective method available in the table below.
- Use of funds for out of state travel is not permitted for school board members or elected officials.

PD Event Name	Type of PD Activity	Topic	Out of State Location	Additional PD Information	Number of Staff	Justify cost as reasonable and necessary (2 CFR §200.403)	Total Estimated Travel Cost
							\$

1-DAY OR SHORT-TERM WORKSHOPS

Describe how the conferences or workshops are part of an **ongoing, sustained** professional development plan that align with specific program goals of the district.

SEL, mental health first aide, crisis training, trauma informed practices, 504 plans and effective use of educational technology are a part of the year long professional development plan for school staff. In addition to the short term workshops, professional development in these areas will continue throughout the school year during in-service days and departmental professional development sessions.

Describe how the professional development activities align with the statutory definition of professional development. ESSA, Section 8101(42), defines "professional development," specifically noting that the professional development activities are **sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused**.

During the workshops and conferences attendees will experience impactful professional development and increase their knowledge and awareness of new concepts and resources. Then conferences and workshops will tie together both the information and tools to take back to Insight PA in the areas of social emotional learning, trauma informed practices, 504 plans, crisis/mental health first aide and educational technology in order to make a difference.

The LEA assures that the professional development activities align with the statutory definition of professional development. ESSA, Section 8101(42), defines "professional development," specifically noting that the professional development activities are **sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused**.

Yes

The LEA ensures that all travel costs described above pass the reasonable, necessary, and allocable test.

Yes

Section: Narratives - Supplement, Not Supplant

SUPPLEMENT, NOT SUPPLANT

The goal of SNS for Title IVA, is to be sure that federal funds are spent in addition to and do not replace services that eligible students would otherwise receive. Unlike for Title IA, the test is an expense-by-expense measure.

Supplanting is presumed if *any* of the following is TRUE, according to federal fiscal guidance (2 CFR Part 200, Appendix XI):

- A district uses federal funds to provide services that are required under other federal, state, or local laws.
- A district uses federal funds to provide services that the district provided with non-federal funds in the prior year.
- A district uses federal funds to provide services that the district would otherwise provide without federal funds.

If funds are supplemental, select yes.

Yes

These presumptions may be overcome if the LEA can demonstrate that it would not have provided the services in question with non-federal funds had the federal funds not been available.

To demonstrate, LEAs must provide written documentation (for example, state or local legislative action, budget information, or other materials) that it does not have the funds necessary to implement the activity and that the activity would not be carried out in the absence of the Title IVA funds. Please contact your Regional Coordinator if you are rebutting the three presumptions above.

If 'No' is selected above, please provide an explanation below.

Section: Carryover - Previous Year Carryover
PREVIOUS YEAR CARRYOVER



Check here if your LEA has no nonpublic schools within the boundary of your district attendance area or all nonpublic schools have declined to participate in Title IV, Part A - Student Support and Academic Enrichment.

If the LEA provided equitable services as agreed upon, after consulting with the nonpublic official(s), any carryover funds are considered additional and should be used for the public and nonpublic services.

Will you be using funds from the previous year?

No

ASSURANCE: Carryover expenditures will align with APPROVED narratives and budgets from the previous program year.

N/A - No carryover

Enter Title IV, Part A Project Number from your previous year.

144-23-1153

Enter your Title IV, Part A Allocation from the previous year.

141,548

Enter the amount of carryover from previous year.

0

Carryover Percentage

(calculated automatically after 'Mark Complete' button is clicked)

0

If the LEA did NOT provide equitable services as agreed upon, after consulting with the nonpublic official(s), any carryover funds should be used ONLY for nonpublic services.

If applicable, enter the amount of nonpublic carryover from previous year.

Section: Carryover - Administrative Costs

ADMINISTRATIVE COSTS

Title IV statute imposes a 2% limit in your budget of your total allocation for administrative costs.

The following types of activities are considered to be examples of administrative tasks. They are provided as a guideline for LEAs to use when determining the amount of time a federally-funded employee spends on administration. This list is not exhaustive. If there are other activities needing consideration, please contact a regional coordinator.

Examples of administrative tasks include

- Helps develop plans and application;
- Supervises staff;
- Oversees budget;
- Monitors implementation;
- Understands and informs staff of legal requirements;
- Helps develop strategies;
- Monitors program evaluation; and
- Maintains required documentation.

Explain below which administrative tasks, if any, you will allocate 2% of Title IV funding to:

(Max character length 3000)

N/A

Input your 2023-24 Title IV allocation (from blue heading at the top of this screen) here:

141822

The 2% cap on Administrative Costs for 2023-24 is:

2,836

The LEA assures that it has not budgeted more than 2% of the 2023-24 Title IV allocation for administrative costs.

Yes

Section: Carryover - Transferability

TRANSFERABILITY

Please identify the amount of funds you intend to transfer into Title IVA below. If this is a consortium, please enter a separate line item for each consortium member.

Please note: The LEA must consult with eligible Nonpublic School's Official(s) prior to transferring funds.

LEA Name	Title IIA into Title IVA	Title IVA into Title IA	Title IVA and into Title IIA	Title IVA and into Title IIIA	Describe Use of Funds
	\$				
	\$0.00				

Nonpublic Institutions

There are no Nonpublic Institutions

Section: Non Public Organizations - Nonpublic Program Goals

TITLE VIA NONPUBLIC PROGRAM GOALS

Purpose

All LEAs receiving federal funds are required to establish program goals and objectives in order to measure the performance of grant activities to report back to the awarding agency. Performance measurement is a requirement under Uniform Guidance §200.301. The purpose of performance measurement is to show **achievement of program goals and objectives, improve program outcomes**, and foster adoption of **promising practices**. An annual performance report will be required for all federal programs.

Creating Program Goals for Title VIA Nonpublic Programs

The intent of Title IVA is to provide student support and academic enrichment including supports for students attending nonpublic schools that lie in an LEA's geographical boundaries. Funding can provide supports for a well-rounded education, promote safe and healthy students, and encourage the effective use of technology. **Program goals for Title IVA activities are encouraged to be outcome goals; however, output goals are acceptable.**

Traits of quality program goals

SMARTIE GOALS—Program goals must be Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, and Equitable.

Program Goal Components

All goals contain four components and can be remembered with the acronym ABCD (Audience, Behavior, Condition, Degree).

1. Audience—Program participants (Must be Specific, Relevant, Inclusive, and Equitable)
2. Behavior—Expected results (Must be Specific, Measurable, Attainable, Relevant, and Equitable)
3. Condition—When changes/results are expected to occur (Must be Specific, Relevant, and Time-Bound)
4. Degree—How much change occurs (Must be Specific, Measurable, Attainable, Time-Bound, and Equitable)

All goals end with a goal statement—All ABCD components are summarized into one cohesive goal statement.

Goal completion

Through consultation the LEA and Nonpublic Official(s) should discuss and determine goals that best meet the needs of the Nonpublic school, students, staff and families.

Directions: Complete the following table to identify your Program Goals. Add as many lines as needed to reflect all components of your program. Be sure to click the 'Add' button to the right in order to save each goal.

Goal Type	Audience	Behavior	Condition	Degree	Goal Statement

Section: Budget - Administration and Indirect Cost Expenditures

BUDGET OVERVIEW

(includes all budgeted items in all budget sections)

Budget \$141,822.00
Allocation \$141,822.00

Budget Over(Under) Allocation \$0.00

Administration and Indirect Cost Expenditures

Function	Object	Amount	Description
		\$	
		\$0.00	

Section: Budget - Equitable Nonpublic Share

NONPUBLIC EQUITABLE SHARE--OVERVIEW

Please note: Charter Schools are exempt from this equitable share requirement and may mark the section complete without entering data.



Check here if your LEA has no nonpublic schools within the boundary of your district attendance areas or all eligible nonpublic schools have declined to participate in Title IV, Part A. *If checked, mark this section complete at the bottom and proceed to the next section.*



Check here if your LEA has decided to transfer 100% of your Title IVA allocation into another grant program. This decision will require you to determine the nonpublic share of the receiving program, i.e, TIA, TIIA, etc. to include the amount transferred into that program from Title IVA. Nonpublic funds must be budgeted in the originating program. (Program from which they are transferred)

If yes, where is the nonpublic equitable share budgeted?

NONPUBLIC EQUITABLE SHARE--PROGRAM DETAILS

Title IV, Part A Allocations are subject to a nonpublic equitable share requirement. This share is calculated based on a proportionate share of your total allocation.

Instructions:

Please follow the instructions below to determine the appropriate information for each corresponding cell in the Equitable Nonpublic Share table.

If this is a consortium, list each member separately.

Total allocation: This amount should be the allocation *post transfers*. If you are transferring partial funds out of Title IV, complete the transfer first and then enter the remaining amount to stay in Title IV in the Total Allocation cell below. If you are transferring funds in to Title IV include those funds in the Total Allocation cell below.

LEA Administrative Costs (Optional): Those costs incurred by the LEA for administering the nonpublic programs. An LEA reserves funds for administrative costs, including indirect costs, from a program's total allocation (off the top) before the LEA determines the allocation for services and benefits for public and nonpublic school children and educators. (34 C.F.R. § 299.7(a)(2)). Do not include Administrative fees listed within third party contracts. If an LEA chooses to charge administrative costs, appropriate time and effort documentation should be maintained to document the amount charged to the Title IV nonpublic share. (Title IV statute imposes a 2% limit of your total allocation for administrative costs.)

Total combined LEA and NONPUBLIC enrollment from October of the previous year: Include both public and nonpublic enrollment.

Total NONPUBLIC enrollment from October of the previous year: Please contact your participating nonpublic schools for previous year October enrollment (all children in the nonpublic school, not just those who would have attended your district).

NONPUBLIC ratio, NONPUBLIC share of total allocation, PUBLIC allocation, and NONPUBLIC per pupil amount: Leave blank - the system will populate these data fields after you hit the 'Save' button at the bottom of the page.

School District Name	Total Allocation (post transfers)	LEA Title IV/Nonpublic Administrative Costs (Optional)	Total combined LEA and Nonpublic enrollment from October of the previous year	Total Nonpublic enrollment from October of the previous year	Nonpublic Ratio (*calculated - leave blank)	Nonpublic Share of Total Allocation (*calculated - leave blank)	Public Share of Total Allocation (*calculated - leave blank)	Nonpublic Per Pupil Amount (*calculated - leave blank)

NONPUBLIC ALLOCATION BREAKOUT

List each nonpublic school and input the total enrollment and the per pupil amount calculated in the previous section to determine each nonpublic allocation.

Nonpublic School Name	Nonpublic School Total Enrollment	Per Pupil Amount (enter amount from previous table)	Total Allocation (*calculated - leave blank)	Description of services

Any use of Title IV, Part A funds for the benefit of private school participants must:

- Be an allowable local use of Title IV, Part A funds under the authorizing statute.
- Meet the specific needs of students enrolled in a private school, and not the school itself. Title IV, Part A funds may not be used to meet the needs of a private school or the general needs of the students enrolled in the private school. In some instances, however, a program or activity that primarily benefits a private school's students (because it addresses specific, rather than general, needs of the students) will also incidentally benefit the school. (34 CFR 76.658.)
- Ensure that the public agency (e.g., an LEA) responsible for providing equitable services retains control of the funds used to provide such services.

In addition, equitable services must be provided by either an employee of the public agency or through a contract by the public agency with an individual, association, agency, or organization. These employees, individuals, association, agencies, or organizations providing the services must be independent of the private school and any religious organization and the employment or contract must be under the control and supervision of the public agency. (ESEA section 8501(d))

Well-Rounded Education: English, reading, or language arts, writing, science, technology, engineering, mathematics, computer science, foreign languages, civics and government, economics, arts, music, history, geography, career and technical education, health, physical education, and others as designated by State/LEA.

Such educational services or other benefits, including materials and equipment, shall be secular, neutral, and non-ideological. Section 1117(a)(2).

Please contact your regional coordinator if planned activities are not listed here. You'll need to contact your participating nonpublic schools to engage in consultation before completing this section.

If, after consultation you and your nonpublic schools agree that services will be contracted out by a third party, all applicable Uniform Grants Guidance requirements will apply.

Section: Budget - Instruction Expenditures

Budget Overview

(includes all budgeted items in all budget sections)

Budget \$141,822.00
Allocation \$141,822.00

Budget Over(Under) Allocation \$0.00

Instruction Expenditures

Function	Object	Amount	Description
1490 - Other Instructional	300 - Purchased Professional and Technical Services	\$110,822.00	Well Rounded Educational Opportunities expenses including: Heggerty Phonics Books, Raz Plus, Boom Learning, Easy CBM, Playposit, Scholastic Magazine, Pharmacy Tech Certification, eSports, FBLA, Certipoint Testing, ASK Business Certifications, Code HS Curriculum License, Carnegie Mellon Robotics Pre-Apprenticeship, Career Cards, and First Aid/CPR/AED
		\$110,822.00	

Section: Budget - Equipment Expenditures

Budget Overview

(includes all budgeted items in all budget sections)

Budget \$141,822.00
Allocation \$141,822.00

Budget Over(Under) Allocation \$0.00

Equipment Expenditures

Function	Object	Number of Items	Cost Per Item	Amount	Description
				\$	
				\$0.00	

Section: Budget - Other Expenditures

Budget Overview

(includes all budgeted items in all budget sections)

Budget \$141,822.00
Allocation \$141,822.00

Budget Over(Under) Allocation \$0.00

Other Expenditures

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$7,000.00	Community Health Screenings and Outreach (travel, per diems, hotels)
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$8,000.00	Stipend for SEL Leads
2270 - Professional Development	300 - Purchased Professional and Technical Services	\$14,000.00	Trauma informed/504 Plan and SEL Training for Counselors and Nurses (conferences/workshops PA Only) and Crisis Training/Mental Health First Aid
2270 - Professional Development	300 - Purchased Professional and Technical Services	\$2,000.00	Pete & C Professional development in the Use of Technology
		\$31,000.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

(includes all budgeted items in all budget sections)

Budget \$141,822.00
Allocation \$141,822.00

Budget Over(Under) Allocation \$0.00

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1190 FEDERALLY FUNDED REGULAR PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1450 Instructional Programs Outside the School Day	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1490 Other Instructional	\$0.00	\$0.00	\$110,822.00	\$0.00	\$0.00	\$0.00	\$0.00	\$110,822.00
1500 * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$8,000.00	\$0.00	\$7,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$15,000.00
2160 * SOCIAL WORK SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2220 TECHNOLOGY SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2240 COMPUTER-ASSISTED INSTRUCTION SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2250 * SCHOOL LIBRARY SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2260 INSTRUCTION AND CURRICULUM DEVELOPMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2270 Professional Development	\$0.00	\$0.00	\$16,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$16,000.00
2280 * NONPUBLIC SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2350 * LEGAL AND ACCOUNTING SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2380 * OFFICE OF THE PRINCIPAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2810 PLANNING, RESEARCH, DEVELOPMENT AND EVALUATION SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2813 Evaluation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2820 INFORMATION SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2850 STATE AND FEDERAL AGENCY LIAISON SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2900 Other Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$8,000.00	\$0.00	\$133,822.00	\$0.00	\$0.00	\$0.00	\$0.00	\$141,822.00
	Approved Indirect Cost/Operational Rate: 0.0000							\$0.00
	Final							\$141,822.00

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

Division of Federal Programs
Consolidated Program Review

2023-2024 School Year

Insight PA Cyber CS

LEA Level Monitoring

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
Superintendent:	Eileen Cannistraci	4847134353	<input checked="" type="checkbox"/>
Business Manager:	Abby Dubinchik	4847134353	<input checked="" type="checkbox"/>
Federal Program Coordinator:	Johanna Best	4847134353	<input checked="" type="checkbox"/>
Parent/Family Member:			<input type="checkbox"/>

Program(s) Reviewed:

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

Program Reviewer(s): Dr. Helen Gross Dr. Pamela Lenz

Program Review Date: 04/12/2024

Title IA: Program

Component I: Appropriately State Certified

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

Section 1111(c)(6)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
1A. For Districts only, Charter Schools mark N/A - Teachers working in a Title IA program are appropriately state certified. Are there any staff on emergency permits? If yes, submit suggested evidence and mark Not Met. If no, mark N/A and add the comment that all staff at the LEA are Appropriately State Certified.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> list of staff on emergency permits	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>1/29/2024 9:07:16 AM Other Julisa Epps Insight PA is a cyber charter school. We marked N/A.</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>3/27/2024 9:47:48 AM monitor Pam Lenz N/A as Insight is a cyber charter school.</td> </tr> </tbody> </table>	District Comments	1/29/2024 9:07:16 AM Other Julisa Epps Insight PA is a cyber charter school. We marked N/A.	Monitor Comments	3/27/2024 9:47:48 AM monitor Pam Lenz N/A as Insight is a cyber charter school.
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Monitor Comments									
3/27/2024 9:47:48 AM monitor Pam Lenz N/A as Insight is a cyber charter school.									
1B. For Charter Schools only, Districts mark N/A Charter schools that receive Title I funds must ensure that at least 75% of their professional staff have the appropriate state certification.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Submit a list of certified and non-certified professional staff working in a Title IA program (all professional staff if in a schoolwide charter) and the PDE 414 form	<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>4/6/2024 4:38:30 PM monitor Pam Lenz Met as per the updated PDE414 sent to me by Insight. The new file is labeled UPDATED, was emailed to me prior to our meeting and by my request, and was uploaded by me since FedMonitor was closed to Insight.</td> </tr> </tbody> </table>	Monitor Comments	4/6/2024 4:38:30 PM monitor Pam Lenz Met as per the updated PDE414 sent to me by Insight. The new file is labeled UPDATED, was emailed to me prior to our meeting and by my request, and was uploaded by me since FedMonitor was closed to Insight.		
Monitor Comments									
4/6/2024 4:38:30 PM monitor Pam Lenz Met as per the updated PDE414 sent to me by Insight. The new file is labeled UPDATED, was emailed to me prior to our meeting and by my request, and was uploaded by me since FedMonitor was closed to Insight.									

[PDE41423-24SY.xlsx](#)
[AllStaffasof3.19.24.xlsx](#)
[UPDATED-CopyofPDE41423-24SY.xlsx](#)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
2. For all LEAs - All staff paid with federal funds must be appropriately state certified.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> list of staff and certifications of all staff being paid with federal funds broken out by building assignment	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1495 126 2053 180" style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1495 180 2053 391"> 1/29/2024 9:10:44 AM Other Julisa Epps All of our staff being paid with federal funds, and their certifications, are listed in the PDE 414. </td> </tr> <tr> <th data-bbox="1495 391 2053 444" style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td data-bbox="1495 444 2053 652"> 4/15/2024 3:20:31 PM monitor Pam Lenz Additional documentation was emailed and questions answered that verified this item is Met. </td> </tr> </tbody> </table>	District Comments	1/29/2024 9:10:44 AM Other Julisa Epps All of our staff being paid with federal funds, and their certifications, are listed in the PDE 414.	Monitor Comments	4/15/2024 3:20:31 PM monitor Pam Lenz Additional documentation was emailed and questions answered that verified this item is Met.
District Comments									
1/29/2024 9:10:44 AM Other Julisa Epps All of our staff being paid with federal funds, and their certifications, are listed in the PDE 414.									
Monitor Comments									
4/15/2024 3:20:31 PM monitor Pam Lenz Additional documentation was emailed and questions answered that verified this item is Met.									
PDE41423-24SY.xlsx									

Component II: Equity Plan

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

Section 1111(b)(2)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
1. The LEA has developed an Equity plan that assures, through the implementation of various strategies, poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers in Title I schools.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Updated Equity Plan, with dated agenda and corresponding sign-in sheet	<table border="1"> <thead> <tr> <th data-bbox="1583 375 2060 431" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1583 431 2060 651"> 3/27/2024 10:04:40 AM monitor Pam Lenz Meeting held March 1, 2024, accompanied by corresponding sign-in sheet and plan. </td> </tr> </tbody> </table>	Monitor Comments	3/27/2024 10:04:40 AM monitor Pam Lenz Meeting held March 1, 2024, accompanied by corresponding sign-in sheet and plan.
Monitor Comments							
3/27/2024 10:04:40 AM monitor Pam Lenz Meeting held March 1, 2024, accompanied by corresponding sign-in sheet and plan.							
SY23_24EquityPlan.pdf MarchParticipantList-EquityPlanMeeting.xlsx EquityPlanpresentation2024.pdf							

Component III: Foster Care

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

Section 1112(c)(5)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
1. The LEA developed and signed transportation procedures for students in foster care.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Written transportation procedures with signatures	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1463 375 2060 431" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1463 431 2060 605"> 1/24/2024 12:04:43 PM Other Julisa Epps Insight PA is a cyber charter school and is exempt from this requirement. </td> </tr> <tr> <th data-bbox="1463 605 2060 654" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1463 654 2060 837"> 3/27/2024 10:05:59 AM monitor Pam Lenz N/A as not required of a cyber charter school. </td> </tr> </tbody> </table>	District Comments	1/24/2024 12:04:43 PM Other Julisa Epps Insight PA is a cyber charter school and is exempt from this requirement.	Monitor Comments	3/27/2024 10:05:59 AM monitor Pam Lenz N/A as not required of a cyber charter school.
District Comments									
1/24/2024 12:04:43 PM Other Julisa Epps Insight PA is a cyber charter school and is exempt from this requirement.									
Monitor Comments									
3/27/2024 10:05:59 AM monitor Pam Lenz N/A as not required of a cyber charter school.									

Component IV: Head Start Coordination Requirements

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

Section 1119(a-c)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
1. The LEA developed a Memorandum of Understanding (MOU) with local Head Start agency(ies) that increase coordination. Must be reviewed and signed annually.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> MOU, with signatures, uploaded to eGrants. MOU must be dated to demonstrate it was reviewed this year.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1583 375 2062 431" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1583 431 2062 643"> 1/24/2024 12:05:35 PM Other Julisa Epps Insight PA is a cyber charter school and is exempt from this requirement. </td> </tr> <tr> <th data-bbox="1583 643 2062 691" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1583 691 2062 873"> 3/27/2024 10:06:52 AM monitor Pam Lenz N/A as not required of a cyber charter school. </td> </tr> </tbody> </table>	District Comments	1/24/2024 12:05:35 PM Other Julisa Epps Insight PA is a cyber charter school and is exempt from this requirement.	Monitor Comments	3/27/2024 10:06:52 AM monitor Pam Lenz N/A as not required of a cyber charter school.
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3/27/2024 10:06:52 AM monitor Pam Lenz N/A as not required of a cyber charter school.									

Component V: Transition

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

Section 1112(b)(8)
Section 1112(b)(10)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
1. The LEA implements strategies to facilitate effective transitions for students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of transition strategies for served Title I buildings for students transitioning from early childhood/preschool to kindergarten, from middle school to high school, and/or from high school to post-secondary education and the Consolidated Application Transition and Coordination	<table border="1"> <tr> <th data-bbox="1669 444 2060 505" style="text-align: center;">District Comments</th> </tr> <tr> <td data-bbox="1669 505 2060 678"> 1/29/2024 9:24:36 AM Other Julisa Epps See pg. 11 of the Grant Content attachment. </td> </tr> <tr> <th data-bbox="1669 678 2060 738" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1669 738 2060 907"> 3/27/2024 10:10:31 AM monitor Pam Lenz Very well-defined plan...thank you! </td> </tr> </table>	District Comments	1/29/2024 9:24:36 AM Other Julisa Epps See pg. 11 of the Grant Content attachment.	Monitor Comments	3/27/2024 10:10:31 AM monitor Pam Lenz Very well-defined plan...thank you!
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Monitor Comments									
3/27/2024 10:10:31 AM monitor Pam Lenz Very well-defined plan...thank you!									
MiddleSchoolTransitionPlanSY2324.pdf TransitionPlan.ISPA.HS.2023-2024.docx.pdf TransitionPre-K_K23-24SY.pdf Title1GrantContent.pdf									

Component VI: Parent and Family Engagement

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

Section 1116(a)(1-3)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>1. LEA has a written Parent and Family Engagement policy that includes the required components below and a description of how the components are met at the LEA. Required Components:</p> <ul style="list-style-type: none"> description of how the LEA involves parents in the joint development of the Title I Plan (Title I Application) description of how the LEA provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent involvement and described in Section 1116 parent and family involvement activities to improve student academic achievement and school performance 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> LEA Parent and Family Engagement policy that includes the required components and a description of how the components are met at the LEA. Submitting just the board approved policy that does not include individual requirements for the LEA will result in a Not Met. LEA must also upload dated parent meeting agenda and corresponding sign in sheet as well as evidence of the method of distribution of the policy.</p> <p><input checked="" type="checkbox"/> LEA Level Parent and Family Engagement policy that includes the required components and a description of how the components are met at the school. PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet. Documents must be dated. LEAs also include method of distribution of the policy.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td> <p>3/19/2024 12:09:01 PM</p> <p>Other Julisa Epps</p> <p>Although we did provide the policy in our meeting agenda, we always distribute them in our monthly schoolwide news letters. Please see the links below: https://www.smores.com/fb80j and https://www.smores.com/vfq43</p> </td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td> <p>3/27/2024 10:18:48 AM</p> <p>monitor Pam Lenz</p> <p>Meeting held 11/15/2023 with corresponding electronic sign-in and dated PowerPoint. Plan present and shared in monthly newsletter.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/19/2024 12:09:01 PM</p> <p>Other Julisa Epps</p> <p>Although we did provide the policy in our meeting agenda, we always distribute them in our monthly schoolwide news letters. Please see the links below: https://www.smores.com/fb80j and https://www.smores.com/vfq43</p>	Monitor Comments	<p>3/27/2024 10:18:48 AM</p> <p>monitor Pam Lenz</p> <p>Meeting held 11/15/2023 with corresponding electronic sign-in and dated PowerPoint. Plan present and shared in monthly newsletter.</p>
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> • description of how the LEA coordinates and integrates parent and family engagement strategies under Title I, Part A with parent and family engagement strategies, with other relevant Federal, State, and local laws and programs • description of how the LEA conducts with parents an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all school served under Title I, Part A, including identifying: <ul style="list-style-type: none"> ◦ barriers to greater participation in activities, ◦ the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers ◦ strategies to support successful school and family interactions 					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> description of how the LEA uses the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and how to revise, if necessary, the parent and family engagement policies, and description of involvement of parents in the activities of the Title I schools. 					
ParentandFamilyEngagementPolicy.pdf TitlePresentationViews1.png TitlePresentationViews2.png TownhallInvitation.png TOWNHALL-FEDERALPROGRAMS2023-2024.pdf					
<p>2. Parents and family members of Title I students shall be involved in the decisions regarding how funds reserved are allotted for parental involvement activities. (This can be marked N/A if the LEA did not reserve funds for Parent and Family Engagement)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dated agendas and corresponding sign in sheets demonstrating parents were included in the decision on how to use the LEA Parent & Family set aside.	
ParentandFamilyNeedAssessmentSY22-23.xlsx CACMeeting5-24-23-Participants.xlsx CACMeeting5-24-23-Agenda.pdf					
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> LEA Parent and Family Engagement policy that includes at least one of the five bullets , parent meeting agenda and sign in sheet	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<p>3. If the LEA received \$500,000 or more in Title I funds, the set aside funds shall be used to carry out activities and strategies consistent with the LEA Parent and Family Engagement Policy, including at least one of the following:</p> <ul style="list-style-type: none"> • supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies. • supporting programs that reach parents and family members at home, in the community, and at school • disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members • collaborating, or providing subgrants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement 							
					<table border="1"> <thead> <tr> <th data-bbox="1392 131 2051 180">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1392 180 2051 670"> <p>4/12/2024 5:15:00 PM monitor Pam Lenz As the uploaded meeting agenda, sign-in, and meeting notes were older than required for this item, a newer agenda, sign-in, and notes (2/13/2023) were shared during our meeting and emailed to the monitors. While still outside of the desired year window for monitoring documents, it's obvious that Insight meets regularly to discuss Title I programs and funds. We understand parent attendance is low or non-existent, and that Insight administration recognizes this and is working on improving parent representation.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>4/12/2024 5:15:00 PM monitor Pam Lenz As the uploaded meeting agenda, sign-in, and meeting notes were older than required for this item, a newer agenda, sign-in, and notes (2/13/2023) were shared during our meeting and emailed to the monitors. While still outside of the desired year window for monitoring documents, it's obvious that Insight meets regularly to discuss Title I programs and funds. We understand parent attendance is low or non-existent, and that Insight administration recognizes this and is working on improving parent representation.</p>
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<ul style="list-style-type: none"> engaging in any other activities and strategies that the LEA determines appropriate and consistent with the Parent and Family Engagement Policy. (This can be marked N/A if the LEA received \$500,000 or less in Title I funds.) 							
ParentandFamilyEngagementPolicy.pdf CACMeeting1-Participants-12-13-22.xlsx ANSWERS-TitleIDocumentQuestions-12_13_22CAC.pdf CACMeetingAgenda-12_13_22.pdf CACMeetingNotes-12_13_22.pdf							
<p>4. LEA must conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy use the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dated agenda and corresponding sign in sheets from meeting with parents to discuss the evaluation of the contents of the LEA level policy. <input type="checkbox"/> Survey of parents that assesses the contents of the LEA parent and family engagement policy. Survey must include questions that address the contents of the parent and family engagement policy.	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1386 708 2058 756" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1386 756 2058 1253"> <p>4/12/2024 5:17:24 PM</p> <p>monitor Pam Lenz</p> <p>As the uploaded meeting agenda, sign-in, and meeting notes were older than required for this item, a newer agenda, sign-in, and notes (2/13/2023) were shared during our meeting and emailed to the monitors. While still outside of the desired year window for monitoring documents, it's obvious that Insight meets regularly to discuss Title I programs and funds. We understand parent attendance is low or non-existent, and that Insight administration recognizes this and is working on improving parent representation.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>4/12/2024 5:17:24 PM</p> <p>monitor Pam Lenz</p> <p>As the uploaded meeting agenda, sign-in, and meeting notes were older than required for this item, a newer agenda, sign-in, and notes (2/13/2023) were shared during our meeting and emailed to the monitors. While still outside of the desired year window for monitoring documents, it's obvious that Insight meets regularly to discuss Title I programs and funds. We understand parent attendance is low or non-existent, and that Insight administration recognizes this and is working on improving parent representation.</p>
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CACMeetingAgenda-12_13_22.pdf SY23-24ParentandFamilyEngagementSurveyQuestions.pdf CACMeeting1-Participants-12-13-22.xlsx CACMeetingNotes-12_13_22.pdf							

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. Each LEA shall reserve at least one percent of its Title I allocation to assist schools to carry out the activities in this section, unless the LEA receives less than \$500,000 in Title I funds. (This can be marked N/A if the LEA receives less than \$500,000 in Title I funds.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> LEA level budget (not from eGrants) demonstrating 1% was reserved for allowable parent and family engagement activities	
FundingAdjustmentEmailfromPDE.pdf Insight23-24TitleBudgets.xlsx InsightTitleIGLExpenditures.xlsx					
6. For those LEAs that received \$500,000 and more, of the 1% reserved, LEAs must distribute at least 90% to schools with priority given to high need schools. LEAs receiving less than \$500,000 in Title I can mark N/A.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Building Level budgets that demonstrate at least 90% was allocated to schools AND building expenditures that demonstrate 90% was spent on allowable Parent and Family Engagement activities.	
FundingAdjustmentEmailfromPDE.pdf Insight23-24TitleBudgets.xlsx InsightTitleIGLExpenditures.xlsx					

Component IX: Nonpublic Schools

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

Sections 1117, 8501, and 8503
 Uniform Grants Guidance (UGG) Sec. 200.313 and 200.320

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. LEA has documented procedures detailing the provision of services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of LEA's Nonpublic Procedures	
2. Initial Consultation has occurred between the LEA and nonpublic official(s) prior to submitting LEA's Consolidated Application and the start of the services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Evidence must include intent to participate, copies of outreach attempts, i.e., letters, e-mails, call log AND meeting agenda and sign-in sheet(s) between LEA and nonpublic official(s).	
3. Consultation is ongoing between LEA and nonpublic officials including decisions made as to how to provide services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Dated copies of outreach attempts, i.e., letters, e-mails, call log <input type="checkbox"/> Meeting agenda / sign-in sheet(s) between LEA and nonpublic official(s)	
4. The results of agreement following consultation have been transmitted to the PDE's equitable services ombudsman.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Signed Affirmation of Consultation form for each participating nonpublic school must be uploaded to eGrants.	
5. LEA regularly monitors the provision of Title I services to nonpublic students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Dated copies of outreach attempts, i.e., letters, e-mails, call log <input type="checkbox"/> Visitation log <input type="checkbox"/> Virtual visit/meeting	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
6. LEA is evaluating the Title I program serving nonpublic school students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Evaluation data <input type="checkbox"/> Needs assessment, survey form and collated results <input type="checkbox"/> Assessment data	
7. If LEA has Nonpublic Carryover funds, there is evidence to demonstrate Nonpublic school(s) were consulted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Dated copies of letters, emails, AND the Carryover section of eGrants <input type="checkbox"/> Agendas and meeting sign-in sheets between LEA and nonpublic officials AND the Carryover section of eGrants	
8. LEAs are properly monitoring the distribution and use of equipment and supplies purchased for the purposes of providing equitable services to eligible nonpublic school students. If equipment was not purchased for Nonpublic schools, select N/A.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Inventory equipment log dated, signed and reviewed annually to ensure the use of equipment and supplies purchased is tracked per Uniform Grants Guidance Sec. 200.313.	
9. LEA has third-party contracts (per Uniform Grants Guidance / Procurement procedures) that include the proportionate share of Title I funds determined by eGrants. Please note: Third party contracts must not be paid in full up front. Effective for the 2024-25 school year, contracts will be reviewed to ensure they are amended based on the funding adjustment allocation changes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of third-party contracts must include ALL of the following: <ul style="list-style-type: none"> • Breakdown of instructional costs, • Frequency of payments. (monthly, quarterly, etc.), • Type of services to be delivered, • Administrative costs for the provision of services to eligible nonpublic school students • An exit clause • Multi-year contracts DO NOT exceed three years 	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
10. LEA ensures they are detailing the provision of services to eligible children attending nonpublic schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated application, Nonpublic Narrative section, detailing the services provided to nonpublic students at each school	
11. LEA has a Nonpublic Program Goal detailing the use of the equitable share as discussed and agreed upon during consultation with the nonpublic official(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated application, Nonpublic Program Goal Section listing nonpublic students measurable goals	
12. Evidence the LEA is following procurement procedures when using a third-party provider for providing nonpublic equitable services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Informal quotes, bids or RFPs	
13. LEA has Title IA Nonpublic complaint procedures available for the nonpublic schools and evidence they were shared with nonpublic official(s) before or during consultation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of LEAs Nonpublic Complaint Procedure and proof of distribution to nonpublic schools, AND agenda listing review/receipt of Complaint Procedures <input type="checkbox"/> Copy of LEAs Nonpublic Complaint Procedure and proof of distribution to nonpublic schools, AND Mail receipt <input type="checkbox"/> Copy of LEAs Nonpublic Complaint Procedure and proof of distribution to nonpublic schools, AND Email to nonpublic official(s) including a copy of the procedures or the URL link to LEAs website with Complaint Procedures	
14. Nonpublic school students are receiving equitable services as discussed during consultation and Parent & Family Engagement (PFE) set-aside is budgeted if allocation is \$500,000 and over.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Nonpublic Organizations Summary and Nonpublic Institutions sections of eGrants AND Budget Description detailing the Nonpublic Parent and Family Engagement share.	
15. Evidence of data used to calculate the amount of funds (equitable share) available to provide services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Data provided by the nonpublic school to determine the number of income eligible students. Including addresses and grade levels only.	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
16. Evidence that the district budgeted appropriate Nonpublic Equitable Share.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Number of income eligible (low-income) students (Title IA specific) in eGrants Nonpublic Organizations Summary Section AND Title I budget Summary section of eGrants.	
<p>17. Transferability Sec. 5103(b)</p> <p>Up to 100% of Title II and IV funds can be transferred. Funds can be transferred into Title I and Title III but not out of either subprogram. Title IIA and IV can transfer between programs. Evidence that transferability was discussed with the Nonpublic school officials during initial consultation.</p> <p>Please note: If the LEA did not transfer funds into Title IA, this can be marked N/A.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Agendas listing topics discussed/sign in sheets. <input type="checkbox"/> Emails including discussion of transferred funds. <input type="checkbox"/> Other documentation to reflect nonpublic consultation occurred, transfer of funds was discussed prior to funds being transferred.	

Comments

The administration team at Insight PA Cyber Charter School evidences a high degree of teamwork in educating students. Their focus on students and families, in addition to their embedded career training opportunities, are to be highly commended!

Title IIA: Program

Component I

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

If the LEA transferred all of Title IIA funds only answer question, #3. All others can be marked N/A, with comment all Title IIA funds transferred to Title IA/Title IVA.

Section 2001

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>1. The LEA provides evidence that Title II activities are data driven and that if data indicates a need in higher poverty schools, priority is given to these school(s). *This can be marked N/A if LEA uses Title II funds for district-wide professional development.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Evidence of data used to indicate large class sizes, such as grade level enrollment and/or roster of teachers</p> <p><input type="checkbox"/> Evidence of prioritization of poorest schools: Title II activities show that priority is given to the poorest schools identified in Title I - Selection of Schools - Step 3 Ranking in Consolidated Application</p>	<div style="background-color: #cccccc; text-align: center; padding: 2px;">District Comments</div> <p>1/29/2024 10:34:11 AM Other Julisa Epps Over the last several years, Insight PA has identified several areas of need for our teachers. Formal/Informal evaluations and staff needs assessments were used to determine areas of focus. Instructional Coaches were hired to help develop teachers and to provide district-wide professional development.</p> <div style="background-color: #cccccc; text-align: center; padding: 2px;">Monitor Comments</div> <p>3/27/2024 10:50:31 AM monitor Pam Lenz This is N/A as Insight is using Title II funds for organization-wide professional development.</p>
TitleIStaffNeedsAssessmentSY22-23.xlsx					
<p>2. If applicable to CSI and ATSI schools: the LEA provides evidence that Title IIA activities are data driven and that if data indicates a need in ATSI and CSI schools, priority is given to these schools.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Evidence of prioritization of CSI and ATSI schools, i.e. building level budget for CSI or ATSI school, confirmation letter identifying these schools as CSI or ATSI</p>	
124152637InsightPACyberCSCSILetter.pdf 124152637InsightPACyberCSCSI.pdf TitleIIBudget.xlsx					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments					
<p>3. The LEA provides evidence of stakeholder engagement in the development of Title IIA activities (including transfer discussions) e.g., parents, community members, schools staff.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Dated agendas and sign-in sheets that includes all required stakeholders (teachers, principals, other school leaders, parents, paraprofessionals, specialized instructional support personnel, Nonpublic School Officials (if applicable) and community partners) for meetings that took place prior to the writing of the grant.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="991 172 2631 224" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="991 224 2631 367"> <p>1/29/2024 1:37:52 PM Other Julisa Epps We used a needs assessment for Stakeholder engagement.</p> </td> </tr> <tr> <td data-bbox="991 367 2631 509"> <p>3/26/2024 12:49:09 PM Dir. of Reporting and Compliance Johanna Best Additionally, we met with learning coaches to discuss the planned use of funds during the CAC meeting on 5.24.23</p> </td> </tr> <tr> <th data-bbox="991 509 2631 561" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="991 561 2631 803"> <p>3/27/2024 11:12:59 AM monitor Pam Lenz The May 24, 2023 agenda doesn't specifically mention Title II, and the PowerPoint that includes Title II is not dated. This will be accepted this year, but please specify on the agenda each Title program to be discussed and include the date on all PowerPoints, handouts, etc. As all required stakeholders with the exception of a paraprofessional attended this meeting, the item is Not Met. I'm sure that all required stakeholders will be in attendance moving forward.</p> </td> </tr> </tbody> </table>	District Comments	<p>1/29/2024 1:37:52 PM Other Julisa Epps We used a needs assessment for Stakeholder engagement.</p>	<p>3/26/2024 12:49:09 PM Dir. of Reporting and Compliance Johanna Best Additionally, we met with learning coaches to discuss the planned use of funds during the CAC meeting on 5.24.23</p>	Monitor Comments	<p>3/27/2024 11:12:59 AM monitor Pam Lenz The May 24, 2023 agenda doesn't specifically mention Title II, and the PowerPoint that includes Title II is not dated. This will be accepted this year, but please specify on the agenda each Title program to be discussed and include the date on all PowerPoints, handouts, etc. As all required stakeholders with the exception of a paraprofessional attended this meeting, the item is Not Met. I'm sure that all required stakeholders will be in attendance moving forward.</p>
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Monitor Comments										
<p>3/27/2024 11:12:59 AM monitor Pam Lenz The May 24, 2023 agenda doesn't specifically mention Title II, and the PowerPoint that includes Title II is not dated. This will be accepted this year, but please specify on the agenda each Title program to be discussed and include the date on all PowerPoints, handouts, etc. As all required stakeholders with the exception of a paraprofessional attended this meeting, the item is Not Met. I'm sure that all required stakeholders will be in attendance moving forward.</p>										
<p style="margin: 0;"> TitleIStaffNeedsAssessmentSY22-23.xlsx ParentandFamilyNeedAssessmentSY22-23.xlsx CACMeetingTitleFundsUsageSY23-24.pdf SY23-24UseofFundsPlanningAgendaCACMeeting-5_24_23.docx CACMeeting5.24.23-Participants.xlsx CACMeetingNotes-5_24_23.docx </p>										

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
4. The LEA provides evidence that Title IIA activities are evidence-based and expected to improve student achievement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Evidence components include (a) category/topic of intervention (i.e., reading, school climate and culture, graduation, family engagement, multilingual learners) (b) evidence-based practice and rationale (c) grade band (d) tier and source.	<div style="background-color: #cccccc; text-align: center; padding: 2px;">District Comments</div> <p>1/29/2024 1:55:44 PM</p> <p>Other Julisa Epps</p> <p>Evidence strongly suggests that a well-designed instructional coaching program improves teacher practice and student outcomes. Instructional coaching programs that incorporate the essential features of high-quality professional development are more likely to improve teacher practice. Educator performance evaluation systems are a potential tool for improving student achievement by increasing the effectiveness of the educator workforce (Stecher et al., 2016; Weisburg et al., 2009). For example, research suggests that giving more frequent, specific feedback on classroom practice may lead to improvements in teacher performance and student achievement (Steinburg & Sartain, 2015; Taylor & Tyler, 2012). Stecher, B., Garet, M.S., Hamilton, L.S., Steiner, E.D., Robyn, A., Porier, J., Holzman, D., Fulbeck, E.S., Chambers, J., and de los Reyes, I.B. (2016). Improving Teaching Effectiveness: Implementation. The Intensive Partnerships for Effective Teaching Through 2013-2014. Santa Monica, CA: RAND. Steinberg, M., and Sartain, L. (2015). Does teacher evaluation improve school performance? Experimental evidence from Chicago's Excellence in Teaching Project. Education Finance and Policy 10(4), 1-38. Taylor, E.S., and Tyler, J.H. (2012). The effect of evaluation on teacher performance. American Economic Review, 102(7), 3628-3651. Weisberg, D., Sexton, S., Mulhern, J., and Keeling, D. (2009). The Widget Effect: Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness. Brooklyn, NY: The New Teacher Project.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>5. Ensuring professional development meets the statutory definition of sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused. ESEA § 2102(2)(B).</p> <ul style="list-style-type: none"> Note: Effective 2024-25, this requirement cannot be marked Not Met. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Documentation of the LEAs professional development plan and educator evaluation framework</p>	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>6. LEA utilizes tools that measure effectiveness of PD.</p> <ul style="list-style-type: none"> Note: Effective 2024-25, this requirement cannot be marked Not Met. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Tools (i.e., surveys, teacher evaluation forms, student achievement data)</p> <p><input type="checkbox"/> Documentation of review of results (i.e., meeting notes or plans with modifications or changes for future)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td>2/5/2024 11:54:16 AM Other Julisa Epps Here is the direct link to the survey: https://docs.google.com/forms/d/e/1FAIpQLSebkYX_O3xF1Oqxn9Y8RFMc1oLa_Ey0EJ9Ree1rZ7q63zg7qA/viewform</td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>3/27/2024 11:20:09 AM monitor Pam Lenz I needed permission to log in to the survey, but thanks for providing the link.</td> </tr> </tbody> </table>	District Comments	2/5/2024 11:54:16 AM Other Julisa Epps Here is the direct link to the survey: https://docs.google.com/forms/d/e/1FAIpQLSebkYX_O3xF1Oqxn9Y8RFMc1oLa_Ey0EJ9Ree1rZ7q63zg7qA/viewform	Monitor Comments	3/27/2024 11:20:09 AM monitor Pam Lenz I needed permission to log in to the survey, but thanks for providing the link.
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Monitor Comments									
3/27/2024 11:20:09 AM monitor Pam Lenz I needed permission to log in to the survey, but thanks for providing the link.									
MenteeSurveyResults-Oct23.pdf 23-24PLCPDFFeedback(Responses).xlsx									
<p>7. Class Size Reduction (CSR) the LEA ensures that class size reduction teachers have a qualified supervisor to perform classroom evaluations and provide feedback to the CSR teacher hired.</p> <ul style="list-style-type: none"> Note: Effective 2023-2025, this requirement cannot be marked "Not Met" 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Documentation to verify that CSR teacher was evaluated by supervisor (i.e., dated/signed meeting or schedule; dated teacher or classroom observation form with redacted teacher feedback information).</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td>1/30/2024 9:07:27 AM Other Julisa Epps Insight PA does not use Title II funds for Class Size Reduction</td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>3/27/2024 11:21:21 AM monitor Pam Lenz This is N/A as Insight does not use Title II funds for class-size reduction.</td> </tr> </tbody> </table>	District Comments	1/30/2024 9:07:27 AM Other Julisa Epps Insight PA does not use Title II funds for Class Size Reduction	Monitor Comments	3/27/2024 11:21:21 AM monitor Pam Lenz This is N/A as Insight does not use Title II funds for class-size reduction.
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
8. Program Goals - Data has been collected for 23-24 program goals Professional Development.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Data summary narrative <input type="checkbox"/> Data reports <input checked="" type="checkbox"/> Other tool as identified in program goal section in eGrants.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="991 245 1811 293" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="991 293 1811 435"> 3/27/2024 11:33:44 AM monitor Pam Lenz eGrants specifies that data will be collected by June 30, 2024. </td> </tr> </tbody> </table>	Monitor Comments	3/27/2024 11:33:44 AM monitor Pam Lenz eGrants specifies that data will be collected by June 30, 2024.		
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PDCalendar23_24SY.xlsx									
9. Program Goals - Data has been collected for 23-24 program goals Class Size Reduction.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Data summary narrative <input type="checkbox"/> Data reports <input type="checkbox"/> Other tool as identified in program goal section in eGrants.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="991 583 1956 631" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="991 631 1956 773"> 2/14/2024 11:16:11 AM Dir. of Reporting and Compliance Johanna Best Insight PA does not use Title II funds for Class Size Reduction </td> </tr> <tr> <th data-bbox="991 773 1956 821" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="991 821 1956 963"> 3/27/2024 11:34:33 AM monitor Pam Lenz This is N/A as Insight does not use Title II funds for class-size reduction. </td> </tr> </tbody> </table>	District Comments	2/14/2024 11:16:11 AM Dir. of Reporting and Compliance Johanna Best Insight PA does not use Title II funds for Class Size Reduction	Monitor Comments	3/27/2024 11:34:33 AM monitor Pam Lenz This is N/A as Insight does not use Title II funds for class-size reduction.
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Title IVA: Program

Component I:

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

If the LEA received less than \$30,000 and is transferring all funds, answer question #1 and mark N/A for all other questions.

Sec. 4101

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
1. The LEA involves stakeholders (teachers, principals, parents/family members, specialized instructional support, nonpublic school officials (consultation), community partners/members, employers and local government representatives) in the planning of the Title IV application and activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dated agendas and sign-in sheets that includes all required stakeholders (Teachers, principals, school leaders, parents, administrators, specialized instructional support personnel Nonpublic School Officials (if applicable), community members, and others with relevant experience) for meetings that took place prior to writing the grant.	<table border="1"> <thead> <tr> <th data-bbox="1346 560 1577 618" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1346 618 1577 976"> 3/27/2024 11:43:08 AM monitor Pam Lenz While the agenda does not specifically mention Title IV, it is found in the meeting notes. In the future, please specify each Title program to be discussed and include the date on all PowerPoints, handouts, etc. </td> </tr> </tbody> </table>	Monitor Comments	3/27/2024 11:43:08 AM monitor Pam Lenz While the agenda does not specifically mention Title IV, it is found in the meeting notes. In the future, please specify each Title program to be discussed and include the date on all PowerPoints, handouts, etc.
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ParentandFamilyNeedAssessmentSY22-23.xlsx TitleIStaffNeedsAssessmentSY22-23.xlsx CACMeeting5-24-23-Participants.xlsx CACMeeting5-24-23-Agenda.pdf CACMeetingNotes-5_24_23.docx							

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>2. The LEA continued to consult with stakeholders to improve the activities it conducts and coordinates implementation with other related activities conducted in the community. If your LEA transferred all Title IVA funds this requirement can be marked NA.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Dated agendas and sign-in sheets that includes all required stakeholders (Teachers, school leaders, parents, administrators, paraprofessionals, specialized instructional support personnel Nonpublic School Officials (if applicable), community members, higher education (where applicable), and others with relevant experience for consultation that took place during the implementation of the grant.</p>	<table border="1"> <thead> <tr> <th data-bbox="1583 128 2055 180">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1583 180 2055 391"> <p>4/15/2024 3:36:07 PM monitor Pam Lenz The names of all required stakeholders were emailed to me after the meeting as requested.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>4/15/2024 3:36:07 PM monitor Pam Lenz The names of all required stakeholders were emailed to me after the meeting as requested.</p>		
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<p>3-14CACMeetingSign-inSheet.xlsx 3-14CACMeetingAgendaandNotes.pdf 3-14CACParentMeetingPresentation.pdf</p>									
<p>3. If LEA receives more than \$30,000, the activities supported by Title IVA are aligned with the needs of the district/schools. Please note: the needs Assessment Data must be less than 3 years old.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Dated needs Assessment.</p>					
<p>ParentandFamilyNeedAssessmentSY22-23.xlsx TitleIStaffNeedsAssessmentSY22-23.xlsx</p>									
<p>4. If the LEA distributed funds to schools, it targeted schools that have the greatest needs; have the highest percentages or numbers of children low-income; are identified as CSI and TSI; or are identified as persistently dangerous. If the LEA did not distribute funds to schools this can be marked N/A.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Consolidated application Selection of Schools ranking page demonstrating priority was given to high poverty schools.</p> <p><input type="checkbox"/> If LEA has schools designated CSI and A-TSI, list of schools receiving funds.</p>	<table border="1"> <thead> <tr> <th data-bbox="1583 919 2055 971">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1583 971 2055 1114"> <p>1/30/2024 9:31:47 AM Other Julisa Epps Insgigt PA is a single school-LEA.</p> </td> </tr> <tr> <th data-bbox="1583 1114 2055 1166">Monitor Comments</th> </tr> <tr> <td data-bbox="1583 1166 2055 1336"> <p>3/27/2024 11:52:12 AM monitor Pam Lenz This is N/A as Insight is a single school entity.</p> </td> </tr> </tbody> </table>	District Comments	<p>1/30/2024 9:31:47 AM Other Julisa Epps Insgigt PA is a single school-LEA.</p>	Monitor Comments	<p>3/27/2024 11:52:12 AM monitor Pam Lenz This is N/A as Insight is a single school entity.</p>
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<p>3/27/2024 11:52:12 AM monitor Pam Lenz This is N/A as Insight is a single school entity.</p>									

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. LEA has only budgeted a maximum of 15% of the total amount budgeted in Effective Use of Technology for technology infrastructure (devices, equipment, and software applications to address readiness shortfalls, blended learning technology software and platforms, the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> A statement of expenditures demonstrating funds are allowable and included in the approved application AND the Consolidated Application showing funds in the Effective Use of Technology expenditure section.	
InsightTitleIVGLExpenditures.xlsx TitleIVFundingAdjustment(ProgramChange)_RCApproval.pdf TitleIVGrantContent-FA.pdf					
6. If the LEA has received more than \$30,000 in Title IV funds, a minimum of 20% has been budgeted for Well-Rounded Educational activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> A statement of expenditures demonstrating funds are allowable and included in the approved application and a copy of the Consolidated Application Well-Rounded narrative.	
InsightTitleIVGLExpenditures.xlsx TitleIVFundingAdjustment(ProgramChange)_RCApproval.pdf TitleIVGrantContent-FA.pdf					
7. If the LEA has received more than \$30,000 in Title IV funds, a minimum of 20% has been budgeted for Safe and Healthy activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> A statement of expenditures demonstrating funds are allowable and included in the approved application AND a copy of the Consolidated Application Safe and Healthy narrative.	
InsightTitleIVGLExpenditures.xlsx TitleIVFundingAdjustment(ProgramChange)_RCApproval.pdf TitleIVGrantContent-FA.pdf					
8. If the LEA has received more than \$30,000 in Title IV funds, some funds are budgeted for Effective Use of Technology activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> A statement of expenditures demonstrating funds are allowable and included in the approved application AND a copy of the Consolidated Application showing funds in the Effective Use of Technology narrative section.	
InsightTitleIVGLExpenditures.xlsx TitleIVFundingAdjustment(ProgramChange)_RCApproval.pdf					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
TitleIVGrantContent-FA.pdf							
<p>9. Program Goals Well-Rounded Education - Baseline data has been collected for 2023-24 program goals in Well-Rounded Education.</p> <p>Note: Please select N/A if LEA did not allocate funds in this area.</p> <p>Note: For 24-25, LEAs must upload evidence of periodically evaluating the effectiveness of the funded activities, such as surveys and/or meeting agendas/sign-in sheets.</p>	☑	☐	☐	<input type="checkbox"/> Data summary narrative <input type="checkbox"/> Data Reports <input checked="" type="checkbox"/> Other tool as identified in program goal section in eGrants.	<table border="1"> <thead> <tr> <th data-bbox="1581 191 2058 243">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1581 243 2058 418"> 3/27/2024 12:15:05 PM monitor Pam Lenz Please note that student names are not to be included in FedMonitor. </td> </tr> </tbody> </table>	Monitor Comments	3/27/2024 12:15:05 PM monitor Pam Lenz Please note that student names are not to be included in FedMonitor.
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WellRoundedBackupData-2023-2024IndustryCertifications.xlsx WellRoundedBackupData-2022-2023IndustryCertifications.xlsx WellRoundedBackupData-2324WINTERSGP.xlsx WellRoundedBackupData-FINAL2324WINTERREADExactPath.xlsx TitleIVBaselineData-WellRounded.pdf							
<p>10. Program Goals - Safe & Healthy - Baseline data has been collected for 2023-24 program goals in Safe & Healthy.</p> <p>Note: Please select N/A if LEA did not allocate funds in this area.</p> <p>Note: For 24-25, LEAs must upload evidence of periodically evaluating the effectiveness of the funded activities, such as surveys and/or meeting agendas/sign-in sheets.</p>	☑	☐	☐	<input type="checkbox"/> Data summary narrative <input type="checkbox"/> Data Reports <input checked="" type="checkbox"/> Other tool as identified in program goal section in eGrants.	<table border="1"> <thead> <tr> <th data-bbox="1581 828 2058 880">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1581 880 2058 1055"> 3/27/2024 12:16:24 PM monitor Pam Lenz Please note that student names are not to be included in FedMonitor. </td> </tr> </tbody> </table>	Monitor Comments	3/27/2024 12:16:24 PM monitor Pam Lenz Please note that student names are not to be included in FedMonitor.
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SafeandHealthyBackupData-SD_2023-24Gr8Well-BeingPanorama_03-20-2024.xlsx SafeandHealthyBackupData-HealthRecordsTracker_SY23-24.xlsx SafeandHealthyBackupData-SD_2023-24MOYGr10SELSELPanorama_03-20-2024.xlsx SafeandHealthyBackupData-SD_2023-24MOYGr1SELSELPanorama_03-20-2024.xlsx							

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
TitleIVBaselineData-SafeandHealthy.pdf					
11. Program Goals - Effective Use of Technology - Baseline data has been collected for 2023-24 program goals in Effective Use of Technology. Note: Please select N/A if LEA did not allocate funds in this area. Note: For 24-25, LEAs must upload evidence of periodically evaluating the effectiveness of the funded activities, such as surveys and/or meeting agendas/sign-in sheets.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Data summary narrative <input checked="" type="checkbox"/> Data Reports <input type="checkbox"/> Other tool as identified in program goal section in eGrants	
TitleIStaffNeedsAssessmentSY22-23.xlsx					

Personnel Interviews

Building	Date	Staff Member Interviewed	Staff Member Position
Insight PA Cyber CS	4/12/2024	Julissa Epps	Compliance Manager

**Division of Federal Program
Consolidated Program Review
2023-2024 School Year
Insight PA Cyber CS**

Insight PA Cyber Charter School

SCHOOL Level Monitoring

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

Program Reviewers: Dr. Helen Gross Dr. Pamela Lenz Visit Date: 4/12/2024

School Level Monitoring

Component I: Appropriately State Certified

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

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. All instructional paraprofessionals working in a Title IA program are appropriately certified.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of paraprofessionals working in the school & their qualifications: HS Diploma plus 2 years of college (48 credits), AA Degree or local assessment	Monitor Comments
					3/27/2024 1:07:49 PM monitor Pam Lenz All paras are appropriately certified.
ParaProfessionalListing.xlsx					
2. Parents (in Title I schools only) are directly notified annually that they may request information regarding the professional qualifications of their child's teacher(s), and of paraprofessionals who provide instructional services to their children.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of Right-to-Know - Teacher Qualifications letter dated and evidence of distribution date	District Comments
					1/30/2024 11:20:15 AM Other Julisa Epps Right to Know Letters are included in our news letters and available on our webpage: https://www.smore.com/nes3y 3/26/2024 12:58:52 PM Dir. of Reporting and Compliance Johanna Best Website: https://insightpaschool.org/academics/federal-programs/
InsightPA_Right_to_Know_23-24_GENERAL.pdf TitlePresentationViews1.png TownhallInvitation.png TitlePresentationViews2.png TOWNHALL-FEDERALPROGRAMS2023-2024.pdf TitlePresentationViews3.png					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
3. Parents (in Title I schools only) are notified if their child is assigned to or being taught for four or more consecutive weeks by a teacher who is not appropriately state certified. (This cannot be marked N/A.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/> Copy of Right-to-Know Four Consecutive Week letter AND evidence of distribution date with signature, if distributed. If the letter was not distributed the date is not required in the letter.	
ParentRighttoKnow23-244WeekLetter.pdf					

Component II: Parent and Family Engagement

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

Sec. 1116

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<p>1. Schools receiving Title I funds shall jointly develop with, and distribute to, Title I parents and family members a written parent and family engagement policy that includes the required components below and a description of how the components are met at the school. Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. All the following are Required components:</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> School Level Parent and Family Engagement policy that includes the required components and a description of how the components are met at the school. School must also upload dated parent meeting agendas and corresponding sign-in sheets, as well as method of distribution.</p> <p><input checked="" type="checkbox"/> School Level Parent and Family Engagement policy that includes the required components and a description of how the components are met at the school. PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet. Documents must be dated. Title I schools must also include method of distribution of the policy.</p>	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1192 410 2058 467" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1192 467 2058 816"> <p>3/26/2024 3:32:32 PM Dir. of Reporting and Compliance Johanna Best Parents/Learning Coaches were invited to the Annual Title I Townhall meeting in November. No parents attended. A recording of the Townhall was included in the December Schoolwide newsletter. The policy is included each monthly schoolwide newsletter in the Focus on Federal Programs section (https://www.smores.com/vfq43), as well as on the website (https://insightpaschool.org/academics/federal-programs/) .</p> </td> </tr> </tbody> </table>	District Comments	<p>3/26/2024 3:32:32 PM Dir. of Reporting and Compliance Johanna Best Parents/Learning Coaches were invited to the Annual Title I Townhall meeting in November. No parents attended. A recording of the Townhall was included in the December Schoolwide newsletter. The policy is included each monthly schoolwide newsletter in the Focus on Federal Programs section (https://www.smores.com/vfq43), as well as on the website (https://insightpaschool.org/academics/federal-programs/) .</p>
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> • Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their school's Title I program and to explain the requirements of Title I and the right of parents to be involved. • Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement 					

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> ○ A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards. ○ If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible. 					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> ○ If the schoolwide plan is not satisfactory to Title I parents, submit any parent comments on the plan when the school makes the plan available to the LEA. (Only applies to Schoolwide schools). 					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> ○ Shall educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school. 					

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> ○ Describes how the school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement. 					

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> ○ States how the school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and family members of participating children in a format and to the extent practicable, in a language the parents and family members can understand. 					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> ○ States how the school, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children). 					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
ParentandFamilyEngagementPolicy.pdf TitlePresentationViews1.png TitlePresentationViews2.png TownhallInvitation.png TitlePresentationViews3.png TOWNHALL-FEDERALPROGRAMS2023-2024.pdf									
<p>2. Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their school's Title I program and to explain the requirements of Title I and the right of parents to be involved.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dated Title I meeting agenda and corresponding sign-in sheets <input type="checkbox"/> PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet, Documents must be dated.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1197 367 2058 418" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1197 418 2058 769"> <p>3/26/2024 3:33:01 PM Dir. of Reporting and Compliance Johanna Best Parents/Learning Coaches were invited to the Annual Title I Townhall meeting in November. No parents attended. A recording of the Townhall was included in the December Schoolwide newsletter. The policy is included in each monthly schoolwide newsletter in the Focus on Federal Programs section (https://www.smores.com/vfq43), as well as on the website (https://insightpaschool.org/academics/federal-programs/) .</p> </td> </tr> <tr> <th data-bbox="1197 769 2058 821" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1197 821 2058 997"> <p>3/27/2024 1:43:34 PM monitor Pam Lenz Could this possibly be combined with another virtual event so as to gain some attendees?</p> </td> </tr> </tbody> </table>	District Comments	<p>3/26/2024 3:33:01 PM Dir. of Reporting and Compliance Johanna Best Parents/Learning Coaches were invited to the Annual Title I Townhall meeting in November. No parents attended. A recording of the Townhall was included in the December Schoolwide newsletter. The policy is included in each monthly schoolwide newsletter in the Focus on Federal Programs section (https://www.smores.com/vfq43), as well as on the website (https://insightpaschool.org/academics/federal-programs/) .</p>	Monitor Comments	<p>3/27/2024 1:43:34 PM monitor Pam Lenz Could this possibly be combined with another virtual event so as to gain some attendees?</p>
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TitlePresentationViews1.png TitlePresentationViews2.png TownhallInvitation.png TitlePresentationViews3.png TOWNHALL-FEDERALPROGRAMS2023-2024.pdf									
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> School-parent compact, dated agenda and corresponding, sign-in sheet as well as method of distribution of the compact					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<p>3. Each Title I school shall jointly develop with parents of Title I children a school parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact shall</p> <ul style="list-style-type: none"> describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I children to meet the State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom, and participating as appropriate, in decisions relating to the education of their children and positive use of extracurricular time, and 				<p><input checked="" type="checkbox"/> School-parent compact, PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet. Documents must be dated. Title I schools must also include method of distribution of the compact.</p>	<table border="1"> <thead> <tr> <th data-bbox="1197 126 2053 178">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1197 178 2053 565"> <p>3/26/2024 3:33:54 PM Dir. of Reporting and Compliance Johanna Best Parents/Learning Coaches were invited to the Annual Title I Townhall meeting in November. No parents attended. A recording of the Townhall was included in the December Schoolwide newsletter. The school parent compact is included in each monthly schoolwide newsletter in the Focus on Federal Programs section (https://www.smore.com/vfq43), as well as on the website (https://insightpaschool.org/academics/federal-programs/) .</p> </td> </tr> </tbody> </table>	District Comments	<p>3/26/2024 3:33:54 PM Dir. of Reporting and Compliance Johanna Best Parents/Learning Coaches were invited to the Annual Title I Townhall meeting in November. No parents attended. A recording of the Townhall was included in the December Schoolwide newsletter. The school parent compact is included in each monthly schoolwide newsletter in the Focus on Federal Programs section (https://www.smore.com/vfq43), as well as on the website (https://insightpaschool.org/academics/federal-programs/) .</p>
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> address the importance of communication between teachers and parents on an ongoing basis through at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; frequent reports to parents on their children's progress; reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and ensuring two way meaningful communication between family members and school staff, and to the extent practicable, in a language that family members can understand. 					

[SchoolParent_Family_Compact_23-24_Translated.pdf](#)
[TitlePresentationViews1.png](#)
[TitlePresentationViews2.png](#)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
TownhallInvitation.png TOWNHALL-FEDERALPROGRAMS2023-2024.pdf TitlePresentationViews3.png									
<p>4. Title I Schools shall aid parents of Title I children in understanding such topics as the challenging State academic standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Dated Title I meeting agenda & sign-in sheets that indicate topics of discussion</p> <p><input checked="" type="checkbox"/> PowerPoint presentations/notes from meeting that identifies topics discussed as well as corresponding sign in sheet. Documents must be dated.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1197 259 2058 311" style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1197 311 2058 558"> <p>3/20/2024 12:46:34 PM</p> <p>Dir. of Reporting and Compliance Johanna Best</p> <p>We were prepared to host the Fall Town Hall, however no Learning Coaches attended. We then included a link to the annual meeting in the December Schoolwide newsletter in an effort to get the information out to families.</p> </td> </tr> <tr> <th data-bbox="1197 558 2058 610" style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td data-bbox="1197 610 2058 821"> <p>3/27/2024 1:51:46 PM</p> <p>monitor Pam Lenz</p> <p>I already mentioned this, but could this presentation (or parts of it) possibly be combined with another virtual event so as to gain some attendees?</p> </td> </tr> </tbody> </table>	District Comments	<p>3/20/2024 12:46:34 PM</p> <p>Dir. of Reporting and Compliance Johanna Best</p> <p>We were prepared to host the Fall Town Hall, however no Learning Coaches attended. We then included a link to the annual meeting in the December Schoolwide newsletter in an effort to get the information out to families.</p>	Monitor Comments	<p>3/27/2024 1:51:46 PM</p> <p>monitor Pam Lenz</p> <p>I already mentioned this, but could this presentation (or parts of it) possibly be combined with another virtual event so as to gain some attendees?</p>
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<p>5. Title I Schools shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy) as appropriate, to foster parent involvement.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Submit only one example of Training materials provided to parents, evaluations, agendas & sign-in sheets, or calendar of events.</p> <p><input type="checkbox"/> Submit only one example of workshops with copies of dated agendas and sign-in sheets.</p> <p><input type="checkbox"/> Resource given to parents to aid in academic support.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1197 1032 2058 1084" style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1197 1084 2058 1260"> <p>3/18/2024 9:24:14 AM</p> <p>Other Julisa Epps</p> <p>The links within this document will show you the attendees, agenda and training material.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/18/2024 9:24:14 AM</p> <p>Other Julisa Epps</p> <p>The links within this document will show you the attendees, agenda and training material.</p>		
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PARENTTRAININGDATESLINKSSY23-24.xlsx									

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
6. ALL schools' teachers and staff shall annually be educated, with the assistance of parents, in how to better communicate with, or work with, parents as equal partners.	☑	☐	☐	<input type="checkbox"/> SPAC skits and staff agendas and sign in sheets <input checked="" type="checkbox"/> Dated staff meeting agenda and sign-in sheets utilizing parent survey results (open-ended questions included)	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Monitor Comments</p> <p>3/27/2024 2:03:02 PM</p> <p>monitor Pam Lenz</p> <p>In the future, be sure to include the following in your Learning Coach Communication presentation: 1). The date; 2). An agenda of what will be covered, and 3). Specific parent survey open-ended questions and results. (Dates were included on staff sign-ins.)</p> </div>
CommunicatingwithParentsSessionResponses.xlsx InsightPALearningCoachCommunication.pdf					
7. Title I Schools shall coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs.	☑	☐	☐	<input checked="" type="checkbox"/> Transition Plan <input type="checkbox"/> Parent training materials, evaluations, agendas, calendar of events <input type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets	
MiddleSchoolTransitionPlanSY2324.pdf TransitionPlan.ISPA.HS.2023-2024.docx.pdf TransitionPre-K_K23-24SY.pdf					
8. Title I schools shall ensure that information related to school and parent programs, meetings, and other activities is sent to Title I parents in a format and, the extent practicable, in a language the parents can understand.	☑	☐	☐	<input checked="" type="checkbox"/> All Title I schools must have at least one translated document. This can include one example of letters, web site posting, or the Schoolwide Plan.	
InsightPA_Right_to_Know_23-24_GENERAL.pdf					

Component III: Schoolwide Programs

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

Sec. 1114

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<p>1. An approved Schoolwide Plan is present in the FRCPP.</p> <p>ESEA §1114(b)(6) requires that the schoolwide plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. Additionally §1114(b)(7) the schoolwide plan needs to include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will provide opportunities for all children, including each of the subgroups of students (as defined in §1111(c)(2)) to meet the challenging State academic standards; use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Documentation of approval such as an email from FRCPP saying it has been approved or a screenshot from the FRCPP dashboard where the plan says Approved	<table border="1"> <thead> <tr> <th data-bbox="1661 464 2060 521">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1661 521 2060 695"> 3/27/2024 2:05:41 PM monitor Pam Lenz Plan submitted 8/29/2023 as per FRCPP. </td> </tr> </tbody> </table>	Monitor Comments	3/27/2024 2:05:41 PM monitor Pam Lenz Plan submitted 8/29/2023 as per FRCPP.
Monitor Comments							
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CSIAprovedPlanFRCPP2024-01-31094819.png							

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<p>2. Evidence exists of the schoolwide plan being developed in the year prior to initial implementation for schools newly identified as implementing a schoolwide program OR evidence of annual evaluation of an existing schoolwide plan.</p> <p>ESEA §1114(b)(1) requires a schoolwide be developed in the year prior to initial implementation ESEA §1114(b)(3) requires that the school must revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement.</p>	☑	☐	☐	<p>☐ For newly identified Schoolwide schools - Agendas and sign-in sheets demonstrating plan was developed in the year prior to initial implementation.</p> <p>OR</p> <p>☑ For existing Schoolwide schools - agendas and sign-in sheets demonstrating plan was updated within a year of the monitoring visit.</p>			
CACMeeting5-24-23-Participants.xlsx ParentandFamilyNeedAssessmentSY22-23.xlsx CACMeeting5-24-23-Agenda.pdf TitleIStaffNeedsAssessmentSY22-23.xlsx							
<p>3. (a) Evidence exists of ongoing review and revisions, as necessary, of the schoolwide plans action plan. Please note: Schoolwide plans must be regularly monitored as determined by the frequency indicated in the action plan and revised, as necessary, based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards.</p> <p>(b) Evidence exists that data has been collected in line with the schoolwide plans goals targeted timeframes.</p> <p>ESEA §1114(b)(3) requires that the schoolwide plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards.</p>	☑	☐	☐	<p>☑ Agendas and sign-in sheets of meetings</p> <p>☐ Copies of data reports</p>	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1665 808 2058 862" style="background-color: #cccccc;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1665 862 2058 1406"> <p>3/27/2024 2:12:18 PM monitor Pam Lenz Two meetings were held. A Community Advisory Committee meeting (with sign-in) was held 3/14/2024 and a CSI Committee meeting (with sign-in) was held 3/4/2024.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>3/27/2024 2:12:18 PM monitor Pam Lenz Two meetings were held. A Community Advisory Committee meeting (with sign-in) was held 3/14/2024 and a CSI Committee meeting (with sign-in) was held 3/4/2024.</p>
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CSIQuarterlySteeringCommittee3.4.24.docx 3-4-24CSIQuarterlyBenchmarkReport.pdf 3-4-24CSIMeetingParticipantList3.jpg							

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
					3-4-24CSIMeetingParticipantList2.jpg 3-4-24CSIMeetingParticipantList1.jpg 3-14CACMeetingSign-inSheet.xlsx 3-14CACMeetingAgendaandNotes.pdf 3-14CACParentMeetingPresentation.pdf
Note: If the school does not have an approved 2023-24 Schoolwide Plan, must monitor requirements in the Targeted Assistance section.					

Component IV: Targeted Assistance Programs

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

Sec. 1113

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

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. The Title I school provides professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> List of professional development activities, dated agendas, and sign in sheets	

Comments

Documentation was thorough, consistent, and provided in a timely manner.

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

Division of Federal Programs
Consolidated Program Review

2023-2024 School Year

Insight PA Cyber CS

LEA Level Monitoring

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
Superintendent:	Eileen Cannistraci	4847134353	<input checked="" type="checkbox"/>
Business Manager:	Abby Dubinchik	2672615698	<input checked="" type="checkbox"/>
Federal Program Coordinator:	Johanna Best	4847134353	<input checked="" type="checkbox"/>
Parent/Family Member:			<input type="checkbox"/>

School Level:

Program Reviewer: Dr. Helen Gross Dr. Pam Lenz

Visit Date(s): 04/12/2024

Component I: General Fiscal Requirements

Requirements

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

Fiscal monitoring includes, but is not limited to:

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

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

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

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

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments					
<p>Title IA Carryover</p> <p>The LEA complies with the carryover provisions of Title I.</p> <p>Sec. 1127</p>	<p>1. LEAs with Title IA allocations greater than \$50,000 per year have not carried over more than 15% of their allocation from one year to the next unless the SEA has waived the limitation (allowable once every 3-year cycle if the SEA believes the request is reasonable and necessary.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Waiver request and Carryover Waiver Approval Letter, if over 15%.</p>	<table border="1"> <thead> <tr> <th data-bbox="1619 123 2053 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1619 180 2053 391"> <p>2/14/2024 10:34:11 AM</p> <p>Other Julisa Epps</p> <p>Please see page 16 of the grant content. We did not have any carryover.</p> </td> </tr> <tr> <td data-bbox="1619 391 2053 570"> <p>3/21/2024 11:19:16 AM</p> <p>Principal Abby Dubinchik</p> <p>N/A as the LEA did not request carryover greater than \$50,000.</p> </td> </tr> <tr> <th data-bbox="1619 570 2053 618">Monitor Comments</th> </tr> <tr> <td data-bbox="1619 618 2053 797"> <p>4/12/2024 7:03:08 AM</p> <p>State Monitor Helen Gross</p> <p>N/A as the LEA did not request carryover greater than \$50,000.</p> </td> </tr> </tbody> </table>	District Comments	<p>2/14/2024 10:34:11 AM</p> <p>Other Julisa Epps</p> <p>Please see page 16 of the grant content. We did not have any carryover.</p>	<p>3/21/2024 11:19:16 AM</p> <p>Principal Abby Dubinchik</p> <p>N/A as the LEA did not request carryover greater than \$50,000.</p>	Monitor Comments	<p>4/12/2024 7:03:08 AM</p> <p>State Monitor Helen Gross</p> <p>N/A as the LEA did not request carryover greater than \$50,000.</p>
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<p>Rank Order</p> <p>The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible school attendance area.</p> <p>Sec. 1113</p>	<p>1. LEA appropriately distributed funds to all Title I buildings.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Must include LEA budget with Title I allocation for each Title I building AND must also include a copy of the Title I application within the Consolidated Application to verify allocation by building</p>	<table border="1"> <thead> <tr> <th data-bbox="1619 870 2053 927">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1619 927 2053 1170"> <p>2/14/2024 10:36:59 AM</p> <p>Dir. of Reporting and Compliance Johanna Best</p> <p>Insight PA operates one building. All Title funds are spent to support the one school.</p> </td> </tr> <tr> <th data-bbox="1619 1170 2053 1219">Monitor Comments</th> </tr> <tr> <td data-bbox="1619 1219 2053 1398"> <p>4/12/2024 7:03:37 AM</p> <p>State Monitor Helen Gross</p> <p>Insight PA is a single school entity.</p> </td> </tr> </tbody> </table>	District Comments	<p>2/14/2024 10:36:59 AM</p> <p>Dir. of Reporting and Compliance Johanna Best</p> <p>Insight PA operates one building. All Title funds are spent to support the one school.</p>	Monitor Comments	<p>4/12/2024 7:03:37 AM</p> <p>State Monitor Helen Gross</p> <p>Insight PA is a single school entity.</p>	
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. Schools with more than 75% of students from low-income families must receive services and can only be exempted with a written permission from PDE. LEAs cannot mark this as not applicable for any school that meets this criterion.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> List of schools served, building level budgets aligned with Consolidated Application	<div style="background-color: #cccccc; padding: 2px;">District Comments</div> <p>2/14/2024 10:37:06 AM Dir. of Reporting and Compliance Johanna Best Insight PA operates one building. All Title funds are spent to support the one school.</p> <div style="background-color: #cccccc; padding: 2px;">Monitor Comments</div> <p>4/12/2024 7:04:06 AM State Monitor Helen Gross Insight PA is a single school entity.</p>
	3. Pre-kindergarten children are excluded from the poverty count of any school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> PIMS Report on Economically Disadvantaged <input type="checkbox"/> Other printed documentation showing Pre-K excluded from enrollment counts	<div style="background-color: #cccccc; padding: 2px;">District Comments</div> <p>2/14/2024 10:37:33 AM Dir. of Reporting and Compliance Johanna Best Insight PA operates one building. All Title funds are spent to support the one school and does not operate a Pre-K program.</p> <div style="background-color: #cccccc; padding: 2px;">Monitor Comments</div> <p>4/12/2024 7:05:03 AM State Monitor Helen Gross Insight PA is a single school entity.with no pre-K program.</p>

[ACS-October_Enrollment_Low_Income_and_EL_Data_LEA_Profile_and_ACS.pdf](#)

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>Compliance to Reservations</p> <p>The LEA complies with requirements regarding the reservation of funds.</p> <p>Sec. 1113(c)(3), 42 U.S.C. 11432, 1116(a)(3)</p>	<p>1A. The LEA has reserved funds for Homeless students at both Title I served and non-Title I served buildings. This is a district-level reservation.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Must include statement of expenditures for the Homeless set aside AND must also include Consolidated Application Reservation of Funds page					
TitleIFA-ReservationofFunds.pdf Insight23-24TitleBudgets.xlsx InsightTitleIGLExpenditures.xlsx										
	<p>1B. If the LEA has a Homeless Liaison paid with federal funds, time documentation was completed.</p> <ul style="list-style-type: none"> • If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. • If that staff member works on one cost objective, semi-annual time certifications must be completed. 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Personnel activity reports or time logs for staff working on multiple cost objectives. <input type="checkbox"/> Semi-annual time certifications for staff working on one cost objective	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td>2/14/2024 10:40:55 AM Dir. of Reporting and Compliance Johanna Best Insight PA does not use Title funds to pay the homeless liason.</td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>4/12/2024 7:05:24 AM State Monitor Helen Gross Insight PA does not use Title funds to pay the homeless liason.</td> </tr> </tbody> </table>	District Comments	2/14/2024 10:40:55 AM Dir. of Reporting and Compliance Johanna Best Insight PA does not use Title funds to pay the homeless liason.	Monitor Comments	4/12/2024 7:05:24 AM State Monitor Helen Gross Insight PA does not use Title funds to pay the homeless liason.
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	<p>2A. The LEA has reserved funds for Foster students at both Title I served and non-Title I served buildings. This is a district-level reservation. (LEAs are not required to set aside funds for Foster students. This can be marked N/A If not used).</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Must include statement of expenditures for the Foster set aside AND must also include Consolidated Application Reservation of Funds page</p>	<table border="1"> <thead> <tr> <th data-bbox="1612 123 2055 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1612 180 2055 391"> <p>2/14/2024 10:41:59 AM Dir. of Reporting and Compliance Johanna Best Insight PA does not set aside funds for foster students.</p> </td> </tr> <tr> <th data-bbox="1612 391 2055 448">Monitor Comments</th> </tr> <tr> <td data-bbox="1612 448 2055 621"> <p>4/12/2024 7:05:42 AM State Monitor Helen Gross Insight PA does not set aside funds for foster students.</p> </td> </tr> </tbody> </table>	District Comments	<p>2/14/2024 10:41:59 AM Dir. of Reporting and Compliance Johanna Best Insight PA does not set aside funds for foster students.</p>	Monitor Comments	<p>4/12/2024 7:05:42 AM State Monitor Helen Gross Insight PA does not set aside funds for foster students.</p>
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	<p>2B. If the LEA has a Foster Care Liaison paid with federal funds, time documentation was completed.</p> <ul style="list-style-type: none"> • If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. • If that staff member works on one cost objective, semi-annual time certifications must be completed. 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Personnel activity reports or time logs for staff working on multiple cost objectives.</p> <p><input type="checkbox"/> Semi-annual time certifications for staff working on one cost objective</p>	<table border="1"> <thead> <tr> <th data-bbox="1612 690 2055 747">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1612 747 2055 958"> <p>2/14/2024 10:42:23 AM Dir. of Reporting and Compliance Johanna Best Insight PA does not set aside funds for foster students.</p> </td> </tr> <tr> <th data-bbox="1612 958 2055 1015">Monitor Comments</th> </tr> <tr> <td data-bbox="1612 1015 2055 1182"> <p>4/12/2024 7:05:54 AM State Monitor Helen Gross Insight PA does not set aside funds for foster students.</p> </td> </tr> </tbody> </table>	District Comments	<p>2/14/2024 10:42:23 AM Dir. of Reporting and Compliance Johanna Best Insight PA does not set aside funds for foster students.</p>	Monitor Comments	<p>4/12/2024 7:05:54 AM State Monitor Helen Gross Insight PA does not set aside funds for foster students.</p>
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	3. If LEA has indicated the use of the Salary and Fringe Benefit set-aside on the Reservation of Funds worksheet, does documentation exist to show how the calculation was derived. (If not used, select NA)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Spreadsheet demonstrating calculations	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1612 126 2055 180" style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1612 180 2055 391"> 2/14/2024 10:44:16 AM Other Julisa Epps Insight PA does not use funds for Salaries and Fringe Benefit set-asides </td> </tr> <tr> <th data-bbox="1612 391 2055 444" style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td data-bbox="1612 444 2055 656"> 4/12/2024 7:06:14 AM State Monitor Helen Gross Insight PA does not use funds for Salaries and Fringe Benefit set-asides </td> </tr> </tbody> </table>	District Comments	2/14/2024 10:44:16 AM Other Julisa Epps Insight PA does not use funds for Salaries and Fringe Benefit set-asides	Monitor Comments	4/12/2024 7:06:14 AM State Monitor Helen Gross Insight PA does not use funds for Salaries and Fringe Benefit set-asides
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	4A. The LEA indicated the use of Optional set asides, such as audit, community day programs, district wide professional development, pupil transportation, pre-school programs, program evaluation, summer and intersession programs, state and federal liaison on the set-aside Reservation of Funds worksheet.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Must include statement of expenditures for each set aside AND must also include LEA Title IA budget	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1612 123 2055 180" style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1612 180 2055 638"> <p>2/14/2024 10:45:18 AM</p> <p>Other Julisa Epps</p> <p>Insight PA does not use the optional set-asides for audits, community day programs, district wide professional development, pupil transportation, pre-school programs, program evaluation, summer and intersession programs, state or a federal liaison</p> </td> </tr> <tr> <th data-bbox="1612 638 2055 683" style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td data-bbox="1612 683 2055 1149"> <p>4/12/2024 7:06:33 AM</p> <p>State Monitor Helen Gross</p> <p>Insight PA does not use the optional set-asides for audits, community day programs, district wide professional development, pupil transportation, pre-school programs, program evaluation, summer and intersession programs, state or a federal liaison</p> </td> </tr> </tbody> </table>	District Comments	<p>2/14/2024 10:45:18 AM</p> <p>Other Julisa Epps</p> <p>Insight PA does not use the optional set-asides for audits, community day programs, district wide professional development, pupil transportation, pre-school programs, program evaluation, summer and intersession programs, state or a federal liaison</p>	Monitor Comments	<p>4/12/2024 7:06:33 AM</p> <p>State Monitor Helen Gross</p> <p>Insight PA does not use the optional set-asides for audits, community day programs, district wide professional development, pupil transportation, pre-school programs, program evaluation, summer and intersession programs, state or a federal liaison</p>
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	<p>4B. If the LEA reserved funds for State and Federal Liaison, time documentation was completed.</p> <ul style="list-style-type: none"> If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. If that staff member works on one cost objective, semi-annual time certifications must be completed. 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Personnel activity reports or time logs for staff working on multiple cost objectives. <input type="checkbox"/> Semi-annual time certifications for staff working on one cost objective 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1612 123 2055 180" style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1612 180 2055 427"> <p>2/14/2024 10:43:58 AM Dir. of Reporting and Compliance Johanna Best Insight PA does not set aside funds for a State and Federal Liaison.</p> </td> </tr> <tr> <th data-bbox="1612 427 2055 483" style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td data-bbox="1612 483 2055 683"> <p>4/12/2024 7:06:52 AM State Monitor Helen Gross Insight PA does not set aside funds for a State and Federal Liaison.</p> </td> </tr> </tbody> </table>	District Comments	<p>2/14/2024 10:43:58 AM Dir. of Reporting and Compliance Johanna Best Insight PA does not set aside funds for a State and Federal Liaison.</p>	Monitor Comments	<p>4/12/2024 7:06:52 AM State Monitor Helen Gross Insight PA does not set aside funds for a State and Federal Liaison.</p>
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	<p>4C. If the LEA reserved funds for Pre-K Programs and uses federal funds for staff salaries and/or benefits, time documentation was completed.</p> <ul style="list-style-type: none"> If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. If that staff member works on one cost objective, semi-annual time certifications must be completed. 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Personnel activity reports or time logs for staff working on multiple cost objectives. <input type="checkbox"/> Semi-annual time certifications for staff working on one cost objective 	<table border="1"> <thead> <tr> <th data-bbox="1612 123 2055 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1612 180 2055 427"> 2/14/2024 10:44:34 AM Dir. of Reporting and Compliance Johanna Best Insight PA does not set aside funds or operate a Pre-K program. </td> </tr> <tr> <th data-bbox="1612 427 2055 483">Monitor Comments</th> </tr> <tr> <td data-bbox="1612 483 2055 683"> 4/12/2024 7:07:14 AM State Monitor Helen Gross Insight PA does not set aside funds or operate a Pre-K program. </td> </tr> </tbody> </table>	District Comments	2/14/2024 10:44:34 AM Dir. of Reporting and Compliance Johanna Best Insight PA does not set aside funds or operate a Pre-K program.	Monitor Comments	4/12/2024 7:07:14 AM State Monitor Helen Gross Insight PA does not set aside funds or operate a Pre-K program.
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	<p>5. LEA reserved appropriate funds for Neglected Institution served. (If not used, select NA)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Statement of expenditures for Neglected Institution 	<table border="1"> <thead> <tr> <th data-bbox="1612 854 2055 911">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1612 911 2055 1190"> 2/14/2024 10:45:00 AM Dir. of Reporting and Compliance Johanna Best Insight PA does not set aside funds for Neglected Institutions. </td> </tr> <tr> <th data-bbox="1612 1190 2055 1247">Monitor Comments</th> </tr> <tr> <td data-bbox="1612 1247 2055 1455"> 4/12/2024 7:07:45 AM State Monitor Helen Gross Insight PA does not set aside funds for nor serve Neglected Institutions. </td> </tr> </tbody> </table>	District Comments	2/14/2024 10:45:00 AM Dir. of Reporting and Compliance Johanna Best Insight PA does not set aside funds for Neglected Institutions.	Monitor Comments	4/12/2024 7:07:45 AM State Monitor Helen Gross Insight PA does not set aside funds for nor serve Neglected Institutions.
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Transferability into Title IA Sec. 5103(b)	1A. Up to 100% of Title IIA and IVA funds can be transferred. Funds can be transferred into Title IA and Title IIIA but not out of either subprogram. Title IIA and IVA can transfer between programs. Please note: if there are no funds transferred into Title IA, this can be marked NA.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Must include statement of expenditures for transferred funds AND must also include Consolidated Application, Transferability page	<table border="1"> <thead> <tr> <th data-bbox="1619 123 2053 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1619 180 2053 391">2/14/2024 10:45:33 AM Dir. of Reporting and Compliance Johanna Best Insight PA did not transfer funds.</td> </tr> <tr> <th data-bbox="1619 391 2053 448">Monitor Comments</th> </tr> <tr> <td data-bbox="1619 448 2053 621">4/12/2024 7:08:02 AM State Monitor Helen Gross Insight PA did not transfer funds.</td> </tr> </tbody> </table>	District Comments	2/14/2024 10:45:33 AM Dir. of Reporting and Compliance Johanna Best Insight PA did not transfer funds.	Monitor Comments	4/12/2024 7:08:02 AM State Monitor Helen Gross Insight PA did not transfer funds.
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	<p>2B. If the LEA uses transferred funds for salaries and benefits of staff, time documentation was completed.</p> <ul style="list-style-type: none"> • If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. • If that staff member works on one cost objective, semi-annual time certifications must be completed. 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Personnel activity reports or time logs for staff working on multiple cost objectives. <input type="checkbox"/> Semi-annual time certifications for staff working on one cost objective	<table border="1"> <thead> <tr> <th data-bbox="1619 691 2053 748">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1619 748 2053 959"> 2/14/2024 10:46:40 AM Dir. of Reporting and Compliance Johanna Best Insight PA did not transfer funds. </td> </tr> <tr> <th data-bbox="1619 959 2053 1016">Monitor Comments</th> </tr> <tr> <td data-bbox="1619 1016 2053 1179"> 4/12/2024 7:08:31 AM State Monitor Helen Gross Insight PA did not transfer funds. </td> </tr> </tbody> </table>	District Comments	2/14/2024 10:46:40 AM Dir. of Reporting and Compliance Johanna Best Insight PA did not transfer funds.	Monitor Comments	4/12/2024 7:08:31 AM State Monitor Helen Gross Insight PA did not transfer funds.
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
Transferability into Title IIIA	<p>3A. Up to 100% of Title IIA and IVA funds can be transferred. Funds can be transferred into Title IA and Title IIIA but not out of either subprogram. Title IIA and IVA can transfer between programs.</p> <p>Please note: if there are no funds transferred into Title IIIA, this can be marked NA.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Must include statement of expenditures for transferred funds AND must also include Consolidated Application, Transferability page	<table border="1"> <thead> <tr> <th data-bbox="1619 123 2053 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1619 180 2053 391"> 2/14/2024 10:46:46 AM Dir. of Reporting and Compliance Johanna Best Insight PA did not transfer funds. </td> </tr> <tr> <th data-bbox="1619 391 2053 448">Monitor Comments</th> </tr> <tr> <td data-bbox="1619 448 2053 621"> 4/12/2024 7:08:40 AM State Monitor Helen Gross Insight PA did not transfer funds. </td> </tr> </tbody> </table>	District Comments	2/14/2024 10:46:46 AM Dir. of Reporting and Compliance Johanna Best Insight PA did not transfer funds.	Monitor Comments	4/12/2024 7:08:40 AM State Monitor Helen Gross Insight PA did not transfer funds.
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
Transferability into Title IVA	<p>4A. Up to 100% of Title IIA and IVA funds can be transferred. Funds can be transferred into Title IA and Title IIIA but not out of either subprogram. Title IIA and IVA can transfer between programs.</p> <p>Please note: if there are no funds transferred into Title IVA, this can be marked NA.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Must include statement of expenditures for transferred funds AND must also include Consolidated Application, Transferability page	<table border="1"> <thead> <tr> <th data-bbox="1612 123 2055 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1612 180 2055 391"> 2/14/2024 10:47:22 AM Dir. of Reporting and Compliance Johanna Best Insight PA did not transfer funds. </td> </tr> <tr> <th data-bbox="1612 391 2055 448">Monitor Comments</th> </tr> <tr> <td data-bbox="1612 448 2055 621"> 4/12/2024 7:08:58 AM State Monitor Helen Gross Insight PA did not transfer funds. </td> </tr> </tbody> </table>	District Comments	2/14/2024 10:47:22 AM Dir. of Reporting and Compliance Johanna Best Insight PA did not transfer funds.	Monitor Comments	4/12/2024 7:08:58 AM State Monitor Helen Gross Insight PA did not transfer funds.
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>Comparability</p> <p>The LEA complies with the comparability provisions of Title IA.</p> <p>Sec. 1118(c)</p>	<p>1. Title IA Comparability Report comparing Title IA. schools to non-Title I schools reported to SEA annually in Pennsylvania and submitted by November 15.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Detailed Data Sheet and Assurance page</p> <p><input checked="" type="checkbox"/> Assurance page for those LEAs that are exempt.</p>	<table border="1"> <thead> <tr> <th data-bbox="1612 123 2055 180" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1612 180 2055 399"> <p>4/12/2024 7:09:50 AM</p> <p>State Monitor Helen Gross</p> <p>The Assurance page for those LEAs that are exempt was completed in a timely manner.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>4/12/2024 7:09:50 AM</p> <p>State Monitor Helen Gross</p> <p>The Assurance page for those LEAs that are exempt was completed in a timely manner.</p>		
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InsightComparabilityAssurance23-24.pdf										
	<p>2. For LEAs that are required to complete the Detailed Data Sheet, data must be uploaded to ensure information submitted in the Comparability site, Detailed Data Sheet matches.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Enrollment data used to complete Detailed Data Sheet</p>	<table border="1"> <thead> <tr> <th data-bbox="1612 461 2055 518" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1612 518 2055 764"> <p>2/14/2024 10:48:28 AM</p> <p>Dir. of Reporting and Compliance Johanna Best</p> <p>Insight PA is not required to submit a Detailed Data Sheet in the Comparability site.</p> </td> </tr> <tr> <th data-bbox="1612 764 2055 821" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1612 821 2055 1029"> <p>4/12/2024 7:10:34 AM</p> <p>State Monitor Helen Gross</p> <p>Insight PA is not required to submit a Detailed Data Sheet in the Comparability site.</p> </td> </tr> </tbody> </table>	District Comments	<p>2/14/2024 10:48:28 AM</p> <p>Dir. of Reporting and Compliance Johanna Best</p> <p>Insight PA is not required to submit a Detailed Data Sheet in the Comparability site.</p>	Monitor Comments	<p>4/12/2024 7:10:34 AM</p> <p>State Monitor Helen Gross</p> <p>Insight PA is not required to submit a Detailed Data Sheet in the Comparability site.</p>
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>Supplement/Supplant</p> <p>The LEA ensures that Federal funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources.</p> <p>Sec. 1118(b)</p>	<p>1. Title IIA the LEA approved budget and records of expenditures of Title IIA funds match.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Must include statement of Expenditures for Title IIA AND must also include LEA Title IIA budget.</p>	<p style="text-align: center;">Monitor Comments</p> <p>4/12/2024 7:12:06 AM State Monitor Helen Gross Required documentation was provided.</p>
<p>Insight23-24TitleBudgets.xlsx InsightTitleIIGLExpenditures.xlsx</p>						
<p>Supplement/Supplant</p> <p>The LEA ensures that Federal funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources.</p> <p>Sec. 1118(b)</p>	<p>1. Title IIIA the LEA approved budget and records of expenditures of Title IIIA funds match.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Must include statement of Expenditures for Title IIIA AND must also include LEA Title IIIA budget.</p>	<p style="text-align: center;">District Comments</p> <p>3/20/2024 1:18:26 PM Other Julisa Epps Insight PA is in the Consortium with the IU for Title III.</p> <p style="text-align: center;">Monitor Comments</p> <p>4/12/2024 7:11:30 AM State Monitor Helen Gross Insight PA is in the Consortium with the IU for Title III.</p>
<p>Supplement/Supplant</p> <p>Sec. 1118(b)</p>	<p>1. Title IVA - The LEA ensures that Federal funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Must include statement of Expenditures for Title IVA AND must also include LEA Title IVA budget.</p>	<p style="text-align: center;">Monitor Comments</p> <p>4/12/2024 7:12:21 AM State Monitor Helen Gross Required documentation was provided.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
InsightTitleIVGLExpenditures.xlsx TitleIVFundingAdjustment(ProgramChange)_RCApproval.pdf						

Component II: Uniform Grant Guidance (UGG)

Requirements

The Uniform Grant Guidance (UGG) are federal grants management rules that apply to all awards issued by all federal awarding agencies. The purpose is to protect LEAs against fraud, waste and abuse of federal funds. It applies to every federal grant awarded by Congress. UGG was created and amended by the Office of Management and Budget (OMB).

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<p>Audits</p> <p>The SEA ensures that LEAs are audited annually, if required, and that all corrective actions identified through this process are fully implemented.</p> <p>NOTE: The most recent federal audit corrective actions may not be fully implemented if the audit was just completed in the last few months.</p> <p>UGG Sec 200.501</p>	<p>1. Copies of single audit reports (2 most recent), corrective action plans and approval documents for the LEA.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Two most recent audit reports</p>	<table border="1"> <thead> <tr> <th data-bbox="1633 415 2062 472">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1633 472 2062 646"> <p>4/6/2024 4:38:20 PM State Monitor Helen Gross Required documentation was provided and reviewed.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>4/6/2024 4:38:20 PM State Monitor Helen Gross Required documentation was provided and reviewed.</p>
Monitor Comments								
<p>4/6/2024 4:38:20 PM State Monitor Helen Gross Required documentation was provided and reviewed.</p>								
<p>Insight-PA-Final-Audit-Report-063022.pdf InsightPA_Cyber_CS_FS_063023June2023Audit.pdf</p>								
<p>Obligating Funds</p> <p>UGG Sec. 200.309</p>	<p>1. LEA began obligating funds on or after the programs approved/submit date.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Title IA, Title IIA, Title IIIA and/or Title IVA expenditures, showing very 1st expense using current years funds.</p>			
<p>InsightTitleIGLExpenditures.xlsx InsightTitleIIGLExpenditures.xlsx InsightTitleIVGLExpenditures.xlsx</p>								

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
Record Retention UGG Sec. 200.333	1. Federal program records are maintained for a period of 7 years (current year plus 6 prior).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Federal Program document(s) (i.e., invoices paid from federal funds) from up to 7 years ago. <input checked="" type="checkbox"/> Record retention policy that includes how federal program records are maintained AND screenshot of federal files/records. <input type="checkbox"/> Photo of files/records	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">4/12/2024 7:14:36 AM State Monitor Helen Gross Required documentation was provided.</td> </tr> </tbody> </table>	Monitor Comments	4/12/2024 7:14:36 AM State Monitor Helen Gross Required documentation was provided.
Monitor Comments								
4/12/2024 7:14:36 AM State Monitor Helen Gross Required documentation was provided.								
RecordRetentionPolicy.pdf TitleFiles.png TitleIMKVHotspotsInvoice-VerizonSY19-20.pdf TitleIMKVHotspotsInvoice-VerizonSY18-19.pdf								

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments			
<p>Conflict of Interest Policy</p> <p>UGG Sec 200.112</p>	<p>1. Conflict of Interest Requirement the non-federal entity must disclose in writing any potential conflict of interest to the Federal awarding agency or pass-through entity in accordance with the applicable Federal awarding agency policy, which includes:</p> <ul style="list-style-type: none"> • Standards of Conduct (covering conflicts of interest when governing the actions of its employees engaged in the selection award and administration of contracts) • Organizational Conflicts- (relationships with a parent company, affiliate, or subsidiary organization, the non-Federal entity is unable or appears to be unable to be impartial in conducting a procurement action involving a related organization) • Disciplinary Actions- (actions taken against an individual who violates the standards of conduct) • Mandatory Disclosure- (potential conflict disclosed in writing) 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Board Approved policy Please note: if an LEA is using the PSBA template prior to 2016-17 must update, new policy includes language under Reporting Conflicts of Interest <i>The Superintendent or designee shall report in writing to the federal awarding agency or pass-through entity any potential conflict of interest related to a federal award, in accordance with federal awarding agency policy.</i></p>	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1640 123 2053 180" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1640 180 2053 740"> <p>4/12/2024 7:15:01 AM</p> <p>State Monitor Helen Gross</p> <p>Required documentation was provided and reviewed. However, there does not appear to state, per new requirements, that the Superintendent or designee shall report in writing to the federal awarding agency or pass-through entity any potential conflict of interest related to a federal award, in accordance with federal awarding agency policy.</p> </td> </tr> <tr> <td data-bbox="1640 740 2053 987"> <p>5/1/2024 3:19:08 PM</p> <p>State Monitor J. Erin Derr</p> <p>LEA sent required documentation to me for review. This requirement is met.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>4/12/2024 7:15:01 AM</p> <p>State Monitor Helen Gross</p> <p>Required documentation was provided and reviewed. However, there does not appear to state, per new requirements, that the Superintendent or designee shall report in writing to the federal awarding agency or pass-through entity any potential conflict of interest related to a federal award, in accordance with federal awarding agency policy.</p>	<p>5/1/2024 3:19:08 PM</p> <p>State Monitor J. Erin Derr</p> <p>LEA sent required documentation to me for review. This requirement is met.</p>
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[ConflictofInterestPolicy.pdf](#)

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<p>Allowability of Costs Procedures</p> <p>UGG Sec 200.403</p>	<p>1. Allowability of Costs Requirement Expenditures must be aligned with approved budgeted items and when determining how the LEA expends its funds the procedures must include the following cost principles:</p> <ul style="list-style-type: none"> • Necessary, reasonable, and allocable • Conform with federal law and grant terms. • Consistent with state and local policies. • Adequately documented. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Review Allowability of Costs Procedures to check for internal controls relating to bulleted items.</p>	<table border="1"> <thead> <tr> <th data-bbox="1640 123 2055 180" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1640 180 2055 355"> <p>4/12/2024 7:15:14 AM State Monitor Helen Gross Required documentation was provided and reviewed.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>4/12/2024 7:15:14 AM State Monitor Helen Gross Required documentation was provided and reviewed.</p>
Monitor Comments								
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AllowabilityofCostsPolicy.pdf								
<p>Procurement Procedures</p> <p>UGG Sec 200.320, 200.88</p>	<p>1. Procurement the LEA maintains purchasing procedures.</p> <ul style="list-style-type: none"> • Micro-purchases (purchase up to \$10,000) • Small Purchase (between \$10,000-\$250,000) • Sealed Bids (purchases over \$250,000 with formal advertising) • Competitive Proposals (more than one source submitting a proposal) • Non-competitive Proposals i.e., Sole Source (Solicitation of a proposal from only one source) 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Procurement procedures exist and include the specific procedures to be followed internally for the five procurement levels.</p>	<table border="1"> <thead> <tr> <th data-bbox="1640 800 2055 857" style="text-align: center;">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1640 857 2055 1032"> <p>4/12/2024 7:15:26 AM State Monitor Helen Gross Required documentation was provided and reviewed.</p> </td> </tr> </tbody> </table>	Monitor Comments	<p>4/12/2024 7:15:26 AM State Monitor Helen Gross Required documentation was provided and reviewed.</p>
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<p>4/12/2024 7:15:26 AM State Monitor Helen Gross Required documentation was provided and reviewed.</p>								

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
UPDATEDJAN24-ProcurementPolicy4010-01302024.pdf										
	2. Implementation of Procurement Procedures. Please note: This requirement is effective for the 2024-25 year. This cannot be marked Not Met.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Evidence of implementation of procurement procedures such as bids and/or quotes for goods and/or services	<table border="1"> <tr> <th data-bbox="1644 191 2053 245">District Comments</th> </tr> <tr> <td data-bbox="1644 245 2053 383"> 2/21/2024 11:01:54 AM Other Julisa Epps Not effective until next year. </td> </tr> <tr> <th data-bbox="1644 383 2053 436">Monitor Comments</th> </tr> <tr> <td data-bbox="1644 436 2053 651"> 4/12/2024 7:18:04 AM State Monitor Helen Gross Not effective until next year. - however, this is a point of discussion </td> </tr> </table>	District Comments	2/21/2024 11:01:54 AM Other Julisa Epps Not effective until next year.	Monitor Comments	4/12/2024 7:18:04 AM State Monitor Helen Gross Not effective until next year. - however, this is a point of discussion
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Monitor Comments										
4/12/2024 7:18:04 AM State Monitor Helen Gross Not effective until next year. - however, this is a point of discussion										
Cash Management Procedures UGG Sec. 200.305	1. Cash Management the LEA must maintain written procedures to implement the following cash management requirements: <ul style="list-style-type: none"> • Reimbursements explain what happens if the LEA is initially charging federal grant expenditures to nonfederal funds. • Advances explain what happens if the LEA receives advance payments of federal grant funds. • Interest explain how the LEA will manage interest earned on federal grant awards. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Cash Management Procedures are available that address all three components.	<table border="1"> <tr> <th data-bbox="1644 721 2053 774">Monitor Comments</th> </tr> <tr> <td data-bbox="1644 774 2053 948"> 4/12/2024 7:16:28 AM State Monitor Helen Gross Required documentation was provided and reviewed. </td> </tr> </table>	Monitor Comments	4/12/2024 7:16:28 AM State Monitor Helen Gross Required documentation was provided and reviewed.		
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CashManagementPolicy.pdf										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Travel Reimbursement Policy UGG Sec. 200.474	1. Travel the LEA must have written travel policies for travel costs to be allowable. <ul style="list-style-type: none"> • Types of travel (single day, overnight or out-of-state) • What expenses may be reimbursed (food, lodging, transportation, airfare) • What type of documentation is needed for reimbursement? (pre-approval travel form, receipts, post travel form) 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Board approved policy - Policy does not have to be specific to federal funds.	<div style="background-color: #cccccc; padding: 2px;">Monitor Comments</div> 4/12/2024 7:18:16 AM State Monitor Helen Gross Required documentation was provided and reviewed.
TravelPolicy-FederalPrograms.pdf						
	2. Implementation of Travel Reimbursement Policy Please note: This requirement is effective for the 2024-25 year. This cannot be marked Not Met.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Evidence of implementation of travel reimbursement policy, such as invoices, receipts, and/or travel forms submitted by staff for reimbursement.	<div style="background-color: #cccccc; padding: 2px;">District Comments</div> 3/19/2024 12:52:29 PM Principal Abby Dubinchik Not required until 2024-2025 School Year <div style="background-color: #cccccc; padding: 2px;">Monitor Comments</div> 4/12/2024 7:19:52 AM State Monitor Helen Gross Required documentation was provided and reviewed. -- Point of discussion.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>Prior Written Approval for Various Expenditures</p> <p>UGG Sec 200.413, 200.474, 200.438, 200.439, 200.454</p>	<p>1. LEA must obtain prior written approval for the following expenditures:</p> <ul style="list-style-type: none"> • Salaries of Administrative Staff (Clerical and Federal Program Coordinators) (200.413(c)) • Out of State Travel for workshops/conferences (200.474) • Entertainment Costs (200.438) • Equipment (200.439) • Student Activity Costs • Memberships, subscriptions, and Professional Activities (200.454) 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Items were included in approved consolidated application budgets and/or narratives.</p> <p><input type="checkbox"/> Emails or other correspondence with regional coordinator requesting and receiving approval for expenditures.</p>	<p style="text-align: center;">District Comments</p> <p>2/14/2024 10:58:27 AM Dir. of Reporting and Compliance Johanna Best Insight PA did not spend funds on any expenditures that would require prior written approval.</p> <p style="text-align: center;">Monitor Comments</p> <p>4/12/2024 7:20:46 AM State Monitor Helen Gross Insight PA did not spend funds on any expenditures that would require prior written approval.</p>
<p>Time and Effort Procedures</p>	<p>1. LEA has written time and effort procedures that include directions for (1) the completion of time and attendance reporting; (2) the approval process that is required; (3) the processing of personnel charges to federal awards; and (4) the internal review process that will be established to ensure effective internal control over the federal awards.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Written Procedure for Time and Effort (do not need board approval). Please note: Federal Fiscal Compliance Policy 626 does not meet this requirement.</p>	<p style="text-align: center;">District Comments</p> <p>2/14/2024 1:36:28 PM Dir. of Reporting and Compliance Johanna Best See pages 19-20 of Insight PA's UGG Manual.</p> <p style="text-align: center;">Monitor Comments</p> <p>4/12/2024 7:22:54 AM State Monitor Helen Gross Required documentation was provided and reviewed. -- Point of discussion. -- however, highlighted pages should have been uploaded.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
UGGManual2022-Final.pdf						
Title IA Time Documentation UGG Sec. 200.430	1. The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective. <ul style="list-style-type: none"> • Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employees activities. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Semi-annual time certifications	<div style="background-color: #cccccc; padding: 2px;">Monitor Comments</div> 4/12/2024 7:24:52 AM State Monitor Helen Gross Required documentation was provided and reviewed. -- Point of discussion.
Insight_2023-24_Titles_SemiAnnualCertification_FirstSixMonths-1.pdf Updated-Insight_2023-24_Titles_SemiAnnualCertification_FirstSixMonths-1.pdf						
	2. The LEA maintains Personnel Activity Reports (PARs) for employees who work on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Time logs <input type="checkbox"/> Staff schedules	<div style="background-color: #cccccc; padding: 2px;">District Comments</div> 2/14/2024 1:37:45 PM Dir. of Reporting and Compliance Johanna Best Insight PA does not use funds for employees who work on multiple cost objectives. <div style="background-color: #cccccc; padding: 2px;">Monitor Comments</div> 4/12/2024 7:25:14 AM State Monitor Helen Gross Insight PA does not use funds for employees who work on multiple cost objectives.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	<p>3. If the LEA has staff working on multiple cost objectives with a fixed schedule and would like to use a semi-annual certification for those staff members, the LEAs is required to seek approval from the RC.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule AND semi-annual time certifications for applicable staff</p>	<table border="1"> <thead> <tr> <th data-bbox="1640 123 2055 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1640 180 2055 423"> <p>2/14/2024 1:38:10 PM Dir. of Reporting and Compliance Johanna Best Insight PA does not use funds for employees who work on multiple cost objectives.</p> </td> </tr> <tr> <th data-bbox="1640 423 2055 480" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1640 480 2055 691"> <p>4/12/2024 7:25:28 AM State Monitor Helen Gross Insight PA does not use funds for employees who work on multiple cost objectives.</p> </td> </tr> </tbody> </table>	District Comments	<p>2/14/2024 1:38:10 PM Dir. of Reporting and Compliance Johanna Best Insight PA does not use funds for employees who work on multiple cost objectives.</p>	Monitor Comments	<p>4/12/2024 7:25:28 AM State Monitor Helen Gross Insight PA does not use funds for employees who work on multiple cost objectives.</p>
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Title IIA Time Documentation UGG Sec. 200.430	1. The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective. <ul style="list-style-type: none"> Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employees activities. 	☑	☐	☐	<input checked="" type="checkbox"/> Semi-annual time certifications	<div style="background-color: #cccccc; padding: 2px;">Monitor Comments</div> 4/12/2024 7:26:07 AM State Monitor Helen Gross Required documentation was provided and reviewed. -- Point of discussion.
Insight_2023-24_Titles_SemiAnnualCertification_FirstSixMonths-1.pdf Updated-Insight_2023-24_Titles_SemiAnnualCertification_FirstSixMonths-1.pdf						
	2. If the LEA has staff working on multiple cost objectives with a fixed schedule and would like to use a semi-annual certification for those staff members, the LEAs is required to seek approval from the RC.	☐	☐	☑	<input type="checkbox"/> Email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule AND semi-annual time certifications for applicable staff	<div style="background-color: #cccccc; padding: 2px;">District Comments</div> 2/14/2024 1:40:05 PM Dir. of Reporting and Compliance Johanna Best Insight PA does not use funds for employees who work on multiple cost objectives. <div style="background-color: #cccccc; padding: 2px; margin-top: 5px;">Monitor Comments</div> 4/12/2024 7:27:47 AM State Monitor Helen Gross Insight PA does not use funds for employees who work on multiple cost objectives.

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	<p>3. The LEA maintains Personnel Activity Reports (PARs) for employees who work on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Time logs <input type="checkbox"/> Staff schedules	<table border="1"> <thead> <tr> <th data-bbox="1640 123 2053 180" style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1640 180 2053 427"> 2/14/2024 1:40:42 PM Dir. of Reporting and Compliance Johanna Best Insight PA does not use funds for employees who work on multiple cost objectives. </td> </tr> <tr> <th data-bbox="1640 427 2053 483" style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td data-bbox="1640 483 2053 691"> 4/12/2024 7:28:05 AM State Monitor Helen Gross Insight PA does not use funds for employees who work on multiple cost objectives. </td> </tr> </tbody> </table>	District Comments	2/14/2024 1:40:42 PM Dir. of Reporting and Compliance Johanna Best Insight PA does not use funds for employees who work on multiple cost objectives.	Monitor Comments	4/12/2024 7:28:05 AM State Monitor Helen Gross Insight PA does not use funds for employees who work on multiple cost objectives.
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<p>Title IIIA Time Documentation</p> <p>UGG Sec. 200.430</p>	<p>1. The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective.</p> <ul style="list-style-type: none"> Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employees activities. 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Semi-annual time certifications	<p style="text-align: center;">District Comments</p> <p>2/14/2024 1:42:04 PM Dir. of Reporting and Compliance Johanna Best Insight PA does not use Title III funds to pay employees.</p> <p style="text-align: center;">Monitor Comments</p> <p>4/12/2024 7:29:14 AM State Monitor Helen Gross Insight PA does not use Title III funds to pay employees.</p>
	<p>2. If the LEA has staff working on multiple cost objectives with a fixed schedule and would like to use a semi-annual certification for those staff members, the LEAs is required to seek approval from the RC.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule AND semi-annual time certifications for applicable staff	<p style="text-align: center;">District Comments</p> <p>2/14/2024 1:42:17 PM Dir. of Reporting and Compliance Johanna Best Insight PA does not use Title III funds to pay employees.</p> <p style="text-align: center;">Monitor Comments</p> <p>4/12/2024 7:29:31 AM State Monitor Helen Gross Insight PA does not use Title III funds to pay employees.</p>

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	<p>3. The LEA maintains Personnel Activity Reports (PARs) for employees who work on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Time logs <input type="checkbox"/> Staff schedules 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> <tr> <td>2/14/2024 1:42:37 PM Dir. of Reporting and Compliance Johanna Best Insight PA does not use Title III funds to pay employees.</td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>4/12/2024 7:29:48 AM State Monitor Helen Gross Insight PA does not use Title III funds to pay employees.</td> </tr> </table>	District Comments	2/14/2024 1:42:37 PM Dir. of Reporting and Compliance Johanna Best Insight PA does not use Title III funds to pay employees.	Monitor Comments	4/12/2024 7:29:48 AM State Monitor Helen Gross Insight PA does not use Title III funds to pay employees.
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	<p>4. The LEA maintains appropriate time documentation for staff that were paid a flat rate/stipend for the services via a contract/agreement.</p> <p>Please note: Time and Effort procedures must be updated to reflect staff paid with stipends.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> A contract discussing the deliverables which would include the amount to be paid to staff. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> <tr> <td>2/14/2024 1:42:49 PM Dir. of Reporting and Compliance Johanna Best Insight PA does not use Title III funds to pay staff.</td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>4/12/2024 7:30:19 AM State Monitor Helen Gross Insight PA does not use Title III funds to pay employees.</td> </tr> </table>	District Comments	2/14/2024 1:42:49 PM Dir. of Reporting and Compliance Johanna Best Insight PA does not use Title III funds to pay staff.	Monitor Comments	4/12/2024 7:30:19 AM State Monitor Helen Gross Insight PA does not use Title III funds to pay employees.
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4/12/2024 7:30:19 AM State Monitor Helen Gross Insight PA does not use Title III funds to pay employees.										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Title IVA Time Documentation UGG Sec. 200.430	1. The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective. <ul style="list-style-type: none"> Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employees activities. 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Semi-annual time certifications	<div style="background-color: #cccccc; padding: 2px;">District Comments</div> 2/14/2024 1:43:34 PM Dir. of Reporting and Compliance Johanna Best Insight PA does not use Title IV funds to pay employees. <div style="background-color: #cccccc; padding: 2px;">Monitor Comments</div> 4/12/2024 7:31:39 AM State Monitor Helen Gross Insight PA does not use Title IV funds to pay employees.
	2. If the LEA has staff working on multiple cost objectives with a fixed schedule and would like to use a semi-annual certification for those staff members, the LEAs is required to seek approval from the RC.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule AND semi-annual time certifications for applicable staff	<div style="background-color: #cccccc; padding: 2px;">District Comments</div> 2/14/2024 1:43:46 PM Dir. of Reporting and Compliance Johanna Best Insight PA does not use Title IV funds to pay employees. <div style="background-color: #cccccc; padding: 2px;">Monitor Comments</div> 4/12/2024 7:32:04 AM State Monitor Helen Gross Insight PA does not use Title IV funds to pay employees.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	<p>3. The LEA maintains Personnel Activity Reports (PARs) for employees who work on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Time logs</p> <p><input type="checkbox"/> Staff schedules</p>	<p style="text-align: center;">District Comments</p> <p>2/14/2024 1:43:51 PM Dir. of Reporting and Compliance Johanna Best Insight PA does not use Title IV funds to pay employees.</p> <p style="text-align: center;">Monitor Comments</p> <p>4/12/2024 7:32:28 AM State Monitor Helen Gross Insight PA does not use Title IV funds to pay employees.</p>
	<p>4. The LEA maintains appropriate time documentation for staff that were paid a flat rate/stipend for the services via a contract/agreement.</p> <p>Please note: Time and Effort procedures must be updated to reflect staff paid with stipends.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> A contract discussing the deliverables which would include the amount to be paid to staff.</p>	<p style="text-align: center;">District Comments</p> <p>2/14/2024 1:44:02 PM Dir. of Reporting and Compliance Johanna Best Insight PA does not use Title IV funds to pay staff.</p> <p style="text-align: center;">Monitor Comments</p> <p>4/12/2024 7:33:28 AM State Monitor Helen Gross Insight PA does not use Title IV funds to pay staff.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>Title IA Equipment and Related Property</p> <p>UGG Sec. 200.313</p>	<p>1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$5,000) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$4,999) for current and prior years.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> UGG compliant inventory log of items purchased with Title I A.</p>	<p style="text-align: center;">District Comments</p> <p>2/14/2024 1:44:52 PM Dir. of Reporting and Compliance Johanna Best Insight PA does not use Title funds to pay for equipment or computing devices.</p> <p style="text-align: center;">Monitor Comments</p> <p>4/12/2024 7:34:00 AM State Monitor Helen Gross Insight PA does not use Title funds to pay for equipment or computing devices.</p>
	<p>2. LEA conducts a physical inventory of all items every two years.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> UGG compliant inventory log dated and signed by LEA to ensure physical inventory is conducted within the last two years.</p>	<p style="text-align: center;">District Comments</p> <p>2/14/2024 1:45:15 PM Dir. of Reporting and Compliance Johanna Best Insight PA does not use Title funds to pay for equipment or computing devices.</p> <p style="text-align: center;">Monitor Comments</p> <p>4/12/2024 7:34:15 AM State Monitor Helen Gross Insight PA does not use Title funds to pay for equipment or computing devices.</p>

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<p>Title IIA Equipment and Related Property</p> <p>UGG Sec. 200.313</p>	<p>1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$5,000) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$4,999) for current and prior years.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> UGG compliant inventory log of items purchased with Title IIA.</p>	<p style="text-align: center;">District Comments</p> <p>2/14/2024 1:45:26 PM Dir. of Reporting and Compliance Johanna Best Insight PA does not use Title funds to pay for equipment or computing devices.</p> <p style="text-align: center;">Monitor Comments</p> <p>4/12/2024 7:34:39 AM State Monitor Helen Gross Insight PA does not use Title funds to pay for equipment or computing devices.</p>
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>Title IIIA Equipment and Related Property</p> <p>UGG Sec. 200.313</p>	<p>1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$5,000) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$4,999) for current and prior years.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> UGG compliant inventory log of items purchased with Title IIIA.</p>	<table border="1"> <thead> <tr> <th data-bbox="1640 123 2053 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1640 180 2053 427"> <p>2/14/2024 1:45:43 PM</p> <p>Dir. of Reporting and Compliance Johanna Best</p> <p>Insight PA does not use Title funds to pay for equipment or computing devices.</p> </td> </tr> <tr> <th data-bbox="1640 427 2053 483" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1640 483 2053 691"> <p>4/12/2024 7:36:04 AM</p> <p>State Monitor Helen Gross</p> <p>Insight PA does not use Title funds to pay for equipment or computing devices.</p> </td> </tr> </tbody> </table>	District Comments	<p>2/14/2024 1:45:43 PM</p> <p>Dir. of Reporting and Compliance Johanna Best</p> <p>Insight PA does not use Title funds to pay for equipment or computing devices.</p>	Monitor Comments	<p>4/12/2024 7:36:04 AM</p> <p>State Monitor Helen Gross</p> <p>Insight PA does not use Title funds to pay for equipment or computing devices.</p>
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	<p>2. LEA conducts a physical inventory of all items every two years.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> UGG compliant inventory log dated and signed by LEA to ensure physical inventory is conducted within the last two years.</p>	<table border="1"> <thead> <tr> <th data-bbox="1640 691 2053 748" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1640 748 2053 995"> <p>2/14/2024 1:45:50 PM</p> <p>Dir. of Reporting and Compliance Johanna Best</p> <p>Insight PA does not use Title funds to pay for equipment or computing devices.</p> </td> </tr> <tr> <th data-bbox="1640 995 2053 1052" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1640 1052 2053 1328"> <p>4/12/2024 7:36:21 AM</p> <p>State Monitor Helen Gross</p> <p>Insight PA does not use Title funds to pay for equipment or computing devices.</p> </td> </tr> </tbody> </table>	District Comments	<p>2/14/2024 1:45:50 PM</p> <p>Dir. of Reporting and Compliance Johanna Best</p> <p>Insight PA does not use Title funds to pay for equipment or computing devices.</p>	Monitor Comments	<p>4/12/2024 7:36:21 AM</p> <p>State Monitor Helen Gross</p> <p>Insight PA does not use Title funds to pay for equipment or computing devices.</p>
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>Title IVA Equipment and Related Property</p> <p>UGG Sec. 200.313</p>	<p>1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$5,000) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$4,999) for current and prior years.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> UGG compliant inventory log of items purchased with Title IVA.</p>	<table border="1"> <thead> <tr> <th data-bbox="1640 123 2053 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1640 180 2053 427"> <p>2/14/2024 1:45:59 PM</p> <p>Dir. of Reporting and Compliance Johanna Best</p> <p>Insight PA does not use Title funds to pay for equipment or computing devices.</p> </td> </tr> <tr> <th data-bbox="1640 427 2053 483" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1640 483 2053 691"> <p>4/12/2024 7:36:42 AM</p> <p>State Monitor Helen Gross</p> <p>Insight PA does not use Title funds to pay for equipment or computing devices.</p> </td> </tr> </tbody> </table>	District Comments	<p>2/14/2024 1:45:59 PM</p> <p>Dir. of Reporting and Compliance Johanna Best</p> <p>Insight PA does not use Title funds to pay for equipment or computing devices.</p>	Monitor Comments	<p>4/12/2024 7:36:42 AM</p> <p>State Monitor Helen Gross</p> <p>Insight PA does not use Title funds to pay for equipment or computing devices.</p>
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Title IA Program Performance Report UGG 200.328	1. LEA has submitted the Program Performance Report in eGrants, for the prior year, for Title IA.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Title IA Program Performance Report submitted by the due date of January 5, 2024.	<table border="1"> <thead> <tr> <th data-bbox="1640 123 2049 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1640 180 2049 354"> 3/19/2024 12:58:21 PM Principal Abby Dubinchik Performance Report was approved 12/07/2023. </td> </tr> <tr> <th data-bbox="1640 354 2049 410" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1640 410 2049 586"> 4/12/2024 7:37:54 AM State Monitor Helen Gross The Performance Report was submitted in a timely manner. </td> </tr> </tbody> </table>	District Comments	3/19/2024 12:58:21 PM Principal Abby Dubinchik Performance Report was approved 12/07/2023.	Monitor Comments	4/12/2024 7:37:54 AM State Monitor Helen Gross The Performance Report was submitted in a timely manner.
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SubmittedTitleIPerformanceReport.pdf										
	2. Backup documentation exists for the Program Performance Report from the prior year that aligns with the data indicated in the goals that would be used to determine success.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Data summary narratives to demonstrate how LEA determined met/not met for goals must be present at time of monitoring.					
BackupData-DD-MTSSTrainingandWorkSessionsRoster.xlsx BackupData-RH-FrontlineFinalObservationRatingsSY2223.xlsx BackupData-TandA-ExactPathDiagnosticTestResults-SY22-23.xlsx TitleI,IIandIVPerformanceGoalswithNarratives.xlsx										
Title IIA Program Performance Report UGG 200.328	1. LEA has submitted the Program Performance Report in eGrants, for the prior year, for Title IIA.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Title IIA Program Performance Report submitted by the due date of January 5, 2024.	<table border="1"> <thead> <tr> <th data-bbox="1640 1024 2049 1081" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1640 1081 2049 1255"> 3/19/2024 12:56:31 PM Principal Abby Dubinchik Performance Report was approved 12/07/023. </td> </tr> <tr> <th data-bbox="1640 1255 2049 1312" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1640 1312 2049 1482"> 4/12/2024 7:38:55 AM State Monitor Helen Gross The Performance Report was submitted in a timely manner. </td> </tr> </tbody> </table>	District Comments	3/19/2024 12:56:31 PM Principal Abby Dubinchik Performance Report was approved 12/07/023.	Monitor Comments	4/12/2024 7:38:55 AM State Monitor Helen Gross The Performance Report was submitted in a timely manner.
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[SubmittedTitleIIPerformanceReport.pdf](#)

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BackupData-DD-SY22-23MonthlyPDPlanningTracker.xlsx BackupData-DD-Mentor_InductionTracker.xlsx BackupData-DD-InsightPAMentorandInductionProgram.pdf TitleI,IIandIVPerformanceGoalswithNarratives.xlsx										
Title IIIA Program Performance Report UGG 200.328	1. LEA has submitted the Program Performance Report in eGrants, for the prior year, for Title IIIA.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Title IIIA Program Performance Report submitted by the due date of January 5, 2024.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1646 532 2053 581" style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1646 581 2053 863"> 2/14/2024 1:47:39 PM Dir. of Reporting and Compliance Johanna Best Insight PA is in the Consortium with the IU for Title III. No performance goals are requested. </td> </tr> <tr> <th data-bbox="1646 863 2053 912" style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td data-bbox="1646 912 2053 1159"> 4/12/2024 7:48:05 AM State Monitor Helen Gross Insight PA is in the Consortium with the IU for Title III. No performance goals are requested. </td> </tr> </tbody> </table>	District Comments	2/14/2024 1:47:39 PM Dir. of Reporting and Compliance Johanna Best Insight PA is in the Consortium with the IU for Title III. No performance goals are requested.	Monitor Comments	4/12/2024 7:48:05 AM State Monitor Helen Gross Insight PA is in the Consortium with the IU for Title III. No performance goals are requested.
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[SubmittedTitleIVPerformanceReport.pdf](#)

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<p>Program Accuracy Verification - The Grant Agreement signed by this LEA in order to receive federal education funds under ESSA, includes a legally binding agreement that the LEA will implement the programs written as narrative for each of the grants (Grant Agreement Section 3). The applications and budgets were reviewed by PDE and approved for allowability under the program rules for each grant in accordance with 34 CFR 76.400. Any changes or modifications to the programs and/or budget require prior written approval in accordance with 2 CFR 200.308(a) and (b) and 2.</p> <p>2 CFR 200.308(a) and (b) and 2</p>	1. The program/activities are being implemented and match the program/activities approved in the most recent copy of the Title IA application.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> LEA level budget AND expenditures including specific salary and benefits for personnel, and supply orders for actual and anticipated expenditures	
FundingAdjustmentEmailfromPDE.pdf						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Insight23-24TitleBudgets.xlsx InsightTitleIGLExpenditures.xlsx						
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TitleIIBudget.xlsx InsightTitleIIGLExpenditures.xlsx						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
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<p> InsightTitleIVGLExpenditures.xlsx Insight23-24TitleBudgets.xlsx TitleIVFundingAdjustment(ProgramChange)_RCApproval.pdf </p>								

Personnel Interviews

Building	Date	Staff Member Interviewed	Staff Member Position
Insight PA Cyber CS	4/12/2024	Julia Epps	Compliance Manager

**Division of Federal Program
Consolidated Program Review
2023-2024 School Year
Insight PA Cyber CS**

Insight PA Cyber Charter School

SCHOOL Level Monitoring

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

Program Reviewers: Dr. Helen Gross Dr. Pam Lenz Visit Date: 4/12/2024

School Level Monitoring

Component I: Requirements

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments			
Time Documentation UGG Sec. 200.430	1. The LEA and Title I School maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective. <ul style="list-style-type: none"> Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employees activities. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Semi-annual time certifications	<table border="1"> <thead> <tr> <th data-bbox="1646 277 2055 331">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1646 336 2055 646"> 4/6/2024 4:37:16 PM State Monitor Helen Gross Please keep job titles consistent with what is listed in the programs budget - interventionist, advisor, instructional coach v. Leap specialist </td> </tr> <tr> <td data-bbox="1646 651 2055 829"> 4/12/2024 7:53:59 AM State Monitor Helen Gross Please note changes to the second document. </td> </tr> </tbody> </table>	Monitor Comments	4/6/2024 4:37:16 PM State Monitor Helen Gross Please keep job titles consistent with what is listed in the programs budget - interventionist, advisor, instructional coach v. Leap specialist	4/12/2024 7:53:59 AM State Monitor Helen Gross Please note changes to the second document.
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Insight_2023-24_Titles_SemiAnnualCertification_FirstSixMonths-1.pdf Updated-Insight_2023-24_Titles_SemiAnnualCertification_FirstSixMonths-1.pdf									

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments						
	<p>2. The LEA maintains Personnel Activity Reports (PARs) for employees who works on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees' time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule AND semi-annual time certifications for applicable staff</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1646 126 2055 180" style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1646 180 2055 423"> <p>2/20/2024 3:20:29 PM Other Julisa Epps Insight PA does not use Title funds for employees who work on multiple cost objectives.</p> </td> </tr> <tr> <th data-bbox="1646 423 2055 477" style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td data-bbox="1646 477 2055 721"> <p>4/6/2024 4:35:14 PM State Monitor Helen Gross Insight PA does not use Title funds for employees who work on multiple cost objectives.</p> </td> </tr> <tr> <th data-bbox="1646 721 2055 774" style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td data-bbox="1646 774 2055 1013"> <p>4/12/2024 7:54:26 AM State Monitor Helen Gross Insight PA does not use Title funds for employees who work on multiple cost objectives</p> </td> </tr> </tbody> </table>	District Comments	<p>2/20/2024 3:20:29 PM Other Julisa Epps Insight PA does not use Title funds for employees who work on multiple cost objectives.</p>	Monitor Comments	<p>4/6/2024 4:35:14 PM State Monitor Helen Gross Insight PA does not use Title funds for employees who work on multiple cost objectives.</p>	Monitor Comments	<p>4/12/2024 7:54:26 AM State Monitor Helen Gross Insight PA does not use Title funds for employees who work on multiple cost objectives</p>
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<p>4/12/2024 7:54:26 AM State Monitor Helen Gross Insight PA does not use Title funds for employees who work on multiple cost objectives</p>												

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	3. The LEA and Title I School maintains Personnel Activity Reports (PARs) for employees who work on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Time logs <input type="checkbox"/> Staff schedules	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>2/20/2024 3:20:53 PM Other Julisa Epps Insight PA does not use Title funds for employees who work on multiple cost objectives.</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>4/6/2024 4:35:05 PM State Monitor Helen Gross Insight PA does not use Title funds for employees who work on multiple cost objectives.</td> </tr> </tbody> </table>	District Comments	2/20/2024 3:20:53 PM Other Julisa Epps Insight PA does not use Title funds for employees who work on multiple cost objectives.	Monitor Comments	4/6/2024 4:35:05 PM State Monitor Helen Gross Insight PA does not use Title funds for employees who work on multiple cost objectives.
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Monitor Comments										
4/6/2024 4:35:05 PM State Monitor Helen Gross Insight PA does not use Title funds for employees who work on multiple cost objectives.										
Building Level Budget	1. The LEA and Title I School maintain a building level budget documenting ALL Title IA expenditures.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> School's Title I building level budget including specific salary and benefits for personnel and supply orders for actual and anticipated expenditures, must be used for this analysis	<p style="text-align: right;"> FundingAdjustmentEmailfromPDE.pdf Insight23-24TitleBudgets.xlsx InsightTitleIGLExpenditures.xlsx </p>				

Comments

While the greatest challenge, per the leadership team, is to continue building community, this school, with 4000+ students helps foster good attendance, a strong mission and vision, and career-based opportunities/trainings for students. Extensive resources appear to be provided to parents. Kudos for continuing to build "community".



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)	<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 243. Demographic data			
6	1	3			14%	FR 244. Purpose(s) of the meeting	<p>The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.</p> <p>Evidence of Change: The LEA will provide the BSE Adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE Adviser will conduct a review of files to verify compliance</p>	07/21/2020 Intermediate Unit Representatives PDE resources Charter School staff PaTTAN resources and staff	
3	3	4			50%	FR 245. Transition planning and services – Invitation to parents is checked (age 14, 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	

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

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

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

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

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

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

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

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

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

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 304. Description of when periodic reports on progress will be provided to parents			
10	0	0				FR 305. Documentation of progress reporting on Annual Goals			
1	0	9				FR 306. Short Term Objectives			
						SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)			
10	0	0				FR 307. Program Modifications and Specially-Designed Instruction			
9	0	1				FR 308. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations, did the IEP team address those recommendations in development of this IEP			
10	0	0				FR 309. If Program Modifications and Specially Designed Instruction are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
0	0	10				FR 310. If a student attends a Career or Vocational Technical School, evidence that the specially designed instruction addresses the student's needs in Career and Vocational Technical School			
5	1	4			17%	FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services	<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
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

23-24 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: MTSS and Attendance_10_27_23_Insight PA

Date: 10/27/2023

Presenter: Sarah Ronosky, Director of Student Services

Agenda:

- Introduction
- Preventative & Data Driven Supports for Attendance Needs
- Differentiation Support
- Attendance as a Construct
- MTSS
- Truancy

Attendance:

Kelly Green, Kay-Cee O'Malley, Michelle Turner, Amanda Frazier, Kayla Cuttino, Sierra Gregg-Estrada, Kelsey Fuller, Jillian Bonda, Colleen Loughney, Angela Kimbrough, Kayann Chisholm McLeish, Tynisha Davis, Kasey Feaster, Peyton Parrott, Hermari Marquez, Jennifer Batovsky, Christina Martinez, Dylan Womer, Trevor Williams, Brett Witmer, Erica Evans, JaNae Crump, Susan McKeever, Shirena Outlaw, Marcell Drake, Jessica Fritz Justin Proctor, Crystal McClure, Kelly Long, Cynthia Brooks, Uche Onyeador, Courtney Wade, Melissa Wolf, Brittani Ferris, Jazmin Cruz

Training: Embracing Your Power in the Educational Setting_9_8_23_Insight PA

Date: 9/8/2023

Presenter: Tamara Hoffritz, CCIU

Agenda:

- Introduction
- Understanding Your Role and Impact
- Building Skills and Confidence
- Empowerment and Professional Growth
- Practical Strategies for Daily Success

Attendance:

Laura Marriggi, Cathrin Nester, Laura Myers, Tiffany Alger, Frayma Rodriguez, Ken Evans, Alicia Desimone, Sonya Porter JoAnn Schweitzer, Kristina Heffelfinger, Tascha Peterman, Marci Mansfield, Stephanie FitzGerald, Abbey Perry Brittany Eckert, Lori Jones, Lori George, James Arrizza Jr, Chelsea Burke, Lora Sciulli, Erin Denmon, Rebecca McHaffie Caitlin Klan, Katie Cox, Jessica Holman, Michelle Pehlman, Diana McDonell, Jill Anderson, Marie Raisner

Training: Inclusive Practices for Supporting Students with Complex Needs _2_9_24_Insight PA

Date: 2/9/2024

Presenter: Jaclyn Kubala, CCIU

Agenda:

- Introduction
- Understanding Complex Needs
- Strategies for Inclusive Support /Effective Inclusive Practices
- Applying Inclusive Strategies
- Hands-on practice with real-life scenarios and role-playing activities
- Effective communication and collaboration techniques
- Overview of available resources, assistive technologies, and materials

Attendance:

James Arrizza Jr, Michelle Pehlman, Katie Cox, Chelsea Burke, Ken Evans, Laura Marriggi, Caitlin Klan, Lora Sciulli, Jill Anderson, Stephanie Fitzgerald, Lori George, Becky McHaffie, Tascha Peterman, Frayma Rodriguez, Lori Jones, Cathrin Nester, Brittany Eckert, Abbey Perry, Sonya Porter, Diana McDonell, Alicia Desimone, Tiffany Alger, Kristina Heffelfinger

Training: Literature and Reading Comprehension_12_1_23_Insight PA

Date: 12/1/2023

Presenter: Jody Fleck, CCIU

Agenda:

- Introduction
- Foundations of Literature and Reading Comprehension
- Strategies for Supporting Reading Comprehension
- Encouraging Critical Thinking and Discussion
- Resource Sharing: Tools and Materials

Attendance:

Tascha Peterman, Lori George, Lori Jones, Laura Marriggi, Brittany Eckert, Laura Myers, Erin Denmon, Ke Evans, Jessica Holman, Cathrin Nester, Rebecca McHaffie, Katie Cox, James Arrizza Jr, Sonya Porter, Caitlin Klan, Tiffany Alger, Stephanie FitzGerald, Rachel Roberts, Marci Mansfield, Chelsea Burke, Lora Sciulli, Abbey Perry, Diana McDonell, Alicia Desimone, Jill Anderosn, Kristina Heffelfinger, JoAnn Schweitzer, Frayma Rodriguez, Marie Raisner

Training: Professionalism & Ethics for Paraeducators _4_12_24_Insight PA

Date: 4/12/2024

Presenter: Michelle MacLuckie, CCIU

Agenda:

- Introduction
- Why We are Here
- Defining professionalism and ethics
- The importance of confidentiality
- Our commitment to students, colleagues and the profession
- Discussing common ethical dilemmas

Attendance:

Training: Social, Emotional, Mental Health in Todays Classroom_11_3_23_Insight PA

Date: 11/3/2023

Presenter: Michelle Gagliano, CCIU

Agenda:

- Introduction
- Understanding Social, Emotional, and Mental Health
- Recognizing and Responding to Student Needs
- Building a Supportive Classroom Environment
- Collaboration and Resources

Attendance:

Tascha Peterman, Ken Evans, Tiffany Alger, Abbey Perry, Laura Marriggi, JoAnn Schweitzer, Alicia Desimone, Marci Mansfield, Lori George, Laura Myers Frayma Rodriguez, Jessica Holman, Lora Sciulli, Chelsea Burke, Caitlin Klan, Cathrin Nester, Sonya Porter, Kristina Heffelfinger, Becky McHaffie Brittany Eckert, Stephanie FitzGerald, Michelle Pehlman, Rachel Roberts, Lori Jones, Marie Raisner, Ken Evans, Brittany Eckert, Chelsea Burke Jill Anderson, Cathrin Nester, Laura Marriggi , James Arrizza Jr, Alicia Desimone, Marci Mansfield, Tiffany Alger

Training: Supporting Student Behaviors Through a Skill Building Lens_10_13_23_Insight PA

Date: 10/13/2023

Presenter: Michelle Gagliano, CCIU

Agenda:

- Introduction
- Understanding Behavior and Skill Building
- Foundations of Behavior Management
- Building Essential Skills in Students
- Practical Strategies for Daily Success

Attendance:

Jill Anderson, Lori George, Michelle Pehlman, Lori Jones, Marci Mansfield, Laura Myers, Frayma Rodriguez, Tascha Peterman, Erin Denmon, Ken Evans, Kristina Heffelfinger , James Arrizza Jr, Laura Marriggi, Lora Sciulli, Abbey Perry, Rebecca McHaffie, Chelsea Burke, Alicia Desimone, Marie Raisner, Stephanie FitzGerald, Sonya Porter, Tiffany Alger, Katie Cox, Diana McDonell, Jessica Holman, Caitlin Klan, Rachel Roberts, Cathrin Nester

Training: Understanding and Implementing IEP Supports _3_15_24_Insight PA

Date: 3/15/2024

Presenter: Lauren Daly Clark, CCIU

Agenda:

- Introduction
- Basics of IEPs
- IEP Components and Goals
- Sections of an IEP and their significance
- Hands-on activity to interpret and work with IEP goals
- Techniques for delivering accommodations, modifications, and supports
- Applying strategies to real-life scenarios
- Effective communication and collaboration techniques
- Best practices for tracking progress and communicating with the IEP team

Attendance:

James Arrizza Jr, Abbey Perry, Cathrin Nester, Ken Evans, Tiffany Alger, Alicia Desimone ,Lori George, Kristina Heffelfinger, Rebecca McHaffie, Brittany Eckert, Jill Anderson, Marie Raisner, Erin Denmon, Rachel Roberts, Laura Marriggi, Diana McDonell, Laura Myers, Katie Cox ,Jessica Holman, Tascha Peterman, Caitlin Klan, Lora Sciulli, Stephanie Fitzgerald, Sonya Porter, Michelle Pehlman, Marci Mansfield

Training: Understanding Assessments_1_5_24_Insight PA

Date: 1/5/2024

Presenter: Michelle MacLuckie, CCIU

Agenda:

- Introduction
- Basics of Educational Assessment
- Types of Assessments and Their Purposes
- Formative, Summative, Diagnostic, and Benchmark Assessments
- Interpreting and Using Assessment Data
- Hands-on practice with sample data to plan interventions and support

Attendance:

James Arrizza Jr, Michelle Pehlman, Katie Cox, Marci Mansfield, Chelsea Burke, Ken Evans, Laura Marriggi, Jessica Holman, Tiffany Alger, Caitlin Klan, Rachel Roberts, Laura Myers, Lora Sciulli, Jill Anderson, Stephanie Fitzgerald, Lori George, Becky McHaffie, Tascha Peterman, Frayma Rodriguez, Lori Jones, Cathrin Nester, Brittany Eckert, Abbey Perry, Sonya Porter, Diana McDonell, Alicia Desimone, Marie Raisner

Training: Achieva_1_30_24_30 minutes_Insight PA

Date: 1/30/2024

Presenter: Ashlee Stone, Service & Engagement Specialist

Agenda:

- Introduction
- Overview of services
- Resources

Recording Link:

https://drive.google.com/file/d/1CFZDiyNOI6Sx1iEXpOry3o7U_Pq3Clbn/view

Attendance:

Martina Kett, Jayden Rivera, Charlene Singletary, Tatiana Massa, Angela Barricelli, Juanita Bennett, Summer J. Webster-Williams, Kimberley McConnell, Michelle Merkel, Angela Barricelli

Training: Bender Leadership/Project Search for Life Skills_10_24_23_30 minutes_Insight PA

Date: 10/24/2023

Presenter: Bonnie Rubin, Bender Leadership

Agenda:

- Introduction
- Overview of programs
- Resources

Recording Link:

<https://drive.google.com/file/d/1bJIG2YH8zMbuniBmaPhY3XYMRJfJ56tS/view>

Attendance:

Bobbie Brant, Rose Jackson, Jolene Shawley, Theresa Pataski

Training: Citizens Bank Finance Focused_5_28_24_30 minutes_Insight PA

Date: 5/28/2024

Presenter: Bianca Charity, Citizens Bank

Agenda:

- Introduction
- Overview of services
- Resources

Recording Link:

<https://drive.google.com/file/d/1kfR2aLG0I3En8GDBLOfJxCbJ1FpGKstj/view>

Attendance:

Angela Barricelli, Juanita Bennett, Jon VanDerVort, Karen Alex, Katie Hopkins, Crystal Mcqueeney, Mark Oswald

Training: CTI_Hiram G. Andrews Center_3_26_24_30 minutes_Insight PA

Date: 3/26/2024

Presenter: Kristy Richardson, Director of Institutional Development, CTI @ Hiram G. Andrews Center

Agenda:

- Introduction
- Overview of services
- Resources

Recording Link:

<https://drive.google.com/file/d/1tcqh6MBzagnEtSflbusi-9lQdeK6dzMD/view>

Attendance:

Angela Barricelli, Heather Fisher, Rich MacNeill, Juanita Bennett, Cheryl Homberger, Jon VanDerVort, Frances Gramigna, Karen Alex, Jennifer Mickinac, Katie Hopkins, Michelle Merkel, Crystal Mcqueeney, Joari Otero

Training: Office Vocational Rehabilitation_OVR_11_28_23_30 minutes_Insight PA

Date: 11/28/2023

Presenter: Andrea McCourt, OVR

Agenda:

- Introduction
- Overview of services
- Application Process
- Resources

Recording Link:

https://drive.google.com/file/d/111ecSN8sw_QfDfcsjdfvIX-M1gmQcRWY/view

Attendance:

Christine Myers, Christina Hasaan, Frances Gramigna, Margaret Kasdaglis, Asheley Foreman, Bobbie Brant, Rich MacNeill, Mary Michels

Training: PEAL Center_4_23_24_30 minutes_Insight PA

Date: 4/23/2024

Presenter: Diane Perry, PEAL Center

Agenda:

- Introduction
- Overview of services
- Resources

Recording Link:

<https://drive.google.com/file/d/1nMXSusxq2SLZOnpEleCr19zujeE86ZGN/view>

Attendance:

Angela Barricelli, Juanita Bennett, Jon VanDerVort, Karen Alex, Katie Hopkins, Crystal Mcqueeney, Mark Oswald

Training: Temple University Tech Owl_2_27_24_30 minutes_Insight PA

Date: 2/27/2024

Presenter: Matthew Diagostino, Tech Owl

Agenda:

- Introduction
- Overview of services
- Resources

Recording Link:

<https://drive.google.com/file/d/1xfn3ys90SpoRhCMTx2vrSzPtATMNf2my/view>

Attendance:

Angela Barricelli, Heather Fisher, Rich MacNeill, Juanita Bennett, Cheryl Homberger, Jon VanDerVort, Frances Gramigna, Karen Alex, Jennifer Mickinac, Katie Hopkins, Michelle Merkel, Crystal Mcqueeney, Joari Otero

Training: Welcome to Transition_9_26_23_30 minutes_Insight PA

Date: 9/26/2024

Presenter: Beth Habbyshaw, Transition Coordinator

Agenda:

- Introduction
- Define is secondary transition
- Resources
- Student Opportunities

Recording Link:

https://drive.google.com/file/d/1hB_sqQLg4h_Wat4dBGWEFzIXyil6ybFq/view

Attendance:

Michelle Merkel, Jessica Pollock, Rich MacNeill, Angela Barricelli, Joari Otero, John Owens, Tiffany Pastor, Iiyana C. Guinn, Nateisha Canty-Sewell, Theresa Pataski, Jodi Pennick, Mary Michels



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01 Learning Coach Responsibilities

02 Establish a Productive Learning Environment

03 Establish a Daily Routine

9/12/23

Jodi Pennick, John Vandervort , Michele Ciarla , Crystal McQueeney, Erin Turnmire, Dekonteh Wallwitz-Brownell, Kasey wheeler , Ivanna bey, Kaydeen Calda, Edson Lora , Nicole port, Beatriz Miranda , Nieama Groomes, Fran Gramigna , Natasha Yarde , Sheila Freeh, Ashley Foreman, Mari Beabout , Nichole Weise , Debra doney, Crystal Glover , Bobbie Brant , Glenda Colon , Gaudy Rodriguez , Schuyler Sloane, Brandalynn Duck, Ilyana C Guinn, Sara Soto, Leanne Crawford , Vanessa Woods , Isana McDavid, Jessica Pollock, Sarah yeager, Tori Akrie, Gilezy Rivera , Walter Horton, Walter Horton, Shirley Davison , Angela Barricelli , John Owens III, Jennifer Womer, Elise Tepes, Lorraine Totten , Michelle Merkel, Brandi Cole, Ashley Sturgill

Training: 9_19_23_Suicide Prevention_30 minutes_Insight PA

Date: 9/19/2023

Presenter: Jessica Fritz, Student Resource Specialist

Agenda:

- Define suicide prevention
- Initiating the topic
- Identify warning signs
- Discuss methods of providing support
- Provide available resources

Summary: Attendees were provided information about suicide prevention and how to identify warning signs and accessing professional assistance.

Recording Link: https://drive.google.com/file/d/1OQnEBr66Zsk-pa13j5BpT3d6_DfqcuzN/view

Suicide Prevention Awareness - Attendance - 9/19/2023

Jodi Pennick, John Vandervort , Michele Ciarla , Crystal McQueeney, Erin Turnmire, Dekonteh Wallwitz-Brownell, Kasey wheeler , Ivanna bey, Kaydeen Calda, Edson Lora , Nicole port, Beatriz Miranda , Nieama Groomes, Fran Gramigna , Natasha Yarde , Sheila Freeh, Ashley Foreman, Mari Beabout , Nichole Weise , Debra Doney, Crystal Glover , Bobbie Brant , Glenda colon , Gaudy Rodriguez , Schuyler Sloane, Brandalynn Duck, Ilyana C Guinn, Sara Soto, Leanne Crawford , Vanessa Woods , Isana Mcdavid, Jessica Pollock, Sarah Yeager, Tori Akrie, Gilezy Rivera , Walter Horton, Walter Horton, Shirley Davison , Angela Barricelli , John Owens III, Jennifer Womer, Elise Tepes, Lorraine Totten , Michelle Merkel, Brandi Cole, Ashley Sturgill

Training: 10_3_23_Social Security_30 minutes_Insight PA

Date: 10/3/2023

Presenter: Kelly Reshenberg, School Psychologist

Agenda:



Agenda

- Brief overview
- Our process at Insight PA
- Useful links
- Contact Information

The slide features a large orange semi-circle on the left side with the word "Agenda" written in white. To the right of the semi-circle is a bulleted list of four items. In the bottom right corner of the slide, there is a decorative yellow dashed line that curves upwards and to the right.

Recording Link:

https://docs.google.com/presentation/d/1H4HWuBH0yFMu5Ybsu_L6AZmgloJ69OMq/edit?usp=drive_link&ouid=109278634434519405455&rtpof=true&sd=true

Attendance Social Security - 10/3/2023

Amber Axtell, Joe Stobenau, Amber Axtell, Samantha Jenkins, Joanne Stewart ,Yazmin Morales, Bethany Althouse, Denise Friedl, Maria McCabe, Sherrice ,Caleb Allen, Delilah Simon, Alanna Jacobsen, Michele, Robert Stevens, Sherri Breth ,Candice Williams ,Shaketa Tadlock ,Colleen Torres, Samantha Beck, Laura Coleman ,Teresa Sanchez, Marlene Martes, Keith Lucchetti ,Debra Doney, Molly Artman, Paola, Sherne Williams ,Adrian Soletto, Lorrin, Heidi Grove, Jonelle Hill, Jalisa Gary ,Dawn, Marina Zartman ,Monica Cooper, Tiffany Smalls, Julia Williams ,Hailey Decicco, Kristen Diaz, Montez Graham ,Christy ,Kiara James ,Trevor ,Kare Alex, Audrie ,Kristopher craig ,Glenda colon ,Kourtney Angell ,Megan Wilbur, Karen Fiore, Mehboob Ali, Ana ,Kinshasa Brown ,Sameerah Hameed, Lucy Diaz ,Erin Hoffman, Naja Moore ,Richard MacNeill, Kenitra Ahmed ,Jessica Jameson, Joari Otero ,Adaeze Lennox ,Melanie Wenerick ,James Shade, Colin Barry ,Sandy Shepherd, Shante, Danida Cibulka, Jennipher Santana, Carol Myrick, Ellandra ,Amanda Dennis, Tamika Kellam, Amira Alfaqih ,James Lewis Jr., Loretta Wortman, Jennifer, Alyssa Butler, Carrie Kearns, Blossom Keefer, Candis Jewell, Denise Friedl, Candis Jewell ,Anika Kelsey ,Katie Hopkins, Marlene Martes, Candice Williams, Hope Corbett, Alyssa butler ,Carol Myrick, James Shade, Sheila Freeh ,Margaret Kasdaglis Richard MacNeill

Training: 10_10_23_Related Services_30 minutes_Insight PA

Date: 10/10/2023

Presenter: Lisa Mays, Related Services Coordinator

Agenda:

- Introduction to Related Services Team
- Define Related Services
- How to get RS for your student
- Navigating RS Sessions

Recording Link:

http://drive.google.com/file/d/1VPBAk8exYSTz0JlXhVp4mBzqIPz2u_Gk/view?usp=sharing

Attendance Related Services - 10/10/2023

Kimberly Carraway ' Bethany Pratz' Jerry Haslett' Mari Beabout ' Daina McLean' Katie Hopkins'
Michele Ciarla ' Brittany ' Stacy brown' Princess Malave ' Sharyn Walker ' Angela Barricelli '
Tykiera Kendrick ' Jennifer Womer' Debra Doney for William Dixon' Kasey wheeler ' Michele '
Michelle Merkel' Joari Otero ' Sheila Freeh ' Mehboob Ali' Parent ' Melissa Clark' Latanya
McDaniel ' Mary Michels

Training: 10_17_23_Bullying Prevention _30 minutes_Insight PA

Date: 10/17/2023

Presenter: Brett Witmer, Student Resource Specialist

Agenda:

- Define Bullying
- Describe ACES
- Risk Factors/Warning Signs
- Effects of Bullying
- Communication Tips
- Prevention Methods

Recording Link:

<https://drive.google.com/file/d/1w6vaNpY-BxHMgsASX1-1xWV4e1Arkg7k/view>

Attendance Bullying Prevention - 10/17/2023

Amber Axtell, Samantha ,Sara Dawas, Sherri Breth, Christal Reiss, Kanethia Starling ,Marlene, Melanie Wenerick ,Jessica Hendrickson, Candice Williams ,Candis ,Kristin Mims, David Marsh, Mary Maus ,Dana Hamel, Rebecca Digiovani ,Nicole Kelnock ,Megan Wilbur, Marie Krier, Mahnai Gilliard, Elias A Miranda Vargas, Shronda Mccarter ,Amaris Rivera ,Naja Moore ,Molly Artman, Loretta, Jessenia Vega, Montez Graham ,Michelle Harper, Alyssa butler ,Vincent E. Sojka Sr ,Jasmine Simmons, Debra Doney, Julia Williams, Desiree Kendall ,Shameka Mines ,Karen Burge, Christopher Chambers, Fran Gramigna, Glenda colon ,John Van Der Vort ,Chenice Rykard, Juanita Bennett ,Michele, Latoya Collier ,Sheila Freeh ,Karen Alex, Audrie Gay, Jennifer Womer, Christy Boggs, Heather Bamford, Jason Wisher Sr ,Liza ,Lynette, Maria Figueroa, Quindece Smart ,Vanessa Espada, Zachary Richards, Mary Ann Fenerty, Rose ,Ahlina Martinez, Courtney Griffith, Chanel Anderson, Mehboob Ali, Lacey Jessica ,Ronald Long, Marie White-Allen, Katie Hopkins, Rebecca ,James Shade, Jennipher Santana, Jessica,Beth Gill-Pagy, Michelle Binik ,Vichra Bol, Carol Myrick, Jessica McClung,Sharon ,joari Otero, Jacqueline Blasco, Nan Dones, Rebecca Sablack ,Karen Fiore, Qiana Harris ,Laura Mrazik, Rebecca Mrazik, Lynne Pesanka, Althea Hoch, Robin Wayman, Jodi Mancuso, Monique Merritt, Tahira Mansfield ,Jodie Bates, Marina Zartman ,Yanette Vargas DeCorona, Mary Michels ,James Lewis Jr., Migdalia Santiago, Carmen Silva-Short, Malika ,Kristen Diaz, Thomas Barry ,Sandy Shepherd, Amy Tompkins ,Vera Shields, Devyn Alston

Training: 11_1_23_Military Appreciation_30 minutes_Insight PA

Date: 11/1/2023

Presenter: Courtney Wade, Student Resource Specialist

Agenda:

- Introduction
- Statistics of Military Families
- Children of Military Families
- National Resources
- Resources through Insight

Recording Link:

<https://drive.google.com/file/d/1fZvCjB-dbiMjigs9qiMAC2wWUHH4kU2o/view>

Attendance:

Hailey DeCicco, Shara Ruffin, Nicole Port, Keith Lucchetti, Michelle Cuebas, Meeyarah Bloodsaw, Jenean James Blair, Kekisha, Riley James, Rashard Burger, Ta'Liyah Burger, Ashley, Latasha, Michele Trego, Joan Rue, Rebekah Gundrum, Michelle Varvel, Heidi Grove, Ana Harris, Laina Hutson, April Baker, Heather Pettigrew, Julia Saunders, Rebecca O'Donnell, Lilly Darrell, Kaylee, Iven Johnson-Thompson and his learning coach, Crystal, Shrona McCarter, Ashley Maupin, Denise Friedl, Margaret Kasdaglis, Alyssa Zavala, Jenzent Sanchez, Jeffrias Sánchez, Tia Alston, April Boggs, Danielle Davis, Cadence Pierce and Slayde O'Hearn, Donna Snyder, Dina Drum, Karen Alex, James Lewis Jr., Denise Robinson, Courtney Griffith, James Shade, Lou Spolsky, Tracy Davis-Robinson, Amanda Schafer, Julia Williams, Tahira Mansfield, Kevin Curtis, Naja Moore, Stellina Bains, Trinity Johnson, Brandi Cole, Richard MacNeill, Zaydah DeJesus Dennis, Katie Hopkins, Teena Gary, Karen Fiore, Cyndi MacLeon, Michele Ciarla, Tanya Shaffer, SANDRA HILLER, Kristen Diaz parent Kristina Camacho Student, Hope Corbett, Candis Jewell, Anika Kelsey, Katie Hopkins, Marlene Martes, Zulaydis Escobar, Zulaydis Escobar, Alyssa Butler, Carol Myrick, James Shade, Sheila Freeh, Margaret Kasdaglis, Tom Barry, Colin Barry, Christina Salvati

Training: 12_5_23_Drug & Alcohol Awareness_30 minutes_Insight PA

Date: 12/5/2023

Presenter: Sierra Gregg Estrada, Student Resource Specialist

Agenda:

- Introduction
- Define Addiction
- Define Substances
- Effects of Drug and Alcohol Use
- Resources/Tips for Prevention

Recording Link:

<https://drive.google.com/file/d/1a3Exz0SoQ73A4tGhSVgZ2hzCNanx4wKW/view>

Attendance:

Shronda McCarter ,Sanaa cherry ,Courtney Griffith, Robin Wayman, Julia Williams ,Anika Kelsey ,Katie Hopkins, Crystal Mcqueeney ,Marlene Martes, Kristen Diaz, Hope Corbett, Brenzina ,Daysha Barkley, Alexander Kozak, Alyssa Butler ,Emily, Jessica Jameson, Carol Myrick, Keara Kennedy ,Sheila Freeh ,Kiara James ,Margaret kasdaglis ,Rich MacNeill, Melanie Wenerick ,Christina Salvati, Colleen Torres, Teresa ,Denise Friedl, Sheila-Marie Miller ,Michele Ciarla ,Joanna García ,Jennifer Christman, Melanie Wenerick ,Ermina, Tiffany Delgado ,Kacemah Golphin, Carmen Silva-Short, Amaris Gonzalez, Juanita Bennett ,Angelina Carr, Tahira Mansfield, Carmen Soto ,Tammy W Barwick ,Marlene Martes, Christy, Stephanie ,Kristen Diaz, Jacqueline Thomas, Loretta, James Shade, Shamiala Alexander ,Caleb allen, Katisha, April Copeland, Maria Gil ,Jessica, Amber Axtell ,Nichole, James and Donna Lewis Jr., Keara Kennedy ,Emily Allison, SHANTA THOMAS, Krystle Oliveira ,Rich MacNeill, Christina Salvati, Margaret Kasdaglis, Jennifer Womer, Denise Friedl, Jeremy Zayas, Jodi

Training: 12_12_23_Navigating the IEP_30 minutes_Insight PA

Date: 12/12/2023

Presenter: Mary Bowers/MS SE Coordinator

Agenda:

- Introduction
- Define IEP
- Describe parts of the IEP
- Resources/Helpful Tips

Recording Link:

<https://drive.google.com/file/d/1DfQOkp8VRBd6jmhtPUj6cBKlazYduO75/view>

Attendance:

Jessica Gooden, Jayden, Joanna, Faith Stevenson, Michele Stoddard, Bobbie ,Margaret Kasdaglis ,Heather Engermann ,Robert Stefano, Joey Bennett ,Aboubacar

Training: 1_16_24_ Human Trafficking / Exploiting Children_30 minutes_Insight PA

Date: 1/16/2024

Presenter: Kelsey Fuller, Student Resource Specialist

Agenda:

- Introduction
- Define Human Trafficking
- Statistics and Facts
- Identify Traffickers
- Identify Targeted Victims
- Helpful Resources

Recording Link:

https://drive.google.com/file/d/1pGy6YZ8iHEra8FA_PdOrxOEwllaDQvTa/view

Attendance:

Hailey Decicco, Shara Rufin, Nicole Port, Keith Lucchetti ,Michelle Cuebas, Meeyarah Bloodsaw, Jenean James Blair, Kekisha, Riley James ,Rashard Burger ,Ta'Liyah Burger ,Ashley, Latasha, Michele Trego ,Joan Rue, Rebekah Gundrum, Michelle Varvel, Heidi Grove, Ana Harris ,Laina Hutson, April Baker ,Heather Pettigrew, Julia Saunders, Rebecca O'Donnell ,Lilly Darrell, Kaylee, Iven Johnson-Thompson, Crystal, Shrona McCarter ,Ashley Maupin ,Denise Friedl, Margaret Kasdaglis ,Alyssa Zavala, Jenzen Sanchez ,Jeffias Sánchez ,Tia Alston ,April Boggs, Danielle Davis ,Cadence Pierce and Slayde O'Hearn, Donna Snyder ,Dina Drum, Karen Alex, James Lewis Jr., Denise Robinson ,Courtney Griffith, James Shade, Lou Spolsky, Tracy Davis-Robinson, Amanda Schafer ,Julia Williams ,Tahira Mansfield ,Kevin Curtis ,Naja Moore ,Stellina Bains, Trinity Johnson, Brandi Cole, Richard MacNeill, Zayhdaih Dejesus Dennis ,Katie Hopkins, Teena Gary ,Karen Fiore ,Cyndi MacLeon, Michele Ciarla ,Tanya Shaffer, SANDRA HILLER, Kristen Diaz, Kristina Camacho, Hope Corbett, Candis Jewell ,Anika Kelsey ,Katie Hopkins, Marlene Martes, Zulaydis Escobar, Alyssa butler ,Carol Myrick, James Shade, Sheila Freeh ,Margaret Kasdaglis ,Tom Barry, Colin Barry, Christina Salvati

Training: 1_23_24_ESY Determination_30 minutes_Insight PA

Date: 1/23/2024

Presenter: Jen Weimer, SE Instructional Coach

Agenda:

- Introduction
- Definition of ESY
- When is ESY?
- Eligibility
- Q&A

Recording Link:

https://drive.google.com/file/d/1UNSSWIdAlFiVG1K5n4vcMVq_kMd3QZpm/view

Attendance:

Sarah Tingue, Summer J. Webster-Williams, Joari Otero, Candis, Rosemary, Crystal Mcqueeney, Margaret Kasdaglis, Samantha Beck, Juanita Bennett, Michele, Karen Alex, Terri Myers, Katie Hopkins, Hope Corbett, Debra Doney, Michele Knight, Candace Feliciano, Kimberley McConnell,

Training: Teen Safe Dating_2_6_24_30 minutes_Insight PA

Date: 2/6/2024

Presenter: Cindy Brooks, Student Resource Specialist

Agenda:

- Introduction
- Describe Types of Dating
- Warning Signs of Abuse
- Tips for Abuse Prevention
- Helpful Resources

Recording Link:

https://drive.google.com/file/d/1C_WJXhDQiDMjsV1rLUDoZtWp_hfQk6T1/view

Attendance:

Keith Lucchetti, Michele, Karen Alex, Justice Fisher, Juanita Bennett, Adriana Frates, Rebecca Mrazik, Latrina Julious, Michelle Merkel, Raechel Potchak - Zanowiak, Shrona McCarter, Antionette Mills-Beale, Jessica, Brandy Sanchez, Mehboob Ali, Moonstar Myers, Jennifer Torres, Quintela Gibson-Jones, Quintela Gibson-Jones, Malika Stevenson, Chelsea, Stephanie Larreau, Stephanie Larreau, Channise Holland, Melanie Traber

Training: Navigating the Progress Report_2_13_24_30 minutes_Insight PA

Date: 2/13/2024

Presenter: Melissa Bialas, HS SE Supervisor

Agenda:

- Introduction
- What is a progress report?
- How to read PRs
- Tips for supporting student progress

Recording Link:

https://drive.google.com/file/d/1FLY_0gvEIV_fcdVZWpfPhlThJ9bRdhpp/view

Attendance:

Nina Lopez, Karen Alex, Ivette Waters, Jessica Gooden, Juanita Bennett, Margaret Kasdaglis, Debra Doney, Chelsea Negrón, Chelsea Villafane, Joari Otero, Jerry Haslett, Michele Stoddard, Valerie Venezia, Candis Jewell, Michelle Merkel, Angela Barricelli, Rich MacNeill

Training: Teen Parent Awareness_2_20_24_30 minutes_Insight PA

Date: 2/20/2024

Presenter: Shaneka Washington, Student Resource Specialist

Agenda:

- Introduction
- Teen Pregnancy
- Risks
- Challenges for Teen Parents
- Helpful Resources

Recording Link:

https://drive.google.com/file/d/1Fwi9gSzez9xmgCuMjJBn0Sxe2lm_QQxY/view

Attendance:

Malika, Latrina Julious, Denise Friedl, Melanie Wenerick, Marlene Martes, Angela Barricelli, Penny Croak, Naja Moore, Patricia Young, Sarais Rivera, Jayden Rodriguez, Scott Miller, Jason Wisher Sr., James Shade, Jessica Jameson, Jennifer Christman, Marilyn Moore, Lorrin, María Flores, Jeremy J Zayas, Amber Axtell, Candis Jewell, Michele, Debra Doney, Darnetta Dorsey, Lakeia Glover, Maria Perez, Shrona Mccarter, Karen Alex, Crystal Renninger, Juanita Bennett, Eric Jesse Nesbitt, Nelya Grigorenko, Amyha Zayas, Margaret Kasdaglis, Carol Myrick, Tatiana Ruiz, Kaye Hopkins, Carmen Silva-Short, Lateisha Edwards, Donna Lewis, Catherine Arnone, Amanda Leydig, Doris Smith, Semaj Barefield, Lori Gill, Tabitha Gregory, Jennifer Womer, Melanie Traber

Training: Eating Disorders_3_5_24_30 minutes_Insight PA

Date: 3/5/2024

Presenter: Melissa Wolf, Student Resource Specialist

Agenda:

- Introduction
- Define Eating Disorder
- Types of Eating Disorders
- Causes/Warning Signs
- Helpful Resources

Recording Link:

https://drive.google.com/file/d/1tVleaZAi_W9GsRzSpAnKbtZbwOmCDl9b/view

Attendance:

Latrina Julious, Denise Friedl, Melanie Wenerick, Marlene Martes, Angela Barricelli, Penny Croak, Naja Moore, Patricia young, Sarais Rivera, Jayden Rodriguez, Scott Miller, Jason Wisher Sr., James Shade, Jessica Jameson, Jennifer Christman, Marilyn Moore, María Flores, Jeremy J Zayas, Amber Axtell, Candis Jewell, Michele, Debra Doney, Darnetta Dorsey, Lakeia Glover, Maria Perez, Shrona Mccarter, Karen Alex, Crystal Renninger, Juanita Bennett, Eric Jesse Nesbitt, Nelya Grigorenko, Amyha Zayas, Margaret Kasdaglis, Carol Myrick, Tatiana Ruiz, Kaye Hopkins, Carmen Silva-Short, Lateisha Edwards, Donna Lewis, Catherine Arnone, Amanda Leydig, Doris Smith, Semaj Barefield, Lori Gill, Tabitha Gregory, Jennifer Womer, Melanie Traber

Training: State Testing_3_12_24_30 minutes_Insight PA

Date: 3/12/2024

Presenter: Sarah Malis, Compliance Coordinator

Agenda:

- Introduction
- Types of Testing
- Expectations
- Schedule
- Helpful Tips

Recording Link:

<https://drive.google.com/file/d/1jjH7YMnVv3BYJCCQ-oRLDLFhGj1xio2P/view>

Attendance:

Denise Friedl, Melanie Wenerick, Marlene Martes, Angela Barricelli, Penny Croak, Naja Moore, Patricia Young, Sarais Rivera, Jayden Rodriguez, Scott Miller, Jason Wisher Sr., James Shade, Jessica Jameson, Jennifer Christman, Marilyn Moore, María Flores, Jeremy J Zayas, Amber Axtell, Candis Jewell, Michele, Debra Doney, Darnetta Dorsey, Lakeia Glover, Maria Perez, Shrona Mccarter, Karen Alex, Crystal Renninger, Juanita Bennett, Eric Jesse Nesbitt, Nelya Grigorenko, Amyha Zayas, Margaret Kasdaglis, Carol Myrick, Tatiana Ruiz, Kaye Hopkins, Carmen Silva-Short, Lateisha Edwards

Training: Parenting Guide to Utilizing CYS/CYF/DHS as a Support and Positive Resource_3_19_24_30 minutes_Insight PA

Date: 3/19/2024

Presenter: Kasey Feaster, Student Resource Specialist

Agenda:

- Introduction
- Identify CYS, CYF, & DHS
- Debunk Myths
- Describe Services
- Helpful Resources

Recording Link:

<https://drive.google.com/file/d/1WZwOTa0iHJjxsB38Lpevdd4Vf27OdiEf/view>

Attendance:

Emerson Laughman, Meri allys Negron, Aidan Vogt, Athena Coombes, Rubi Kranz, Noel Quattlebaum, Natasia Sowell, John VanDerVort, Jackson Ferrell-Bennett, Savannah Bryant, Ava Snyder, Joshua Moran, Isaac Welch, Leona Torres, Ares Torres, Mikal Morton, Jose Salcedo, Ethan Perez, Serenity A. Robles, Gabriel Ortega, Luna ODonnell, Dakota Blaede, Hunter Blaede, Julia Harrold, Kenneth Washington, Kristina Camacho, Kaiya Fulton, DaVari Harrison, Lila Sanabria, Gabriel Wilcox, Coairr Dooley, Anthony Perez, Russell Jameson, Leaniyah Jackson, Neveah Scott, Jahki Butler, Zen Axtell, Nicholas Peters, ZurQuann Blackwell Jr, Connor Coffin, Madison Murat, DJ Murat, Mika West, Vincenzo West, Destiny Quigg, Nathan Creasy, Kyle Christman, Hailey Decicco, Colby Moats Jr, Benjamin Moats, Khy'rie Williams, Lydia Christ, Eva Rodriguez Ramos, Cali Nevison, Mason Bailey, Draven Pollock, Allie & Bryton Phillips, Kameron Hackett, Kaylen Vance, Moises Elizabeth Anthony Torres, Ariel McKinnon, Simran Kaur, Simrat Kaur, Kayson Wilcox, Shyanne Williford, Lucas, Alanie Santiago, Ashlyn Dietz, Nyla Walls, Samayah Moore, Destiny Smith, Abdullah Sayyid, Nasir Stevenson, AJA WATSON, Arielle McCarter, Christian Constantine, Juliana Butler, Zykia Buckner, Ashton Shade, Veronica Wortman, Frankie Addelio, Alexandra Traber, Safa Aden, Liam Arroyo, Layla Bennett, Samantha Evans, Olivia Lambert, Emily Silva, Ethan Hilton, Andrew McMillan, Rigel McMillan, Ethan Wilson, Noah Wenerick, Cyrel Flaherty, Kyng Samuels, Emmalyn Keefer, Eric Jesse Nesbitt, Abigail Sewell

Training: Navigating the FBA_4_9_24_30 minutes_Insight PA

Date: 4/9/2024

Presenter: Ivy Avery, Behavior Specialist

Agenda:

- Introduction
- Define FBA
- Assessment Process
- Sections of the FBA
- Helpful Resources

Recording Link:

<https://drive.google.com/file/d/1pwQfzHgt5OoUTUFB-ZhqXQ6HxZOPUH8F/view>

Attendance:

Christy Boggs, John VanDerVort, Juanita Bennett, Karen Alex, Jerry Haslett, Katie Hopkins, Melanie Gladney, Megan Christ, Michelle Merkel, Sheila Freeh, Jasmine Still, Richard Lynch, Lynn Arizaga, Nicole Hackmann, Kimberley McConnell

Training: Youth Violence Prevention_4_16_24_30 minutes_Insight PA

Date: 4/16/2024

Presenter: Michelle Turner, Student Resource Specialist

Agenda:

- Introduction
- Define Youth Violence
- Warning Signs
- Preventative Tips
- Helpful Resources

Recording Link:

<https://drive.google.com/file/d/1Qx7LJZxU9fZrv5vPGoloBPqhxD4kVhki/view>

Attendance:

Denise Friedl, Marlene Martes, Penny Croak, Naja Moore, Jessica Olivero, Angela Barricelli, Jerrus Shoup, Muminah Elshabazz, Misty McKinney, Latrina Julious, Lynn Arizaga, Doris Smith, Antoinette Stadden, Mary Ann Fenerty, Jessica Jameson, Lorrin Wilcox, Karen Alex, Tashina Mack-Nesbitt, Kimberley McConnell, Molly Artman, Candice Williams

Training: Mental Health Awareness_5_7_24_30 minutes_Insight PA

Date: 5/7/2024

Presenter: Sarah Ridder, Student Resource Specialist

Agenda:

- Introduction
- Define Mental Health
- Maintaining Good Mental Health
- Helpful Tips & Resources

Recording Link:

<https://drive.google.com/file/d/17kRjUWeK71phJ7e15NAy1tJ834ryCkr6/view>

Attendance:

La Tonja McMillan, Catherine Arnone, Amber Axtell, Alyssa West, Tashina Mack-Nesbitt, Alyssa Butler
Tiffany Williams, Jessica Jameson, Dianna DeVerteuil, Karen Fiore, Rich MacNeill, Shrona McCarter
John VanDerVort, James Lewis, Donna Lewis, Jolene Shawley, Keviesha Henson, Megan Christ,
Kimberley McConnell, Shelby Sims, Sara Parrish, Elisha Lockhart, Alexis Crawford
Angela Barricelli, Zachary Waldemarson, Kristen Diaz, Nykiara Corbin

Training: Behavior Basics_5_14_24_30 minutes_Insight PA

Date: 5/14/2024

Presenter: Ivy Avery, Behavior Specialist

Agenda:

- Introduction
- Behavior Basics
- Preventing Behavior Issues

Recording Link:

<https://drive.google.com/file/d/10cbJraL-MnLslwWYqjU1rvGIWeZzg8Ev/view>

Attendance:

Malika Stevenson
Misty McKinney
Doris Cedeno
Keny'Asiah English-Young
Latrina Julious
Martina Kett
Trevor Chenette
Danyielle Connor
James Shade
Sharyn walker
Amie Zurewich
Amber Mack
John VanDerVort Jr
Giavonna Depiso
Elaine Garcia
Kristina Kormylo
Kevin Curtis
Mark Oswald
Kristen Diaz
Denise Robinson
Doris Smith
Mary Ann Fenerty
Julia Williams
April Vogt
Jessica Jameson
Amber Axtell
Wayne Warren

Training: Effective Communication_5_21_24_30 minutes_Insight PA

Date: 5/21/2024

Presenter: Erica Evans, Student Resource Specialist

Agenda:

- Introduction
- Define Communication
- Benefits Communication
- Barriers
- Methods of Communication
- Helpful Resources

Recording Link:

<https://drive.google.com/file/d/15DlKhUV4sb0BzstcglltLskqsu3GJlMF/view>

Attendance:

Chelsea Villafane, Jenny Pich, Melanie Traber, James Shade, Felicia Augusta, John VanDerVort Jr, Jennifer Graham, Erica Evens, Eva Rodríguez, Jessica Baranchak, Nina Lopez, Kristen Diaz, Vanessa Gonzalez, Emily Allison, Pertanial Ponton, Lakia Bennett, Lynn Arizaga, Miriam Lambur, Dana King, Alyssa West, Mary Ann Fenerty, Glenda Henderson, Orin Smith, Dahir Hassan, Michelle Merkel, Mabel Sosa, Lorrin Wilcox, Juanita Bennett, Rachel Diggs, Stephanie Diaz-Morales, Brittany Santiago, Tashina Mack-Nesbitt, Joari Otero, Janel Brinson, Amber Axtell, Molly Artman, Muminah Elshabazz, Keviesha Henson, Marlene Martes, Brittney McClelland, Nastosha Young, Jessica Jameson, Jackie Torres, Christina Griffith, Christy Boggs, Naomi Lampkin, Jessica Hudson, Donna Snyder, Denise Friedl, Amber Mack, Mehboob Ali, Rachel Magnone, Doris Smith, Crystal Stotler, Nancy Canale, Deeanna Fritts, Allana Guidry, James Lewis, Donna Lewis Jr., Kristina Kormylo, Chrystal Dunmire, Virgen Gonzalez, Tiffany Washington, Dora M Smith, Carol Myrick, Angela Andrews, Jennifer Womer, DaReil Burrows, China Allen

Training: IEP Revision Process_3_11_24_Insight PA

Date: 3/11/2024

Presenter: Josh Dorfzaun, Instructional Coach

Agenda:

- Introduction
- Revision Process
- Key Steps
- Resources and Tips

Attendance:

Krista Barone, Anta Brucker, Ambra Buffington, Brandy Coxen, Leeann Dautel, Cristen Diegel, Andrea Dominytus, Jill Dunlap, Maggie Federowicz, Judy Hickman, Donald Holl, Stephanie Jack, Sarah Kesten, Courtney Leaidicker, Brittney Lorenz, Nicole Millard, Dee Dee Morian, Chelsey Panchura, Erika Pavlowski, Emily Prohorchuck, Michelle Rabe, Frayma Rodriguez, Justin Roycroft, Catrina Russell, Caura Speece, Rebecca Sube, Crystal Thomas, Deanna Wilhelm, Valerie Alchier, Amanda Campbell, Lindsay Conty, Missy Probst



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.



**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



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

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



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:
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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

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.

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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.

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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



AFFILIATION AGREEMENT CONCERNING PLACEMENT OF SAINT JOSEPH'S UNIVERSITY STUDENTS

This Agreement is entered into by and between Insight PA Cyber Charter School (the "District") with an address of 350 Eagleview Blvd. #350, Exton PA 19341 and Saint Joseph's University ("SJU") with an address of 5600 City Avenue, Philadelphia, PA 19131, and sets out the respective rights and responsibilities of the School and SJU with regard to any SJU student who is assigned as a student teacher, practicum student or participant, as those terms are defined below, in the School.

1. Definitions.

- a. "Student Teacher" shall mean a student enrolled at and assigned by SJU to teach in the District, as part of his/her preparation for entering the teaching profession.
- b. "Practicum Student" shall mean a student enrolled at and assigned by SJU to teach for a practicum assignment in the District as part of the requirements for an endorsement, certificate, or minor added to the basic license being sought.
- c. "Participant" shall mean a student enrolled, usually at the pre-student teaching level, at and assigned by SJU for field experiences in the District involving a less-than-full responsibility for instruction or instruction-related activities. Terms such as observer, tutor, teacher aide, teaching assistant, etc., characterize various types of Participants.
- d. "Supervising Teacher" shall mean a teacher in the District to whom the Student Teacher or Practicum Student is assigned and who directs the work or the activity of the student while he/she is in the District. Only teachers who hold the Professional or Proficient License or its equivalent, and who have had at least three years successful teaching experience and/or the recommendation of a building level administrator are eligible to serve as Supervising Teachers.
- e. "Cooperating Teacher" shall mean a teacher in the District to whom a Participant or group of Participants is assigned for pre-student teaching experiences. The District and SJU may mutually agree that a teacher who does not hold the Professional or Proficient License or its equivalent may serve as a Cooperating Teacher.

- f. “University Supervisor” or “Special Area Supervisor” or “Course Instructor” shall mean the SJU employee who is in charge of the course of study or specific experience for which the student is assigned to the District.
- g. “District Placement Coordinator” shall mean the identified District employee who is in charge of coordinating, and approving, all student assignments within the District.

2. Term

The Agreement shall terminate two (2) years after October 13, 2023, unless otherwise terminated in accordance with the terms of this Agreement.

3. Placement of Student Teachers, Practicum Students, and Participants.

- a. The placement process shall be a cooperative venture involving both SJU and the District.
- b. SJU will direct all communications to the District Placement Coordinator. SJU shall initiate the placement of a Student Teacher or Practicum Student filing an application for each proposed assignment setting out the background of the student and the type of assignment appropriate. The request will be sent to the District Placement Coordinator, exclusively. The request may be accompanied by suggested names of teachers of the District, who would be recommended by SJU as a Supervising Teacher. The final assignment of Student Teachers and Practicum Students shall be made by the District after consultation with the Supervising Teacher and Principal under whom the assignment will be completed.
- c. SJU may request placement of Participants for either an individual student or a group of students. The request will identify the particular student, or a composite description of the group of students to be placed in terms of background, the type of assignment requested, objectives of the assignment, and activities suggested as appropriate to the requested assignment.

4. Representatives.

Each party shall provide timely notice to the other party as to the name, mailing and email address, and telephone number of the representatives of each in connection with this Agreement.

5. Calendar.

Student Teachers and/or Practicum Students will follow the calendar of the District and the daily schedule of the individual school in which the experience is taking place. Any proposed deviation by Student Teachers, Practicum Students or Participants must be approved in advance by the Supervising Teacher, the Principal (if applicable), and SJU.

6. **Professional Standards.**

Student Teachers, Practicum Students, and Participants will be advised that they are required to conform to standards of professional decorum that are consonant with prevailing standards in the school community and the education profession as a condition of the placement and its continuation.

7. **Criminal Background Checks.**

SJU shall complete and attest to the District as to a satisfactory criminal background check for all students requesting placement in the District *prior* to request for placement. SJU will make available this documentation, to the District, upon request.

8. **Non-Discrimination.**

Neither party shall discriminate in the choice of schools, Supervising or Cooperating Teachers, or Student Teachers, Practicum Students, or Participants on the basis of race, religion, color, national origin, age, gender, sexual orientation, or disability.

9. **Student Teacher, Practicum Student, and Participant Supervision.**

Students shall be subject to the rules and regulations of the District and under the direction and control of the Supervising or Cooperating Teacher, Principal, and other administrative personnel while they are on the premises of the District or acting *in behalf* of the District in locations other than the premises. The following points have specific reference to the various types of supervisory responsibility:

- a. The Supervising Teacher may leave the classroom with the Student Teacher or Practicum Student in charge of the class, but the Supervising Teacher shall, at all times, retain the responsibility for control of the class and the program of instruction.
- b. The Cooperating Teacher shall not leave the classroom with the Participant Student in charge of the class.
- c. Students who are not licensed shall not be used as a substitute for their Supervising or Cooperating Teacher or for any other licensed personnel. Planned exceptions to this item may be considered and authorized by the respective designated administrative personnel of the District and SJU.
- d. Students, with the exception of certain licensed interns, may not be compensated for any responsibilities that constitute all or a part of the required field experiences program.
- e. Supervising and Cooperating Teachers shall file such reports as are prescribed by SJU.

- f. University Supervisor or other designated representative of SJU shall have access, at all reasonable times, to visit the classroom(s) to which the student is assigned for the purpose of observation and supervision, upon approval of, and at the discretion of the District in coordination with the Principal.
- g. In the event that the school to which a student is assigned is subject to jurisdictional dispute between a teacher association and the District, the student will occupy a position of neutrality which means:
 - 1. The student will immediately report any such dispute to his/her University Supervisor or Course Instructor and be guided by his/her instructions.
 - 2. The student will not report to the assigned school until such time as directed by the University Supervisor or Course Instructor.
 - 3. The student will not by any overt action render support to either party to the dispute.

10. Termination or Change of Assignments and Projects.

Either the District or SJU may, at any time, change or terminate the assignment of any Student Teacher, Practicum Student, or Participant or any cooperatively developed project which involves field experience students. However, before either change or termination, all parties shall make reasonable efforts to consult with each other.

11. Status of Student Teachers, Practicum Students, and Participants.

- a. The parties acknowledge and agree that students are not the employees or agents of either SJU nor the District.
- b. The District retains primary responsibility for the educational experience of its pupils and for the orderly conduct of its school. Student Teacher, Practicum Students, and Participants shall be under the direction and control of the District as represented by the Supervising or Cooperating Teacher, Principal, and other administrative personnel while they are on the premises of the District or acting on behalf of the District in locations other than the premises.

12. Termination.

This Agreement may be terminated either by the District or SJU by giving the other party thirty (30) days prior written notice; provided, however, that any student Teacher, Practicum Student or Participant already placed shall be allowed to finish his/her assignment.

13. Indemnification

To the extent permitted by law, each of SJU and the District shall defend, indemnify and hold harmless the other party, its successors, assigns, trustees, officers, employees,

agents and students from and against all actions, causes of action, claims and demands whatsoever, and from all costs, damages, expenses, charges, debts and liabilities whatsoever (including attorneys' fees), whether known or unknown, present or future, that arise from or are connected with the indemnifying party's action or inaction under this Agreement. This Section shall survive termination, cancellation or expiration of this Agreement.

14. Assignment

The District shall not transfer this Agreement or any interest hereunder, by operation of law or otherwise without the prior written consent of SJU.

15. Notices.

All notices or other communications required or permitted under this Agreement shall be deemed duly given if in writing and delivered personally or sent by registered or certified mail, return receipt requested, first-class postage prepaid, if to:

Saint Joseph's University
Merion Hall
5600 City Avenue
Philadelphia, PA 19131
ATTN: Richard J. Levy, M.Ed.
rlevy@sju.edu

with a copy to:

Office of the General Counsel
Saint Joseph's University
5600 City Avenue
Philadelphia, PA 19131

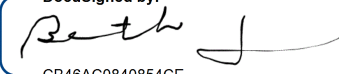
AND

Insight PA Cyber Charter School
350 Eagleview Blvd. #350
Exton PA 19341

Notices will be deemed given on the date of delivery (in the case of personal delivery) or at the time of mailing (in the case of mail delivery). Either party may change its notice address by giving the other party notice of such change.

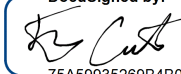
IN WITNESS WHEREOF, the parties hereto have made and executed this Agreement as of the 13th day of October, 2023.

Insight PA Cyber Charter School:

DocuSigned by:

CB46AC0840854CE...

By: _____
Beth Jones
Chief Operating Officer

SAINT JOSEPH'S UNIVERSITY:

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James H. Carter, Ph.D.,
Interim Provost

**Agreement for Practicum and Internship Experiences
Between the College of William & Mary and
Insight PA Cyber Charter School
2023-2028**

September 21, 2023

The School of Education at the College of William & Mary (“The College”) and Insight PA Cyber Charter School (“The School Division”) share the aim of ensuring that caring, committed, highly-qualified educators enter, remain in, and effectively contribute to the education profession, thereby resulting in improved learning, achievement, and development for PK-12 pupils. To that end, we agree to the following.

The College will:

1. Ensure that all practicum students and interns have met approved program requirements and are eligible to participate in clinical experiences.
2. Ensure that the expectations, guidelines, objectives, and assignments for clinical experiences are communicated to cooperating teachers and clinical supervisors in a clear and timely manner.
3. Assign qualified and experienced faculty who will serve as university supervisors of practicum students and interns. University supervisors will serve to direct, support, coach, and evaluate practicum students and interns, in collaboration with cooperating teachers, clinical supervisors, and school administrators.
4. Respond to concerns, questions, and suggestions regarding the expectations, experiences, or performance of practicum students and interns and/or regarding the professional preparation programs in a responsible and constructive manner.
5. Collaboratively and continuously work to ensure a strong, stable, and meaningful partnership with the school division in support of the effective preparation of school teachers and other education professionals, the professional growth and development of in-service teachers and other educational professionals, and the learning of PK-12 students.
6. Require that practicum students and interns adhere to all school division policies and regulations.
7. Require that practicum students and interns maintain the confidentiality of student information possessed by the school division.

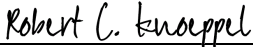
The School Division will:

1. Provide practicum and internship placements in accredited schools, permitting practicum students and interns opportunities to interact and work with students, teachers, and other members of the school community, as appropriate.
2. Ensure that the expectations and guidelines for participating in a clinical placement in the school division are communicated to the School of Education and the practicum student or intern in a clear and timely manner.

3. Work in collaboration with the School of Education to select and assign cooperating teachers and clinical supervisors who, by reputation and experience, have been identified as outstanding educational professionals. Cooperating teachers and clinical supervisors must be full-time employees, have at least three years of experience, be licensed, and be teaching/serving in the endorsement area sought by the practicum student or intern.
4. Facilitate the clinical experiences of practicum students and interns by proactively and collaboratively working to address concerns, questions, and suggestions regarding the expectations, experiences, or performance of practicum students and interns and/or regarding the professional preparation programs in a responsible and constructive manner.
5. Collaboratively and continuously work to ensure a strong, stable, and meaningful partnership with the School of Education at the College of William & Mary in support of the effective preparation of new teachers and other education professionals, the professional growth and development of new teachers and other education professionals, and the learning of PK-12 students.

The College and the School Division agree to jointly assess and evaluate the quality of clinical experiences on an on-going basis and to make program modifications as necessary.

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Robert C. Knoeppel, Ph.D.
Professor and Dean of the School of Education
The College of William and Mary

9/21/2023 | 15:23:45 EDT

Date

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Beth Jones
Chief Operating Officer
Insight PA Cyber Charter School

9/21/2023 | 12:37:01 PDT

Date

The College of William and Mary, in Virginia
School of Education Counseling Programs Practicum and Internship Experiences
Contract Addendum

The College of William and Mary, in Virginia (“University” or “W&M”) and Insight PA Cyber Charter School (“Host Agency”) share the aim of ensuring that caring, committed, highly qualified counselors enter, remain in, and effectively contribute to the counseling profession. To that end, the parties agree to the following.

SECTION I: Provisions of this Addendum

The Host Agency’s contract is, with the exceptions noted herein, acceptable to W&M. Nonetheless, because certain standard clauses that may appear in the Host Agency’s agreement cannot be accepted by W&M and in consideration of the convenience of using that form without the necessity of specifically negotiating a separate contract document, the parties hereto specifically agree that, notwithstanding any provisions appearing in the attached Host Agency’s form contract, none of the following shall have any effect or be enforceable against W&M:

1. Requiring W&M to maintain any type of insurance either for W&M’s benefit or for the Host Agency’s benefit;
2. Requiring W&M not to disclose records as is required under the Virginia Freedom of Information Act and/or requiring written permission from the Host Agency prior to disclosure of said record.
3. Renewing or extending the agreement beyond the initial term or automatically continuing the contract period from term to term;
4. Requiring or stating that the terms of the attached Host Agency agreement shall prevail over the terms of this addendum in the event of conflict;
5. Requiring W&M to indemnify or to hold harmless the Host Agency for any act or omission;
6. Requiring the application of the law of any state other than Virginia in interpreting or enforcing the contract or requiring that any dispute under the contract be resolved in the courts of any state other than Virginia;
7. Limiting the liability of the Host Agency for property damage or personal injury;
8. Permitting unilateral modification of this contract by the Host Agency;
9. Binding W&M to any arbitration or to the decision of any arbitration board, commission, panel or other entity;
10. Obligating W&M to pay costs of collection or attorney's fees;
11. Requiring W&M to agree to or be subject to any form of equitable relief not authorized by the Constitution or laws of Virginia.
12. Requiring W&M to waive a jury trial in the event of a dispute.

SECTION II: Required Terms

The following clauses shall be incorporated as part of the agreement:

Insurance. The University certifies that it is an agency of the Commonwealth of Virginia, participating in the state's Risk Management Plan, a self-insurance program. As an agency of the Commonwealth of Virginia, W&M is self-insured by the Commonwealth of Virginia Risk Management Plan for all claims up to \$100,000 per claim for causes of action established by Virginia law, and up to \$2,000,000 per claim for causes of action other than those established by Virginia law. Upon request, the College shall provide the Host Agency with evidence of such insurance.

Student Professional Liability Insurance. Upon the Host Agency's request, W&M and/or Student will provide evidence of the Student having obtained professional liability insurance meeting the Host Agency's requirements to cover the acts and omissions of the Student while participating in the practicum or internship. W&M and/or Student shall provide the Host Agency with a Certificate of Insurance.

Agent of the University. At no time during the Student's participation in the practicum or internship program with the Host Agency is the Student an agent or employee of the University through their participation in the practicum or internship program.

Agent of Insight PA Cyber Charter School. At no time during the Student's participation in the practicum or internship program with the Host Agency is the Student an agent or employee of Insight PA Cyber Charter School through their participation in the practicum or internship program.

The University will:

1. Ensure that all practicum students and interns have met approved program requirements and are eligible to participate in clinical experiences.
2. Ensure that the expectations, guidelines, objectives, and assignments for clinical experiences are communicated to cooperating teachers and clinical supervisors in a clear and timely manner.
3. Assign qualified and experienced faculty who will serve as university supervisors of practicum students and interns. University supervisors will serve to advise, support, coach, and evaluate practicum students and interns, in collaboration with clinical supervisors and/or other employees of the Host Agency.
4. Respond to concerns, questions, and suggestions regarding the expectations, experiences, or performance of practicum students and interns and/or regarding the professional preparation programs in a responsible and constructive manner.
5. Direct practicum students and interns to adhere to all Host Agency policies and regulations.
6. Provide the Host Agency with a copy of the student's proof of professional liability insurance.
7. Provide the Host Agency with evidence of William & Mary's insurance coverage.

The Host Agency will:

1. Provide practicum and internship placements in licensed agencies, permitting practicum students and interns opportunities to interact and work with professional counselors as appropriate.

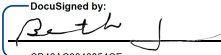
2. Ensure that the expectations and guidelines for participating in a clinical placement in the Host Agency are communicated to the School of Education and the practicum student or intern in a clear and timely manner.
3. Work in collaboration with the School of Education to select and assign clinical supervisors who, by reputation and experience, have been identified as outstanding counseling professionals. Clinical supervisors must be full-time employees, have at least three years of experience, be licensed, and be practicing in the area sought by the practicum student or intern.
4. Facilitate the clinical experiences of practicum students and interns by proactively and collaboratively working to address concerns, questions, and suggestions regarding the expectations, experiences, or performance of practicum students and interns and/or regarding the professional preparation programs in a responsible and constructive manner.
5. Collaboratively and continuously work to ensure a strong, stable, and meaningful partnership with the School of Education at the University in support of the effective preparation of new counseling professionals.

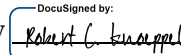
This contract consisting of this W&M addendum and the attached Contractor's form contract constitute the entire agreement between the parties and may not be waived or modified except by written agreement between the parties.

IN WITNESS WHEREOF, the parties have caused this contract to be duly executed, intending thereby to be legally bound.

Insight PA Cyber Charter School in Pennsylvania

The College of William and Mary, in Virginia

Host Agency by  _____
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The University by  _____
DocuSigned by:
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Name: Beth Jones

Name: Robert C. Knoeppel

Title: Chief Executive Officer

Title: Professor and Dean of the School of Education

Date of Signature : 9/21/2023 | 12:37:01 PDT

Date of Signature: 9/21/2023 | 15:23:45 EDT

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

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
File name	DMOUOC052323.pdf
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Status	● Pending signature

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IP: 162.196.188.189



05 / 24 / 2023
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05 / 24 / 2023
20:40:21 UTC

Signed by Eileen Cannistraci (eicannistraci@insightpa.org)
IP: 4.16.124.154







05 / 24 / 2023
20:40:21 UTC

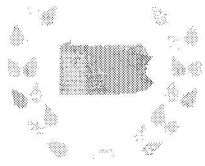
This document has not been fully executed by all signers.

Title	MOU Doc.
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Status	● Signed

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 COMPLETED	05 / 30 / 2023 22:36:55 UTC	The document has been completed.

Board Affirmation Statement



INSIGHT PA
CYBER CHARTER SCHOOL
Life ready learning experiences

Insight PA Cyber Charter School

350 Eagleview Blvd, Suite 350

Exton, PA 19341

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

Steps to Complete this Section:

Note: Individual signatures required for each section.

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

Charter Annual Report Affirmation

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

Affirmed on this 31 day of July, 2024

By: *Chris Rossi* (Signature of Board President)

Chris Rossi (Print Name)

Insight PA Cyber Charter School 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 31 day of July, 2024

By:  (Signature of Board President)

Chris Rossi (Print Name)

Insight PA Cyber Charter School 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 31 day of July, 2024

By: Chris Rossi (Signature of Board President)

Chris Rossi (Print Name)

Insight PA Cyber Charter School 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 31 day of July, 2024

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 31 day of July, 2024

By: Chris Rossi (Signature of Board President)

Chris Rossi (Print Name)

Insight PA Cyber Charter School 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.