Table of Contents Insight CCS Renewal Part 7 Redacted

July count '17-18 - 128 Students				Deimling	59
				Itinerant Learning Support	45
Autism	5			Supplemental Learning Support	2
SLD	69			Itinerant Emotional Support	5
ED	21			Supplemental Emotional Support	2
OHI	24			Itinerant Autistic Support	1
ID	7			Supplemental Life Skills	1
Hearing Imp	1				
Mulitple Disabilities	1				
				Glennon	20
				Itinerant Learning Support	15
				Supplemental Learning Support	2
				Itinerant Emotional Support	2
				Itinerant Autistic Support	1
				Kohler	30
				Itinerant Learning Support	11
				Supplemental Learning Support	9
				Itinerant Emotional Support	3
				Supplemental Emotional Support	2
				Itinerant Autistic Support	1
				Itinerant Deaf or Hearing Impaired	1
				Moyer	6
				Itinerant Learning Support	2
				Supplemental Learning Support	1
				Itinerant Emotional Support	2
				Supplemental Autistic Support	1
				Shifflett	12
				Itinerant Learning Support	6
				Supplemental Learning Support	2
				Itinerant Emotional Support	1
				Supplemental Autistic Support	1
				Full Time Autistic Support	1
				Simon	8
				Full Time Life Skills	8

ATTACHMENT: 2.3-7

July Count '18-19- 404 students			Bryner	18
			Itinerant Learning Support	14
Autism	33		Supplemental Learning Support	1
SLD	182		Itinerant Emotional Support	2
ED	64		Itinerant Autistic Support	1
OHI	76			
ID	23			
Hearing Imp	1		Glennon	24
Mulitple Disabilities	1		Itinerant Learning Support	8
Speech and Language	24		Supplemental Learning Support	6
			Itinerant Emotional Support	4
			Supplemental Emotional Support	1
Simon	8		Full Time Emotional Support	1
Supplemental Life Skills	5		Itinerant Autistic Support	1
Full Time Life Skills	3		Supplemental Autistic Support	2
			Itinerant Speech and Language	1
Latore	14			
Itinerant Learning Support	3		Russell	17
Supplemental Learning Support	2		Itinerant Learning Support	4
Supplemental Emotional Support	2		Supplemental Learning Support	5
Itinerant Autistic Support	1		Full Time Learning Support	1
Supplemental Autistic Support	1		Itinerant Emotional Support	3
Itinerant Speech and Lanaguage	5		Supplemental Emotional Support	2
			Itinerant Speech and Language	2
Chandler	12			
Itinerant Leraning Support	11		Kohler	16
Supplemental Emotional Support	1		Itinerant Learning Support	4
			Supplemental Learning Support	3
			Itinerant Emotional Support	1
Carr	16		Supplemental Emotional Support	1
Supplemental Learning Support	10		Supplemental Autistic Support	2
Supplemental Emotional Support	5		Intinerant Speech and Language	5
Full Time Emotional Support	1			
			Rabe	15
Stine	16		Itinerant Learning Support	11
Supplemental Learning Support	10		Itinerant Emotional Support	3
Itinerant Emotional Support	1		Supplemental Emotional Support	1
Supplemental Learning Support	5			
			Logan	31
Wilhelm	20		Itinerant Learning Support	27
Itinerant Learning Support	14		Supplemental Learning Support	2
Supplemental Learning Support	2		Itinerant Emotional Support	1
Itinerant Emotional Support	4		Itinerant Speech and Language	1

Weber	8		**Varnado**	22
Itinerant Learning Support	2		Itinerant Learning Support	1
Supplemental Learning Support	1		Supplemental Learning Support	17
Supplemental Autistic Support	1		Supplemental Emotional Support	4
Itinerant Speech and Language	4			
			Harper	29
Christ	15		Itinerant Learning Support	11
Itinerant learning Support	12		Supplemental Learning Support	9
Supplemental learning Support	1		Itinerant Emotional Support	3
Itinerant Emotional Support	1		Supplemental Emotional Support	2
Itinerant Autistic Support	1		Full Time Emotional Support	2
			Itinerant Autistic Support	1
			Itinerant Speech and Language	1
Weimer	17			
Itinerant Learning Support	12			
Itinerant Emotional Support	3		**Moyer**	12
Itinerant Autistic Support	1		Supplemental Learning Support	3
Itinerant Speech and Language	1		Supplemental Life Skills	6
			Full time Life Skills	2
			Full Time Autistic Support	1
Septak	12			
Supplemental Learning Support	1			
Itinerant Deaf/Hearing Support	11		**Bowers**	10
			Itinerant Learning Support	4
			Supplemental Learning Support	4
Shifflett	19		Supplemental Emotional Support	1
Itinerant Learning Support	13		Full Time Emotional Support	1
Supplemental Learning Support	2			
Itinerant Emotional Support	2			
Itinerant Autistic Support	1			
Itinerant Speech and Language	1			
Curtis	15		**Young**	14
Itinerant Learning Support	3		Itinerant Learning Support	12
Supplemental Learning Support	10		Supplemental Learning Support	1
Itinerant Emotional Support	1		Itinerant Emotional Support	1
Supplemental Emotional Support	1			
			Lavia	11
Kluchurosky	13		Itinerant Learning Support	1
Supplemental Learning Support	2		Supplemental Learning Support	10
Full Time Learning Support	1			
Itinerant Life Skills	1			
Supplemental Life Skills	4			
Full Time Life Skills	5			

1 DISTRICT	2 LOCATIO	3 SCHOOL	5 STUDENT	10 SPECIAL	11 PRIMAR	12 SECONC	15 Amount	17 Type of	32 Primary	34 Date Ex	35 SNAPSH	44 Educati	45 Transiti	49 Educati	50 Not Coll	52 Reason	70 Service	71 LOCATI	73 Trans IE	74 Trans IE	75 Trans IE	76 Trans IEP (Modified)
1.24E+08	8394	########	5.28E+09 Kohler		2132		1	1	N	########	19	N	90				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	1.7E+09 Bowers		2128	2132	1	1	N	########	19	N	92				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	3.5E+09 Simon		2124	2132	6	2	N	########	20	N	64				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	3.02E+09 Weimer		2128	2132	1	1	N	########	19	N	96				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	8.66E+09 Bowers		2132		1	1	N	########	19	N	91				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	1.14E+09 Christ		2128		6	1	N	########	20	Y	78				1.24E+08	2637	N	N	Y	N
1.24E+08	8394	########	1.4E+09 Glennon		2128	2129	1	1	N	########	19	N	82				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	5.71E+09 Varnado		2128		6	1	N	########	20	N	78				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	7.8E+09 Shifflett		2127	2132	1	1	N	########	19	N	82				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	8.47E+09 Varnado		2128		6	1	N	########	20	N	78				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	2.88E+09 Russell		2129		1	7	N	########	19	N	96				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	4.65E+09 Varnado		2128		6	1	N	########	20	Y	78				1.24E+08	2637	N	N	Y	N
1.24E+08	8394	########	7.12E+09 Russell		2129		1	7	N	########	19	N	98				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	5.12E+09 Glennon		2128	2129	1	1	N	########	19	N	96				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	4.9E+09 Graham-Lc		2127	2128	1	1	N	########	19	Y	82				1.24E+08	2637	Y	Y	Y	Y
1.24E+08	8394	########	7.4E+09 Stine		2132	2129	6	1	N	########	20	Y	77				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	2.85E+09 Shifflett		2132	2129	1	1	N	########	19	N	83				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	9.27E+09 Kluchurosk		2124	2132	4	2	N	########	21	N	20				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	8.56E+09 Russell		2128	2129	1	1	N	########	19	N	92				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	2.76E+09 Shifflett		2132		1	1	N	########	19	N	82				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	8.67E+09 Shifflett		2128	2132	1	1	N	########	19	N	82				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	9.82E+09 Glennon		2132		1	1	N	########	19	N	83				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	9.3E+09 Graham-Lc		2132	2128	1	1	N	########	19	N	85				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	9.47E+09 Moyer		2121	2132	6	4	N	########	20	N	76				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	6.46E+09 Wilhelm		2128		1	1	N	########	19	N	83				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	1.4E+09 Wilhelm		2128		1	1	N	########	19	N	96				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	3.99E+09 Wilhelm		2132		1	1	N	########	19	N	96				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	6.47E+09 Graham-Lc		2128		1	1	N	########	19	N	96				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	7.91E+09 Shifflett		2121		1	4	N	########	19	N	82				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	8.43E+09 Glennon		2132	2129	1	4	N	########	19	N	82				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	8.3E+09 Moyer		2132	2129	1	1	N	########	19	N	80				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	6.33E+09 Shifflett		2128		1	1	N	########	19	N	96				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	4.92E+09 Graham-Lc		2128		1	1	N	########	19	N	96				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	4.36E+09 Moyer		2128		6	1	N	########	20	N	76				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	6.86E+09 Wilhelm		2128	2127	1	1	N	########	19	Y	85				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	3.3E+09 Wilhelm		2128		1	1	N	########	19	N	96				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	3.8E+09 Graham-Lc		2127	2132	1	1	N	########	19	N	96				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	7.18E+09 Varnado		2132	2128	6	1	N	########	20	N	64				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	3.45E+09 Russell		2129		1	7	N	########	19	N	96				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	5.13E+09 Wilhelm		2127		1	4	N	########	19	N	85				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	6.16E+09 Shifflett		2132		1	4	N	########	19	N	91				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	5.41E+09 Bowers		2132		6	1	N	########	20	N	64				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	8.63E+09 Bowers		2128		6	1	N	########	20	N	78				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	1.18E+09 Christ		2132		1	1	N	########	19	N	96				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	8.73E+09 Simon		2124		6	1	N	########	20	N	77				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	6.29E+09 Shifflett		2132		1	1	N	########	19	N	96				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	6.9E+09 Simon		2121	2129	4	26	N	########	21	N	20				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	6.39E+09 Kohler		2127	2132	1	1	N	########	19	N	96				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	4.63E+09 Graham-Lc		2132		1	1	N	########	19	N	96				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	9.95E+09 Wilhelm		2128		1	1	N	########	19	N	96				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	8.95E+09 Shifflett		2132		1	1	N	########	19	N	91				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	5.99E+09 Varnado		2128		6	1	N	########	20	N	64				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	9.02E+09 Simon		2124	2129	6	2	N	########	20	N	64				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	5.72E+09 Russell		2132		1	1	N	########	19	N	96				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	2.91E+09 Weimer		2121		1	1	N	########	19	N	91				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	8.85E+09 Kluchurosk		2132	2128	4	2	N	########	21	Y	20				1.24E+08	2637	N	N	Y	Y
1.24E+08	8394	########	4.46E+09 Graham-Lc		2127		1	4	N	########	19	N	96				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	2.28E+09 Christ		2128		1	1	N	########	19	Y	92				1.24E+08	2637	N	N	Y	N
1.24E+08	8394	########	8.82E+09 Graham-Lc		2128		1	1	N	########	19	Y	85				1.24E+08	2637	Y	Y	Y	Y
1.24E+08	8394	########	1.8E+09 Wilhelm		2128		1	1	N	########	19	N	96				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	6.54E+09 Graham-Lc		2127	2132	1	4	N	########	19	Y	100				1.24E+08	2637	Y	Y	Y	Y
1.24E+08	8394	########	4.32E+09 Moyer		2128		6	1	N	########	20	N	64				1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	2.75E+09 Weimer		2127	2132	1	4	N	########	19	Y	96				1.24E+08	2637	N	Y	Y	N

1.24E+08	8394	########	2.28E+09	Varnado	2128		6	1	N	########	20	N	64	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	7.21E+09	Wilhelm	2132		1	1	N	########	19	N	82	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	9.48E+09	Carr	2127		4	4	N	########	21	N	20	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	7.42E+09	Christ	2128		1	1	N	########	19	Y	85	1.24E+08	2637	N	N	Y	N
1.24E+08	8394	########	4.85E+09	Simon	2121	2129	6	2	N	########	20	N	60	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	2.18E+09	Glennon	2127		1	4	N	########	19	N	96	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	7.76E+09	Shifflett	2132		1	1	N	########	19	N	91	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	6.11E+09	Bowers	2128		1	1	N	########	19	N	89	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	2.19E+09	Kohler	2121	2129	6	26	N	########	20	N	64	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	2.47E+09	Graham-Lo	2128	2132	1	1	N	########	19	N	96	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	6.36E+09	Bowers	2132		6	1	N	########	20	N	64	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	4.25E+09	Varnado	2128	2129	6	1	N	########	20	N	64	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	1.59E+09	Glennon	2128	2129	1	1	N	########	19	N	82	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	4.16E+09	Russell	2127	2132	1	4	N	########	19	N	85	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	7.3E+09	Bowers	2128		1	1	N	########	19	N	91	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	6.21E+09	Varnado	2128		6	1	N	########	20	Y	78	1.24E+08	2637	N	N	Y	N
1.24E+08	8394	########	2.83E+09	Christ	2128		1	1	N	########	19	Y	91	1.24E+08	2637	N	N	Y	N
1.24E+08	8394	########	9.52E+09	Kohler	2121	2129	4	26	N	########	21	N	20	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	9.21E+09	Wilhelm	2128		1	1	N	########	19	N	96	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	3.05E+09	Varnado	2128		6	1	N	########	20	N	73	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	1.39E+09	Kohler	2132	2121	6	26	N	########	20	N	64	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	4.56E+09	Wilhelm	2128		1	1	N	########	19	N	96	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	5.23E+09	Carr	2127		6	4	N	########	19	N	82	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	9.64E+09	Moyer	2121	2128	6	26	N	########	20	N	64	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	1.47E+09	Russell	2129		1	1	N	########	19	N	87	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	5.76E+09	Graham-Lo	2128		1	1	N	########	19	N	83	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	2.38E+09	Varnado	2128		6	1	N	########	20	Y	78	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	8.76E+09	Glennon	2128		1	1	N	########	19	N	96	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	4.69E+09	Wilhelm	2132		1	1	N	########	19	N	96	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	6.87E+09	Kohler	2128	2132	6	1	N	########	20	N	78	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	8.65E+09	Weimer	2123		1	6	N	########	19	N	91	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	7.73E+09	Russell	2129		1	7	N	########	19	N	96	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	7.83E+09	Glennon	2127	2132	1	4	N	########	19	N	83	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	5.94E+09	Weimer	2132	2128	6	1	N	########	20	Y	77	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	1.95E+09	Kohler	2127	2128	6	1	N	########	20	N	64	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	9.92E+09	Graham-Lo	2128	2127	1	1	N	########	19	N	96	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	1.55E+09	Kohler	2128		6	1	N	########	20	N	60	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	5.27E+09	Weimer	2127		1	4	N	########	19	Y	95	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	6E+09	Glennon	2127	2128	1	4	N	########	19	N	96	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	3.86E+09	Varnado	2127	2128	6	1	N	########	20	Y	78	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	8.95E+09	Varnado	2128		6	1	N	########	20	Y	78	1.24E+08	2637	N	N	Y	N
1.24E+08	8394	########	6.38E+09	Varnado	2127		6	4	N	########	20	N	40	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	3.14E+09	Wilhelm	2127		6	4	N	########	20	N	79	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	7.27E+09	Shifflett	2128	2132	1	1	N	########	19	N	82	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	3.67E+09	Stine	2128		6	1	N	########	20	N	64	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	5.77E+09	Russell	2121		1	1	N	########	19	N	98	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	2.75E+09	Wilhelm	2128		1	1	N	########	19	Y	85	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	1.1E+09	Glennon	2128	2132	1	1	N	########	19	N	82	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	9.01E+09	Kohler	2128		6	1	N	########	20	N	64	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	1.3E+09	Carr	2127		6	4	N	########	20	N	64	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	6.35E+09	Carr	2127	2132	6	1	N	########	20	Y	78	1.24E+08	2637	N	Y	N	N
1.24E+08	8394	########	4.34E+09	Glennon	2132	2129	1	1	N	########	19	N	80	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	4.98E+09	Stine	2127	2128	6	4	N	########	20	N	64	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	7.42E+09	Moyer	2128	2129	6	1	N	########	20	N	64	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	3.65E+09	Russell	2128		1	1	N	########	19	N	96	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	7.75E+09	Varnado	2127	2128	6	4	N	########	20	N	53	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	7.44E+09	Wilhelm	2128		1	1	N	########	19	Y	85	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	7.21E+09	Weimer	2128	2129	1	1	N	########	19	N	91	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	7.54E+09	Shifflett	2128		1	1	N	########	19	N	91	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	8.08E+09	Russell	2128	2129	1	1	N	########	19	N	82	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	9.74E+09	Shifflett	2128		1	1	N	########	19	N	96	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	6.11E+09	Moyer	2128	2132	6	1	N	########	20	N	64	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	9.93E+09	Varnado	2128		6	1	N	########	20	N	71	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	5.52E+09	Bowers	2127		6	4	N	########	20	N	64	1.24E+08	2637	N	N	N	N

1.24E+08	8394	########	6.37E+09	Shifflett	2132		1	1 N	########	19 N	91	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	5.93E+09	Varnado	2128	2132	6	1 N	########	20 N	64	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	1.3E+09	Weimer	2128		1	1 N	########	19 N	96	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	7.59E+09	Glennon	2121		1	26 N	########	19 N	90	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	2.53E+09	Russell	2128		1	1 N	########	19 N	96	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	1.63E+09	Wilhelm	2127		1	4 N	########	19 N	96	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	2.41E+09	Wilhelm	2132		1	1 N	########	19 N	83	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	6.02E+09	Christ	2128	2129	1	1 N	########	19 Y	82	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	8.53E+09	Shifflett	2128	2129	1	1 N	########	19 N	91	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	2.04E+09	Wilhelm	2128		1	1 N	########	19 Y	83	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	5.19E+09	Bowers	2128		6	1 N	########	20 N	64	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	4.3E+09	Kohler	2121	2129	6	4 N	########	19 N	80	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	3.78E+09	Christ	2128	2127	1	1 N	########	19 N	82	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	5.92E+09	Shifflett	2128	2132	1	1 N	########	19 N	96	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	5.62E+09	Carr	2128		6	1 N	########	20 N	64	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	2.85E+09	Moyer	2121	2127	6	26 N	########	20 N	64	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	2.52E+09	Russell	2128		1	1 N	########	19 N	90	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	5.66E+09	Glennon	2127	2132	1	1 N	########	19 N	82	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	5.29E+09	Carr	2128		6	1 N	########	20 N	64	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	9.78E+09	Wilhelm	2128	2132	1	1 N	########	19 Y	82	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	3.29E+09	Kohler	2128		6	1 N	########	20 N	64	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	7.36E+09	Shifflett	2128		1	1 N	########	19 N	82	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	8.5E+09	Varnado	2127		6	1 N	########	20 N	78	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	3.88E+09	Bowers	2128	2129	1	1 N	########	19 N	91	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	6.88E+09	Russell	2132		1	4 N	########	19 N	96	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	8.69E+09	Graham-Lo	2128		1	1 N	########	19 N	85	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	1.05E+09	Bowers	2132	2128	1	1 N	########	19 N	95	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	9.69E+09	Weimer	2132		1	1 N	########	19 N	96	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	6.05E+09	Shifflett	2127	2128	1	1 N	########	19 N	96	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	7.18E+09	Kohler	2127		4	4 N	########	21 N	20	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	1.24E+09	Russell	2132	2129	1	1 N	########	19 N	96	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	3.5E+09	Weimer	2128		1	1 N	########	19 N	88	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	5.8E+09	Stine	2128	2129	6	1 N	########	20 N	56	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	6.13E+09	Bowers	2132		1	1 N	########	19 N	91	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	3.9E+09	Varnado	2128		6	1 N	########	19 N	83	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	9.97E+09	Varnado	2128		6	1 N	########	20 N	64	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	5.52E+09	Shifflett	2128		1	1 N	########	19 N	96	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	1.57E+09	Varnado	2128	2132	6	1 N	########	20 N	64	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	8.55E+09	Shifflett	2128		1	1 N	########	19 N	82	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	8.16E+09	Stine	2127		6	4 N	########	20 Y	77	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	2.09E+09	Weimer	2129		1	7 N	########	19 N	96	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	3.19E+09	Kohler	2128	2129	6	1 N	########	20 N	64	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	7.22E+09	Glennon	2128	2129	1	1 N	########	19 N	82	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	9.45E+09	Shifflett	2128		1	1 N	########	19 N	82	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	4.43E+09	Weimer	2128		1	1 N	########	19 N	91	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	7.99E+09	Russell	2128	2129	1	1 N	########	19 N	96	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	6.01E+09	Simon	2124	2132	6	2 N	########	20 N	64	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	2.2E+09	Weimer	2128		1	1 N	########	19 Y	91	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	5.54E+09	Moyer	2128		6	1 N	########	20 N	64	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	9.79E+09	Weimer	2132		1	1 N	########	19 N	82	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	6.48E+09	Shifflett	2127		1	4 N	########	19 N	100	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	5.91E+09	Shifflett	2121		1	1 N	########	19 N	83	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	4.09E+09	Carr	2128	2132	6	1 N	########	20 Y	77	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	1.32E+09	Weimer	2128		1	1 N	########	19 N	96	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	5.37E+09	Kohler	2128		6	1 N	########	20 N	78	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	4.98E+09	Moyer	2128	2129	6	1 N	########	20 N	64	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	5.85E+09	Russell	2129		1	7 N	########	19 N	98	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	4.41E+09	Carr	2128		6	1 N	########	20 N	64	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	5.17E+09	Weimer	2128	2132	1	1 N	########	19 Y	91	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	1.1E+09	Weimer	2128		1	1 N	########	19 N	95	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	8.82E+09	Carr	2128		6	1 N	########	20 Y	76	1.24E+08	2637 N	N	Y	N
1.24E+08	8394	########	5.07E+09	Graham-Lo	2132		1	1 N	########	19 Y	95	1.24E+08	2637 Y	Y	Y	Y
1.24E+08	8394	########	1.29E+09	Simon	2124	2129	4	2 N	########	21 N	20	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	9.48E+09	Christ	2128		1	1 N	########	19 Y	95	1.24E+08	2637 N	N	Y	N

1.24E+08	8394	########	2.62E+09	Russell	2127	2129	1	4 N		########	19	N	96	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	4.58E+09	Moyer	2127		6	4 N		########	20	N	64	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	7.54E+09	Glennon	2128		1	1 N		########	19	N	82	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	1.61E+09	Shifflett	2128	2129	1	1 N		########	19	N	82	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	4.04E+09	Weimer	2127		1	4 N		########	19	N	82	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	4.91E+09	Carr	2132		6	1 N		########	20	N	64	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	7.49E+09	Kohler	2127	2132	6	4 N		########	20	N	78	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	8.53E+09	Kluchurosk	2121		6	2 N		########	20	Y	42	1.24E+08	2637	N	Y	Y	N
1.24E+08	8394	########	2.38E+09	Weimer	2128		1	1 N		########	19	N	96	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	7.44E+09	Moyer	2127		4	4 N		########	21	N	20	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	5.68E+09	Shifflett	2128		1	1 N		########	19	N	96	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	9.01E+09	Shifflett	2128		1	1 N		########	19	N	91	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	3.24E+09	Weimer	2128	2132	1	1 N		########	19	N	81	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	2.68E+09	Kluchurosk	2124		4	2 N		########	21	Y	20	1.24E+08	2637	N	Y	N	N
1.24E+08	8394	########	4.39E+09	Christ	2127		1	4 N		########	19	Y	91	1.24E+08	2637	N	Y	N	N
1.24E+08	8394	########	6.18E+09	Wilhelm	2127	2132	1	4 N		########	19	Y	82	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	1.93E+09	Simon	2121	2129	6	26 N		########	20	N	64	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	5.46E+09	Wilhelm	2127		1	4 N		########	19	N	96	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	3.8E+09	Christ	2127		1	4 N		########	19	Y	85	1.24E+08	2637	N	Y	N	N
1.24E+08	8394	########	6.23E+09	Wilhelm	2128		1	1 N		########	19	N	96	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	8.8E+09	Graham-Lo	2128		1	1 N		########	19	N	96	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	4.52E+09	Moyer	2128		6	1 N		########	20	N	64	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	9.32E+09	Varnado	2124	2129	6	1 N		########	20	N	42	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	9.13E+09	Wilhelm	2128	2129	1	1 N		########	19	N	82	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	6.03E+09	Carr	2128		6	1 N		########	20	N	64	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	9.3E+09	Glennon	2121	2129	1	26 N		########	19	N	82	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	2.21E+09	Graham-Lo	2128		1	1 N		########	19	N	83	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	6.21E+09	Wilhelm	2127		1	4 N		########	19	N	96	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	7.55E+09	Russell	2129		1	7 N		########	19	N	96	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	8.44E+09	Kohler	2127		6	1 N		########	20	N	78	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	8.55E+09	Kluchurosk	2128		4	2 N		########	21	Y	20	1.24E+08	2637	N	N	Y	N
1.24E+08	8394	########	3.81E+09	Carr	2132	2129	1	1 N		########	19	Y	91	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	3.62E+09	Wilhelm	2132	2127	1	1 N		########	19	Y	85	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	1.55E+09	Wilhelm	2128		1	1 N		########	19	Y	85	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	6.95E+09	Bowers	2128		1	1 N		########	19	N	92	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	3.06E+09	Varnado	2128		6	1 N		########	20	N	78	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	9.05E+09	Varnado	2132	2129	6	1 N		########	20	N	78	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	9.32E+09	Wilhelm	2128		1	1 N		########	19	N	96	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	3.22E+09	Wilhelm	2128		1	1 N		########	19	Y	96	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	9.5E+09	Russell	2127	2128	1	1 N		########	19	N	96	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	5.51E+09	Weimer	2127		1	1 N		########	19	N	96	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	7.88E+09	Bowers	2128	2129	6	1 N		########	20	N	77	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	4.42E+09	Weimer	2128		1	1 N		########	19	N	96	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	8.32E+09	Wilhelm	2128		1	1 N		########	19	Y	82	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	9.96E+09	Shifflett	2132		1	1 N		########	19	N	82	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	8.64E+09	Glennon	2121		1	1 N		########	19	N	82	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	1.71E+09	Christ	2128		1	1 N		########	19	Y	83	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	1.04E+09	Kohler	2124		6	1 N		########	20	N	79	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	4.73E+09	Wilhelm	2127		1	1 N		########	19	N	94	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	7.02E+09	Weimer	2128		1	1 N		########	19	N	96	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	6.06E+09	Carr	2127	2128	4	4 N		########	21	N	20	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	7.19E+09	Bowers	2128	2129	1	1 N		########	19	N	80	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	5.05E+09	Weimer	2132		1	1 N		########	19	N	96	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	3.57E+09	Moyer	2127		6	4 N		########	20	N	64	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	7.82E+09	Shifflett	2128	2121	6	1 N		########	20	N	78	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	2.92E+09	Carr	2125	2126	6	1 N		########	20	N	64	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	5.71E+09	Stine	2127	2132	4	4 N		########	21	N	20	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	7.4E+09	Weimer	2128		1	1 N		########	19	N	82	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	9.46E+09	Graham-Lo	2128		1	1 N		########	19	Y	100	1.24E+08	2637	Y	Y	Y	Y
1.24E+08	8394	########	3.39E+09	Weimer	2128		1	1 N		########	19	N	96	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	9.4E+09	Bowers	2127	2128	4	4 N		########	21	N	20	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	1.4E+09	Wilhelm	2128	2132	1	1 N		########	19	Y	85	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	6.41E+09	Carr	2127	2132	6	4 N		########	20	N	64	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	7.47E+09	Shifflett	2132		1	4 N		########	19	N	83	1.24E+08	2637	N	N	N	N

1.24E+08	8394	########	3.69E+09	Graham-Lc	2128	2132	1	1 N	########	19 Y	83	1.24E+08	2637 Y	Y	Y	Y
1.24E+08	8394	########	6.67E+09	Moyer	2128	2132	6	1 N	########	20 N	64	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	7.65E+09	Glennon	2128		1	1 N	########	19 N	96	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	1.43E+09	Glennon	2132		1	1 N	########	19 N	96	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	3.31E+09	Varnado	2128		6	1 N	########	20 Y	78	1.24E+08	2637 N	N	Y	N
1.24E+08	8394	########	9.27E+09	Kluchurosk	2124	2129	6	2 N	########	20 N	40	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	8.55E+09	Stine	2127		6	4 N	########	19 Y	83	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	2.65E+09	Glennon	2127		1	4 N	########	19 N	80	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	7.8E+09	Kluchurosk	2124	2127	4	2 N	########	21 Y	20	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	8.05E+09	Wilhelm	2128	2132	6	1 N	########	20 Y	69	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	7.05E+09	Wilhelm	2132	2127	1	4 N	########	19 N	85	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	5.01E+09	Stine	2127		6	4 N	########	20 N	64	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	2.4E+09	Stine	2128		6	1 N	########	20 Y	73	1.24E+08	2637 N	N	Y	N
1.24E+08	8394	########	5.25E+09	Stine	2132	2128	6	1 N	########	20 Y	78	1.24E+08	2637 N	N	Y	N
1.24E+08	8394	########	2.38E+09	Moyer	2128		6	1 N	########	20 N	76	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	5.61E+09	Weimer	2121	2128	1	26 N	########	19 N	82	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	4.69E+09	Stine	2132		6	1 N	########	20 N	64	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	3.03E+09	Kluchurosk	2124	2129	4	2 N	########	21 Y	20	1.24E+08	2637 N	N	Y	N
1.24E+08	8394	########	4.78E+09	Christ	2121		1	26 N	########	19 N	83	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	3.54E+09	Shifflett	2132		1	1 N	########	19 N	96	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	6.48E+09	Shifflett	2121	2128	1	26 N	########	19 N	83	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	8.11E+09	Christ	2128		1	1 N	########	19 Y	83	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	9.54E+09	Stine	2128		6	1 N	########	20 Y	64	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	7.81E+09	Russell	2129		1	7 N	########	19 N	96	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	8E+09	Bowers	2128		6	1 N	########	19 N	91	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	5.83E+09	Stine	2127		6	1 N	########	19 Y	99	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	9.45E+09	Weimer	2132	2129	1	1 N	########	19 N	96	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	4.4E+09	Weimer	2132		1	1 N	########	19 N	82	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	7.38E+09	Shifflett	2132		1	1 N	########	19 N	82	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	9.73E+09	Stine	2132	2129	6	4 N	########	20 Y	64	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	7.34E+09	Carr	2128		1	1 N	########	19 Y	95	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	5.23E+09	Graham-Lc	2127		1	1 N	########	19 Y	100	1.24E+08	2637 Y	Y	Y	Y
1.24E+08	8394	########	4.28E+09	Bowers	2127		1	1 N	########	19 N	91	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	1.04E+09	Graham-Lc	2121	2132	1	26 N	########	19 Y	91	1.24E+08	2637 Y	Y	Y	Y
1.24E+08	8394	########	1.03E+09	Russell	2128	2132	1	1 N	########	19 N	90	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	2.76E+09	Graham-Lc	2132		1	1 N	########	19 N	96	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	9.82E+09	Russell	2124	2129	1	1 N	########	19 N	90	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	1.36E+09	Graham-Lc	2121	2129	1	1 N	########	19 Y	83	1.24E+08	2637 Y	Y	Y	Y
1.24E+08	8394	########	4.77E+09	Stine	2121	2127	6	26 N	########	20 N	64	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	3.76E+09	Weimer	2127		1	1 N	########	19 N	96	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	8.07E+09	Weimer	2128	2127	1	1 N	########	19 N	82	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	1.57E+09	Glennon	2132		1	4 N	########	19 N	96	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	1.43E+09	Shifflett	2128		1	1 N	########	19 N	96	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	5.15E+09	Stine	2128		6	4 N	########	20 N	64	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	4.76E+09	Graham-Lc	2128	2127	1	1 N	########	19 Y	82	1.24E+08	2637 Y	Y	Y	Y
1.24E+08	8394	########	4.02E+09	Wilhelm	2128		1	1 N	########	19 Y	85	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	8.99E+09	Simon	2124	2129	6	2 N	########	20 N	64	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	8.25E+09	Stine	2128		6	1 N	########	20 N	79	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	5.11E+09	Graham-Lc	2128		1	1 N	########	19 Y	82	1.24E+08	2637 Y	Y	Y	Y
1.24E+08	8394	########	5.33E+09	Shifflett	2127	2132	1	4 N	########	19 N	82	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	4.08E+09	Kohler	2128		6	1 N	########	20 N	78	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	6.02E+09	Moyer	2128	2132	6	1 N	########	20 N	64	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	5.44E+09	Graham-Lc	2128		1	1 N	########	19 N	96	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	1.41E+09	Bowers	2121		6	1 N	########	20 N	64	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	9.8E+09	Shifflett	2121	2129	1	1 N	########	19 N	96	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	4.6E+09	Weimer	2132		1	4 N	########	19 N	96	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	8.52E+09	Russell	2129		1	7 N	########	19 N	98	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	6.73E+09	Moyer	2124	2132	6	1 N	########	20 N	64	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	1.71E+09	Bowers	2132		1	1 N	########	19 N	91	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	9.25E+09	Graham-Lc	2132		1	1 N	########	19 N	92	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	1.22E+09	Stine	2128		6	1 N	########	20 N	64	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	5.61E+09	Shifflett	2128		1	1 N	########	19 N	96	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	1.16E+09	Weimer	2128		1	1 N	########	19 N	96	1.24E+08	2637 N	N	N	N
1.24E+08	8394	########	3.32E+09	Stine	2128		6	1 N	########	20 N	64	1.24E+08	2637 N	N	N	N

1.24E+08	8394	########	2.69E+09	Shifflett	2128		1	1	N	########	19	N	96	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	9.94E+09	Graham-Lo	2128		1	1	N	########	19	N	96	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	8.73E+09	Christ	2128		1	1	N	########	19	Y	91	1.24E+08	2637	N	N	Y	N
1.24E+08	8394	########	3.1E+09	Shifflett	2128		1	1	N	########	19	N	91	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	8.7E+09	Glennon	2129		1	7	N	########	19	N	100	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	5.39E+09	Weimer	2128		1	1	N	########	19	N	86	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	6.65E+09	Russell	2129		1	7	N	########	19	N	96	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	8.55E+09	Graham-Lo	2132		1	1	N	########	19	Y	82	1.24E+08	2637	Y	Y	Y	Y
1.24E+08	8394	########	8.06E+09	Varnado	2132	2129	1	1	N	########	19	Y	82	1.24E+08	2637	Y	Y	Y	Y
1.24E+08	8394	########	1.42E+09	Russell	2129		1	7	N	########	19	N	98	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	9.79E+09	Russell	2132	2129	1	1	N	########	19	N	94	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	9.33E+09	Shifflett	2132	2129	1	1	N	########	19	N	82	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	3.41E+09	Varnado	2128	2132	6	1	N	########	20	Y	78	1.24E+08	2637	N	N	Y	Y
1.24E+08	8394	########	8.15E+09	Glennon	2128		1	1	N	########	19	N	86	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	6.32E+09	Wilhelm	2128	2129	1	1	N	########	19	Y	84	1.24E+08	2637	N	N	Y	Y
1.24E+08	8394	########	9.6E+09	Wilhelm	2127		1	4	N	########	19	Y	84	1.24E+08	2637	N	N	Y	Y
1.24E+08	8394	########	2.98E+09	Varnado	2128		6	1	N	########	20	Y	78	1.24E+08	2637	N	N	Y	N
1.24E+08	8394	########	5.3E+09	Weimer	2128		1	1	N	########	19	Y	91	1.24E+08	2637	N	N	Y	N
1.24E+08	8394	########	4.13E+09	Christ	2128		1	1	N	########	19	Y	80	1.24E+08	2637	N	N	Y	N
1.24E+08	8394	########	1.5E+09	Kluchurosk	2124	2129	6	2	N	########	20	Y	42	1.24E+08	2637	N	N	Y	N
1.24E+08	8394	########	7.29E+09	Kohler	2132	2129	6	1	N	########	20	N	40	1.24E+08	2637	N	N	N	N
1.24E+08	8394	########	8.84E+09	Glennon	2128	2129	1	1	N	########	19	N	86	1.24E+08	2637	N	N	N	N

ATTACHMENT: 2.3-9

Existing Statewide Service Providers Currently Under Contract

Related Services

Company	Contact	Address	Phone	Services
ACS Consultants, Inc	Aurora Diggins adiggins@acsconsultantsinc.com	100 West Second Street Hummelstown, PA 17036	717-482-8672	• Behavior Specialist • Behavior Therapy • Occupational Therapy • Personal Care Assistant • Physical Therapy • Psychological Services • Speech Therapy
Austills Rehabilitative Services, Inc	Jennifer Hernandez jen@austils.com	100 John Robert Thomas Dr. Exton, PA 19341	610-363-7009	• Occupational Therapy • Physical Therapy • Speech Therapy
Avonbrook Consulting	Katrina Mellott kmellot@avonbrookconsulting.com	32 Kodi Circle Avondale, PA 19311-9307	215-370-1987	• ABA Therapy • BCBA Consultation • Behavior Therapy Parent Training
Barbara S. DeSalvo, Inc.	Barbara Smith Barbara.smith@bsdesalvoinc.com	800 Compton Rd. Apt. 18 Cincinnatti, OH 45231	513-729-2111	• Psychological Services • Psychological Evaluations
BST – Beyond Speech Therapy Learning, LLC	Michaelanne Pelleya ma@bstlive.com	P.O. Box 812127 Boca Raton, FL 33481	561-395-1911	• Counseling Services • Occupational Therapy • Social Skills Services • Speech Therapy
Chester County Intermediate Unit	Lisa Tzanakis LisaT@cciu.org	455 Boot Rd. Dowington, PA 19335	484-237-5000	• Tutoring
Connecting the Pieces, LLC	Kara Renninger referrals@meetctp.com	987 Old Eagle Road Suite 704 Wayne, PA 19087	484-808-5681	• Aide • Behavior Analyst • Behavior Evaluations • Behavior Therapy

9/12/2019

				• Functional Behavior Assessment • Tutoring • Instructional Aide
Devon Health Care Group LLC	Carolyn Johnson carolyn@devonhealthcaregroup.com	15 Rittenhouse Place 2nd Floor Ardmore, PA 19003	866-830-7272	• Adaptive Physical Education • Assistive Technology Evaluation • Audiological Evaluation • BCBA Services • Behavior Therapy • Counseling • Functional Behavior Assessment • Hearing Screenings • Instructional Aide • Intervention Specialist • Occupational Therapy • Personal Care Assistant • Physical Therapy • Orientation and Mobility Services • Audiological Evaluations
E-Therapy	Mary Renick mary@electronic-therapy.com Amanda Stefanik amanda@electronic-therapy.com	P.O. Box 93 Harrison, NY 10528	214-587-6259	• Counseling Services • Occupational Therapy • Physical Therapy • School Social Work • Speech Therapy
Global Teletherapy	Nikki Stein nikki@globalteletherapy.com Alan Goode alan@globaltherapy.com	2528 Summerson Road Baltimore, MD 21209	443-879-9811	• Counseling Services • Occupational Therapy • School Social Work • Speech Therapy

Kids at Play	Julia Bookbinder julia@kidsatplay.com	3502 Scotts Lane Suite 711 Philadelphia, PA 19129	610-628-0005	• Occupational Therapy • Physical Therapy • Speech Therapy
Life Health Strength Rehabilitation	Andrea Cox admin@lhspr.com	4027 Ridge Avenue Philadelphia, PA 19129	267-297-6499	• Physical Therapy
Northeast Physical Therapy	Sharon Miller Npt320@verizon.net	216 North River Street Suite 101 Wilkes Barre, PA 18702	570-825-9722	• Physical Therapy
Reliance Therapy	Patricia Gay info@reliance-therapy.com	63 E. Main Street Middletown, PA 17057	717-388-1058	• Occupational Therapy
Support Brands, LLC	Lauren Holoka lauren@therapyserve.com	216 Hoeffecker Road Phoenixville, PA 19460	610-324-8950	• BCBA Services • Functional Behavior Assessment • Occupational Therapy • Personal Care Assistant • Physical Therapy • Psychological Services • Nursing (RN) Services • Speech Therapy • VB MAPP Evaluation
Therapy Source Inc.	Shannon Bowman sbowman@txsource.com	5215 Militia Hill Road Plymouth Meeting, PA 19462	484-342-2000 x 311	• Aide • Assistive Technology Evaluation • Audiological Services • BCBA Services • Behavior Analyst • Psychological Services • Counseling Services • Functional Behavior Assessment • Occupational Therapy • Physical Therapy • Social Skills Services

				- Speech Therapy - Teacher of the Hearing Impaired - Teacher of the Visually Impaired - TESOL (English Language Learner Teacher and Services) - Tutoring
XLR8ED Therapy Services LLC	Lori Thorne XLR8ED@comcast.net	1596 Bunker Ct Chambersburg, PA 17202	717-658-7472	- Assistive Technology Evaluation - Audiological Services - Behavior Analyst - Counseling Services - Instructional Aide - Language Interpreter - Occupational Therapy - Orientation and Mobility Services - Personal Care Assistant - Physical Therapy - Speech Therapy - Tutoring
Zim Zum Consulting Collaborative	Josi Garcia josi@zimzumcc.com	1325 Granger Road Northampton, PA 18067	610-973-5335	- BCBA - Behavior Therapy - Functional Behavior Assessment - Speech Therapy

Row Labels	Avonbrook Consulting	Devon Health Care Group LLC	Global Teletherapy	Therapy Source Inc.	Assignment Verification TBD	Grand Total
ABA Therapy F2F	2					2
Adaptive Physical Education F2F		1				1
BCBA Consultation	2					2
Counseling Online		26	12	9		47
Instructional Aide F2F		6			1	7
Occupational Therapy F2F		7			4	11
Occupational Therapy Online			26	13		39
Personal Care Assistant F2F					1	1
Physical Therapy F2F		6			1	7
Physical Therapy Online					2	2
School Social Work Online		2	14			16
Speech Therapy F2F		8		1		9
Speech Therapy Online			56	27		83
Tutoring F2F					1	1
Grand Total	4	56	108	50	10	228

Insight PA Cyber Charter School

Language Instruction Educational Program

For English Language Learners

Amy Fox
English Language Learner Coordinator, Insight PA

Jennifer Jennings
Special Programs Manager, Insight PA

Kimberly Shoup
Special Programs Manager, Northern Region

Sarah Lucas
Academic Special Programs Manager, K12

Revised September 2019

Table of Contents

Appendices

Appendices In progress

- *Documents referred to within this LIEP are available upon request*

State & Federal Legislation

Commonwealth of Pennsylvania Code

4.26 ESOL

"Every school district shall provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards under § 4.12 (relating to academic standards). Programs under this section shall include appropriate bilingual-bicultural or English as a second language (ESL) instruction."

As used here, the term "program" refers to:

1. planned English language development instruction by a qualified ESL/Bilingual Education teacher, and

2. adaptations/modifications in the delivery of content instruction and assessments by all teachers based on students' language proficiency levels and the Pennsylvania English Language Development Standards (PA ELDS) Framework for ELs as well as the Pennsylvania academic standards.

11.11. Entitlement of resident children to attend public schools.

"(d) *Immigration status*. A child's right to be admitted to school may not be conditioned on the child's immigration status. A school may not inquire regarding the immigration status of a student as part of the admission process. This provision does not relieve a student who has obtained an F-1 visa from the student's obligation to pay tuition under Federal law.

 (e) *Home language survey*. A school entity shall administer a home language survey to all students seeking first time enrollment in its schools in accordance with requirements of the United States Department of Education's Office for Civil Rights."

Insight PA Cyber Charter School recognizes these provisions within The Commonwealth of Pennsylvania Code of Education (Title 22). These State regulations are honored as legal mandates governing the education of students who are enrolled in ISPA.

Full document: https://www.pacode.com/secure/data/022/022toc html

Federal Legislation and U.S. Code

Title VI of the Civil Rights Act of 1964 (43 U.S.C § 2000D ET SEQ)

Included as part of the Civil Rights Act of 1964, this statute requires that no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity receiving Federal financial assistance from the Department of Justice.

Full document: https://www.govinfo.gov/content/pkg/USCODE-2008-title42/html/USCODE-2008-title42-chap21-subchapV htm

Commonly Asked Questions and Answers Regarding the Protection of Limited English Proficient (LEP) Individuals under Title VI of the Civil Rights Act of 1964 and Title VI Regulations:
https://www.lep.gov/faqs/042511_Q&A_TitleVI_and_Regulations.pdf

Insight PA Cyber Charter School recognizes all provisions within Title VI of the Civil Rights Act of 1964 and The United States Department of Justice regulations for Nondiscrimination in Federally Assisted Programs addressing education programming for English Learners. These Federal regulations are honored as legal mandates governing the education of students who are enrolled in ISPA.

Executive Order 13166: Improving Access to Services for Persons with Limited English Proficiency

The Executive Order requires Federal agencies to examine the services they provide, identify any need for services to those with limited English proficiency (LEP), and develop and implement a system to provide those services so LEP persons can have meaningful access to them.

Office for Civil Rights Guidance: https://www2.ed.gov/about/offices/list/ocr/ellresources html

Insight PA Cyber Charter School recognizes all provisions within Executive Order 13166, as clarified by the Office for Civil Rights, addressing education programming for English Learners. These Federal regulations are honored as legal mandates governing the education of students who are enrolled in ISPA.

Equal Education Opportunity Act: Title 20 Education: Chapter 39 –Subchapter I and II: Equal Educational Opportunities & Assignment and Transportation of Students (EEOA)

All children enrolled in public schools are entitled to equal educational opportunity without regard to race, color, sex, or national origin. Discrimination within this policy includes, although is not limited to,

"the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs."

Full document: http://uscode house.gov/view.xhtml?path=/prelim@title20/chapter39&edition=prelim

Insight PA Cyber Charter School recognizes all provisions within The U.S Code of Education (Title 20) addressing education programming for English Learners. These Federal regulations are honored as legal mandates governing the education of students who are enrolled in ISPA.

Elementary and Secondary Education Act (ESEA) (1965)

Enacted in 1965, this document defines the origins of national regulation of education law and equal opportunity guidelines for all students. Within this document, the term English Learner is defined:
"The term ''English learner'', when used with respect to an individual, means an individual
(A) who is aged 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school
(C)   (i) who was not born in the United States or whose native language is a language other than English;
        (ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
           (II) who comes from an environment where a language other than English has had a significant
        impact on the
           individual's level of English language proficiency; or
        (iii) who is migratory, whose native language is a language other than English, and who comes from an
        environment where a language other than English is dominant; and
(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual
        (i) the ability to meet the challenging State academic standards;
        (ii) the ability to successfully achieve in classrooms where the language of instruction is English;
        or
        (iii) the opportunity to participate fully in society."

Full document: https://www2.ed.gov/about/offices/list/oii/nonpublic/eseareauth.pdf

Insight PA Cyber Charter School recognizes all provisions within the Elementary and Secondary Education Act of 1965 addressing education programming for English Learners. These Federal regulations are honored as legal mandates governing the education of students who are enrolled in ISPA.

Every Student Succeeds Act (ESSA) (2015)

This document reauthorizes the Elementary and Secondary Education Act, supplementing national regulations of education law and equal opportunity guidelines for all students. English Learners are recognized throughout the following: program improvement, state assessment, migratory status, at-risk programming, funding, and professional development for academic staff.

Insight PA Cyber Charter recognizes all provisions within the Every Student Succeeds Act of 2015 addressing education programming for English Learners. These Federal regulations are honored as legal mandates governing the education of students who are enrolled in ISPA.

TITLE III – Language Instruction for English Learners and Immigrant Students

Sections 3001-3004 (pgs. 152-164) of the Every Student Succeeds Act specifically addresses the authorization of federal financial appropriations for all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English learners and immigrant children and youth.

Insight PA Cyber Charter recognizes all provisions within Title III of the Every Student Succeeds Act of 2015 addressing financial appropriations for English Learners. These Federal regulations are honored as legal mandates governing the funding of students who are enrolled in ISPA.

Program Goals, Pedagogy, & Philosophy

Program Goals

Insight PA Cyber Charter School is committed to providing a Language Instruction Educational Program (LIEP) that ensures an inclusive learning environment that is developmentally and linguistically for every student and/or family who is identified as an English Learner (EL). The LIEP includes English Language Development (ELD) Instruction, which takes place daily throughout the day for ELs and is delivered by both EL teachers and Content teachers.

Program Pedagogy

Insight PA provides an ELD Instructional Program for students who are identified as English Learners, when it is found that student does not have sufficient English proficiency to benefit from instruction in English without specialized supports or accommodations. The goal of the program is to assist each student in their fluency and competency in using the English language as well as to support their academic growth and acknowledge cultural diversity. ISPA's Language Instruction Educational Program is based on the following principles:

1. Language acquisition takes: approximately one to two years for conversation skills and five to seven years for academic skills comparable to English speakers.

2. Language proficiency is acquired through active, functional, and meaningful participation, not by learning rules about the English language.
3. Language is acquired in an atmosphere of trust, acceptance, high expectations, and support.
4. Acquisition must be built on the students' previous experiences and knowledge.
5. The skills of listening, speaking, reading, and writing, are interdependent and reinforce each other in language acquisition.
6. School staff, teachers, students, and parents working together in an environment of mutual respect will bring forth positive changes in the acquisition process.
7. ELD curriculum and programming must reinforce the general education curriculum to ensure students are supported in their acquisition of language with both Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP).

1.

Program Philosophy

Insight PA Cyber Charter's LIEP & ELD Instructional Program is appropriately aligned with all State & Federal Guidance regarding ELs, Pennsylvania Department of Education Standards for English Language Development, Pennsylvania's Core/Academic Standards, the WIDA English Language Proficiency Framework, and K12 Online Public School Curriculum, and is designed to:

- Facilitate English language acquisition through development of receptive and expressive communication skills of listening, speaking, reading, and writing
- Ensure effective and meaningful participation in virtual classroom sessions and asynchronous instructional activities within the Online School (OLS)
- Facilitate the acculturation process for immigrant and newcomers by exposing students to the customs, traditions, and expectations of their new environment
- Respect cultural diversity by highlighting contributions made to society by students' cultural groups
- Facilitate effective communication within all school programs in which ELs are participants and between the school and home of EL students
- Provide educational experiences that prepare students to be career and/or college ready

Definitions of Terms

EL/ELL – English Learner/English Language Learner: student whose first language or primary home language is not English and who is in the process of becoming fluent English proficient.

EL Specific Only Instruction–Program model in which ELs are provided separate instruction in addition to support within live class sessions in order to receive specific instruction in the development of conversational and academic English in alignment with the academic content areas. The class composition is typically ELs only. English language skills and content are the focus of instruction. The student's native language is not used in either instruction or support.

ELD – English Language Development: Daily instruction delivered by both EL and Content teachers that is designed to teach English Learners social and academic language skills and cultural aspects of English in-order-to succeed academically; it involves teaching listening, speaking, reading, and writing at appropriate developmental and proficiency levels with little or no use of the native language.

ELP: English Language Proficiency: Quantitative measure of an EL's ability to use the English language for communication and academic work. This score is determined by results on the WIDA ACCESS 2.0 English proficiency assessment designed for students who are LEP and aligned with ELD standards.

ESL- English as a Second Language: While this term is still recognized, it is not accurate to assume English is the <u>second</u> language, when exposure to an additional language may have occurred first, simultaneously, or peripherally to learning English.

FEL – Former English Learner: Student who has attained English proficiency as documented by ACCESS for ELLs score report and PDE language use inventory (in accordance with PDE Reclassification, Monitoring, and Re-designation of ELs) and has been monitored for a period of four (4) years following reclassification. At the end of the fourth year after reclassification, ELs are coded as *Former ELs – no longer monitored* for the remainder of their time in school.

    FEL Actively Monitored: Student who has been reclassified as a non-EL and in the process of being actively monitored for two (2) years following reclassification. Districts are required to continue reporting FELs to the state in PIMS for an additional two years after the active monitoring period.

    FEL Additional Monitoring Period: Student who has been reclassified as a non-EL and in the process of being monitored in the third and fourth years after reclassification. Districts are not required to actively monitor the progress and academic achievement of ELs in the general education

    program during these years. At the end of the fourth year after reclassification, ELs are coded as Former ELs – no longer monitored for the remainder of their time in school.

FEP –Fluent English Proficient: Student who has spoken, or currently speaks, a language other than English, but who is able to comprehend, speak, read, and write English on a level comparable to his or her monolingual English-speaking peers.

HLS- Home Language Survey:

Immigrant Student – A student of ages 3-21, born outside of the United States, and has not attended one or more schools in any one or more of the United States for more than 3 full academic school years.

LEP – Limited English Proficiency: status of students with limited proficiency in English. Students with LEP are identified as ELs and receive services within the district LIEP.

LIEP – Language Instruction Educational Program: District plan to provide services and supports to ELs with the goal of increasing English Language Proficiency/students becoming FEP.

Migrant Education – Local educational program established to meet the needs of children of farm workers, including Insight PA students whose family members work in local orchards and fruit processing plants, egg processing plants, and poultry processing plants; these families often face challenges such as poverty, poor health care, limited English proficiency, and the readjustments of moving often from school to school.

Migrant Student – The term for status of a child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who in the preceding 36 months, has accompanied such parent or spouse, to obtain temporary or seasonal employment in agricultural or fishing work.

Mixed Classes with English Only Support- Program model in which ELs are provided instruction in collaboration with general education teachers within live class sessions in order to support specific instruction in the development of the academic content areas. ELs and non-ELs are placed together in the same classroom. English language skills and content are the focus of instruction. The student's native language is not used in either instruction or support.

PHLOTE – Primary or Home Language Other Than English: This information is reported on a Home Language Survey (HLS) or throughout the registration process for newly enrolling students. A PHLOTE is the first indicator that a student may be a potential EL.

WIDA – World-Class Instructional Design and Assessment Consortium: This is the consortium that provides the ELP assessments for both placement and annual monitoring of English language proficiency.

WIDA ACCESS – Annual state English proficiency assessment administered to measure students' developing ELP.

WIDA Model- Placement test administered to all newly enrolled students (grades K-1st semester of 1st grade) with evidence (collected through the PDE EL Identification Procedure) that indicates potential Limited English Proficiency. Results are used to determine students' ELP and make instructional decisions for students' ELD Plan.

WIDA Screener – Placement test administered to newly enrolled students (grades 1-12) with evidence (collected through the PDE EL Identification Procedure) that indicates potential Limited English Proficiency. Results are used to determine students' ELP and make instructional decisions for students' ELD Plan.

Educators of ELs

Teachers who provide instruction in the LIEP are approved and hired by appropriate administrative

staff at Insight PA. ALL teachers providing instruction within the LIEP must hold a current Pennsylvania Instructional I or II certificate. Teachers providing pull-out ELD programs must hold a current Pennsylvania Instructional I or II certificate AND a Pennsylvania ESL Program Specialist Certificate from a program evaluated by the Department of Education as having met the state required ESL training components.

EL Teacher

Insight PA Cyber Charter School, in accordance with the regulations of the Pennsylvania Department of Education require that EL Teachers must be able to:

- Provide assistance supporting the fundamental concepts and practices of English language development within instruction.
- Provide language development services.
- Select and design teaching resources for English language learners.
- Provide instructional adaptations/modifications to assist English language learners.
- Conduct effective assessments to identify levels of language proficiency, acquisition and content learning.
- Monitor English language learner's content learning.
- Participate in individualized education plan preparation for English language learners who are participating in special education assistance/services.
- Provide school staff with resources/professional activities to promote understanding and sensitivity toward all cultures.
- Provide appropriate information and services to English language learner's family.
- Provide assistance to academic content teachers as they instruct English language learners in the required content knowledge.

Upon hiring, the EL Teacher is provided with a job description, in which these responsibilities are also defined as:

- Provides leadership and technical assistance for K-12 EL programs and services, including Title III monitoring and guidance for teachers and administrators;
- Gives guidance and support for State Board of Education initiatives and policies, state statutes, and all aspects of Title III including guidelines, statutes, applications, and budgets;
- Administers, supports, and/or oversees administration of annual required state testing of EL students;
- Delivers technical assistance for standards implementation and professional learning around teaching-learning strategies, assessment, program development and evaluation, curriculum development and implementation;
- Provides ongoing professional development and support related to EL services, methodology, and resources to ISPA teachers, staff, and administration;
- Collaborates with building administrators and teachers to review individual EL student progress;
- Teaches EL classes and/or provide individual student support as needed
- Create opportunities for onsite student/family events
- Determine family communication needs, including recommending interpreters and translators for parent/guardian communication.
- Applies demonstrated skills in working with K12 curriculum & other supplemental EL program resources for state standard alignment for individual student English proficiency needs

- Augments course content according to prescribed policies and procedures using appropriate asynchronous and synchronous tools;
- Collaborates with grade-level team regarding instruction, resources, interventions and data-driven decision making;
- Identifies appropriate individualized accommodations for EL students to increase accessibility and participation on local and state assessments;
- Establishes and maintains positive rapport with families and regularly communicates with students and learning coaches/parents regarding student progress
- Produces formal and/or informal reports regarding student progress data to provide regular updates regarding screening needs and placement

Responsibilities of the EL Teacher

1. Comply with state and school policies and procedures in the identification and placement of students.

2. Teach oral and written English language communication skills (listening, speaking, reading, and writing) in alignment with PDE English Language Development Standards, Pennsylvania's Core Academic Standards, the WIDA English Language Proficiency Framework, and K12 Online Public School Curriculum,

3. Plan and deliver appropriate instructional practices.

4. Develop classroom rules and expectations and discuss them with all students.

5. Correlate ELD Instructional objectives with curriculum goals and objectives when possible.

6. Assess and monitor student progress.

7. Maintain accurate and up-to-date records.

8. Administer prescribed language assessments, including the WIDA Model, WIDA Screener, and WIDA ACCESS 2.0.

9. Notify parents of program placement decisions and keep parents informed of student progress.

10. Monitor progress of EL students in regular education and collaborate with regular education teachers to plan, adapt, and modify instruction.

11. Complete and submit required program forms, records, and reports to school ELL Coordinator upon request.

12. Schedule Class Connect sessions and record class schedules for identified ELs. Adjust Class Connect sessions as new students are identified.

13. Attend meetings and staff development activities to maintain and improve professional competence.

14. Attendance at all in-service trainings relevant to EL Teacher role.

15. If proficient in second language, provide/advise for occasional translations to school personnel and families, as needed.

Resources available to the EL teacher

2.
- Conferences and courses available from colleges/universities, K12 Training, ISPA Professional Development, PDE, Chester County Intermediate Unit, PaTTAN, and others as identified
- Virtual conferencing and classroom space via Blackboard, Zoom, Microsoft Office, and Google Suites
- Curriculum materials consistent with Insight PA Cyber Charter and state standards
- PDE Publications and resources
- Consultation services from Insight PA Cyber Charter's ELL Coordinator, Regional Special Programs Manager, K12 Special Programs Manager
- Access to student data, records, online courses,

Identification Procedure for ELs

STEP 1: Review of the Home Language Survey

All students enrolling with Insight PA complete a Home Language Survey (HLS) to indicate if an additional language is spoken in the home. The HLS is a required part of the registration process for every child enrolling with ISPA, as per the Office of Civil Rights.

Home language surveys are stored as a Compliance item within Total View Enrollment and include the following questions:
1. Is a language other than English spoken in the child's home?
2. Does your child communicate in a language other than English?
3. What is the language that your child first learned to speak?

Home Language Surveys received upon student registration with any response indicating a language other than English are automatically forwarded to the ELD Program inbox: EnglishSecondLanguageRecords@insightpa.org. by the Northern Region Enrollment Escalation team. This process notifies the Special Programs Manager and the ELL Coordinator when an additional language other than English has been noted on the Home Language Survey for a student who has initiated the registration process with Insight PA.

Anticipating the student's enrollment, the ELL Coordinator initiates the PDE EL Identification Procedure (Grades K-12) (Appendix)

If the HLS indicates a language other than English **for all questions,** the family interview is optional, and staff will proceed with the English Learner Identification Procedure to STEP 3: IEP Review (if Special Education is indicated) or STEP 4: Academic Records Review.

STEP 2: Family Interview

If the HLS indicates a language other than English for any question, the ELL Coordinator or other trained staff will conduct a Family Interview to determine if the student a potential EL due to exposure to a

language other than English. Findings from the Family Interview either result in determining that the student is not an EL and ending the EL Identification Procedure or continuing to STEP 3: IEP Review (if Special Education is indicated) or STEP 4: Academic Records Review.

If requested and/or found necessary, an interpreter will be used to conduct the Family Interview.

STEP 3: IEP Review

If the student has an IEP or is suspected of having a disability, Special Education staff must be consulted to address appropriate accommodations for Screening (if necessary) and/or interpret Screening results to determine if a student's disability may have not been appropriately accommodated. More information regarding Special Education processes and ELs can be found in Appendix A of the PDE EL Identification Guide, WIDA's Identifying ELLs with Specific Learning Disabilities: Facts, Advice, and Resources for School Teams, and PDE's Guidelines for English Learners with Individualized Education Programs.

STEP 4: Academic Records Review

Academic Records Review can include (although is not limited to):
- 2nd Request for Release of Records for ESL
- Review of Diagnostic/Placement Star360 Reports
- Review of prior School District Report Card
- Review of student's progress within OLS lessons within first 30 days of school year.

The PDE EL Identification Procedure will be followed to determine English proficiency prior to scheduling the WIDA Model or WIDA Screener for a potential EL. If there is not sufficient evidence that the student has sufficient English proficiency to benefit from instruction in English without specialized supports or accommodations, the ELL Coordinator or EL Teacher will use the WIDA Model (K-1st semester 1st grade) or WIDA screener (second semester 1st grade -12) as a formal language assessment to determine eligibility and placement within the LIEP and ELD instruction.

STEP 5: Screening for English language proficiency

1. ISPA administers the WIDA Model to students in grades K – 1st semester 1st grade and the WIDA Screener to students in 2nd semester 1st grade - 12 grade students whose HLS identifies them as having a Primary or Home Language Other Than English AND have been indicated by evidence (or lack of evidence) collected from the Family Interview and Academic Records Review.
    a. A student identified as a PHLOTE who has attended school for several years without being identified as Limited English Proficient, or who has recently transferred from another district, may be exempted from language proficiency testing if one can determine evidence that the student has sufficient English proficiency to benefit from instruction in English without specialized supports or accommodations. Acceptable evidence might include:
    - scores from standardized summative or interim tests in English
    - passing grades for core content classes conducted in English, and/or work samples
    - Scores on district-wide assessments that are comparable to the Basic performance on the PSSA
    - Scores of Basic in Reading, Writing, and Math on the PSSA.

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    b. However, newly enrolling students without such records must be assessed for their English Language Proficiency. The formal English Language Proficiency assessment results are an indicator for placement in the LIEP and can be used in combination with the criteria above to determine the best instructional placement for the student. Student records from other states or school systems can be considered as part of the criteria.

2. Any student whose score meets the criteria for Identification as an EL per grade level on the WIDA Model/WIDA Screener or enrolls with an ACCESS 2.0 score report that meets the criteria for re-designation as an EL will be provided services within the LIEP. PDE provides the following criteria for identification of ELs.

Grade Level	Screener	Criteria for identification as an EL
Kindergarten	KW-APT	Raw score for oral language of **19 or lower** OR **Between 20-24** inclusive AND reading ≤ 6 OR writing score ≤ 4 *See kindergarten identification and placement process flowchart in* Appendix G.
Kindergarten	K MODEL	*1st semester K: Assess all 4 domains* Oral language composite below **5.0** *(Use literacy scores for instructional plans)* *2nd semester K: Assess all 4 domains* Overall composite proficiency level below **5.0** **AND** Literacy Composite below **4.2**
1-12	WIDA Screener	Overall composite proficiency level below **5.0**
1-12	MODEL Screener	Overall composite proficiency level below **5.0**

Notes:

1. Parent permission to initiate the PDE EL Identification Procedure is <u>not</u> required.
2. When students are indicated for the EL Identification Procedure prior to or at the beginning of the school year, determining student eligibility and placement within the LIEP must occur **no later than 30 days** after the beginning of the school year.
3. When students enroll after the beginning of the school year with indicators that place them within the EL Identification Procedure, determining student eligibility and placement within the LIEP must occur **within two weeks** of their enrollment date.
4. When students are placed with the LIEP throughout the school year, written notification to parents is provided **within reasonable time**, so that they may acknowledge or refuse services provided within the LIEP. Written communication is sent in English and (when requested by parent or indicated by a language barrier) in the additional primary language of the home. Interpreter services are also available to all parents and ISPA staff.

Parental Notification documents include:
- Student's level of proficiency in English;
- The level of proficiency needed to be considered proficient;
- An estimate of how long it should take for student to become proficient in English;
- The method of instruction used in English Learner Services;
- Other English Learner Services that may be available to help your child;
- Information about requesting other services to help your child become proficient in English;
- Information about refusing the English Learner Services provided by the school;
- If available, information about how the student is generally doing in school; and
- Information about the percentage of English learners graduating from high school;

Parent Right to Refuse Specialized Programming

Parents of ELs have the right to refuse all or part of the specialized programs and services that the student is eligible to receive. A parent's decision to refuse programs or services must be informed and voluntary. The EL Teacher or school team may NOT influence the decision in any way and may not make any program or placement decisions contingent on this decision. Placement and programming decisions may not be made without notifying parents and allowing them to exercise their right to refuse part or all of the separate, specialized ELD Instruction. If a parent does not respond to recommended placement after they have been provided with all of the information required, the Insight PA Cyber Charter will proceed with the recommended placement.

Throughout this process, ISPA follows guidance from PDE's Guidance for Parent Refusal of the LIEP (Appendix). If a parent chooses to refuse specialized programs or services, they must complete and sign the Parental Refusal Waiver (Appendix). This document is filed within the student's ELL Student Records on One Drive.

Students will continue to be monitored even though the parent has refused a specialized program. Parents wishing to reinstate a student in a specialized program (or a part of the program) complete the Parental Reinstatement Request Form (Appendix).

Explanation of the Parent Right of Refusal

Title VI of the Civil Rights Act and the U.S. Supreme Court case Lau v. Nichols ruling require schools and districts to provide services to English learner students to help them become proficient in English and succeed academically in school. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication. Insight PA Cyber Charter provides programs and services designed to help increase students' levels of English proficiency. Even if a parent does not want their child to participate in the district's separate ELD instructional progam, the district is still required by Civil Rights law to provide appropriate accommodations for the student that will help the student become proficient in English and succeed academically in school.

English Learner services provided by Title I, Title III or both are services that are provided to students learning English that are supplemental to the district's LIEP. Refusing to allow a child to participate in these services will result in the child not being given all of the services the district provides to help the student become proficient in English and meet high academic grade level standards and graduation requirements

Students will continue to be monitored in accordance with PA Dept of Education Progress Monitoring Requirements and Guidelines *(Appendix)* even though the parent has refused a specialized program. If a parent refuses the English Learner Services the district provides, the child will still be required to take the annual test of English language proficiency–WIDA ACCESS. All English learner students are tested annually until they become proficient in English.

Refusing the district's English language development program could result in the student taking longer to meet the requirements to become proficient in English than other students that do participate in these services. Refusing these programs could also delay the student's ability to fully participate in educational programs offered by the district.

Foreign Exchange Students

Foreign Exchange Students (FES) come to the United States to experience the American culture and at the same time provide our students with the opportunity to learn from other cultures. The Pennsylvania Department of Education supports the educational and cultural value of these programs and encourages local education agencies (LEAs) to participate and support these cultural enriching programs. FES are required to:

❏ Be evaluated for placement with the LIEP using the PDE EL Identification Procedure, if indicated by the Home Language Survey.

If Identified FES are required to:

❏ Receive the same supports and accommodations as other ELs.
❏ Be included in the PIMS Reports or ELRS data collection for district accountability.
❏ Participate in the annual WIDA ACCESS 2.0 ELP assessment.
❏ Participate in the PSSA and/or Keystone Exams. Their results are attributed to the host family's district of residence and to the state.

Description of ELD

The LIEP is designed for all ELs to have equitable access to academic content for all courses for which they are enrolled. The ELD instructional programs provided within this LIEP area:

- aligned to state academic content standards for the appropriate grade level of the ELs;
- are delivered by properly certified teachers who hold an ESL program specialist certificate or who are working in collaboration with ESL certified teachers;
- incorporate the use of the PA ELDS;
- provide equitable access to content for ELs at all language proficiency levels by providing research-based
- not limiting in the enrollment of ELs in any course or academic program for which they would otherwise be eligible.

ELD Instructional Models

Mixed Classes with English Only Support

In this model, English language skills and content are the focus of instruction and supports are provided to make academic instruction in English understandable to English learners. Classes are composed of ELs and non-ELs instructed together in the same classroom. Student's native language is not used in either instruction or support. Instruction is adapted to student's ELP within all synchronous class sessions.

Content teachers consult with an EL Teacher to provide accommodations and modifications that are differentiated for the student's ELD goals. The EL teacher provides guidance and support to the teacher to implement the ELD Plan, which includes Language Goals, Instructional Strategies, Assignment Modifications, and Testing Accommodations (*Appendix*). Certified program staff may also "push-in" to synchronous class sessions to provide one-on-one or small group support to ELs within the content classroom. Student requirements to attend live sessions varies in length based on student's academic tier.

Note:

ELD must be incorporated into all classes in which ELs are enrolled. All teachers are responsible for deliberately planning for and incorporating language instruction as well as supports, modifications, and accommodations needed to allow ELs to access the standards to which the course is aligned.

EL Specific Only Instruction

In this model, the student's native language may be used to support English proficiency acquisition, but most instruction is provided in English only. English language skills and content are the focus of instruction, and proficiency in a student's native language is not a program goal. Support is provided outside of grade-band synchronous class sessions in separately scheduled "pull-out" Support Class Connect sessions. In these sessions, all students are ELs, and students are grouped according to their ELP levels, ELD goals, grade level, and tier placement within K12 curriculum.

ELD Instruction, otherwise known as English as a Second Language (ESL), delivered by a licensed EL teacher is its own content area. ELD in this context is driven by language, but it draws from general education content as a vehicle for instruction in order to contextualize language learning. It must be codified in a dedicated and planned curriculum specifically designed to develop the English Language Proficiency (ELP) of ELs so that they are able to use English in social and academic settings and access challenging academic standards.

ELD instruction provides systematic, explicit, and sustained language instruction designed to prepare students for the general academic program by focusing, in meaningful and contextualized circumstances, on the academic language structures that underpin social and academic constructs. It can be taught as a stand-alone class on a one-to-one session or with small groups. ELD instruction may also be embedded within other courses with the direct support of an EL Teacher as appropriate based on the program design and needs of the students.

Notes:

- The LIEP accounts for the entirety of the EL student's daily instructional time. Instructional programs within the LIEP are designed to meet the needs of varying levels and grade distributions of students. The program model and resources used are based on research and sound educational theory. The LIEP is evaluated each year as a federal requirement but also as a district requirement to keep the programs up to date and focused on student need and research-based instruction.

- Specialized ELD instruction taught by a certified EL teacher does not replace English Language Arts (ELA) instruction or any other content area in a student's academic program. ELD has its own curriculum that, although may incorporate elements of ELA or other content areas, is unique and aligned to the PA ELDS. ELD may replace an ELA course ONLY when the instruction is aligned to the same content standards as the course and when the EL Teacher holds both the ESL Program Specialist certification and an endorsement or certification to teach ELA.

- ELD may not replace any other core content in a student's academic program unless it is for a limited time not to exceed one school year and the school entity has a plan for immediately mitigating any academic gaps that result (e.g., in the case of a newcomer program). As with above, ELD may replace a content area course ONLY when the instruction is aligned to the same content standards as the course and when the EL Teacher holds both the ESL Program Specialist certification and an endorsement or certification to teach within the specified content area. Students in an ELD replacement course will receive the same credits as non-EL students enrolled in a parallel course.

ELD Program Resources

- Employment of one (1) English Language Learners Coordinator and one (1) English Learner Teacher to ensure that the LIEP and ELD instruction is delivered to ELs based on their needs.
- Regular, on-going collaboration with content teachers to ensure content is made accessible to ELs and to monitor the progress of ELs in the content classes.
- Title III funds are utilized to support resources and materials needed to support ELs in the classroom. ELD program staff and ELD support classrooms are provided with the same resources, staff development and technology tools as other academic programs within the school.
- Professional development is scheduled with the ELD staff, academic staff, and all staff (as needed) to implement supports, accommodations and modifications for students to overcome language barriers.

Monitored Students

After exiting the program and being reclassified as a FEL, students are actively monitored for a two-year period. Students will be reported in monitor status for an additional two years for a total of four years of monitor status after reclassification. Evidence representing student progress toward English proficiency and academic standards is collected through report cards, standardized assessments, communication with content teachers, and district- wide assessments. Monitored students may be re-designated as an EL if the need arises because they are having difficulty meeting classroom expectations. This request can be made by the parent by completing the Parental Reinstatement Request Form or by school staff by completing the English Language Learner Referral Form at :
https://forms.office.com/Pages/ResponsePage.aspx?id=LUmWRm1kPE2UZWxaNvMaFswk5zwcfK9EmXM-RZ6w5aFUOVBOSlhaN1hUMVBMSERWNkNUMVhBSU0yWi4u

English Language Development Standards

Insight PA Cyber Charter School adheres to and follows the Pennsylvania English Language Development Standards (*Appendix*). Pennsylvania has carefully developed these standards to meet compliance with federal requirements by providing a framework for standards-based instructional and assessment planning for ELs so that they may:

- attain English proficiency,
- develop high levels of academic attainment in English,
- meet the same challenging academic content standards as non-EL peers

ISPA also utilizes the associated support documents contained within the WIDA Theoretical Framework (Can-Do Descriptors, Performance Definitions, rubrics, etc.) to support the PA ELDS.

The Six Levels of English Proficiency

Entering - (up to 6 months in an English-speaking classroom with EL support and/or a score of 1.0-1.9 on the ACCESS or W-APT test). At this level, students can be expected to speak and understand little English. They will observe and internalize the new language and use gestures, pointing, nodding and other nonverbal signals to communicate. Any oral utterances will be yes/no answers, single words and short word patterns that are repetitive. At this level, students tend to use functional vocabulary to communicate personal and survival needs while still internalizing English.

Emerging - (up to 2 years in an English-speaking classroom with EL support and/or a score of 2.0-2.9 on the ACCESS or W-APT test). At this level, students understand and speak conversational and academic English with hesitancy and difficulty, understand parts of lessons and simple directions, and are at a pre- emergent or emergent level of reading and writing in English which is significantly below grade level.
Students can be expected to use simple sentences and begin to initiate discussions, but they will predominantly use present tense verbs and demonstrate errors of omission (e.g., leaving words out, leaving endings off). While the students may understand simple sentences in sustained conversation, they may require repetitions.

Developing - (up to 5 years in an English-speaking classroom with EL support and/or a score of 3.0-3.9 on the ACCESS or W-APT test). At this level, students understand and speak conversational and academic English with decreasing hesitancy and difficulty; are post-emergent in that they are developing reading comprehension and writing skills in English; and their English literacy skills allow them to demonstrate academic knowledge in content areas with assistance. They are more comfortable in social situations but hesitate to state opinions or ask questions when in a large group. Reviews and restatements are necessary to ensure better understanding, and the students continue to need a good amount of support in academic areas.

Expanding - (up to 7 years in an English-speaking classroom with EL support and/or a score of 4.0-4.9 on the ACCESS or W-APT test). At this level, students understand and speak conversational English without apparent difficulty, but understand and speak academic English with some hesitancy. They can be expected to be comfortable in social language situations, state opinions and ask for clarification. Students continue to acquire reading and writing skills in content areas, use complex sentences, and participate in classroom activities, but they need additional support for comprehension and use of the academic language in order to achieve grade level expectations. Support is needed in filling gaps in cultural and/or background knowledge, and repetitions, rephrasing and clarification are still necessary for understanding classroom discussions.

Bridging - (up to 10 years in an English-speaking classroom with EL support and/or a score of 5.0 to 5.9 on the ACCESS or W-APT test). At this level, students understand and speak conversational and academic English well and can be expected to communicate their thoughts more completely. They can participate in everyday conversations without relying on concrete contextual support, and they can express their ideas on a wide range of topics. While gaps may exist in vocabulary and/or grammar, students are near proficient in reading, writing, and content area skills needed to meet grade level expectations. Students consistently display an understanding of grade level material and can write to convey meaning and understanding.
Occasional support is necessary, and monitoring is required.

Reaching - (and/or a score of 6.0 on the ACCESS or W-APT test). At this level, students represent parity with native English speakers.

Assessment of ELs

The ACCESS for ELLs is used to place and exit students and to compare student progress toward fluent English proficiency from one year to the next. The annual state English Language Proficiency (ELP) assessment, ACCESS for ELLs, is required by federal law. Insight PA Cyber Charter uses the results to measure students' ELP and progress in each of the four language domains:

- Reading
- Writing
- Speaking
- Listening/Understanding

The ACCESS for ELLs test is administered within the assessment window determined by the Pennsylvania Department of Education (PDE). It is the annual State English Language Development assessment, and it meets state reporting requirements of the federal government. The results may be used as an indicator or tool for continuation of, or exit from, ELD instruction and the Language Instruction Educational Program at Insight PA Cyber Charter.

When results of ACCESS for ELLs are received, district staff have the following responsibilities:
1. Place one copy of the student report in their student's permanent (cumulative) record folder.
2. Place a copy of the student report in the ELD folder in their classroom.
3. Share a copy of the report with the classroom teacher.
4. Send the parent report home.

There is no provision that allows parents to opt their children out of annual ELP testing.

ELs participate in all other annual assessment (e.g., PSSA, Keystone Exams) according to the testing guidelines.

Testing Accommodations

Testing accommodations allowable for ELs on state academic achievement assessments are published annually by PDE. Testing accommodations allowable for ELs on the ACCESS for ELLs are published annually by WIDA. ISPA ELL teachers and Regular Education teachers will use these allowable accommodations in preparation for annual assessment. All qualified test administrators will use

Progress Monitoring

ELD teachers monitor the English language and academic progress of students currently receiving ELD instruction, as well as actively monitor students who were exited from ELD instruction for a period of two years after the students' exit from the Language Instruction Educational Program.

Former ELs will also be reported to the state in Monitor status for two years, followed by two additional years of state reporting for a total of four years after reclassification. ELD teachers

actively monitor students' progress throughout the year when report cards are issued and standardized test scores are received. When monitoring exited students, the ELD teacher completes the Post-Exit EL Monitoring Form

To determine student progress toward achieving English proficiency and the academic standards, the ELD teacher will use multiple measures, including:
1. review of report cards each marking period/trimester;
2. communication with regular education teachers to discuss student progress
   a. Use curriculum-based assessment tools used by the regular education classroom teacher;
3. communication with regular education teachers for classes in which ELs are receiving a grade of C or lower;
4. results of district-wide assessments;
5. and, results of PSSA (Pennsylvania System of School Assessment) and/or Keystone Exams.

Exit Criteria

In order to meet the required state exit criteria for Pennsylvania's English language instructional programs for ELs, two language use inventories must be completed. An ELD teacher must complete one of the inventories when possible. The other inventory may be completed by a single content teacher or a team of content teachers. In cases in which an ELD teacher cannot complete an inventory (e.g., students whose parents have refused services and who are not seen by an ELD teacher or ELs in higher proficiency levels who do not work with an ELD teacher regularly), both inventories may be completed by content teachers or teams of teachers. If only one teacher can accurately complete the inventory (e.g., elementary classes in which the classroom teacher is ESL certified and provides both content and language instruction and there is no other teacher or administrator who can accurately complete the inventory), one inventory may be completed, and the single score is multiplied by two. **The two inventories do not need to agree.**

The language use inventories must be completed prior to the release of ACCESS scores each year for students who, based on teacher input and previous ACCESS scores, are likely to reach the threshold. Once ACCESS scores are released, the points are added to the points from the rubrics to determine if students are eligible to be reclassified.
Districts must develop local plans for how to:
- select content teachers who will complete the inventories
- manage the decision-making/reporting process using this procedure and these criteria
- train staff to use the rubrics and evaluate the students' language use
- hold teachers accountable for completing the inventories
- select students for whom inventories will be completed in anticipation of qualifying ACCESS scores

Each language use inventory produces a single score and the sum of the two inventory scores is added to the ACCESS for ELLs® *points assigned* to determine if the student meets the minimum threshold for reclassification.

The following tables display the points possible from the ACCESS for ELLs® and the language use inventories:

ACCESS Proficiency Level Score	Points Assigned
4.5-4.7	3.6
4.8-5.0	4.5
5.1-5.3	5.8
>5.3	8.4

Language Use Inventories		ESL Teacher			Content Teacher		
		Low	Moderate	High	Low	Moderate	High
Rubric 1	Interaction	0	0.3	0.5	0	0.3	0.5
	Listening	0	0.3	0.5	0	0.3	0.5
	Speaking	0	0.3	0.5	0	0.3	0.5
	Reading	0	0.3	0.5	0	0.3	0.5
Rubric 2	Writing: Cohesion	0	0.2	0.3	0	0.2	0.3
	Writing: Word/Phrase	0	0.2	0.3	0	0.2	0.3
	Writing: Grammar/Sentences	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Narrative	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Report & Essays	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Arguments	0	0.2	0.3	0	0.2	0.3

Total possible points from both inventories 7.6 Total Possible Points from all components: 16

Threshold for reclassification: 10.5

When this reclassification score is equal to or greater than the cutoff, then a student *should* be reclassified. However, if there is compelling evidence to suggest that a student should remain identified as an EL when his/her score exceeds the cutoff, and this evidence is documented along with the ACCESS for ELLs® score report and language use inventory forms, then the EL status may be retained.

ELs with Disabilities - taking the ACCESS for ELLs®
An EL with a disability may be considered for reclassification if:
1. The student has an IEP, **AND**
2. The student has been continuously enrolled in an ESL/bilingual education program for at least _four_ years, **AND**
3. The student's overall composite proficiency level score on the ACCESS for ELLs® has not increased by more than 10% at any point or total over the three most recent testing cycles, **AND**
4. The IEP team, with input from an ESL/bilingual education professional, recommends reclassification.

To calculate the percent difference between scores, use the following formula:

$\Delta SS / SS1 (100) = \%$ change

ΔSS: *Difference between the scale score from year one and year two (or year one and year three)*

Example: A student scores 4.3 last year and 4.5 this year (or scored 4.3 in year 1 and 4.5 in year 3). The percent difference is (.2/4.3)100, which is 4.65%.

ELs with Disabilities (taking the Alternate ACCESS for ELLS®)

ELs who are eligible for and take the Alternate ACCESS for ELLs® may be considered for reclassification when:

1. they achieve a score of at least P2 on two consecutive administrations of the test OR achieve the same score for three consecutive administrations of the test, AND
2. the IEP team, with input from an ESL/bilingual education professional, recommends reclassification.

Although language use inventories are not required for ELs with disabilities as part of the reclassification process, teachers should consider completing them in cases where it is appropriate as a way to document language proficiency at the time of reclassification for future reference if needed.

For more detailed guidance related to ELs with disabilities, please see the guidance contained on the Bureau of Special Education website at *www.pattan.net*.

Reclassification, Monitoring, and Redesignation of ELs

Monitoring of former ELs
Districts must include in their ELL uniform procedures in accordance with state requirements for actively monitoring the progress of former ELs (FELs) for a period of two years after reclassification and reporting FELs to the state for an additional two years (total of four years of monitoring status).

Active Monitoring Period – first two years after reclassification
Districts must ensure that ELs in the first two years after reclassification do not struggle academically as a result of persistent language barriers. In order to do this, districts must develop and implement a process for actively monitoring students' progress and achievement in the general academic program delivered without specialized, planned language supports.

Districts are free to create their own process, but it must, at a minimum, include tracking student progress in all core academic classes and soliciting feedback from core academic teachers periodically throughout the school year with sufficient frequency to preclude a student falling significantly behind.

Additional monitoring period – third and fourth years after reclassification
Districts are required to continue reporting FELs to the state in PIMS for an additional two years after the active monitoring period. Districts are not required to actively monitor the progress and academic achievement of ELs in the general education program during these years. At the end of the fourth year after reclassification, ELs are coded as *Former ELs – no longer monitored* for the remainder of their time in school.

Re-designating former ELs
If it is determined during the active monitoring phase that an EL is struggling academically as a result of persistent language barriers, then the district must have plans in place to re-designate that former EL as an active EL and re-enroll him/her in the ELL. The district must demonstrate that the FEL is struggling as a result of persistent language acquisition needs and not academic needs, which require academic supports and/or interventions.

FELs who have been re-designated as active ELs must meet the state-required criteria to be reclassified as FELs. In cases such as these, the monitoring process starts over from year 1 upon the second reclassification.

Student and Parent Communication Procedures

The district provides orientation for EL families and students. Services include:
- interpreters and translated materials throughout student Registration;
- interpreters and translated materials throughout student Enrollment;
- interpreters and translated materials throughout student Orientation/On-boarding
- interpreters and translated materials available throughout Academic Year

ELL Concerns Procedure

For Parents, Students, and Community)

If the concern is classroom related, the complainant should contact the classroom teacher to discuss the issue. If the issue is not resolved at the teacher level, the complainant should then contact the building principal. The principal should discuss the issue with the complainant and attempt to resolve the issue within their Grade-band. If parent is not satisfied, the principal should ask the complainant to place the concern in writing for referral to the district office.

Upon receipt of the written complaint, the CEO? Superintendent (or assistant superintendent) will contact the complainant regarding the issue and attempt to resolve it. If the issue cannot be resolved at the superintendent level, the issue will be taken to the CEO/administration will decide the issue.

Translation/Interpretation Services

If the complainant speaks a language other than English, the school will provide translation/interpretation services. so that the complainant is able to communicate the issue with administration.

The Complaint Resolution Process for NCLB Programs (*Appendix)* is available in English and Spanish.

Grading of ELs

The student's level of success in the ELL program will be determined through the use of formal and informal authentic assessment monitored by both the ELL and classroom teachers and input from the guidance counselor and parents. The same grading system as used for all students MUST be used for ELS in content courses.

1. For ENTERING and EMERGING ELs, the EL teacher or classroom teacher will assign the grades for Language Arts and Reading. Collaboration between the teachers is encouraged.
2. For DEVELOPING, EXPANDING, and BRIDGING ELs, the classroom teacher or the ELL teacher will assign the grades for Language Arts and Reading depending on which teacher sees the student the most for these subjects. Collaboration between the teachers is encouraged based upon the needs of the student and when modifications and accommodations need to be made to ensure the student's success.
3. The classroom teacher will assign the grade for Math, Social Studies and Science unless the ELL teacher has certification in any of these areas and is instructing the student in a replacement Math, Social Studies or Science class. Input may be shared between the teachers, and modifications and accommodations must be made as necessary for the student.
4. At the elementary and intermediate levels, when modifications and accommodations are made in the

instruction for a student, the expectations of the student or the methods of assessing, the appropriate comment should be made on the report card to note that the performance of the student was dependent on any or all of these considerations.

5. It is permissible to assign a NO GRADE GIVEN to an elementary or middle school student ENTERING EL when the classroom teacher or ELL teacher determines that the English proficiency of the student is not sufficient to enable them to communicate their knowledge orally or in writing and the teacher cannot professionally evaluate the student's learning. In cases where the course is for credit (i.e., the high school) and/or the student is struggling greatly to attain a passing grade despite the modifications and accommodations made, the assignment of the student may need to be reevaluated or more adaptations may need to be made. This consideration should be determined with collaboration among the classroom teacher, the ELL teacher, and the counselor.

6. The EL designation and/or ELD information will <u>not</u> appear on an ELs high school transcript unless it is part of a course title.

Report Cards/Progress Reports
In addition to report cards/progress reports, provided to all students, information related to English language proficiency and/or progress must be communicated at the end of each reporting period to parents. Information provided is understandable and useful to engage parents in the education of their children.

PLEASE NOTE: A student should not receive NO GRADE GIVEN for more than two marking periods upon entering the district except in extremely rare cases where the classroom teacher, the ELL teacher, and the building administrator would agree after assessing the situation.

<u>Grade Level Placement</u>

Before making a permanent grade level placement decision for an EL, the Special Programs Manager, Director of Academics, Grade Band Principal, and ELD Coordinator will collect information about the child. At a minimum, this information will include:
- the child's chronological age;
- the child's educational background, including grade level;
- the child's English-language proficiency level;
- and, the child's academic performance (as best as can be determined by school records, work samples or formal/informal assessments).

The team may use the *(Evaluating Foreign Transcripts)* guide found on the PDE website to help understand the schooling in another country to make an informed decision about grade placement. Under no circumstances will the child be placed in a grade level that is more than one (1) year below his or her chronological age. The school will devise a program that will meet the ELD and content/subject area needs of the student.

Retention in a grade is only advisable when a language minority student is lagging behind peers socially and emotionally. Certainly, an EL student should not be retained solely for the reason of limited English proficiency. These students will need time and additional instruction over the course of several years to acquire English proficiency and content knowledge.

Accommodations and adaptations in the regular classroom as well as a close collaborative

Scheduling at the High School Level

Once decided if the student qualifies for the Language Instruction Educational Program, a schedule is to be created between the EL's parent, school counselor, and ELD teacher. The enrollment staff and Registrar shall review transcripts and grade reports from their previous schooling to determine credits earned to date. The team may use the *(Evaluating Foreign Transcripts)* guide found on the PDE website to help understand the schooling in another country to make an informed decision about grade placement. According to the EL's ability and earned credits, a grade is designated. From this point, the ELD teacher and the enrollment team meet together to determine core content area teachers and subjects. Additionally, the ELD teacher and enrollment team aim to place the enrolling student with other current ELs making the program as a whole more efficient for the ELs and ELD teacher. Once the core content classes are assigned, the parent and enrolling student enter the Orientation process to learn about the core content classes and decide on electives for the student. After the schedule is finalized, the student does not enter the classroom until the following school day. Newcomer ELs are assigned a student guide to assist the new student in Class Connect sessions as needed. The general education teacher attempts to provide a student guide who speaks the entering student's language.

Area Vocational-Technical Schools (AVTSs)/Career Technical Centers (CTCs)

ELs cannot be denied access to participate in programs at AVTSs/CTCs based solely on ELP. ELs participating in vocational programs must receive ELD instruction appropriate to their level of proficiency. Content or instruction must be aligned to the student's ELP level. ACTSs/CTCs are responsible for providing the EL with appropriate ELD instruction.

Retention of ELs

The landmark court case Lau v. Nichols upheld Title VI policy stating: "There is not equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education." School corporations are required to take affirmative steps to rectify the language deficiency in order to open up their programs to LEP students (*OCR, "Identification of Discrimination and Denial of Services on the Basis of National Origin", July 1970*). Therefore, retention of an ELL student **should not** be based solely upon their level of English language proficiency.

Prior to considering retention of an ELL student, the following points should be addressed in an English Learning Plan (ELP) meeting comprised of the student's teacher(s), ESL staff member(s), administrator(s), and the student's parents/guardians. Documentation and results of the ELP meeting must be kept in the student's cumulative folder.

1. **Has the student's level of English language proficiency been assessed?**

Newly-enrolled students must be assessed for identification as ELL using a state approved placement assessment within thirty days of enrollment at the beginning of the school year or within two (2) weeks during the school year. All ELL students must participate in the annual state English proficiency assessment.

2. **How long has the student been enrolled in the school corporation?**

The ELP committee should consider the length of time a student has been enrolled in the school corporation in order to determine whether retention is an appropriate choice**.**

3. **Has the student's parent(s)/guardian(s) been contacted if the student is not performing at grade level?**

The student's parent(s)/guardian(s) should be contacted when a student is not performing at grade level. All communication should be documented and in the parent(s)/guardian(s) native language. Documentation may include phone calls, progress reports, report cards, sample work, etc.

4. **Has the English Learning Plan (ELP) or another source to document classroom modifications and adaptations been implemented?**

Every ELL student is required to have an English Learning Plan (ELP) or localized form for documenting modifications and adaptations. Teachers are required to have copies of ILP's for any student that they have and all modifications and adaptations must be followed. It is important to ensure that the ELP has been fully implemented and documentation has been provided for any changes or updates made to the ILP. The ELP is a fluid document that should be re-visited and updated as new data becomes available but not less than once per school year.

5. **How much individual English language development instruction is the student receiving throughout the school day?**

An LEP student should be receiving English language development throughout the school day via a push-in, pull-out or an ESL course specifically designed to support language development.

6. **Is there sufficient screening and progress monitoring data to show that the student is below grade level?**

There must be a collection of multiple data points showing that an ELL student is consistently failing to meet grade level expectations on screening and progress monitoring instruments. Retention decisions for ELL students should not be based on one specific piece of data.

*If the above points have not occurred in a sufficient manner and have not been documented, retention is not appropriate. The decision to retain a student should be based on several pieces of criterion to determine if retention is appropriate.

An EL may not be retained in a grade based solely on his/her lack of English proficiency. The following evidence must be provided prior to considering grade level retention:
- Appropriate modifications and accommodations to instruction and assessment aligned to the student's ELP.
- Meaningful access to the general curriculum.
- Promotion of second language learning.

Kindergarten-Grade 3
ELs will not be retained because of limited language proficiency. Content area instruction and assessment must be aligned with the corresponding standards and adapted to meet the needs of the students.

ELs may be retained due to excessive absenteeism, documented unwillingness to participate in class, and or/consistent failure to do homework assignments. All retention candidates will be referred to the MTSS process. An instructional evaluation must be completed in addition to a current language proficiency survey. A conference with the student's parents, building principal, the ELL teacher, primary classroom teacher and (if necessary) an interpreter should be held before the student is retained.

Grades 4-8
ELs will not be retained because of limited language proficiency. Content area instruction and

assessment must be aligned with the corresponding standards and adapted to meet the needs of the students.

ELs may be retained due to excessive absenteeism, documented unwillingness to participate in class, and or/consistent failure to do homework assignments. An instructional evaluation must be completed in addition to a current language proficiency survey. A conference with the student's parents, building principal, the ELL teacher, primary classroom teacher and (if necessary) an interpreter should be held before the student is retained.

Grading Procedures:
All classes will use the building percentage grading system.

Progress reports will be available online or may be mailed to parents at the mid-point of each of the marking periods/trimesters. The progress report is issued to those students failing, near failing, or not working up to their ability. Included on the report will be the reason for the failing grade and in some cases, recommendations from the teacher.

Grades 9-12
ELs will not be retained because of limited language proficiencies. Content area instruction and assessment must be aligned with the corresponding standards and adapted to meet the needs of the students.

ELs may be retained due to excessive absenteeism, documented unwillingness to participate in class, and or/consistent failure to do homework assignments. An instructional evaluation must be completed in addition to a current language proficiency survey. A conference with the student's parents, building principal, the ELL teacher, primary classroom teacher and (if necessary) an interpreter should be held before the student is retained.

Progress reports will be placed within student's online file and emailed to parents at grade reporting periods (trimesters/quarterly). The progress report is issued to all identified ELs. Students failing, near failing, or not working up to their ability will receive notes explaining the failing grade and in some cases, recommendations from the teacher on pathways to improving the failing grade.

Students must pass at least three core courses to be promoted to the next grade level.

Any student who fails a course that is required for graduation should request to add the course to his/her schedule for the next school year. Failed courses may also be made up in an approved summer school program. Students will contact the grade band administrator for information about approved summer school programs.

Parent, Family, and Community Engagement

Research shows that children whose parents are involved in supporting their learning do better in school. Parent involvement is especially important for supporting successful language development. Parent Involvement includes helping to meet family and community needs as well as providing opportunity for families to give back to the community. Parent and family engagement helps all stakeholders to build relationships and create a community of support. The is committed to creating positive and collaborative

Annual Notifications
Parents of currently enrolled ELs in Insight PA Cyber Charter are provided with the following information within 30 days of the start of each school year:
- A notification of their child's continued participation in the LIEP
- A description of the LIEP including its intended benefits for their children and an explanation of its effectiveness
-

Outreach Activities
Insight PA Cyber Charter provides outreach to parents of ELs to inform the parents regarding how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency and succeed academically. Activities and communication include, but are not limited to, the following:
- Email, letter, and telephone communication
- Parent-Teacher conferences
- School special events such as athletics, music, drama, and other clubs
- Specific parent sessions on helping the EL at home

Translation and Interpretation Services
Translation and interpretation services will be provided in the preferred language of parents.
ISPA utilizes Language Line for phone interpreter services, Transact & PATTAN for translation of standardized documents, and Google Translate for all other document translation.
To request on-site interpreter services for situations including although not limited to: PSSA and Keystone testing, & bilingual evaluations, contact:

Special Education/Related Services Programs Coordinator, Shawna Briggs, shbriggs@k12.com

Program Planning and Evaluation
Program planning and evaluation is an ongoing process involving the Operations Manager, Special Programs Manager, ELL Coordinator, building principals, ELL teachers, and parents to best meet the needs of the ELs to ensure their success academically and socially.

Essential Information
The following list identifies essential information that is communicated to parents via the ELL Program
- Description of EL identification process and reason child was identified as EL
- Child's current ELP and description of what it means
- Description of ELL Program
- Information explaining their rights to refuse enrollment of their child in the ELL
- Description of criteria for reclassification and an expected timeline of proficiency
- Special education notices (if applicable)
- Grievance procedures and notices of non-discrimination
- Notices of parent-teacher conferences
- Results of annual ACCESS for ELLS
- Other information provided to native English-speaking parents

All important information to parents who are not proficient in English is provided in a language or

mode of communication that they understand.

Family Academic Support Team (FAST)

Teachers, Administrators, and Family Support Coordinators help students and families to work through non-academic issues regarding student engagement and factors that may hinder their ability to achieve academically. This team is built on a foundation of:

- Compassion for students and learning coaches' personal struggles
- Patience with team members
- Desire to help students and families reach their goals
- Positive energy and providing a supportive environment for all stakeholders.

The FAST Team supports the differentiated on-boarding approach by assisting with welcome calls, handling new student orientation, and ensuring that all start-up tasks are completed.

Strong Start

Strong Start is ISPA's orientation program, serving to provide a smooth transition for families in to the online learning environment. New students complete "Introduction to Online Learning", attend orientation sessions, and complete Star360 Diagnostic assessments.

ISPA FAST Team Roles

Family Engagement Coordinator, Jay Kamau, jkamau@k12.com

- Parental Involvement
- Enrichment Trainings
- Community Building
- Strong Start
- Onboarding

FAST Lead: Shalana Coleman

Family Academic Support Liason (FASL):

- Student/LC Support
- Intervention
- Action Planning
- Accountability

Family Resource Coordinator (FRC):

- Mental Health Concerns
- Crisis Training & Response
- Community Referrals
- Establish a working relationship between school and 3rd parties
- Handle escalated custody issues
- Support Homeless and Migrant students
- Handle escalated disciplinary issues
- Provide tips/resources to families when needed

Family Compliance Liason (FCL):

- Absentee Prevention
- School Policy
- State Regulations
- Training, navigation, networking, events, etc

Academic Tiers

Pre-Referral Process

Teachers and administrators begin the process by

- Reviewing Strong Start documentation
- Contacting LC to inform them of compliancy or engagement issues
- Creating a "Running Compliancy Note" in Total View, listing areas of non-compliance
- Conferencing with team of teachers for other possible interventions/documentation of these interventions.
- documentation of interventions to support student
- Contacting LC and student informing them of referral process

Referral Process

Referrals address:

- Lack of engagement or communication
- No/Low achievement in the OLS
- No/Low attendance to required classes
- No-show to testing or conferences
- OLS Navigation/Training
- Time Management Training (organization/multiple students)
- High Risk for dropout or withdrawal
- Student, parent, or LC requests additional training or support
- Social or emotional issues (Family Crisis, Bullying, A runaway, homelessness, teen pregnancy, suicidal threats, financial hardship, severe health/medical issue, change in family dynamic, suspected abuse or neglect)

Professional Development

Professional development experiences for ELL and general education staff are provided as part of the district's professional education plan (i.e., Act 48), Title III funds may be used to do onsite professional development for ELL classroom teachers and other staff members.

Proposed Professional Development Calendar

Timeline	Time	Topic	Staff in Attendance
1 Month Prior to the First Day with Students - Late July	2 hours	Translated Documents, Services and Requirements: Enrollment and the Academic Year: An Overview of the Online for Compliance and Parent Notification Center	Enrollment, Operations, Administration and ELD Teacher (s)
3 Weeks Prior to the First Day with Students – Early August	2 hours	HLS, Identification of ELLs, Placement Administration and State Reporting	Enrollment, Operations, ELD Teacher(s)
2 Weeks Prior to the First Day with Students – Mid/Early August	1 hour	English Learners in Special Education	ELD Teachers and Special Education staff
1 Week Prior to the First Day with Students - August	2 hours	Using ESL Standards within State Standards Aligned System	ELD Teachers
1 Week Prior to the First Day with Students - August	2 hours	PA ELD Standards/WIDA CAN DO Descriptors with ESL Students	Admin, Gen Ed, Special Ed and ELD Teachers
1 Week Prior to the First Day with Students - August	1 hour	Translation Services and Requirements	Parent Support Liaisons, Special Ed staff, and Support Staff
September	2 hours	Progress Monitoring Data Collection and Overview	ELD Staff
October	2 hours	Using Progress Monitoring Data to Drive Individual Support and Differentiation	ELD Staff
November	1 hour	Differentiation Can Do Descriptors (WIDA SPECIFIC REFER TO YOUR STATE) and Supporting ESL Students	Admin, Gen Ed Special Ed and ELD Teachers
November (or when DOE announces Webinar training)	2 hours	Administering Annual ACCESS 2.0 ELD Assessment for ELs	Test Administrators, ELD Program Staff

November (or when DOE announces Webinar training)	2 hours	Administering the Alternate Annual ESL Assessment for ELLs	Test Administrator's ELL Teacher
November (or when DOE announces Webinar training)	2 hours	Assessment for ELLs Test Ordering, Administration and Security Procedures	Test Administrator's ELL Teacher
December	2 hours	Analyzing and Understanding Annual ELL Data and Impact on Improvement Plans	Admin Team and ELL Teacher
June	2.5 hours	Receive and Review Annual ESL Test Results: Improvement Planning	Admin Team and ELL Teacher

ELD Classroom Practices for Regular Education Teachers

1) Involve your other students by assigning buddies or peer tutors, etc. A good reader can make an audio recording of a picture book or primer, providing a model to which the EL can refer again and again. Let this be a privilege for which the good students can compete. Students can make a significant contribution by providing vocabulary words for classroom objectives.
2) Make your new student feel a part of the group by assigning classroom responsibilities (i.e., watering plants, feeding fish, etc.) from an early date.
3) A tour of the school building is a must. Use this occasion to introduce the student to school personnel.
4) Use a lot of visuals when teaching subject areas such as math and science (i.e., play money, flash cards).
5) Encourage the student to communicate. Teach your student essential courtesy and survival phrases.
6) **Encourage the student to indicate when he/she does not understand you. Praise the student for doing this.**
7) Learn something about the child's cultural background that may make you more sensitive to behavior or responses that are unfamiliar.
8) Keep reminding yourself that language acquisition is a long, sometimes frustrating, process. Language acquisition may take 5 to 7 years, and sometimes as long as 10 years.
9) **Music, chants, and stories that involve repetition and humor are very useful. Ask your music teacher for help.**
10) DO NOT over stress correct pronunciation. The most important consideration is that the student is speaking. Make a note of persistent errors for later drill.
11) After the child has a working English vocabulary, DO NOT teach words in isolation. Teach groups of related words together in phrases and short sentences that show the correct grammatical slot.
12) Use your librarian as a resource person. He/she can help you find appropriate audiovisual materials as well as content area books on an elementary level or in other languages.
13) Use pictures from catalogues to teach action verbs.
14) Make a list of commands commonly used in the classroom. Have a fluent speaker play "Simon Says."
15) When speaking to the class, speak clearly in a natural conversational tone. The student will feel more comfortable if he/she can see your face and body gestures.
16) Use a variety of ways to communicate, including rewording, drawing, using gestures, and writing basic words. Chances are that you will be understood. Try to overcome any personal anxiety you may feel about not being understood.
17) Match language skills of valid assignments.
18) In your use of audiovisual materials, capitalize on the visual part.
19) Order videos, DVDs and other materials in your student's native language. Have the student report to the class in English, helping the rest of the class to understand it.
20) Provide completed and/or partially completed notes in the content areas to aid in studying.
21) Successful ELL teachers help the student "win minor victories." Very often what motivates the learner from day to day is the feeling of success, not the success itself. That is, an outsider might still think the learner has mastered very little English, but the "minor victories" which are won each day keep the learner motivated.
22) EL students may engage in conversations in languages other than English as long as it is not disruptive to the educational program. Comments such as "no Spanish in my classroom" are not acceptable in our district.

Pupil Personnel Services

Counseling Services

School counselors work with students, parents, and teachers in a variety of ways to help children feel good about themselves, to adjust to the school setting, and to develop healthy life skills. Individual counseling, small groups for children with similar needs, classroom guidance lessons (at elementary and intermediate levels), and school-wide programs which improve self-esteem, affect children directly.

The counselor is also a resource available to the home when dealing with student needs. Conferences with parents, parenting courses, parent-child workshops, videos, books, and other materials on understanding children and information on outside support services provide opportunities for parents and the school to be partners in the child's educational experience.

The counseling program changes and develops as the needs of children and families change. Some programs for children which may be helpful for you to be aware of are:

- Individual Counseling – when requested by child, parent or teacher.
- Kids Group – support group for children who have experienced many changes or a difficult time at home. Consists of 8 to 10 sessions with parent or teacher referral.

The MTSS Team

The MTSS Team provides a group support process to all students in grades K-12 who are experiencing difficulty in school. Students may be referred to the team by parents or teachers who feel that additional support is needed within the regular classroom setting. It is the goal of the team to assess the students' style and rate of learning, and to provide an instructional program that meets the individual needs of the student. Parent interview is done in parent's native language. Referral contacts for the ISPA MTSS program are:

MTSS Coordinator K-5: *Allison Wallace, alwallace@k12.com*
MTSS Coordinator 6-8:
MTSS Coordinator 9-12: *open position*

Kindergarten MTSS Procedure

1. Administer the K-W-APT.
2. Students may be referred to MTSS following general education guidelines.
3. Referrals of ELs are as follows:
    1) In January, discuss progress with the classroom teacher, grade-band principal, and ELD Program staff
    2) Classroom teacher and/or ELD teacher completes the Kindergarten MTSS Referral Form and forwards it to the MTSS Teacher.
    3) The classroom teacher and/or the ELD teacher notifies parents that the student is at-risk.
    4) Classroom teacher administers the district assessments.
    5) Intervention plan is developed at the team meeting (grade-band principal, ELD teacher, IST teacher, special education teacher, counselor, classroom teacher, and federal programs coordinator).
    6) Parents must be informed at the third grading period if there is a possibility of retention.

Special Education

Learning Support - Insight PA Cyber Charter offers special education services to students who are identified as "exceptional." Special education services are delivered through our learning support program. A range of services from minimum to maximum levels of support is available. The inclusion model offers assistance to special needs children in the regular classroom setting. Replacement classes for students who cannot be successful with their grade level peers in the regular classroom are also offered. In the replacement class, the learning support teacher is responsible for the primary instruction to a smaller group of children and the instruction is individualized. Related services that deal with the disabilities of hearing, speech and language, vision, and mobility are also offered by itinerant teachers throughout the day.

Insight PA Cyber Charter offers a thorough screening and evaluation process supported by our Instructional Support Team to help identify students who may be eligible for services. Please contact your building principal or the director of special education to learn more about accessing these services.

- **ELs Suspected of or Having a Disability -** Some ELs may have a disability and qualify for Special Education services. This could be determined at enrollment if student arrives with a valid IEP or at some point during the school year.

  ELL and Special Education programming are not mutually exclusive. Special education services do not replace ELD services or vice versa. ELs must be afforded all supports, resources, and programming for which they are available.

- **Identification -** There is no waiting period for making a disability determination for an EL. A child must not be determined to be a child with a disability if the determinant factor for the finding is lack of English proficiency.

- **Programming Considerations -** English language development instruction or English as a second language is part of an EL's general academic program and must be included in an academic program for ELs with disabilities. This content must be delivered directly by a certified ELL teacher or by a special education teacher who is working in collaboration with an ELL teacher. The IEP team, which must include an ELL professional, must take into account the language needs of an EL with a disability when considering program design and placement.

- **Reclassification -** An EL who has a disability must meet the state's definition of English proficient in order to be reclassified as an FEL.

See *Appendix S* for General Guidelines for ELs and Special Education, Appendix T*,* also includes a special circumstances letter to use in specific cases.

McKinney-Vento Homeless Assistance Act Requirements for ELs

https://www2.ed.gov/policy/elsec/leg/esea02/pg116.html
The McKinney-Vento (M-V) Act, Section 722(g)(4)(b)

734(d)(2)Expedited evaluation, allowable to use federal fudns to pay for an evaluation to determine if a student is eligible for EL services

District Homeless Liason:

Program Evaluation

The program will be evaluated based on the academic success of the ELs with consideration to:

- Student's progress within the OLS
- Students' attendance within required Class Connect sessions
- Students' attendance with ELL Support Class Connect Sessions
- Students' group and individual scores on State standardized assessments: PSSA and Keystone
- Student's referred to MTSS and Student Support Services and interventions documented and implemented
- Student's growth and/or proficiency within Star360 reports
- Student's growth toward English proficiency as reported via WIDA ACCESS scores.

Program evaluation results are reported annually to (PDE) Pennsylvania Department of Education through the English Learner Reporting System (ELRS).

22 Pa. Code §4.26

Educating Students with Limited English Proficiency (LEP) and English Language Learners (ELL)

DATE OF ISSUE: July 1, 2001

DATE OF REVIEW: April 14, 2009

PURPOSE

The purpose of this circular is to provide local education agencies (LEAs) with the requirements and interpretations of the legal mandates governing the education of students with Limited English Proficiency (LEP), also known as English Language Learners (ELLs). The information included will be useful in designing, staffing, and evaluating effective programs for ELLs. These mandates and interpretations are based on the Pennsylvania Regulations, Chapters 4 and 11; and on federal law, including Title VI of the Civil Rights Act, the Equal Educational Opportunity Act (EEOA), the No Child Left Behind Act (NCLB), and regulations and case law under those statutes. Citations to these sources are found at the end of this circular.

OVERVIEW

State regulation, 22 Pa. Code § 4.26, declares:

Every school district shall provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards under § 4.12 (relating to academic standards). Programs under this section shall include appropriate bilingual-bicultural or English as a Second Language (ESL) instruction.

As used here, the term "program" refers to: (1) planned instruction by a qualified ESL /Bilingual teacher, (2) adaptations/modifications in the delivery of content instruction by all teachers based on the student's language proficiency level and the Pennsylvania Language Proficiency Standards (PA ELPS) for ELs as well as the Pennsylvania academic standards.

Key components of the program that an LEA must provide to every EL are addressed below. In addition, this BEC also sets out the PDE's interpretation of legal requirements on a number of related issues.

IDENTIFICATION OF ELLs

Enrollment

For specific enrollment requirements and procedures, including those pertaining to

the enrollment of ELs, see the *Enrollment of Students* BEC.

Student identification for placement in an instructional program for ELs

- Based on the responses to the home language survey (HLS), students must be assessed for potential placement in a program unless they meet the criteria outlined below. *There are certain scenarios that may preclude assessment if a student can demonstrate English language proficiency (ELP).*
- Students should meet two of the following three criteria to be exempted from a formal ELP assessment. Student records for children from other states or school systems can be considered as part of the criteria.
- Final grades of B or better in core subject areas (Mathematics, Language Arts, Science and Social Studies);
- Scores on district-wide assessments that are comparable to the Basic performance level on the PSSA;
- Scores of Basic in Reading, Writing and Math on the PSSA or an equivalent assessment from another state.

- Newly enrolling students without academic records must be assessed for their ELP.
- LEAs must use the WIDA ACCESS PLACEMENT TEST (W- APT), which is aligned to the required annual State ELP assessment, ACCESS for ELLs, to assess students for placement in language instructional programs for ELs.
- LEAs may choose to use other formal, standardized ELP assessments for additional information BUT identification and placement must be based on the W- APT and the multiple criteria outlined above.
- The W-APT results are one of the indicators for placement in ESL/Bilingual programs and must be used in combination with the above multiple criteria, if available, to determine placement in an ESL program.
- Educators must take into consideration the State's ELP levels described within the PA ELPS standards when placing students in an instructional program for ELs.
- Instructional placement of ELs must be age and grade appropriate. Additionally, ELs must be given equal access to all educational programs, opportunities, and extra- curricular activities in the same manner as for all students.
- Parent permission to assess IS NOT REQUIRED.
- Parent notification of student assessment results and placement in an ESL/Bilingual program is required.

Parents' Limited Right to Opt Out of ESL /Bilingual Programs

22 Pa. Code § 4.4(d)(3) of the Pennsylvania State Board of Education regulations requires school entities to adopt policies that permit parents to have their children excused from specific instruction only in the limited circumstance described below:

(3) The right to have their children excused from specific instruction that conflicts with their religious beliefs, upon receipt by the school entity of a written request from the parents or guardians.

Consequently, a parent may not seek to have his or her child excused from a LEA's ESL/Bilingual program unless the instruction conflicts with the family's religious belief.

THE LANGUAGE INSTRUCTIONAL PROGRAM

Each LEA must have a written program plan that includes:

- a detailed description of the instructional models implemented by the LEA,
- the process for identification of ELs,
- the criteria for program exit, and
- the monitoring process after exit from a language instructional program.

The description must be sufficient to provide guidance to school personnel and families regarding the programs and services that students will receive. The language instructional program must include:

Instructional Models

The Program model(s) that the LEA adopts for ELs must be:

1) based on an educational theory recognized as sound by some experts in the field or considered by experts as a legitimate experimental strategy;

2) reasonably calculated, including provisions for resources and personnel, to implement the theory effectively; and

3) evaluated and adjusted where needed to ensure language barriers are actually being overcome.

   Castañeda v. Pickard, 648 F.2d 989 (1981)

   Program administrators planning the instructional models should consider LEA demographics, and student characteristics. Program administrators may choose between an ESL-only and a bilingual education with ESL model.

Options for English language instructional programs are charted in the following

Characteristics of Major Program Models for LEP Students (PDF)

Planned Instruction for English language acquisition () classes

- Direct English language instruction may not take place during other content classes which are required under 22 Pa Code § 4.
- Planned Instruction in the ELL Program must include daily instruction supporting the program model chosen by the LEA.

- Language instruction must be commensurate with the student's proficiency level (i.e., students at levels 1-3 require a greater amount of language instruction than students at levels 4 and 5). This includes both direct language instruction and adaptations to instruction/assessment in all content areas.
- Exact hours of direct language instruction by proficiency level must be determined based on student need and program/instructional delivery model. Instruction must meet all requirements under Lau v Nichols, 414 U.S. 563 (1974) and Castañeda v. Pickard, 648 F.2d 989 (1981).
- Guidelines to consider when planning direct instruction of ESL:
- Entering (level 1) / Beginning (level 2) students: 2 hours
- Developing (level 3): 1-2 hours
- Expanding (level 4): 1 hour
- Bridging (level 5): up to 1 hour or support dictated by student need

Levels are defined by the PA ELPS

- ESL must be delivered via curriculum aligned with Pennsylvania's Reading, Writing, Speaking, and Listening Standards, and the PA ELPS for ELs.
- In order to acquire English, students with LEP must receive instruction the same as they would receive instruction for other curricular areas. In other words, ESL/Bilingual classes must be part of the daily schedule and thoughtfully planned from the administrative level so that students are not removed from other content classes to receive instruction for English language acquisition.
- As the proficiency of a student advances into the upper levels (i.e., Expanding/Bridging), a student may require only minimal instructional time, which may be in the form of ongoing support as needed. HOWEVER, this support must be planned, structured time within the school day.

Planned Instruction in Academic content areas (content area classes)

- The language instructional program must also provide ELLs with meaningful, comprehensible access to instruction in all *content* areas required by Pennsylvania academic standards.
- The PA ELPS PreK–12 are an overlay to the academic standards and must be incorporated in planned instruction for ELs by <u>all</u> teachers.
- The LEA must support instructional planning and evaluation efforts between the ESL /Bilingual teachers and the content-area teachers by providing common planning time as appropriate.
- *To access the PA ELPS PreK-12, visit:* *http://www.portal.state.pa.us/portal/server.pt/community/english_as_a_second_lang uage/7529*
- *http://www.portal.state.pa.us/portal/server.pt/community/measurements%2c_standards policies/7531/elps_for_ells/509513.* For information on research-based techniques and models for adapting content instruction delivered in English to meet the needs of ELLs, and information about bilingual education, visit the *Office of English Language Acquisition website*.

Grading of ELs

ELs must be graded using the same grading system as all other students.

Annual assessment of ELs

- Assessment processes must align to the academic standards and PA ELPS.

- The annual state ELP assessment of ELs is required by federal law. 20 U.S.C. §§ 6311(b)(7), 6826(b)(3)(C), (d)(2)
- The State ELP assessment must be administered annually to measure progress and/or attainment of the student's English language proficiency for each language domain, i.e., reading, writing, speaking and listening/understanding. These score results are maintained in the student's permanent record folder.
- The PSSA accommodations allowable for ELs are published annually by PDE.

Visit the PDE website for the information on testing accommodations. *http://www.portal.state.pa.us/portal/server.pt/community/testing_accommodation s_security/7448*

Language Instructional Program Exit Criteria

All LEAs must apply Pennsylvania 's required exit criteria when exiting ELs from the language instructional program. Students may not be exited from the language instructional program based only on their oral proficiency; proficiency in academic reading and writing must also be assessed. These *criteria* can be found on the PDE website.

Monitoring of ELs after language instructional program exit

Monitoring is required for two years after a student exits an ESL/Bilingual program and appropriate records of student progress must be maintained. 20 U.S.C. § 6841(a)(4)

- Monitoring may include any or all of the following:
- Periodic review of grades
- Local assessments
- Required state assessments
- Teacher observation
- Teachers may offer support to monitored students as they would for any student seeking additional assistance with classroom work, instruction, or assessment.
- Monitoring is NOT an extension of the language instructional program.
- Students who are monitored CANNOT be counted as ELs in any state or federal data collection systems for the purpose of acquiring state or federal funding.

Monitoring guidance and forms can be found on the PDE website.

- ELs may not be denied access to participate in programs at AVTSs/CTCs based solely on English language proficiency.
- ELs participating in vocational programs must be provided ELL instruction appropriate to their level of proficiency and properly adapted content-area instruction.
- Comprehensive AVTS/CTC schools are responsible for providing ELL programming and staffing for students identified as ELs as outlined in this document.

Retention/Promotion

A student may not be retained in a grade based solely on his/her lack of English language proficiency.

If an EL is retained in a grade, the LEA must be able to demonstrate that all appropriate modifications were made to instruction and assessment in order to allow ELs meaningful access to the general curriculum as well as to promote second language learning. Lau v Nichols, 414 U.S. 563 (1974)

ELs with Disabilities

ELs may be eligible for Special Education. The IEP team must consider the need for ELL instruction as they address all students' needs related to the provision of Free Appropriate Public Education (FAPE). In determining the student's needs, IEP teams must consider both special education services and ELL instruction simultaneously, as appropriate.

All procedures for the screening, evaluation, IEP, and the provision of services and/or instruction must be in compliance with the Individuals with Disabilities Education Act (IDEA) and PA Chapter 14 Regulations.

The IEP team

It is highly recommended that the IEP team for an EL with disabilities include an ELL professional familiar with the student's language needs as well as the nature of his/her disability or, at a minimum, that the IEP team receive input from an ESL professional when appropriate. If a student is identified as an EL, then the IEP team will check the Limited English proficiency under special considerations on Part I of the IEP. Any special considerations identified must be addressed in the IEP.

The academic program

ESL/Bilingual programs are identified in The Pennsylvania School Code of 1949, Chapter 4, Section 4.26, as general curriculum. The academic program for an EL with a disability must consider THE ELL PROGRAM just as it must consider any other general curriculum services available to non- disabled students. Programmatic decisions

regarding ELs with disabilities should be Made by the IEP team with appropriate representation. It is not appropriate for an EL with a disability to be denied access to general curriculum including an English language instructional program as defined above. Special education services do not replace an English language instructional program.

Requirement for annual English language proficiency assessment

Both Titles I and III of NCLB require LEAs and state educational agencies (SEAs) to provide an annual assessment of English language proficiency for all ELs in the state enrolled in public schools in grades Kindergarten through twelve in the domains of speaking, listening, reading, and writing. This includes students with disabilities.

Even though ELs with disabilities may always achieve depressed scores in particular domains of language as a result of their specific disability, they must be given the opportunity to demonstrate their level of proficiency in English and be included in the annual state ELP assessment in all domains.

Participation in assessments

ELs with disabilities participate in all assessments, including the annual state ELP assessment and PSSA (or PASA, if appropriate) in accordance with 34 CFR § 300.160. Participation in state and local assessments is documented in Part III of the IEP. An EL student with a disability may participate in assessments through the use of one or more state-approved accommodations appropriate for his/her disability.

Rules governing assessment accommodations

The IEP team, with appropriate representation, may make decisions regarding assessment accommodations for ELs with disabilities as they would for any student with a disability. The following rules govern assessment accommodations for ELs:
- Accommodations must not invalidate the results of the assessment.
- Accommodations may be used for the entire assessment or only for part/parts of the assessment.
- Determinations of any accommodations used must be:
- based on a student's disability,
- made by the student's IEP team,
- properly documented in the student's IEP, and
- properly coded on the assessment.

For PSSA accommodations guidelines, reference the appropriate documents on the following website:
http://www.portal.state.pa.us/portal/server.pt/communitu/testing_accommodations_sec urit y/7448

For WIDA ACCESS for ELLs® accommodations guidelines, refer to the following website:
http://wida.wceruw.org/assessment/ACCESS/accommodations.aspx

In accordance with federal guidance outlined in the document, *Questions and Answers Regarding Inclusion of Limited English Proficient Students with Disabilities in English Language Proficiency Assessments and Title III Annual Measurable Achievement Objectives*, Department of Education, March 2006, **the LEP designation cannot be removed from a student unless that student has met all of the required state exit criteria**. *Refer to the current Pennsylvania state required* document.

SUPPORT/SUPPLEMENTAL PROGRAMS AND SERVICES

ELs shall participate in all federal and other programs for which they are identified and/or qualify that are available within the school.

OTHER PROGRAM COMPONENTS

Program evaluation

Each LEA must periodically evaluate its language instructional program to ensure all components are aligned and working effectively to facilitate the acquisition of the English language and academic achievement defined by the PA academic standards.

22 Pa. Code § 4.52, Castañeda v. Pickard, 648 F.2d 989 (1981) and 20 U.S.C. § 6841

Data reported to LEAs from state level assessments of ELP and academic achievement (ACCESS for ELLs® and PSSA) must be used in program review and improvement.

Communication with Parents

- Communication with parents must be in the parent's preferred language and mode of communication. Civil Rights Act of 1964, Title VI
- It is the LEA's responsibility to provide for translation (written) and/or interpretation (oral) services. In order to do this, LEAs must determine the preferred mode of communication of the parent and develop a plan for translation and interpreter services.
- PDE provides translated documents necessary for communication with parents and students regarding general education and NCLB requirements via *TRANSACT*.
- Other translated PA forms for special education can be found at the Pennsylvania Training and Technical Assistance Network (*PaTTAN*).
- Individualized LEA documents must be provided by the LEA and must be part of the regular budget planning of the LEA for core language instructional programs.

Staffing

All teachers in language instructional programs must hold the certification and endorsements required by PDE. For current requirements, visit
http://www.portal.state.pa.us/portal/server.pt/community/certification/7199

Bilingual teachers teaching in a bilingual program of instruction must demonstrate academic language proficiency both in English and in the language used for instruction in their classroom.

Professional Development

All LEAs with ELs enrolled must offer staff development related to language instruction programs for all LEA personnel as part of the Professional Development Act 48 Plan.

Migrant Education

Students identified as migrant and who are determined to be ELs must be provided language instructional programs as outlined in this document.

Funding

- The LEA budget must include provision for resources/materials, staffing for language instructional programs, and professional development for all school personnel as part of core programming outlined in 22 Pa Code § 4.26.
- Federal funds can be used to supplement local funding for language instructional programs, but not to supplant state/local funds.

Title III of the No Child Left Behind Act of 2001

- Title III funding may be used by LEAs to enhance existing ESL/Bilingual programs.
- NCLB makes it clear that Title III funding is to be used to supplement, not supplant, existing programs.
- Title III funded enhancements may include, but are not limited to
    - o after-school programs
    - o summer programs
    - o tutorial programs, or
    - o additional supports funded by Title III
- Parents may opt out of Title III services that support a LEA's ESL/Bilingual program per the NCLB Act, 20 U.S.C. § 7012.
- Written parent notification for student placement in Title III programs/services is required along with written guidance pertaining to parental rights, including the right to have the child immediately removed from or decline enrollment in such a program. 20 U.S.C. § 7012 (a)(8)(A)(i) and (ii).

Reporting Requirements

LEAs are required to complete the Pennsylvania Information Management System (PIMS) and the Limited English Proficient (LEP SYTEM) annually. PIMS and the LEP SYSTEM provide data and information on student numbers, teachers, 22 Pa. Code §4.26, and Title III.

ATTACHMENT:

Characteristics of Major Program Models for LEP Students (PDF)

REFERENCES:

State Regulations
22 Pa. Code §4.4

22 Pa. Code § 11.11

22 Pa. Code § 11.12

22 Pa. Code §4.26

43 P.S. §§951-963

Federal Statutes

Civil Rights Act of 1964, Title VI

Equal Educational Opportunities Act of 1974

NCLB Title l 20 U.S.C. § 6301 et seq., Title Ill, 20 U.S.C. § 6801 et. seq.
P.L. 105-17 (IDEA)

Other

Castañeda v. Pickard, 648 F.2d 989 (1981)

Lau v Nichols, 414 U.S. 563 (1974)

Plyler v Doe, 457 U.S. 202 (1982)

Certification and Staffing Policies and Guidelines (CSPG) No. 68

Certification Staffing Assignment Program Specialist

Program Specialist certificates are required for an assignment for which no instructional, educational specialist, supervisory or administrative certificate exists and shall be issued for the following areas:

1. English as a Second Language (ESL) Program Specialist K-12

To qualify for an ESL Program Specialist certificate, an individual must currently hold a Pennsylvania Instructional I or II certificate and complete, or be evaluated by the Department of Education as having met, the state required ESL training components as offered through the approved ESL state training providers.

ESL Program Specialists have the capacity to:
- Provide assistance supporting the fundamental concepts and practices of English as a second language instruction.
- Provide English as a second language services.
- Select and design teaching resources for English language learners.
- Provide instructional adaptations/modifications to assist English language learners.
- Conduct effective assessments to identify levels of language proficiency, acquisition and content learning.
- Monitor English language learners content learning.
- Participate in individualized education plan preparation for English language learners who are participating in special education assistance/services.
- Provide school staff with resources/professional activities to promote understanding and sensitivity toward all cultures.
- Provide appropriate information and services to English language learner's family.
- Provide assistance to academic content teachers as they instruct English language learners in the required content knowledge.

Special Considerations:

An educator certified in this field may provide school staff development services regarding their collegial studies/skills, may serve in the role of mentor or advisor, and may assist students in understanding the "reading" content area materials in related subject areas.

Effective with the school year 2004-2005, all individuals providing ESL educational assistance/services must hold the Program Specialist-ESL certificate.

July 1, 2004 <u>References:</u>

22 PA Code: Chapter 49: §49.11

This revision supersedes all earlier CSPGs carrying this number and/or addressing this subject. Previous printing dates on this subject: 1973, 3/75, 3/76, 6/95.

Standards for English Language Development

July, 2017

Pennsylvania Department ofEducation

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English Language Development Standards Framework

The Pennsylvania Department of Education convened the English Language Proficiency Standards Workgroup in 2015 to revise, update and correlate the existing English Language Proficiency Standards to the newly developed, more rigorous Pennsylvania Core/Academic Standards, thus giving ELs equitable access to subject content. As part of this work, the Department recognized the need to incorporate changes in research-based instruction that impacts language development and improves academic achievement.

Standards

The framework was modeled after WIDA's English Language Proficiency Standards for English Language Learners in Kindergarten through Grade 12: Frameworks for Large-scale State and Classroom Assessment developed by the WIDA consortium of states. The framework retains the five overarching standards previously adopted by Pennsylvania.

Pennsylvania English Language Development Standards

Standard 1. English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

Standard 2. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

Standard 3. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.

Standard 4. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.

Standard 5. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.

The PA ELDS Framework is designed to help educators effectively differentiate instruction and assessment across content areas for ELs at varying levels of English Language Proficiency (ELP). The framework incorporates the acquisition of social and academic language across development levels and the incremental demands of language through various grade levels.

English Language Development Standard 1: English language learners communicate information, ideas, and concepts necessary for academic success for **Social and Instructional** purposes.
Grade Level: Pre-K-Kindergarten

16.1.PK-K		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.1.PK-K.1L Follow one-step oral commands with teacher modeling.	16.1.PK-K.2L Follow one-step oral commands in a small group.	16.1.PK-K.3L Follow two-step oral commands in a small group.	16.1.PK-K.4L Follow oral directions as presented in a context (e.g. conversation, song) in a small group.	16.1.PK-K.5L Follow sequential commands with visual or non-verbal cues.	AL.2 PK.B
RECEPTIVE	Reading	16.1.PK-K.1R Sort labeled pictures of familiar objects (e.g. classroom items, family members) with teacher modeling.	16.1.PK-K.2R Identify the first letter of own name and/or names of familiar adults and children from a list.	16.1.PK-K.3R Name letters from own name and match to letters found in classroom print with a partner.	16.1.PK-K.4R Match pictures of classroom objects beginning with similar sounds too familiar words (e.g., pen, pencil) in a small group.	16.1.PK-K.5R Identify or read words in functional print with visual cues with a partner.	1.1 PK.B 1.1 K.C
PRODUCTIVE	Speaking	16.1.PK-K.1S Repeat and respond to chants about asking an adult for help in small groups using gestures.	16.1.PK-K.2S Produce simple statements about asking an adult for help using oral sentence starters and models.	16.1.PK-K.3S Produce expanded statements about asking an adult for help using oral sentence starters and models.	16.1.PK-K.4S Tell about a time you asked for an adult for help using models.	16.1.PK-K.5S Elaborate with details on a time you asked an adult for help using models.	16.2.PK.C 16.2.K.C
PRODUCTIVE	Writing	16.1.PK-K.1W Draw and/or label family members using models and illustrated word cards (e.g., grandma) in L1 or L2.	16.1.PK-K.2W Draw and label family members using models and illustrated word cards (e.g., This is _____.) in L1 or L2.	16.1.PK-K.3W Draw and describe family members using sentence frames and illustrated word cards (e.g., This is_____. He is _____.)	16.1.PK-K.4W Produce illustrated stories about family members using related sentence frames and illustrated word cards.	16.1.PK-K.5W Produce illustrated stories about family members with a classroom aide.	16.2.PK.B 16.2.K.B

English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts.**
Grade Level: Pre-K-Kindergarten

16.2.PK-K		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.2.PK-K.1L Mimic teacher physical movements while listening to songs or chants (e.g., "Itsy Bitsy Spider" or "Head, Shoulders").	16.2.PK-K.2L Perform physical actions independently in response to verbal prompts in rehearsed songs or chants in a small group.	16.2.PK-K.3L Perform physical actions independently in response to verbal prompts in rehearsed songs or chants.	16.2.PK-K.4L Reenact part of a song or chant in response to verbal prompts in a small group.	16.2.PK-K.5L Reenact songs or chants in response to verbal prompts and digital media.	CC.1.5.PK.C CC.1.5.K.C
	Reading	16.2.PK-K.1R Sequence labeled pictures of main story events (e.g., first, next, last) with teacher support.	16.2.PK-K.2R Sequence labeled pictures of main story events and key details with teacher support and/or a partner.	16.2.PK-K.3R Sequence main story events and key details using labeled pictures.	16.2.PK-K.4R Match illustrations of key story details with sequence words cards in a small group.	16.2.PK-K.5R Locate sequence words in a story with visual support (e.g., illustrated flash cards 16.2.PK-K.1S or word wall).	CC.1.3.PK.A CC.1.3.K.A
PRODUCTIVE	Speaking	16.2.PK-K.1S Respond to Yes/No questions about an illustrated story.	16.2.PK-K.2S Respond to questions with one or two words or short phrases about an illustrated story.	16.2.PK-K.3S Retell a story with visual supports (e.g., realia, pictures, puppets) with a partner.	16.2.PK-K.4S Summarize the events of a story using visual supports with a partner.	16.2.PK-K.5S Express an opinion about a story or experience using visual supports and speaking prompts (e.g., I think…; I like…)	CC.1.5.PK.D CC.1.5.K.D
	Writing	16.2.PK-K.1W Illustrate a shared experience or event with teacher modeling.	16.2.PK-K.2W Illustrate and label a shared experience or event using invented spelling with a partner.	16.2.PK-K.3W Write about a shared experience or event in a shared group writing.	16.2.PK-K.4W Write initial sound of words describing a shared experience or event in a shared group writing.	16.2.PK-K.4W Write about a shared experience or event using high frequency words in a shared group writing.	CC.1.4.K.M

English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.
Grade Level: Pre-K-Kindergarten

16.3.PK-K		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.3.PK-K.1L Assemble sets of objects in response to oral prompts (e.g., two pencils; three erasers) using manipulatives with teacher modeling and a partner.	16.3.PK-K.2L Assemble sets of objects in response to oral prompts (e.g., two pencils; three erasers) using manipulatives with a partner.	16.3.PK-K.3L Assemble sets of objects in response to oral prompts (e.g., two pencils; three erasers) using manipulatives with a teacher or classroom aide.	16.3.PK-K.4L Assemble sets of objects in response to multi-step oral prompts (e.g., two pencils and three erasers) using manipulatives with a partner.	16.3.PK-K.5L Assemble sets of objects in response to multi-step oral prompts (e.g., two pencils and three erasers) using manipulatives.	CC.2.1.PK.A.2 CC.2.1.K.A.2
RECEPTIVE	Reading	16.3.PK-K.1R Identify labeled pictures of shapes in response to oral prompts with manipulatives and teacher modeling.	16.3.PK-K.2R Sort labeled pictures of shapes with manipulatives and a partner.	16.3.PK-K.3R Match pictures of shapes to labels with manipulatives and a partner.	16.3.PK-K.4R Identify words related to shapes in phrases or short sentences in a small group.	16.3.PK-K.5R Identify words related to shapes in phrases or short sentences with manipulatives and a word bank.	CC.2.3.PK.A.1 CC.2.3.K.A.1
PRODUCTIVE	Speaking	16.3.PK-K.1S Repeat attributes of objects using words (e.g., long, short, heavy) or gestures with teacher modeling.	16.3.PK-K.2S State attributes of objects (e.g., long pencil, short chalk) using manipulatives with teacher support.	16.3.PK-K.3S Describe attributes of objects (e.g., This pencil is long.) using manipulatives with a partner.	16.3.PK-K.4S Compare attributes of objects using some technical language (e.g., This pencil is long. That one is short.) using manipulatives with a partner.	16.3.PK-K.5S Specify similarities and differences of attributes of objects using technical language (e.g., long, longer, longest) in a group.	CC.2.4.PK.A.1 CC.2.4.K.A.1
PRODUCTIVE	Writing	16.3.PK-K.1W Describe measurable attributes of objects by tracing high frequency words (e.g., big; small) with a partner.	16.3.PK-K.2W Describe measurable attributes of objects using a pre-printed worksheet with a partner.	16.3.PK-K.3W Describe measurable attributes of objects using a pre-printed worksheet.	16.3.PK-K.4W Describe measurable attributes of objects with technical vocabulary using a pre-printed worksheet.	16.3.PK-K.5W Describe measurable attributes of objects with technical vocabulary with an illustrated word bank.	CC.2.4.PK.A.1 CC.2.4.K.A.1

English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.

Grade Level: Pre-K-Kindergarten

16.4.PK-K		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.4.PK-K.1L Identify the three types of earth materials (rock, soil, and sand) by pointing to pictures, graphics or samples with teacher prompts.	16.4.PK-K.2L Collect types of earth materials as directed by one-step teacher prompts.	16.4.PK-K.3L Respond to WH-questions about the three types of earth materials in a small group.	16.4.PK-K.4L Identify the three types of earth materials following two-step oral directions in a small group.	16.4.PK-K.5L Respond to questions about the three types of earth materials with a partner.	3.3.PK.A1 3.3.K.A1
	Reading	16.4.PK-K.1R Match pictures illustrating seasonal changes in a group with teacher support following the read-aloud of a big book.	16.4.PK-K.2R Sort labeled pictures illustrating change-of-season effects on local environment (e.g., fall leaves, spring flowers, snow) following the read-aloud of a big book.	16.4.PK-K.3R Identify the changes in seasons with a partner following the read-aloud of a big book.	16.4.PK-K.4R Identify clothing and activities associated with the changes of seasons using simple sentences in a pocket chart following the read-aloud of a big book.	16.4.PK-K.5R Identify change-of-season effects on local environment with a partner (e.g., In the fall, leaves fall from trees) following the read-aloud of a big book.	4.1.PK.E 4.1.K.E
PROD UCTIV	Speaking	16.4.PK-K.1S Identify precipitation types using visual-supporting materials (e.g., picture cards, illustrated word wall) in a small group.	16.4.PK-K.2S Describe using single words or short phrases precipitation types (e.g., picture cards, illustrated word wall).	16.4.PK-K.3S Identify and describe precipitation types using phrases chorally.	16.4.PK-K.4S Report precipitation type of the day using visual cues and simple sentences.	16.4.PK-K.5S Describe precipitation types with a partner using a sentence frame script.	3.3.PK.A5 3.3.K.A5

Writing	16.4.PK-K.1W Distinguish living things from non-living by circling appropriate pictures with teacher modeling.	16.4.PK-K.2W Draw pictures of living and non-living things with a partner.	16.4.PK-K.3W Sort and label pictures of living and non-living things, using letters, scribbles and/or letter like forms.	16.4.PK-K.4W Draw and label pictures of living and non-living things with words or invented spellings with a picture dictionary.	16.4.PK-K.5W Draw and label living things and non-living things with words or short sentences with a partner or triads.	4.1.PK.A 4.1.K.A

English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.
Grade Level: **Pre-K-Kindergarten**

16.5.PK-K		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	**Listening**	16.5.PK-K.1L Point to story locations on a map (e.g. The Hundred Acre Wood in Winnie the Pooh) after a repeated shared reading.	16.5.PK-K.2L Point to story locations on a map after a shared reading.	16.5.PK-K.3L Place story locations on a map after with a small group after a shared reading.	16.5.PK-K.4L Place story locations on a map after a shared reading.	16.5.PK-K.5L Identify locations of story events on a map after a shared reading.	7.1.K.B
	Reading	16.5.PK-K.1R Point to labeled illustrations of community workers in uniform with teacher prompts.	16.5.PK-K.2R Match labeled illustrations of community workers to tools to identify roles.	16.5.PK-K.3R Sort labeled illustrations of objects associated with community workers using manipulatives.	16.5.PK-K.4R Identify words and phrases related to community workers using a picture book with a partner.	16.5.PK-K.5R Read words, phrases and simple sentences related to community workers in a picture book.	5.3.PK.C 5.3.K.C
PRODUCTIVE	**Speaking**	16.5.PK-K.1S Repeat names of currency using manipulatives with teacher prompting.	16.5.PK-K.2S Name units of currency when presented with visual cues.	16.5.PK-K.3S Engage in role play shopping with realia in a small group.	16.5.PK-K.4S Engage in discussion to express material wants using manipulatives with a partner.	16.5.PK-K.5S Tell a real or make believe story about a shopping experience with visuals.	6.2.PK.D 6.2.K.D
	Writing	16.5.PK-K.1W Draw a picture of self as member of a family unit with teacher modeling.	16.5.PK-K.2W Draw and label self and family members using scribbles, letter-like forms and invented spelling with teacher support.	16.5.PK-K.3W Draw and label self and family members using illustrated word walls.	16.5.PK-K.4W Write about a real family experience or event with a combination of pictures and words using a word wall.	16.5.PK-K.5W Write about a real family experience or event with a combination of familiar words and invented spelling using a word wall.	5.2.PK.A

English Language Development Standard 1: English language learners communicate information, ideas, and concepts necessary for **Social and Instructional** purposes.
Grade Level: 1

16.1.1		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.1.1.1L Follow one-step oral directions as modeled by the teacher (e.g., Open your book.)	16.1.1.2L Follow segmented oral directions with cues from teacher or peers. (e.g., Open your book [pause] … and take out a pencil.)	16.1.1.3L Follow multi-step oral directions with cues from teacher or peers (e.g., Open your book and take out a pencil.)	16.1.1.4L Follow combined oral directions of increasing complexity with visual or nonverbal support. (e.g., Write your name on the top left-hand side of the paper.)	16.1.1.5L Follow sequence from multiple oral directions (e.g., Write your name on the top left-hand side of the paper, then put the date on the top right-hand side.)	Not Applicable
	Reading	16.1.1.1R Follow written directions using diagrams or pictures with teacher modeling.	16.1.1.2R Follow written directions using labeled pictures with a partner.	16.1.1.3R Follow visually supported written directions with a small group.	16.1.1.4R Follow written directions with peer or teacher assistance.	16.1.1.5R Follow high frequency/familiar written directions.	Not Applicable
PRODUCTIVE	Speaking	16.1.1.1S Repeat simple words stated by teacher.	16.1.1.2S Repeat phrases, and memorized chunks of language stated by teacher.	16.1.1.3S Use phrases and simple statements with a partner.	16.1.1.4S Participate in class discussions on familiar social and academic topics.	16.1.1.5S Initiate conversation with peers and teachers on familiar social and academic topics.	Not Applicable
	Writing	16.1.1.1W Copy written language with teacher modeling.	16.1.1.2W Complete modeled sentence starters with teacher support.	16.1.1.3W Form simple sentences using word/phrase bank and peer support.	16.1.1.4W Produce original sentences using a word/phrase bank.	16.1.1.5W Create a related series of sentences in response to prompts.	Not Applicable

English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts.**
Grade Level: 1

16.2.1		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	**Listening**	16.2.1.1L Point to illustrations of key story details in response to teacher prompt (e.g., where is Owl's bed? Where is the moon?) <u>Owl at Home</u> by Arnold Lobel	16.2.1.2L Sort illustrations of key details following a read aloud of literature in response to teacher prompts (e.g., When is owl scared/sad/happy?)	16.2.1.3L Sequence illustrations of key story details following a read aloud using a graphic organizer.	16.2.1.4L Respond to questions about key story details of a read aloud in a small group	16.2.1.5L Respond to a read aloud by role-playing key details with a partner.	CC.1.5.1.B
	Reading	16.2.1.1R Identify main ideas of a text using story illustrations and teacher prompts (e.g., Show me what little bear cooks. Who are little bear's friends?) <u>Little Bear</u> by Elsa Holmelund Minarik	16.2.1.2R Identify main idea of a text by matching story illustrations to labels with teacher support.	16.2.1.3R Identify main idea of a text by matching story illustrations to phrase strips with peer support.	16.2.1.4R Locate the main idea of a text by identifying supporting phrases or sentences within the text with a partner.	16.2.1.5R Compare the main ideas of grade level texts using a graphic organizer with a partner.	CC.1.2.1.A
PRODUCTIVE	**Speaking**	16.2.1.1S Identify words related to main events in a text with teacher modeling (e.g., moon, tea, clock, Owl's bed). <u>Owl at Home</u> by Arnold Lobel	16.2.1.2S Describe the main events of a text using words and short phrases with visual support.	16.2.1.3S Retell the main events of a text with some relevant details with partner.	16.2.1.4S Summarize the main events of a text with relevant details in a group.	16.2.1.5S Summarize the main events of a text with relevant details with a partner.	CC.1.5.1.D

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16.2.1		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
PRODUCTIVE	Writing	16.2.1.1W Label an illustrated sequence of events using a word wall with teacher support (e.g., pot, soup, Hen comes). Little Bear by Elsa Holmelund Minarik	16.2.1.2W Complete cloze sentences describing events (e.g., Little Bear makes soup with_____.) using a word wall.	16.2.1.3W Write 2-3 sentences recounting two or more sequenced events using sentences starters.	16.2.1.4W Retell story events in a paragraph recounting two or more sequenced events, using a picture dictionary and/or guided model.	16.2.1.5W Summarize story events describing two or more sequenced events using a guided model.	CC.1.4.1.P

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English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.
Grade Level: 1

16.3.1		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	**Listening**	16.3.1.1L Point to object based on oral descriptions of length (e.g., Which pencil is short?) using realia.	16.3.1.2L Sort objects according to their lengths in response to oral instructions with a partner (e.g., Put the long ___ [pencils, crayons] on XX's desk. Put the short ones on YY's desk.)	16.3.1.3L Order objects according to their lengths (e.g., short, shorter, shortest; longer than) in response to oral directions with a partner.	16.3.1.4L Compare the lengths of objects in response to oral instructions using a graphic organizer in a small group.	16.3.1.5L Follow multi-step oral descriptions to compare the length of objects (e.g., The ruler is longer than the pencil; ...as long as) in a small group.	CC.2.4.1.A.1
	Reading	16.3.1.1R Match indirect measurement words (e.g., smaller, longest) with illustrations and teacher modeling.	16.3.1.2R Order labeled pictures of objects by length with a partner.	16.3.1.3R Identify indirect measurement words embedded in a simple word problem with a partner.	16.3.1.4R Select and use objects as described by length in a visually supported grade-level word problem.	16.3.1.5R Select and use objects as described by length in a grade-level word problem with peer support.	CC.2.4.1.A.1
PRODUCTIVE	**Speaking**	16.3.1.1S Name the operation used to solve a simple math problem using with teacher modeling.	16.3.1.2S Restate the steps of an operation to solve a math problem using manipulatives in a small group.	16.3.1.3S Describe the steps used in an operation to solve a math problem using manipulatives in a small group.	16.3.1.4S Compare possible operations to solve a math problem using manipulatives in a small group.	16.3.1.5S Justify the operation used to solve a math problem using manipulatives with a partner.	CC.2.2.1.A.1.
	Writing	16.3.1.1W Label single-word mathematical terms used in addition (e.g., plus, sum) using an illustrated word bank.	16.3.1.2W Compose phrases about a visually-supported addition problem using a word bank.	16.3.1.3W List the steps to solve an addition problem using sentence frames (e.g., "Start with the first number...").	16.3.1.4W Construct and solve an addition math story problem using a guided model.	16.3.1.5W Write multiple addition math story problems to be shared with classmates.	CC.2.2.1.A.1

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English Language Development Standard 4: English language learners communicate information,
ideas, and concepts necessary for academic success in the content area of **Science.**
Grade Level: 1

16.4.1		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	**Listening**	16.4.1.1L Construct models to test force and motion based on one-step oral commands in small groups using L1 or L2.	16.4.1.2L Construct models to test force and motion based on segmented instruction (e.g. "Get the blocks. [pause] Get the ramp. [pause]…) in small groups using L1 or L2.	16.4.1.3L Construct models to test force and motion based on a series of oral statements using realia in a small group.	16.4.1.4L Construct models to test force and motion based on oral discourse using realia in a small group.	16.4.1.5L Construct models to test force and motion based on extended oral discourse using realia with a partner.	3.2.1.B1
	Reading	16.4.1.1R Match labels to samples of earth materials (e.g., soil, sand) with a partner.	16.4.1.2R Identify characteristics of earth materials based on illustrated descriptions with a partner.	16.4.1.3R Sort characteristics of earth materials based on illustrated texts using a graphic organizer in a small group.	16.4.1.4R Sort characteristics of earth materials based on illustrated texts using a graphic organizer.	16.4.1.5R Match descriptive phrases to realia or photographs of earth materials.	3.3.1.A1
PRODUCTIVE	**Speaking**	16.4.1.1S Point to and name parts of an illustrated food chain with teacher modeling.	16.4.1.2S Describe (using words and phrases) the parts of a food chain presented in a model or illustration with a partner.	16.4.1.3S Describe (using simple sentences) the parts of a food chain from illustrated models.	16.4.1.4S Discuss the relationship between the parts of a food chain from illustrated models using sentence frames with a partner.	16.4.1.5S Discuss the relationship between the parts of a food chain from illustrated models in a small group.	4.1.1.C
	Writing	16.4.1.1W Draw and label pictures of stages of life cycles using illustrated word banks (e.g., seed, sprout).	16.4.1.2W Describe the stages of life cycles using drawings and phrases an illustrated word bank.	16.4.1.3W Describe the stages of life cycles using phrases and sentences with an illustrated word bank.	16.4.1.4W Describe in detail the stages of life cycles with an illustrated word bank and a graphic organizer.	16.4.1.5W Produce stories about the stages of life cycles with visual support.	3.1.K.A3

English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

Grade Level: 1

16.5.1		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.5.1.1L Match pictures of birthday celebrations of other cultures in response to teacher stated words (e.g. Show me the cake; Where is the present?)	16.5.1.2L Identify illustrations from birthday celebrations of other cultures in response to descriptive phrases.	16.5.1.3L Sequence picture cards after listening to a story about a birthday celebration in another culture.	16.5.1.4L Compare and contrast birthday celebrations using a graphic organizer after watching video clips.	16.5.1.5L Reenact a story about a birthday celebration in another culture.	8.4.1.C
	Reading	16.5.1.1R Identify labeled seasonal pictures with teacher modeling and prompts.	16.5.1.2R Match seasonal pictures to labels with teacher prompts.	16.5.1.3R Categorize pictures and descriptive phrases characteristic of different seasons with a partner.	16.5.1.4R Sequence information about seasonal changes form illustrated text using a graphic organizer (e.g., timeline).	16.5.1.5R Connect information about seasonal changes and lifestyle from illustrated texts using a graphic organizer (e.g., semantic web).	7.3.1.A
PRODUCTIVE	Speaking	16.5.1.1S Name places on maps working with a partner (e.g., This is the hospital.)	16.5.1.2S Ask and answer WH-questions about places on a map with a partner (e.g., Where is Pennsylvania?)	16.5.1.3S Give directions from one place to another using a map with a partner.	16.5.1.4S Plan a trip using a map working with a partner.	16.5.1.5S Engage in discussion about the benefits/challenges of traveling to various locations using a map key in a small group.	7.1.1. B
	Writing	16.5.1.1W Illustrate and label classroom/school rules using words or short phrases with an illustrated work bank.	16.5.1.2W Illustrate and label classroom/school rules using phrases or short sentences with an illustrated word bank.	16.5.1.3W Complete sentences describing the importance of school rules using sentence stems (e.g., We must be quiet when ...)	16.5.1.4W Write sentences describing the importance of school rules using a graphic organizer.	16.5.1.5W Write a letter to the teacher or principal making suggests for new school rules using a guided model.	5.1.1.B

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CYBER CHARTER SCHOOL

English Language Development Standard 1: English language learners communicate in English for
SOCIAL AND INSTRUCTIONAL purposes within the school setting.
Grade Level: 2-3

16.1.2-3		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.1.2-3.1L Position manipulatives or realia according to one-step oral commands to show spatial relations (e.g., Put the books on the table.)	16.1.2-3.2L Position manipulatives or realia according to multiple oral commands to show spatial relations (e.g., Put the cubes in a row across the paper.)	16.1.2-3.3L Follow oral directions verifying requests with cues from teachers or peers (e.g., Fold the paper in half and place it on your table the long way.)	16.1.2-3.4L Follow simple oral directions with visual or nonverbal support (e.g., Write your name on the top left-hand side of the paper.)	16.1.2-3.5L Follow sequence from multiple oral directions (e.g., Write your name on the top left-hand side of the paper, and then put the date on the top right-hand side.)	Not Applicable
	Reading	16.1.2-3.1R Match illustrations of school vocabulary with labels with visual supports (e.g., illustrated words wall; classroom labels).	16.1.2-3.2R Identify words imbedded in environmental print around classroom/school with a partner.	16.1.2-3.3R Follow illustrated directions containing school vocabulary.	16.1.2-3.4R Follow high frequency written directions on homework, assignments, and assistance, with peer or teacher assistance.	16.1.2-3.5R Follow written directions on homework, assignments, and assessments.	Not Applicable
RPOD UCTIV	Speaking	16.1.2-3.1S Give and ask for permission or make requests using single words or gestures to teacher or peers in classroom situations.	16.1.2-3.2S Give and ask for permission or make requests using short phrases to teacher or peers in classroom situations.	16.1.2-3.3S Give and ask for permission or make requests using sentences to teacher or peers in classroom situations.	16.1.2-3.4S Communicate with peers to join in activities or games	16.1.2-3.5S Negotiate solutions to problems, interpersonal misunderstandings and/or disputes with a partner.	Not Applicable

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| Writing | 16.1.2-3.1W Illustrate personal experiences with a partner. | 16.1.2-3.2W Label illustrations of personal experiences with phrases and short sentences with a partner. | 16.1.2-3.3W Participate in a shared writing activity about a common experience (e.g., field trip, guest speaker). | 16.1.2-3.4W Write an email message using a picture dictionary. | 16.1.2-3.5W Write in a dialogue journal about personal experiences using a picture dictionary or guided model. | Not Applicable |

English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.
Grade Level: 2-3

16.2.2-3		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.2.2-3.1L Answer questions about author's point of view after listening to an illustrated poem with a list of cognates in a large group/whole class.	16.2.2-3.2L Answer questions about author's point of view after listening to an illustrated poem with a list of cognates in triads.	16.2.2-3.3L Answer questions about author's point of view after listening to an illustrated poem in a think-pair-share.	16.2.2-3.4L Answer questions about author's point of view after listening to a poem in a think-pare-share.	16.2.2-3.5L Answer questions about author's point of view after listening to a poem.	CC.1.2.3.D
RECEPTIVE	Reading	16.2.2-3.1R Match pictures of multiple meaning words (e.g., fly – insect, fly – verb) to print with teacher monitoring.	16.2.2-3.2R Point to the picture that demonstrates the multiple meaning word using visuals with simple sentences (e.g., I saw a bat; I hit the ball with a bat).	16.2.2-3.3R Point to the multiple meaning word using context clues in a sentence with a partner.	16.2.2-3.4R Identify the definition of multiple meaning words in a paragraph using a variety of strategies (e.g., context clues, dictionary) with a partner.	16.2.2-3.5R Determine or clarify the meaning of multiple-meaning words and phrases in a grade-level text using a variety of strategies (e.g., context clues, dictionary).	CC.1.2.3.K
PRODUCTIVE	Speaking	16.2.2-3.1S Identify how a character feels by selecting labeled pictures showing emotion.	16.2.2-3.2S Answer WH-questions about character traits from a story using pictures (e.g., angry, sad, scared) with teacher modeling.	16.2.2-3.3S Respond to questions in phrases or short sentences about the traits of the main character using sentences starters with a partner and a list of character traits.	16.2.2-3.4S Discuss the traits of a character using specific and some technical language using a list of character traits with a partner.	16.2.2-3.5S Describe characters in a story (e.g., their traits and feelings) in a group.	CC.1.3.3.C

16.2.2-3		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
PRODUCTIVE	Writing	16.2.2-3.1W Compare and contrast 'text to self' by sorting pictures onto a Venn Diagram with teacher modeling.	16.2.2-3.2W Compare and contrast 'text to self' using words, drawings or short phrases with a partner.	16.2.2-3.3W Compare and contrast 'text to self' using a variety of linking compare/contrast words (e.g. unlike; in common).	16.2.2-3.4W Compare and contrast 'text to self' in a paragraph using a pre-completed Venn diagram organizer, a list of compare or contrast linking words, and a paragraph frame.	16.2.2-3.5W Connect ideas in 'text to self' compare /contrast essays using linking words and phrases (e.g., similar to; in common; unlike) using a word bank and a pre-completed Venn diagram organizer.	CC.1.4.2.O CC.1.4.3.D

English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

Grade Level: 2-3

16.3.2-3		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.3.2-3.1L Identify geometric figures with teacher prompts (e.g., Which is a square?)	16.3.2-3.2L Sort and classify figures (e.g., circles, triangles, quadrilateral) based on a teacher's oral description of measurable attributes using manipulatives.	16.3.2-3.3L Draw a geometric figure based on its attributes from an oral description given a word bank of attributes and a graphic organizer of shapes.	16.3.2-3.4L Draw a geometric figure based on its attributes from an oral description with a partner.	16.3.2-3.5L Draw a geometric figure based on its attributes from an oral description.	CC.2.2.2.A.1 CC.2.3.3.A.1
	Reading	16.3.2-3.1R Match operation symbols to single words (e.g., add, subtract, multiply, divide).	16.3.2-3.2R Match operation symbols to phrases (e.g., less than, difference between, more than, equal group) with teacher modeling.	16.3.2-3.3R Given a simple word problem, identify the operation to use using a word/symbol conversion chart.	16.3.2-3.4R Match a word problem to a math sentence with a partner.	16.3.2-3.5R Create a math sentence using a story problem given a combination of symbols $(+, -, \times, \div, <, >,$ and $=)$ and numbers.	CC.2.2.3.A.4
PRODUCTIVE	Speaking	16.3.2-3.1S Name the operations to be used to solve a simple math story problem in small groups using a chart or visuals.	16.3.2-3.2S Restate the steps of an operation to a partner using visuals or manipulatives with teacher modeling.	16.3.2-3.3S Describe the steps used in an operation to solve a math problem to a partner using visuals or manipulatives.	16.3.2-3.4S Discuss the operation necessary to solve a problem within a small group using visuals or manipulatives.	16.3.2-3.5S Justify the operation used to solve a math story problem.	CC.2.2.3.A.4
	Writing	16.3.2-3.1W Label the elements that comprise tables, charts or bar graphs in single words (e.g., vertical and horizontal	16.3.2-3.2W Describe data shown in tables, charts or bar graphs in short phrases (e.g. smallest, goes up).	16.3.2-3.3W Describe data shown in tables, charts or bar graphs with cloze sentence frames.	16.3.2-3.4W Describe data shown in tables, charts or bar graphs using multiple independent sentences with a	16.3.2-3.5W Interpret data shown in tables, charts or bar graphs using paragraphs with a guided model.	CC.2.4.2.A.4 CC.2.4.3.A.4

guided model.

English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.
Grade Level: 2-3

16.4.2-3		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.4.2-3.1L Select appropriate clothing after listening to a weather report in first language and English.	16.4.2-3.2L Select appropriate clothing after viewing a video weather report multiple times.	16.4.2-3.3L Select appropriate clothing after viewing a video weather report twice.	16.4.2-3.4L Select appropriate clothing after viewing a video weather report with guided questions.	16.4.2-3.5L Select appropriate clothing after viewing a video weather report.	3.3.3.A5
	Reading	16.4.2-3.1R Sort labeled pictures of clothing, shelter and food on a graphic organizer with teacher modeling.	16.4.2-3.2R Match labeled pictures of tolls to sentence strips describing a final product (e.g., match thresher to 'This tool cuts wheat.')	16.4.2-3.3R Identify the tool used to provide food, clothing, or shelter after reading visually supported paragraph with a partner.	16.4.2-3.4R Identify the tools used to provide food, clothing, or shelter after reading an adapted text.	16.4.2-3.5R Identify the tools used to provide food, clothing, or shelter after reading a grade-level informational text with a picture dictionary.	3.4.3.B4

PRODUCTIVE	**Speaking**	**16.4.2-3.1S** Describe the size, shape, weight, color, texture and feel of an object using words or short phrases in first language and English.	**16.4.2-3.2S** Describe the size, shape, weight, color, texture and feel of an object in related phrases or short sentences using a word bank with a partner.	**16.4.2-3.3S** Compare objects based on size, shape, weight, color, texture and feel using multiple, expanded sentences with realia and sentence starters (This___is heavier than that one, but ___).	**16.4.2-3.4S** Compare objects based on size, shape, weight, color, texture and feel using multiple expanded sentences with a partner.	**16.4.2-3.5S** Compare and contrast the properties of various objects using technical language and multiple, expanded sentences with a partner.	**3.2.3.A1**
	Writing	**16.4.2-3.1W** Sequence the life cycle of a plant or animal using labeled pictures.	**16.4.2-3.2W** Label the life cycle of a plant or animal on a diagram with a word bank.	**16.4.2-3.3W** Describe the life cycle of a plant or animal in sentence form using a graphic organizer.	**16.4.2-3.4W** Describe the life cycle of a plant or animal in multiple related sentences with a visually supported guided model.	**16.4.2-3.5W** Elaborate on plant or animals life cycles (e.g., birth, development, reproduction) using paragraph frames.	**3.1.3.A3**

English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies.**

Grade Level: 2-3

16.5.2-3		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.5.2-3.1L Identify symbols in a map key in response to teacher prompts (e.g., Where is the hospital?)	16.5.2-3.2L Match pictures of labeled illustrations to map key symbols from oral description with a partner.	16.5.2-3.3L Locate places on a map follow multi-step directions from oral instructions with a partner.	16.5.2-3.4L Follow multi-step directions using a map key given oral instructions from a narrator in a small group.	16.5.2-3.5L Construct a map with a map key given oral instructions from a partner.	7.1.2.A 7.1.3.A
		16.5.2-3.1R Match pictures of physical processes to words with teacher support.	16.5.2-3.2R Match cause and effect of basic physical processes using labeled before/after pictures (e.g., river and canyon) with a partner.	16.5.2-3.3R Identify cause and effect of basic physical processes after reading an adapted text using a graphic organizer (e.g., cause and effect or cycle chart) with visual support (illustrated word bank or word wall).	16.5.2-3.4R Identify cause and effect of basic physical processes after reading an adapted text using a graphic organizer (e.g., cause and effect or cycle chart).	16.5.2-3.5R Identify cause and effect of basic physical processes after reading a grade-level text using a graphic organizer (e.g., cause and effect or cycle chart) with a picture dictionary.	7.2.2.B 7.2.3.B
PRODUCTIVE	Speaking	16.5.2-3.1S Name pictures of needs (e.g., water, house) and wants (e.g., fancy backpack, expensive shoes) with teacher modeling and prompts.	16.5.2-3.2S Ask WH- questions about needs and wants with visual support (e.g., labeled flash cards, illustrated word bank).	16.5.2-3.3S Compare/contrast personal needs and wants with a partner using sentence frames.	16.5.2-3.4S Compare/contrast personal needs and wants with a partner.	16.5.2-3.5S Justify opinion on personal needs/wants with rehearsal time.	6.1.2.A 6.1.3.A
	W	16.5.2-3.1W	16.5.2-3.2W	16.5.2-3.3W	16.5.2-3.4W	16.5.2-3.5W	5.2.2.B

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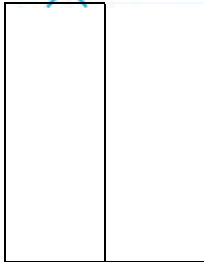
| | | Illustrate a personal experience with conflict and resolution. | Illustrate and label with words phrases a personal experience with conflict and resolution with an illustrated word bank or picture dictionary. | Describe a personal experience with conflict and resolution using a combination of pictures and sentences using sentence frames/ Picture dictionary. | Describe a personal experience of conflict and how it was resolved with paragraph frames and a picture dictionary. | Analyze an historical conflict or disagreement and the way in which it was resolved with paragraph frames or a graphic organizer. | 5.2.3.B 8.2.2.D 8.2.3.D |

English Language Development Standard 1: English language learners communicate in English for
SOCIAL AND INSTRUCTIONAL purposes within the school setting.
Grade Level: 4-5

16.1.4-5		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.1.4-5.1L Identify materials needed to complete tasks (e.g., Take out a number 2 pencil.) using realia, oral directions, and peer support.	16.1.4-5.2L Select materials needed to complete tasks using phrases and short sentences with a partner (e.g., You need your activity sheet and math book.)	16.1.4-5.3L Match materials needed to complete tasks with their uses using realia, oral directions, and/or peer support.	16.1.4-5.4L Sequence use of materials or resources needed to complete tasks using realia, oral directions, and/or peer support.	16.1.4-5.5L Evaluate use of materials or resources needed to complete tasks based on oral discourse (e.g., I may need to change my answer. Which kind of writing tool would be best?)	Not Applicable
	Reading	16.1.4-5.1R Match words or short phrases [e.g., library, play sports] to pictures associated with school community.	16.1.4-5.2R Classify phrases and short sentences associated with school community (e.g., Where we eat lunch) using graphic organizers.	16.1.4-5.3R Use context clues to determine meaning of words associated with school community in illustrated texts.	16.1.4-5.4R Analyze information about school community using a variety of printed materials during shared reading.	16.1.4-5.5R Draw conclusions about school community using a variety of printed materials during shared reading.	Not Applicable
	Speaking	16.1.4-5.1S Produce one-word responses to WH-questions about self with oral and picture prompts.	16.1.4-5.2S Produce phrases or short sentences in response to open-ended questions about self with oral and picture prompts.	16.1.4-5.3S Answer open-ended questions about self using complete sentences with a partner.	16.1.4-5.4S Ask for and provide clarification of personal information during conversation in a small group.	16.1.4-5.5S Provide extended discourse with justification in regard to personal information or opinions.	Not Applicable

		16.1.4-5.1W Label pictures showing socially and culturally appropriate behaviors in school using a picture dictionary.	16.1.4-5.2W Describe illustrations of socially and culturally appropriate behaviors in school with sentence starters.	16.1.4-5.3W Produce a written solution to correct an inappropriate behavior in school with a small group.	16.1.4-5.4W Summarize a variety of solutions to correct an inappropriate behavior in school in a small group.	16.1.4-5.5W Create multimedia brochures contrasting appropriate American school behaviors with those of other countries with a partner.	Not Applicable
	Writing						

English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts.**
Grade Level: 4-5

16.2.4-5		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.2.4-5.1L Point to illustrated words from repeated informational text (e.g., video, media, lecture) with a partner.	16.2.4-5.2L Sort pictures from repeated informational text (e.g. video, media, lecture) with teacher modeling.	16.2.4-5.3L Categorize oral information using pictures from informational text (e.g., video, media, lecture) with a graphic organizer.	16.2.4-5.4L Compare peers' ideas about informational text (e.g., video, media, lecture) using a graphic organizer in a small group discussion.	16.2.4-5.5L Draw conclusions from informational text (e.g., video, media, lecture) during group discussion.	CC 1.5.4.A CC.1.5.5.A CC 1.5.4.C CC.1.5.5.C
RECEPTIVE	Reading	16.2.4-5.1R Point to words associated with fact or opinion using a picture dictionary or one-to-one translator.	16.2.4-5.2R Identify language indicative of fact or opinion using phrases and sentences from fictional graded reader using a word bank.	16.2.4-5.3R Use context clues to identify fact and opinion from a chapter in fictional text using a graphic organizer.	16.2.4-5.4R Classify evidence of fact and opinion using examples in fictional text using a graphic organizer.	16.2.4-5.5R Draw conclusions about facts and opinions from fictional text using a rubric.	CC.1.2.4.B CC.1.2.5.B CC.1.2.4.E CC.1.2.5.E CC.1.2.4.H CC.1.2.5.H CC.1.2.4.K CC.1.2.5.K
PRODUCTIVE	Speaking	16.2.4-5.1S Answer simple WH-questions about an informational text illustrations (e.g., What animal is carrying the books?) with teacher prompting.	16.2.4-5.2S Identify the main idea and a supporting detail from an illustrated informational text using sentence frames (e.g., In Kenya, librarians use_____) with a partner.	16.2.4-5.3S Restate the main idea and details from an illustrated informational text with a partner.	16.2.4-5.4S Discuss opinions about informational text using supporting details and sentence frames in a small group. (e.g., In my opinion; I believe).	16.2.4-5.5S Express and defend opinions with details from informational text using class notes in a class debate.	CC.1.5.4.A CC.1.5.5.A CC.1.5.4.D CC.1.5.5.D

		16.2.4-5.1W Respond to illustrated events from an informational text using word or phrases with an illustrated word bank.	16.2.4-5.2W Produce short sentences about illustrated events from an informational text using sentence frames.	16.2.4-5.3W Compare and contrast details from an informational graded reader using a Venn Diagram.	16.2.4-5.4W Summarize details from a grade-level informational text using notes.	16.2.4-5.5W Write a persuasive essay using details from a grade-level informational text with a guided model.	CC.1.4.4.D CC.1.4.5.D CC.1.4.4.J CC.1.4.5.J CC.1.4.4.P CC.1.4.5.P CC.1.4.5.Q CC.1.4.5.Q
	Writing						

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English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

Grade Level: 4-5

16.3.4-5		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	**Listening**	16.3.4-5.1L Point to the multiplication problem from short descriptions (e.g., times 10) by the teacher with visual support.	16.3.4-5.2L Sort the factors in a multiplication task following two-step oral directions with a partner.	16.3.4-5.3L Find the product of multiplication problems following multi-step oral directions with manipulatives in a small group.	16.3.4-5.4L Solve a multiplication problem from oral directions using realia (e.g., buying four apples using grocery ad).	16.3.4-5.5L Solve multiplication problems based on oral discourse with a partner.	CC.2.1.4.C.2 CC.2.1.5.C.2
	Reading	16.3.4-5.1R Match labeled parts of a division equation with its definition using visuals.	16.3.4-5.2R Identify parts of a division equation from a simple word problem using sentence stems with a model.	16.3.4-5.3R Sequence steps in solving a division word problem using sentence strips with a partner.	16.3.4-5.4R Interpret data (e.g., using charts, graphs, etc.) to determine division quotients in a small group.	16.3.4-5.5R Identify ways of using division in everyday life from multiple sources (e.g., approved search engines, textbooks, etc).	CC.2.1.4.C1 CC.2.1.5.C1 CC.2.1.4.C2 CC.2.1.5.C2 CC.2.3.5.A.1
PRODUCTIVE	**Speaking**	16.3.4-5.1S Name parts of a fraction with teacher modeling.	16.3.4-5.2S Restate and use phrases to describe fractions using manipulatives with a partner.	16.3.4-5.3S Retell a story involving fractions in a triad.	16.3.4-5.4S Explain the concept of fractions using a graphic organizer in a small group.	16.3.4-5.5S Explain with examples ways fractions are used to solve problems in daily life.	CC.2.1.4.C.1 CC.2.1.5.C.1 CC.2.1.4.C.2 CC.2.1.5.C.2 CC.2.4.4.A.4 CC.2.4.5.A.4

16.3.4-5		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
	Writing	16.3.4-5.1W Give examples of patterns in nature with an illustrated word bank.	16.3.4-5.2W Give examples of patterns in nature using general content words (e.g., shape, size, color).	16.3.4-5.3W Give examples of patterns in nature using sentence stems (e.g., I see that ; I noticed that).	16.3.4-5.4W Give examples of patterns in nature using a paragraph frame.	16.3.4-5.5W Give examples of patterns in nature using complex sentence frames (e.g., I noticed that_____is similar to_____).	CC.2.2.4.A.4 CC.2.2.5.A.4

As approved by the State Board of Education on July 13, 2017

English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.
Grade Level: 4-5

16.4.4-5		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.4.4-5.1L Identify conservation measures using pictures and realia following oral descriptions.	16.4.4-5.2L Select and label the orally described conservation measures using realia with a partner.	16.4.4-5.3L Categorize conservation choices (e.g., past and present technology use) using real life examples.	16.4.4-5.4L Compare orally described conservation choices (e.g., past and present technology use) using real life examples.	16.4.4-5.5L Evaluate conservation measures from oral explanations of grade-level materials.	EE.4.5.4.A EE.4.5.4.C
	Reading	16.4.4-5.1R Match labels and symbols of weather patterns with teacher modeling.	16.4.4-5.2R Identify weather patterns from visually supported captions or short statements.	16.4.4-5.3R Sequence descriptive sentences and pictures to illustrate weather patterns.	16.4.4-5.4R Interpret texts to find solutions to weather pattern prediction problems with a small group.	16.4.4-5.5R Research the effects of weather patterns on the community using grade-level reading material.	ST 3.3.4.A5 ST 3.3.5.A5
P R	Speaking	16.4.4-5.1S Name parts of geological forms with a small group.	16.4.4-5.2S Ask WH-questions about geological forms using pictures and realia with a partner.	16.4.4-5.3S Describe how geological forms are organized with a partner.	16.4.4-5.4S Explain features of geological forms using a graphic organizer.	16.4.4-5.5S Evaluate and explain characteristics of geological forms from grade-level material.	ST 3.3.4.A1 ST 3.3.5.A1 ST 3.3.4.A2 ST 3.3.5.A2 ST 3.3.4.A3 ST 3.3.5.A3 ST 3.3.4.A6 ST 3.3.5.A6

Writing	16.4.4-5.1W Draw and label pictures of scientific phenomena based on observations (e.g., life cycles) in L1 or L2.	16.4.4-5.2W Record observations of scientific phenomena based on visuals/realia using a graphic organizer.	16.4.4-5.3W Describe and record observations of scientific phenomena on a tri-fold science board.	16.4.4-5.4W Produce journals based on scientific observations from classroom experiments.	16.4.4-5.5W Summarize explanations and observations in a scientific journal using grade-level materials.	ST 3.2.4.A.1 ST 3.2.5.A.1

English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies.**
Grade Level: 4-5

16.5.4-5		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.5.4-5.1L Point to tools and artifacts based on oral descriptions with visual support.	16.5.4-5.1L Point to pictures of tools and artifacts based on oral classifications with a partner.	16.5.4-5.1L Sequence use of tools and artifacts described orally using a timeline with a partner.	16.5.4-5.1L Identify the differences between tools and artifacts of different time periods using a guided model.	16.5.4-5.1L Draw conclusions about tools and artifacts through oral discourse after video on anthropological sites.	8.2.4.B 8.2.5.B 8.3.4.B 8.3.5.B 8.4.4.B 8.4.5.B
	Reading	16.5.4-5.1R Sequence migration stories from non-fiction texts using a graphic novel format with single words or phrases	16.5.4-5.2R Sequence migration stories from a non-fiction text using a graphic novel with sentence strips.	16.5.4-5.3R Sequence migration stories from a non-fiction text after a group reading.	16.5.4-5.4R Sequence migration stories from a non-fiction text with a partner.	16.5.4-5.5R Sequence migration stories from a non-fiction text.	8.3.4.D 8.3.5.D
P	Speaking	16.5.4-5.1S Present to peers the responsibilities of branches of government using iPad and visuals.	16.5.4-5.2S Define the responsibilities of the branches of government using sentence starters with a partner.	16.5.4-5.3S List the responsibilities of the branches of government in small groups.	16.5.4-5.4S Define the responsibilities of the branches of government in small groups.	16.5.4-5.5S Present to peers the responsibilities of the branches of government using notes.	5.3.4.A 5.3.5.A

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	16.5.4-5.1W Label pictures of cross-cultural interaction with a partner.	16.5.4-5.2W Write short statements about cross cultural experiences in your community using a graphic organizer.	16.5.4-5.3W Compare and contrast cross-cultural experiences in your community with multiple sentences using a guided model.	16.5.4-5.4W Write a short paragraph summarizing information about cross-cultural experiences in your community using transition words with a word bank.	16.5.4-5.5W Write a persuasive essay about the importance of cross-cultural experiences using visually supported grade-level resources.	5.2.4.B 5.2.5.B 5.3.4.G 5.3.5.G 8.2.4.D 8.2.5.D 8.4.4.A 8.4.5.A
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English Language Development Standard 1: English language learners communicate in English for **SOCIAL AND INSTRUCTIONAL** purposes within the school setting.

Grade Level: 6-8

16.1.6-8		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	**16.1.6-8.1L** Respond to oral prompts related to classroom behaviors (e.g., Raise your hand; Open your book) with gestures.	**16.1.6-8.1L** Follow instructions related to classroom behaviors (e.g. sharing; turn taking) through role play.	**16.1.6-8.1L** Identify positive ways of interacting socially based on oral descriptions with a partner.	**16.1.6-8.1L** Compare positive and negative solutions to peer pressure based on oral descriptions during teacher facilitated discussion.	**16.1.6-8.1L** Make connections to self from oral scenarios involving peer interactions.	Not Applicable
	Reading	**16.1.6-8.1R** Arrange pictures and symbols with words and phrases in everyday print (e.g., menu, signs, newspaper) in L1 or L2.	**16.1.6-8.2R** Find key information from everyday print (e.g., menu, signs, newspaper) with visual supports.	**16.1.6-8.3R** Categorize relevant and irrelevant information on topics gathered from everyday print on a t-chart with a partner.	**16.1.6-8.4R** Draw conclusions on topics gathered from everyday print in highlighted text.	**16.1.6-8.5R** Summarize information on topics gathered from everyday print while independently reading.	Not Applicable
P	Speaking	**16.1.6-8.1S** State greetings, compliments, introductions, or farewells in authentic context using one or two words while roleplaying.	**16.1.6-8.2S** Ask and respond to simple WH-conversational questions or exchange information with picture cues.	**16.1.6-8.3S** Exchange everyday information using conversation models with partners.	**16.1.6-8.4S** Participate in conversation using idiomatic expressions or slang in a small group.	**16.1.6-8.5S** Participate in conversation using idiomatic expressions of slang with a partner.	Not Applicable

		16.1.6-8.1W Make "To do" lists (pictures and words) using a picture dictionary.	16.1.6-8.2W Compose short phrases or sentences about personally relevant tasks (shopping, dining, personal hygiene) with a partner using sentence frames.	16.1.6-8.3W Construct simple paragraphs about personally relevant tasks using a graphic organizer.	16.1.6-8.4W Revise paragraphs about personally relevant tasks with a partner.	16.1.6-8.5W Write responses including figurative language about personally relevant tasks using study guides.	Not Applicable
	Writing						

English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.
Grade Level: 6-8

16.2.6-8		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	**Listening**	16.2.6-8.1L Select illustrations representing main ideas based on simple oral words/phrases using a word bank.	16.2.6-8.2L Select illustrations representing main ideas based on brief oral descriptive phrases using a word bank.	16.2.6-8.3L Identify main idea and supporting detail based on oral descriptions using sentence frames.	16.2.6-8.4L Connect main idea and supporting details based on a teacher-read passage with a partner using graphic organizer.	16.2.6-8.5L Summarize main ideas and supporting details based on teacher-read fiction/nonfiction during small groups.	CC.1.2.6.A CC.1.2.7.A CC.1.2.8.A CC.1.3.6.A CC.1.3.7.A CC.1.3.8.A CC.1.5.6.A CC.1.5.7.A CC.1.5.8.A
	Reading	16.2.6-8.1R Match words to illustrations that reflect main ideas of an illustrated text.	16.2.6-8.2R Locate phrases that reflect the main ideas of an illustrated text.	16.2.6-8.3R Analyze the use of illustrations, headings, captions, vocabulary to determine the central idea of a text with a partner.	16.2.6-8.4R Identify the central and related ideas of a text in sentences using a story map while working in a small group.	16.2.6-8.5R Select and explain the best summary of the central and related ideas of a text in a group of three to four.	CC1.2.6.L CC1.2.7.L CC1.2.8.L CC.1.3.6.K CC.1.3.7.K CC.1.3.8.K
P R	**Speaking**	16.2.6-8.1S Repeat key vocabulary (WH-words) that demonstrate main ideas using illustrated flash cards.	16.2.6-8.2S Describe the main idea using short phrases with a partner.	16.2.6-8.3S Connect three details to one main idea with an adapted text in a small group of 3-4.	16.2.6-8.4S Explain the connection between different details and at least two main ideas in a small group of 3-4.	16.2.6-8.5S Debate the main idea and cite details with self-selected support (e.g., a partner, notes, rehearsal time).	CC.1.3.6.A CC.1.3.7.A CC.1.3.8.A CC.1.5.6.B CC.1.5.7.B CC.1.5.8.B

Writing	16.2.6-8.1W Label events in a story with sequence words (e.g., first, second, then, last) using an illustrated narrative or informational text.	16.2.6-8.2W Write phrases to demonstrate sequence from an illustrated narrative or informational text sentence frames (e.g., After that …; Finally…).	16.2.6-8.3W Compose sentences that convey sequence using a sequencing chart.	16.2.6-8.4W Construct a paragraph that uses some technical language (e.g., initially, finally) to convey sequence using model papers.	16.2.6-8.5W Edit multiple organized paragraphs that use technical language to sequence events using a rubric.	CC1.4.6.D CC1.4.7.D CC1.4.8.D CC1.4.6.P CC1.4.7.P CC1.4.8.P

English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

Grade Level: 6-8

16.3.6-8		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.3.6-8.1L Match two-dimensional shapes three-dimensional shapes and two-dimensional shapes from an oral description with a partner using single words or phrases.	16.3.6-8.2L Select two-dimensional shapes three-dimensional shapes and two-dimensional shapes from an oral description with a partner reading brief descriptions.	16.3.6-8.3L Select two-dimensional shapes three-dimensional shapes and two-dimensional shapes from an oral description with a partner reading a paragraph	16.3.6-8.4L Match two dimensional shapes three-dimensional shapes and two-dimensional shapes from an oral description with a partner using grade level specific vocabulary (e.g., polygon, cube, tetrahedral).	16.3.6-8.5L Select two dimensional shapes three-dimensional shapes and two-dimensional shapes after an oral description from a presentation to the whole class.	CC2.3.7.A.2 CC2.3.8.A.2
	Reading	16.3.6-8.1R Match order of operations terms with symbols with teacher prompting.	16.3.6-8.2R Identify key terms to determine the order of operations in a shared reading of a story problem.	16.3.6-8.3R Demonstrate the order of multi-step problems using manipulatives.	16.3.6-8.4R Follow written directions to solve a multi-step problem based on models.	16.3.6-8.5R Solve a multi-step problem working with a partner.	CC.2.2.7.B.3 CC.2.2.8.B.3
PRODUCTIVE	Speaking	16.3.6-8.1S Name math terms as depicted on flash cards.	16.3.6-8.2S State the steps needed to solve a visually depicted math problem using manipulatives.	16.3.6-8.3S Explain the steps used to solve a visually supported math problem.	16.3.6-8.4S Analyze the process for solving grade-level math problems with a partner.	16.3.6-8.5S Offer an alternative solution to solving a math problem with a small group.	CC.2.2.7.B.3 CC.2.2.8.B.3

16.3.6-8		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
PRODUCTIVE	Writing	16.3.6-8.1W Label a bar graph with title, appropriate scale, labels and a key using a model.	16.3.6-8.2W Write phrases to describe patterns of data in charts and graphs using a visual example.	16.3.6-8.3W Compare and contrast data in charts and graphs using a Venn diagram.	16.3.6-8.4W Create an appropriate chart or graph for a given set of data while working with a partner.	16.3.6-8.5W Justify the process for solving a grade-level open-ended item dealing with data (e.g., why a circle graph would be the best way to report the data) using class notes.	CC.2.4.6.B.1 CC.2.4.7.B.1 CC.2.4.8.B.1

English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.

Grade Level: 6-8

16.4.6-8		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.4.6-8.1L Critique peer science fair presentations with a rubric and an interpreter.	16.4.6-8.2L Critique peer science fair presentations with a rubric with icons (e.g., Likert Scale) and a partner.	16.4.6-8.3L Critique peer science fair presentations with a rubric with icons (e.g., Likert Scale).	16.4.6-8.4L Critique peer science fair presentations with a rubric and a partner.	16.4.6-8.5L Critique peer science fair presentations with a rubric.	S8.A.1.1 Science as Inquiry (e.g. 3.1.6.A9 3.1.7.A9 3.1.8.A9)
	Reading	16.4.6-8.1R Match names of recyclable objects with Illustrations with a bilingual dictionary.	16.4.6-8.2R Match sentence strips to illustrations of the steps in the recycling process with a partner.	16.4.6-8.3R Identify the steps and outcomes of a community recycling program in a highlighted or chunked newspaper article.	16.4.6-8.4R Summarize the benefits of a community recycling program in a newspaper article using a graphic organizer.	16.4.6-8.5R Predict outcomes of a community recycling program in a newspaper article using class notes.	4.3.6.D
PR	Speaking	16.4.6-8.1S Name the components of the Milky Way using visuals as a guide.	16.4.6-8.2S Restate the interconnectedness of the components of the Milky Way using visuals and notes/graphic organizers.	16.4.6-8.3S Ask questions about the interconnected-ness of the components of the Milky Way using visuals and notes/graphic organizers.	16.4.6-8.4S Analyze orally the interconnectedness of the components of the Milky Way using notes/graphic organizers in a small group.	16.4.6-8.5S Analyze orally the interconnectedness of the components of the Milky Way in a small group	3.3.6.B1 3.3.7.B1

	16.4.6-8.1W	16.4.6-8.2W	16.4.6-8.3W	16.4.6-8.4W	16.4.6-8.5W	3.1.6.A2
Writing	Label a drawing/model of a plant cell using pre-printed word cards with a partner.	Label a drawing/model of a plant cell using a word bank from an illustrated model.	List the steps of photosynthesis in plants using a pictorial representation.	Produce a written paragraph explaining the steps of photosynthesis referencing information in a text.	Write a multi-paragraph report explaining the role of photosynthesis in the cycling of matter and flow of energy on Earth.	3.1.7.A2 3.1.6.A5 3.1.7.A5

English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

Grade Level: 6-8

16.5.6-8		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.5.6-8.1L Locate places or geographic features on a map from oral description..	16.5.6-8.2L Select appropriate maps to identify regions, countries or landforms from oral description.	16.5.6-8.3L Select appropriate maps based on oral descriptions about regions, countries, landforms or manmade structures.	16.5.6-8.4L Compare and contrast different types of maps from oral descriptions using a graphic organizer.	16.5.6-8.5L Construct a representation of different types of maps from oral descriptions.	7.1.6.B 7.1.7.B 7.1.8.B 7.2.6.A 7.2.7.A 7.2.8.A
RECEPTIVE	Reading	16.5.6-8.1R Identify words and phrases from text and charts with visual support.	16.5.6-8.2R Classify data based on information from text and charts using a graphic organizer.	16.5.6-8.3R Compare data based on information from text and charts using a graphic organizer.	16.5.6-8.4R Analyze data based on information and charts in a small group.	16.5.6-8.5R Predict future trends based on data gleaned from grade-level text and charts in a small group.	8.1.6.C 8.1.7.C 8.1.8.C
PRODUCTIVE	Speaking	16.5.6-8.1S Name historical figures or events in photographs and illustrations with a partner.	16.5.6-8.2S Answer WH-questions about historical figures or events from photographs, illustrations or videos in a small group.	16.5.6-8.3S Role-play scenes from the lives of historical figures or events with a team.	16.5.6-8.4S Engage in a classroom discussion about historical figures or events based on previously completed graphic organizer.	16.5.6-8.5S Debate or defend a decision or action of an historical figure or event in teams.	8.1.6.A-B 8.1.7.A-B 8.1.8.A-B
PRODUCTIVE	Writing	16.5.6-8.1W Label pictures of historical events with a partner.	16.5.6-8.2W Write phrases or short sentences about visually supported historical events using sentence frames.	16.5.6-8.3W Compare and/or contrast visually supported historical events using a Venn diagram.	16.5.6-8.4W Generate an informative comparative summary of historical events with a writing frame in a small group.	16.5.6-8.5W Write an informative comparative essay about an historical event using primary sources with a rubric.	8.1.6 A 8.1.7.A 8.1.8.A 8.1.6 C 8.1.7.C 8.1.8.C

English Language Development Standard 1: English language learners communicate in English for **SOCIAL AND INSTRUCTIONAL** purposes within the school setting.

Grade Level: 9-12

16.1.9-12		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.1.9-12.1L Follow one-step oral directions from teacher supported by gestures.	16.1.9-12.2L Sequence events with visual support (i.e., Follow a daily schedule).	16.1.9-12.3L Follow multi-step oral directions to select materials or resources needed to complete tasks with a partner.	16.1.9-12.4L Follow-up, process and respond to announcements over the intercom with peer support.	16.1.9-12.5L Analyze and interpret the appropriateness of oral messages or information from a variety of sources (such as: popular songs and voicemail messages) with a small group.	Not Applicable
	Reading	16.1.9-12.1R Sort information from multiple visually supported sources with a partner.	16.1.9-12.2R Identify important information (e.g., by highlighting) from multiple visually supported sources support with a partner	16.1.9-12.3R Categorize (e.g., best, maybe, unlikely) options from multiple sources with a graphic organizers	16.1.9-12.4R Summarize information from a variety of visually supported print resources.	16.1.9-12.5R Evaluate hypotheses based on information from a visually supported text.	Not Applicable
P R	Speaking	16.1.9-12.1S Answer yes/no questions about types of music, games, TV programs or recreational with visual support.	16.1.9-12.2S Ask WH questions about preferred movies, magazines, stories, or authors with a partner.	16.1.9-12.3S Recommend games, songs, books, films or computer programs with a partner.	16.1.9-12.4S Compare and contrast plays, films, books, songs, computer programs or magazine articles using realia.	16.1.9-12.5S In a multimedia presentation, critique and evaluate plays, films, books, songs, computer programs, or magazine articles with a small group.	Not Applicable

Writing	16.1.9-12.1W List common personal interests with a partner.	16.1.9-12.2W Create a graphic organizer about common personal interests with a partner.	16.1.9-12.3W Develop interview questions for a personal interest questionnaire with a small group.	16.1.9-12.4W Write a summary of information from personal interest questionnaires with a small group.	16.1.9-12.5W Make written conclusions and inferences about data collected from questionnaires with a partner.	Not Applicable

English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

Grade Level: 9-12

16.2.9-12		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.2.9-12.1L Match oral content vocabulary to visuals with a small group.	16.2.9-12.2L Match oral phrases and statements to media, objects, or illustrations with a partner.	16.2.9-12.3L Sort or sequence events from oral commentary with visual support and graphic organizers.	16.2.9-12.4L Identify cause and effect from oral discourse (e.g., watch a video clip and predict a character's response) with a partner	16.2.9-12.5L Identify personal connections from oral descriptions of a character's actions and/or experiences using a graphic organizer.	CC.1.2.9-10.C CC.1.2.11-12.C CC.1.5.9-10.C CC.1.2.11-12.C
RECEPTIVE	Reading	16.2.9-12.1R Match a person to his/her acts or accomplishments using visuals.	16.2.9-12.2R Sequence the events of a person's life using a timeline.	16.2.9-12.3R Identify motivational factors in a person's life using visuals and annotated text.	16.2.9-12.4R Interpret the impact of a person's life on others or society from visually supported text (e.g., How did Rosa Park's decisions affect the Civil Rights movement?)	16.2.9-12.5R Analyze a person's life choices using grade level text (e.g., was a decision. beneficial or harmful).	CC.1.2.9-10.C CC.1.2.11-12.C CC.1.3.9-10.C CC.1.3.11-12.C
PRODUCTIVE	Speaking	16.2.9-12.1S Ask and answer WH-questions about text features using visually guided prompts with a small group of students.	16.2.9-12.2S Ask and answer text features using pictures, graphs, or charts with a partner.	16.2.9-12.3S Ask and answer context features of text using graphic organizers.	16.2.9-12.4S Discuss the key details and events of a grade-level non-fiction text in a small group using class notes.	16.2.9-12.5S Discuss the key details and events of a grade-level non-fiction text using class notes	CC.1.2.9-10.A CC.1.2.11-12.A CC.1.3.9-10.A CC.1.3.11-12.A CC.1.5.9-10.D CC.1.5.11-12D CC.1.5.9-10.E CC.1.5.11-12E

Writing	16.2.9-12.1W Produce key words or phrases on a relevant topic using bilingual or picture dictionaries.	16.2.9-12.2W Produce phrases/short sentences using various writing styles with a guided model.	16.2.9-12.3W Produce paragraphs in various genres from notes with a guided model.	16.2.9-12.4W Edit and revise rough drafts across various genres using checklists or rubrics with a partner.	16.2.9-12.5W Produce grade-level writing across various genres using rubrics and electronic writing tools.	CC.1.4.9-10.A CC.1.4.11-12.A CC.1.4.9-10.G CC.1.4.11-12.G CC.1.4.9-10.T CC.1.4.11-12.T

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English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

Grade Level: 9-12

16.3.9-12		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	**16.3.9-12.1L** Match math vocabulary to geometric figures in a small group.	**16.3.9-12.2L** Follow teacher directions to create a geometric figure using manipulatives.	**16.3.9-12.3L** Identify geometric figures based on oral descriptions with a partner.	**16.3.9-12.4L** Create geometric figures based on multi-step oral directions with a partner.	**16.3.9-12.5L** Transform geometric shapes based on oral directions using computer software or other supports.	CC.2.3.HS.A.1 CC.2.HS.A.13
	Reading	**16.3.9-12.1R** Match data to the correct graph (e.g., data table to a circle graph) with a partner.	**16.3.9-12.2R** Organize data on a basic chart with a partner or a group.	**16.3.9-12.3R** Interpret data in a graph working with a partner or a group.	**16.3.9-12.4R** Analyze conclusions drawn from data on a graph with a partner or a group.	**16.3.9-12.5R** Predict trends from data on a graph working with a partner or a group.	CC.2.4.HS.B.1 CC.2.4.HS.B.3
PRODUCTIVE	Speaking	**16.3.9-12.1S** Repeat the steps in the order of operations using a guided model with a partner.	**16.3.9-12.2S** Identify steps in the order of operations with a small group.	**16.3.9-12.3S** Sequence the steps to solve a problem involving the order of operations with a small group. (e.g., add before you subtract in an algebraic equation).	**16.3.9-12.4S** Explain the solution to a problem involving the order of operations using visual supports.	**16.3.9-12.5S** Analyze the solution to a problem involving the order of operations with a partner.	CC2.1.HS. F.1 CC2.1.HS.F.2

Writing	16.3.9-12.1W Label symbols found in algebraic equations, inequalities or expressions.	16.3.9-12.2W Illustrate the steps used to sequence or solve an algebraic equation, inequality or expression with a partner and/or small group.	16.3.9-12.3W Compose a simple algebraic equation, inequality or expression using a guided model.	16.3.9-12.4W Write a word problem that fits an algebraic equation, inequality or expression with a partner.	16.3.9-12.5W Justify the solution of an algebraic equation, inequality or expression using figures, notations and complex sentences.	CC.2.2.HS.D.10 CC.2.2.HS.D.9

English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science.**
Grade Level: 9-12

16.4.9-12		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.4.9-12.1L Match pictures of water to its various states using visual cues.	16.4.9-12.2L Categorize water according to its states and properties with a partner.	16.4.9-12.3L Predict how the state of water will change given various real-world scenarios in videos.	16.4.9-12.4L Compare and contrast the unique properties of water to other liquids with a graphic organizer and teacher direction.	16.4.9-12.5L Reflect on how human influence impacts the state of water with a small group.	3.1.B.A8 4.2.10.C 4.2.12.C
RECEPTIVE	Reading	16.4.9-12.1R Select traits related to patterns of inheritance (e.g., blond vs. black hair, short tails vs. long tails) with visual support.	16.4.9-12.2R Identify the different parts of a DNA molecule on a diagram with a partner.	16.4.9-12.3R Describe the role of protein synthesis in cell reproduction using poster support.	16.4.9-12.4R Analyze genetic mutations and the how the DNA sequence may or may not affect phenotype using illustrations/photographs.	16.4.9-12.5R Draw conclusions about the impact of breeding using guided notes (e.g., dog, fruit, flower breeding).	3.1.12.B1 3.1.12.B3 3.1.12.B5 3.1.12.C2
PR	Speaking	16.4.9-12.1S Name examples of extinct and non-extinct species using flash cards (e.g., t-rex, wooly mammoth, raccoons).	16.4.9-12.2S Identify and describe artifacts that support the theory of evolution (e.g., Identify pictures of fossil skeletons).	16.4.9-12.3S Describe the possible causes of species extinction using online video resources.	16.4.9-12.4S Discuss how natural selection can impact a population in a small group.	16.4.9-12.5S Debate various theories of evolution, creation, and extinction of life with teacher modeling and class notes.	3.1.12.C1 3.1.12.C2 3.1.12.C3

Writing	16.4.9-12.1W Label a simple diagram of the food chain using graphic support.	16.4.9-12.2W Take notes on a graphic organizer to show predator/prey relationships using phrase wall support.	16.4.9-12.3W Write an outline describing a food web which includes producers, consumers, and decomposers with template support (e.g., descriptors of the roles of each organism).	16.4.9-12.4W Summarize the flow of energy within an ecosystem with the support of a model (i.e., as it relates to the food web).	16.4.9-12.5W Produce a research report explaining how the flow of energy within an ecosystem changes when one element is removed with partner support (i.e., as it relates to the food web).	4.1.10.C 4.1.12.C

English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.
Grade Level: 9-12

16.5.9-12		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.5.9-12.1L Indicate where natural resources exist (e.g., Find an oil rig) from visually supported oral description.	16.5.9-12.2L Identify distribution of natural resources around the world (e.g., point to sites of solar energy on a map or globe) from visually supported oral description.	16.5.9-12.3L Compare availability of natural resources between two or more countries from visually supported oral description.	16.5.9-12.4L Analyze distribution of products from natural resources among global markets from visually supported oral description.	16.5.9-12.5L Interpret implications of distribution of products from natural resources among global markets from visually supported oral description.	6.3.12C
	Reading	16.5.9-12.1R Identify key vocabulary related to local, state and national government supported visually in L1 or L2	16.5.9-12.2R Locate the roles of local, state and national governments using a graphic organizer in a small group.	16.5.9-12.3R Note the roles and responsibilities of local, state and national government using a Venn diagram with a partner.	16.5.9-12.4R Differentiate the roles of local, state and national governments using a Venn diagram.	16.5.9-12.5R Differentiate the responsibilities of local, state and national governments based on implicit and explicit texts with a partner.	5.3.C.A 5.3.9.A 5.3.12A
P R	Speaking	16.5.9-12.1S Respond to Yes/No questions about current or past events in world history with visual supports (e.g., photographs)..	16.5.9-12.2S Answer short answer questions about current or past events in world history using sentence starters and visual support.	16.5.9-12.3S Discuss personal connections to current or past people or events in world history (e.g., I visited Tiananmen Square) using realia or visual supports.	16.5.9-12.4S Analyze current or past events in world history with a small group.	16.5.9-12.5S Critique current or past issues or policies in world history with a partner.	8.4.W.A

	16.5.9-12.1W	16.5.9-12.2W	16.5.9-12.3W	16.5.9-12.4W	16.5.9-12.5W	7.2.W.A
Writing	Match key vocabulary with the physical characteristics of places on a map or a chart with a small group.	Label the physical characteristics of places with short descriptive phrases noted in a graphic organizer.	Summarize the physical characteristics of places from information presented in a graphic organizer.	Create a multi-paragraph essay from an outline describing the physical characteristics of places or regions with a partner.	Write a research paper analyzing the physical characteristics of places or regions using a graphic organizer.	

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Introduction

There are an estimated 52,296 English Learners (ELs) enrolled in Pennsylvania's publicly funded schools.[1] These learners represent 3 percent of the total student school

population. The three most common languages spoken by Pennsylvania's ELs (as a percentage of the state's EL students) are Spanish (57%), uncoded languages (6.2%), and Chinese (4.3%). These students bring with them valuable cultural and linguistic assets, including their home languages. In spite of these assets, ELs face significant challenges to achieving academic success compared to their non-EL peers. With effective, research-based supports and access to quality instruction, ELs can achieve English language proficiency and perform academically at the same high levels as their non-EL peers.

The challenge for educators in the classroom is found within the duality of providing comprehensible academic content as determined by the Pennsylvania Core/Academic Standards, as well as ensuring that ELs acquire the necessary academic language (vocabulary, grammar, etc.) to access content and exhibit knowledge and mastery of subject material. This can be accomplished through the collaborative efforts of instructional staff responsible for instructing these students. To support equitable instruction and assessment of ELs, Pennsylvania developed the Pennsylvania English Language Proficiency Standards (PA ELPS) in 2007. The PA ELPS provided a framework for standards-based instruction and assessment for ELs to attain English language proficiency. Under the direction and guidance of the Pennsylvania Department of Education, a workgroup comprised of educators from various educational systems came together to create these standards and correlate them to Pennsylvania's Academic Standards.

Since the initial PA ELPS were implemented, changes have occurred with educational policy and practice. In 2013, Pennsylvania's Elementary and Secondary Education Act (ESEA) flexibility waiver received federal approval. The waiver included an assurance to develop and adopt rigorous standards in English language arts and mathematics that build toward college and career readiness by graduation. It also ensured that these rigorous standards would be implemented for all students and that educators would receive the needed supports to transition to these new standards. Therefore, Pennsylvania's Core/Academic Standards reflect this increased rigor. Pennsylvania's ESEA flexibility waiver also required that the state review and update existing English Language Proficiency Standards (ELPS) in order to correlate them to the new Core/Academic Standards.

Increasing Rigor

An example of the increased rigor can be seen in the comparison of a 2007 ELPS Model Performance Indicator (MPI) to the newly revised 2016 indicator

(Figure 1). Figure 1. Model Performance Indicator

2007 PA ELP 4: Science Grade Level 6-8 ELP Level 3-Developing Listening	2016 PA ELD 4: Science Grade Level 6-8 ELP Level 3-Developing Listening
Classify scientific tools or instruments with pictures and labels from oral directions (e.g., "Telescopes and sundials go with the sky.")	Summarize observations of patterns found in nature using structured note taking organizers
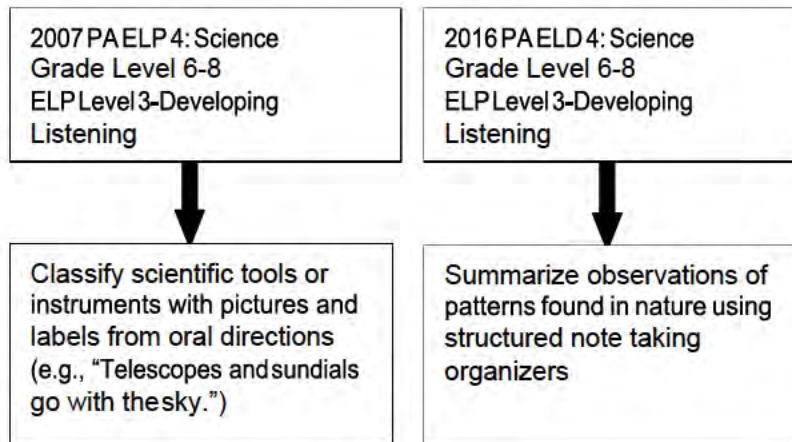
Note: These MPIs address the same ELPD Standard and subject area. They also target the same grade level, the same skill (Listening) and the same level of language development. However, the task from the 2016 ELD Framework is both more academically and linguistically complex that the 2007 task. Teachers will notice this reflected across the 2016 revision.

Research suggests that academic achievement among ELs lags behind their English-proficient counterparts, with gaps evident not only in language instruction, but also in core subject areas with high language demands.[2] Nationally, in 2011 ELs scored 36 points lower on the National Assessment of Educational Progress (NAEP) reading assessment compared to non-EL students, with the achievement gap increasing to 44 points at the 8th grade level, with no measurable improvement shown from the achievement gaps evident in 2002.

In Pennsylvania, state assessment data echoes national findings on academic achievement gaps of ELs. The 2012 Pennsylvania System of School Assessment (PSSA) results indicate academic proficiency of ELs falling well below their English proficient peers, with only 17.8% of ELs scoring proficient or above in reading, compared to 71.9% of non-ELs, and 35% of ELs scoring proficient in math, compared to 75.7% of non-ELs. Significantly, these results were less than the 2011 PSSA results, when 23.8% of ELs scored proficient or higher in reading, with 41.9% proficient or higher in mathematics.

During the time period the workgroup was meeting, the Every Student Succeeds Act of 2015 (ESSA) was signed into law. This educational reauthorization recognized the unique needs of ELs, including acknowledging the heterogeneity within the EL subgroup and reaffirms the goal inherent in the Flexibility Waivers: rigorous and challenging academic achievement standards which prepare students for success in college and career.

The workgroup took into account the federal legislation and the increased focus on academic language (e.g., what it is, when it is used, and how English learners can acquire it) as it reviewed and updated the standards. The workgroup also recognized that for ELs to acquire English proficiency and become academically successful, content educators must provide equitable access to planned instruction for their ELs. Classroom educators must not only understand the role of English Language Development Standards (ELDS) as an overlay to content area instruction, but have the tools and knowledge necessary to differentiate instructional content based upon the English language ability of their students. Differentiation of content will enable ELs to master academic English, gain content knowledge and achieve academic success. Therefore, to support educators in meeting the instructional needs of ELs and guide program development and lesson delivery, the workgroup developed the Pennsylvania English Language Development Standards (PA ELDS) Framework.

Model Performance Indicators

Represented in the framework are sample tasks that illustrate language differentiation across grades and subjects. These tasks are termed MPIs, providing educators with a starting point for planning instruction and assessment for ELs' acquisition of social and academic language across proficiency levels. MPIs demonstrate what students can be expected to know and/or be able to do as they approach the transition to the next level of ELP. MPIs also reflect the rigor of the state's Core/Academic Standards for Language Arts, Mathematics, Science and Social Studies and illustrate adaptations of a specific age-appropriate classroom instruction and assessment activity. Each MPI correlates to assessment anchors or eligible content and are organized within the five PA ELDS by:

- Six grade level (Pre-K-K, 1, 2-3, 4-5, 6-8, and 9-12);
- Five language proficiency levels (Entering, Emerging, Developing, Expanding, and Bridging); and
- Four language domains (listening, speaking, reading and writing). The three components of each MPI are illustrated below (*Figure 2.*)
    1) **Language function** (how the students at each ELP level will be expected to comprehend or produce language in the lesson or activity) ;
    2) **Content stem** (the specific academic information the students are expected to communicate); and
    3) **Instructional support(s)** (the manner of assistance which will help students to engage meaningfully with both the academic language and content).

Figure 2. Standard 4 - English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science
Grade Level: 6-8

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
Listening	Critique peer science fair presentations with a rubric and an interpreter.	Critique peer science fair presentations with a rubric with icons(e.g. Likert scale) and a partner. **MPI**	Critique peer science fair presentations with a rubric with icons (e.g., Likert scale).	Critique peer science fair presentations with a rubric and a partner.	Critique peer science fair presentations with a rubric.	S8.A.1.1

Critique peer science fair presentations **with a rubric with icons (e.g., Likert scale) and a partner.**

→ Language Function
→ Content Stem
→ Support/Strategy

Note: The MPI in these illustrations are adapted from the indicators developed by the WIDA Consortium. They serve as a snapshot of what an appropriate lesson might be at a given level of English proficiency.

MPIs are presented in a developmental strand across language proficiency levels (horizontal) and language domains (vertical). (*Figure 3* represents how the individual MPIs are organized in strands across ELP levels.)

Figure 3. English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of *Language Arts - Grade Level: 2-3*

ELP Level

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
Writing	Compare and contrast 'text to self' by sorting pictures onto a Venn Diagram with teacher modeling.	Compare and contrast 'text to self' using words, drawings or short phrases with a partner.	Compare and contrast 'text to self' using a variety of linking compare/contrast words (e.g., unlike; in common).	Compare and contrast 'text to self' in a paragraph using a pre-completed Venn Diagram, a list of compare or contrast words, and a paragraph frame.	Connect ideas in 'text to self' compare/contrast essay using linking words and phrases (e.g., similar to; in common; unlike) using a word bank and a pre-completed Venn Diagram.	E03.C.1.2.3 CC.1.4.3.D

STRAND

DOMAIN

PA CORE STANDARD

For *English Language Development Standard 1* (Social and Instructional), the MPI refers to the language acquisition that may occur socially or within classroom and school contexts. For ELPS 2 through 5 (Language Arts, Math, Science, and Social Studies), the MPI refer to academic language acquisition that must take place in content specific contexts. The Language Function and Content Stem are expectations of student performance and must always be stated clearly. However at higher levels of proficiency (particularly at Level 5), Supports may not be specifically stated. This does not exclude the possibility of a teacher using these tools in class.

The Framework clearly depicts not only the cumulative nature of content development but also the cumulative development of language which takes both dedicated instruction and time needed for students to reach linguistic parity with their native speaking peers. Instructional co-planning opportunities involving both content teachers and ESL professionals are optimal, since it enables both educators to contribute equally from their respective specialization.

Transformation

The flexibility and power of the MPI become evident through transformations. A transformation is the activity through which one of the 3 elements of the MPI *(see Figure 4)* is changed or transformed to extend the usage of the MPI while being mindful of the language proficiency level for that MPI.

The need to transform the Language Function would be dictated by the task and the language modality selected for that task. For example, one teacher may ask a student to "*Discuss the steps in a chemical reaction*" while another may ask students to *"List the steps in a chemical reaction."* The first teacher's task involves speaking, while the second's involves writing. Instructors must be cognizant of the demands of students' levels of language proficiency when transforming the language function to guarantee that the transformation does not result in a task that is beyond the students' ability.

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The transformation of a content stem addresses the academic content being taught. Students can be asked to describe the setting of a story, the habitat of a beaver or the burning of Atlanta during the Civil War. In each case the language function remained the same but content topic changed therefore requiring different content specific language to complete the task.

Figure 4: MPI Transformation

Transforming an MPI within a Strand

English Language Proficiency Standard 3: Mathematics. Classroom framework
Grade Level: 4-5 Domain: SPEAKING Proficiency Level 3

Language Function	*Content Stem*	*Support*
Tell a story	that involves a specific mathematical operation	with a partner
Describe the steps	that involves a specific mathematical operation	with a partner
Describe the steps	**to locate points using the coordinate plane**	with a partner
Describe the steps	to locate points using the coordinate plane	**in a small group**

The above graphic is an example of a transformation of all elements of a single MPI. Transformations commonly involve changing one element (Language Function, Content Stem, or Support/Strategy) of the MPI. The most common action is the transformation of the content stem to another task within the same or different content area.

Differentiating Instruction and Assessment for English Learners

The challenge for educators in the classroom is found within the duality of providing comprehensible academic content as determined by the Pennsylvania Core/Academic Standards, as well as ensuring that ELs acquire the necessary academic language (vocabulary, grammar, etc.) to access content and exhibit knowledge and mastery of subject material. The PA ELDS Framework is designed to help educators effectively differentiate instruction and assessment across content

areas for ELs at varying levels of ELP.

To provide explicit and systematic instruction differentiated by an ELP level, Pennsylvania Department of Education has developed the *ELL Differentiation Protocol(Figure 5.)*. The *Protocol* enables educators to:

- Develop language and content objectives;
- Identify and explicitly teach key features of academic language;
- Differentiate based on ELP level;
- Amplify instructional input and scaffold instructional output; and
- Assess comprehension of students at all ELP levels.

The *Protocol* contains a set of four steps for applying the PA ELDS Framework to formative instruction and assessment.

Step 1. Identify the INSTRUCTIONAL GOALS (e.g., standards, concepts, competencies, objectives) for the unit, chapter, or lesson.

Step 2. Determine the KEY USE OF ACADEMIC LANGUAGE (KUALA)

Step 3. Identify key ACADEMIC LANGUAGE components.

Step 4. Develop a three-part PERFORMANCE INDICATOR (PI) outlining a developmentally appropriate task for ELs at any one ELP level.

Figure 5. Differentiation Protocol
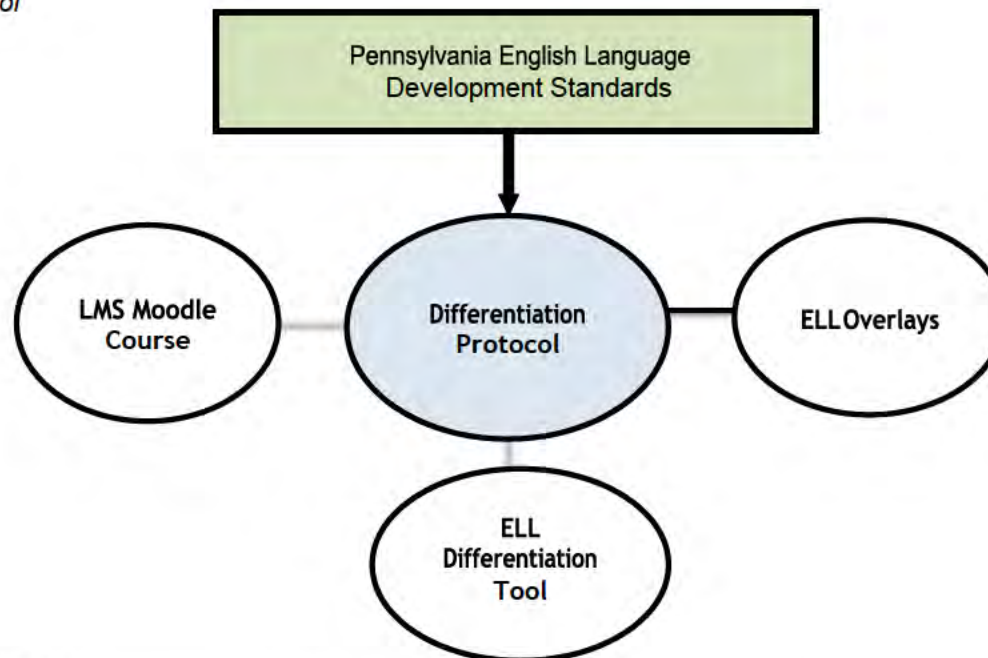
Comprehensive System of Support

In order to support the implementation of the PA ELDS, the Pennsylvania Department of Education has developed supportive tools and resources.

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ELL Overlays

The PA ELL Overlays, like the PA ELDS, provide exemplars of required adaptations to instruction and assessment for ONE specific instructional context. They illustrate the dynamic process of adapting instruction and assessment for ELLs based on ELP level.

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The ELL Overlays differ from the formative matrices in that they expand on the example task by incorporating concepts, competencies and academic/topic-related language. By including these additional dimensions, this amplified resource contextualizes ELP-level appropriate tasks in the larger classroom environment. The ELL Overlays for English Language Arts and Mathematics can be found on the SAS Portal at: http://www.pdesas.org/curriculumframework/elloverlay/.

ELL Differentiation Tool

Pennsylvania's ELL Differentiation Tool is a dynamic, interactive tool for use by teachers to modify their content lessons to meet the educational needs of ELs. The Tool

connects the PA ELDS Framework and Pennsylvania's Academic and Core Standards, and then applies them to specific instructional lessons or activities.

The ELL Differentiation Tool assists teachers in the differentiation of instruction and assessment for ELs, as required by the federal Title I and Title III mandates, state mandates, and the Danielson Framework for Teaching. The overarching PA ELDS Framework acknowledges that ELs share the same cognitive resources as their non-EL peers, and thus are capable of accessing and acquiring the same rigorous college-and-career readiness standards, albeit through a different pathway. It is this need for an alternate pathway to learning which necessitates differentiated instruction and formative assessment to provide support to students at different English Language Development levels, and to scaffold on their existing strengths and funds of knowledge. This tool synthesizes existing resources (2016 PA ELDS Framework, 2012 WIDA Amplification of the ELDS, and other supporting resources) to provide educators a streamlined experience as they engage in this necessary differentiation for their ELs. The ELL Differentiation Tool can be found on the ESL Portal at http://ell.eslportalpa.info/.

LMS Moodle Course - What ALL Educators Need to Know - How to Differentiate Instruction and Assessment for ELs

Developed for classroom/content area teachers, special education teachers, ESL specialists, and administrators, this self-paced, online course introduces educators to effective differentiation strategies for instruction and assessment of ELs. Participants will explore developing student profiles, analyzing language complexity, and how to scaffold and support ELs at various proficiency levels. This course can be accessed via the ESL Portal at http://ell.eslportalpa.info/.

Additional Resources

The Pennsylvania Department of Education continues to provide professional development training and resources to educators (including practitioners, administrators, counselors and teachers) working with ELs in PA to facilitate the effective implementation and use of PA ELDS Framework. For additional information on the Framework and the Pennsylvania Core/Academic Standards visit the Pennsylvania Department of Education's Standards Aligned System (SAS Portal) at www.pdesas.org.

Endnotes

[1] http://www.education.pa.gov/Data-and-Statistics/Pages/Enrollment%20Reports%20and%20Projections.aspx#tab-1\
The ESL statistics are obtained from the Pennsylvania Information Management System (PIMS) October 1 Enrollment Data Collection, and the 52,000+ number is pulled from the 2015-16 October 1 collection.

[2] Alt, M., Arizmendi, G.D., Beal, C.R., & Hurtado, J. (2013). The effect of test translation on the performance of second grade English learners on the KeyMath-3. Psychology in the Schools, 50(1)

INSIGHT PA
CYBER CHARTER SCHOOL

pennsylvania
DEPARTMENT OF EDUCATION

Insight PA Cyber Charter School
HOME LANGUAGE SURVEY

ALL newly registering students regardless of race, nationality, or language origin MUST complete this form. Federal law requires that all Local Education Agencies (LEAs) utilize a non-biased procedure for identifying which students are potential English Learners (ELs) in order to provide appropriate language instruction educational programs and services. Given this responsibility, LEAs have the right to ask for the information contained on this and other forms associated with the identification process.

Student Information (Parents/Guardians should complete this section):

Child's first name: _____

Child's family name: _____

Child's Date of Birth: _____
(Month/Day/Year)

Questions for Parents or Guardians

1. Is a language other than English spoken in the child's home? ☐ No ☐ Yes (language) __

2. Does your child communicate in a language other than English? ☐ No ☐ Yes (language)__

3. What is the language that your child first learned to speak? ____

Parent/Guardian Signature:_____Date:_____

Interpreter Provided ☐No ☐Yes

Enrollment of Students

24 P.S. §13-1301 – §13-1306

DATE OF ISSUE: January 22, 2009 (revised – formerly BEC 24 P.S. §13-1301 and BEC
24 P.S. §13-1302, issued July 1, 2002)

PURPOSE

This BEC provides guidance regarding public school enrollment procedures for resident and
non-resident children. It replaces the following BECs: *Enrollment of Students, 24 P.S. 13-
1301* and *Education of Children Residing with an Adult Other than the Natural Parent, 24
P.S. 13-1302* and reflects current requirements of the Pennsylvania Public School Code and
22 Pa. Code, Chapter 11. These public school enrollment procedures, consistent with law,
exist to ensure that public schools promptly enroll students who are residents or who are
eligible non-residents.

ENTITLEMENT TO EDUCATION

Every child of school age who is a resident of a Pennsylvania school district is entitled to a
public school education. This entitlement and the requirements to secure enrollment
discussed throughout this BEC apply equally to resident students residing with their
parent(s); to non-resident students living with a district resident who is supporting the child
gratis and seeking enrollment under 24 P.S. §13-1302; to nonresident students living in a
facility or institution; and to nonresident students living in a foster home.

Provided that the required enrollment documentation described herein is provided, the
school district or charter school must enroll non-resident children and permit them to attend
school. A child should be permitted to attend school on the next school day after the day on
which the child is presented for enrollment, and in all cases within five (5) business days of
the school district's receipt of the required documentation *(22 Pa. Code §11.11(b)*).

REQUIRED ENROLLMENT DOCUMENTATION

Except when a child is homeless, whenever a child of school age is presented for enrollment
by a parent(s), school district resident, or any other person having charge or care of the
child, the school district or charter school shall require that the following information be
documented before enrolling the child and allowing the child to attend school:

1. Proof of the child's age
    Any one of the following constitutes acceptable documentation: birth certificate;
    notarized copy of birth certificate; baptismal certificate; copy of the record of
    baptism – notarized or duly certified and showing the date of birth; notarized
    statement from the parents or another relative indicating the date of birth; a valid
    passport; a prior school record indicating the date of birth.

2. Immunizations required by law
    Acceptable documentation includes: either the child's immunization record, a written
    statement from the former school district or from a medical office that the required

immunizations have been administered, or that a required series is in progress, or

verbal assurances from the former school district or a medical office that the required immunizations have been completed, with records to follow.

3. Proof of residency

   Acceptable documentation includes: a deed, a lease, current utility bill, current credit card bill, property tax bill, vehicle registration, driver's license, DOT identification card. A district may require that more than one form of residency confirmation be provided. However, school districts and charter schools should be flexible in verifying residency, and should consider what information is reasonable in light of the family's situation. See the paragraph on *Homeless Students* for guidance in that situation.

4. Parent Registration Statement

   A sworn statement (See *Attachment A* (Word)) attesting to whether the student has been or is suspended or expelled for offenses involving drugs, alcohol, weapons, infliction of injury or violence on school property must be provided for a student to be admitted to any school entity (24 P.S. § 13-1304-A). A school district may not deny or delay a child's school enrollment based on the information contained in a disciplinary record or sworn statement.

   However, if a student is currently expelled for a weapons offense, the school district can provide the student with alternative education services during the period of expulsion (24 P.S. § 13-1317.2(e.1)). If the disciplinary record or sworn statement indicates the student has been expelled from a school district in which he was previously enrolled, for reasons other than a weapons offense, it is recommended the school district review the student's prior performance and school record to determine the services and supports to be provided upon enrollment in the district.

5. Home Language Survey

   All students seeking first time enrollment in a school shall be given a home language survey in according with requirements of the U.S. Department of Education's Office for Civil Rights. Enrollment of the student may not be delayed in order to administer the Home Language Survey. A copy of the *Home Language Survey* is provided at this website.

DOCUMENTS WHICH MAY BE REQUESTED BUT NOT AS A CONDITION OF ENROLLMENT

Items which may be requested
School districts and charter schools often seek to obtain information from families in addition to the mandatory items discussed above. Although they may ask for any of this information, they may not require it as a condition of enrolling or admitting a child and they may not delay a child's enrollment or attendance until these documents are provided.

Among the documents that a school district or charter school *may request* are: picture identification, health or physical examination records, academic records, attendance records, Individualized Education Program, and other special education records.

In addition, a school district may not require that a physical examination be conducted as a condition of enrollment.

Registration Form
Some school districts have registration forms which they ask families to complete when enrolling a child. These registration forms for student enrollment *may include* the following:

name, address, telephone number, name of parent(s) or guardian(s) or resident adult(s) with whom the student is living, emergency contact information, former school information, and other locally required information. Whether to use such a form is within the discretion of each school district or charter school but failure to complete the form cannot be made a condition of the student's enrollment.

DOCUMENTATION REQUIRED FROM OTHER SOURCES

A school district or charter school also is entitled by law to receive information on an enrolling student from the previous school, whether public, charter, nonpublic or private, which the student attended. However, the provision of this information rests with the educational entity and not the family, and so, the receiving school district *may not require this information as a precondition to enrollment and may not delay a student's admission for lack of this information*.

Student Education Records
Upon enrollment, the school district or charter school is to contact the student's former school for a copy of the student's education records. The former school district or charter school, if within this Commonwealth, is required to respond by forwarding the records within 10 business days of the date upon which a student's records are requested by another Commonwealth school district or charter school. School districts shall enroll students within 5 business days regardless of receipt of records from the previous districts (*22 Pa. Code § 11.11(b)*).

Disciplinary Records
Whenever a pupil transfers to another Pennsylvania school entity or nonpublic school, a certified copy of the student's disciplinary record shall be transmitted to the school entity or nonpublic school to which the pupil has transferred. The school entity or nonpublic school to which the student has transferred should request the record. The sending school entity or nonpublic school shall have 10 days from receipt of the request to supply a certified copy of the student's disciplinary record.

Failure to receive the student's discipline record cannot be used to deny or delay the student's enrollment or school attendance. A school district may not deny or delay a child's school enrollment based on the information contained in a disciplinary record or sworn statement.

However, if a student currently is expelled for a weapons offense, the school district can provide the student with alternative education services during the period of expulsion (24 P.S. § 13-1317.2(e.1)). If the disciplinary record or sworn statement indicates the student has been expelled from a school district in which he previously was enrolled, for reasons other than a weapons offense, it is recommended the school district review the student's prior performance and school record to determine the services and supports to be provided upon enrollment in the district.

PROHIBITED REQUESTS

Items which may not be requested
For both enrollment and also for residency determinations, a school district or charter school *may not request or require any of the following*: a social security number; the reason for a child's placement if not living with natural parents; a child's or parent's visa; agency records; or, except in the limited circumstances described in the next section, a court order or records relating to a dependency proceeding.

A child's right to be admitted to school may not be conditioned on the child's immigration status. A school may not inquire regarding the immigration status of a student as part of the admissions process. *Plyler v. DOE*, a U.S. Supreme Court decision, held that it is unconstitutional to deny free public education to children who are not legally admitted into the United States.

STUDENT CLASSIFICATIONS FOR EDUCATION ENTITLEMENT

Resident Students and Court Orders or Custody Agreements- 24 P.S. §13-1301, 13-1302

Every school age child is entitled to attend the public schools of the child's district of residence, which is the school district where the child's parent(s) or legal guardian resides.

When parents reside in different school districts due to separation, divorce, or other reason, the child may attend school in the district of the parent with whom the child lives for a majority of the time, unless a court order or court-approved custody agreement specifies otherwise. If the parents have joint custody and the child's time is evenly divided between the parents, the parents may choose which of the two school districts the child will attend for the school year. If the parent enrolling the child is relying on a court order or custody agreement as the basis for enrolling the child, then the school district or charter school may require that the parent provide a copy of the order or agreement.

As stated below, a school district may also require a resident to provide a custody or dependency order when the resident is seeking to enroll the child under 24 P.S. § 1302(a)(1) which requires "appropriate legal documentation to show dependency or guardianship." A school district or charter school *may not*, however, require a custody order or agreement as a condition of enrollment in any circumstances other than the two circumstances specified above.

Students Living With a Resident Adult other than a Parent - 24 P.S. § 13-1302

When a child is living with a district resident, who is supporting the child without personal compensation, (gratis) the child may attend the public schools of that resident's school district, provided that resident makes application and supplies the required enrollment information noted in the section entitled *Required Enrollment Documentation*. In addition, before accepting the child as a student, the district shall require the resident to file *only one* of the following:

1. **A sworn and notarized statement** from the resident of the school district consistent with the requirements of 24 P.S. §13-1302(a)(2), indicating that the signer is a resident of the school district, is supporting the child without receiving personal compensation, that the child is living with the resident continuously and not just for the school year, and that the resident will accept all responsibilities relating to the child's schooling (see *Attachment B* (Word) for a model statement), *or*

2. Appropriate legal documentation to show dependency or guardianship, which may include a custody order.

The school district may, pursuant to the attached guidelines (see *Attachment C* (Word)), require other information to be submitted by the resident to substantiate the sworn statement. *The natural parent(s) or former guardian(s) of the student may not be required to provide information.* Once the requested information is provided, the school district must

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enroll the child and permit him or her to begin to attend school without delay, but in no case more than 5 days.

A resident's receipt of payments, such as Supplemental Security Income (SSI), Transitional Assistance for Needy Families (TANF), pre-adoptive or adoptive support, maintenance on public or private health insurance, support from the military or military personnel or other payments for or on account of the child such as child support, shall not be deemed to be personal compensation or gain.

Foster Students - 24 P.S. §13-1305
Nonresident children placed in foster care must be educated in accordance with 24 P.S. §13-1305(a), which provides that a nonresident child in paid foster care is "entitled to all free school privileges accorded to resident children of the district. . . in the same manner as though such child were in fact a resident child of the district." The provision that permitted school districts to refuse to accommodate foster students has been held to be unconstitutional. In addition, nonresident exceptional school-aged persons should be afforded the same rights to an appropriate program of special education as are resident exceptional school-aged persons per 24 P.S. §13-1371 et seq. and *22 Pa. Code Chapter 14* and *22 Pa. Code Chapter 16*. A school district may request verification that the child is residing with a foster parent or is in a pre-adoptive or adoptive home in the form of a letter from the appropriate agency, but the district cannot require a court order or agency records.

Children placed into foster care often move from one foster home to another and such moves may involve school changes as well. In order to minimize the impact of change upon these children, school districts are strongly encouraged to develop policies or agreements to enable a student who is in foster care to remain in the educational program in the same school or school district even if that student is moved to a residence in another school attendance area within the district or in another school district.

Students Living in Institutions - 24 PS §13-1306
School districts in which children's institutions, including detention homes, drug and alcohol treatment centers and other similar facilities are located (referred to as host school districts) are required to provide an education and, when appropriate, special education to nonresident students of the host district who are placed into the institution. This includes the right to attend the school district's public schools if appropriate for the child. Enrollment of these students follows the same requirements as resident students of the school district. See *BEC 24 P.S. §13-1306 Nonresident Students in Institutions*.

Emancipated Minors
An emancipated minor is a student under the age of 21 who has established a domicile apart from the continued control and support of parents or guardians or who is living with a spouse. The school district in which this student is living is his or her resident school district and the student may enroll without any additional assistance from an adult.

Homeless Students
Educational agencies shall ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth. Homeless students may reside in shelters, hotels, motels, cars, tents or be temporarily doubled-up with a resident family because of lack of housing. In the case of homeless students, traditional concepts of "residence" and "domicile" do not apply. Homeless children and youth lack a fixed, regular, and adequate nighttime residence. Included within the definition of homeless children and

youth are those who are "awaiting foster care placement" and "unaccompanied homeless youth."

Unaccompanied homeless youth may enroll without documents and without the help of an adult. Unaccompanied homeless youth includes any child who is "not in the physical custody of a parent or guardian." Falling within this definition are students who have run away from home, been thrown out of their home, or been abandoned or separated from their parents or guardians.

Youth awaiting foster care placement include those who are placed in emergency, interim or respite foster care; kinship care; evaluation or diagnostic centers or placements for the sole purpose of evaluation. When necessary, local school officials should consult with their county children and youth agencies to determine if a child meets the definition of "awaiting foster care placement", including, on a case-by-case basis, whether a child who does not clearly fall into one of these categories is nevertheless a child "awaiting foster care placement."

Homeless youth are entitled to immediate enrollments and their families are not required to prove residency regarding school enrollment. These students should be enrolled without delay, in the district where they are presently residing, or continue their education in the district of prior attendance. See the McKinney-Vento Act, 42 U.S.C. §11431 *et seq*. and the *BEC 42 U.S.C. §11431 et seq. Education for Homeless Youth* for more details.

Pre-Adoptive and Adoptive Students
The Federal Adoption Assistance Program, among other things, provides for adoption assistance payments to encourage the placement of certain hard-to-place children with adoptive parents, 42 U.S.C. §673. Pennsylvania has adopted companion legislation, known as the Adoption Opportunities Act. See 62 P.S. §771 *et seq.* Children living with pre-adoptive parents who are receiving adoption assistance subsidies, pre-adoptive foster payments, or other payments such as Supplemental Security Income (SSI) or Transitional Assistance for Needy Families (TANF), are entitled to attend school in the school district in which the pre-adoptive parents reside.

Notwithstanding receipt of any of the above payments, children living in pre-adoptive situations are considered residents of the school district in which their pre-adoptive parents reside under 24 P.S. §13-1302. Children living with adoptive parents are entitled to all free school privileges accorded to resident school children of the district under 24 P.S. §13-1302.

Re-enrollment of Students Returning from Delinquency Placements
When a student returns to a school district from a delinquency placement, the school district cannot automatically place a child in an alternative education program for disruptive youth merely because the child had been adjudicated delinquent. Like any other student being transferred to an alternative school, students returning from delinquency placement are entitled to an informal hearing prior to being placed in an alternative education program.

The purpose of the hearing is to determine whether the student currently is fit to return to the regular classroom or meets the definition of a disruptive student. Factors a school should consider include: whether the incident causing the adjudication occurred at school or at a school-sponsored event, the child's behavior in placement, and the recommendations of teachers and other adults (such as juvenile probation officers) who have worked with the youth.

School-Age Children of Military Personnel

When Pennsylvania residents who are military personnel are deployed and their school age children are living with relatives or family friends in a school district for that period of time, the students are entitled to attend school in the school district in which they are residing. These students should be enrolled using the Section 1302 statement/affidavit process, except that the resident is to be presumed to be supporting the child without personal compensation or gain (gratis).

OTHER ISSUES RELATED TO ENROLLMENT

Address Confidentiality Program (ACP)
Some families may enroll a student using an ACP card which lists a post office box as their address. This is their legal address and school districts shall not require additional information about their residence. School records from the student's former school will be forwarded through the ACP. If there are questions about the family's eligibility for enrollment, contact the ACP at 1-800-563-6399.

Age
Children are considered school age from the time they are admitted to the public school educational program until graduation from high school or the age of 21. The local school board has the right and responsibility to establish the age at which a child can begin the kindergarten program. Once the age requirement is established, districts cannot refuse admission to a child who meets the age requirement. See *BEC 24 P.S. §05-503 Admission to Kindergarten and Beginners*.

During the time a child is of school age, the child or student is entitled to attend the public schools of the resident school district or a charter school, or to attend other school districts as an eligible nonresident. Students who turn 21 during the school term are entitled to finish that school term. If a student is under age 21 and has a Graduation Equivalency Diploma (GED), the student can enroll in school and work towards a diploma. For subsidy purposes, students who reach age 21 after the school term begins are eligible to be counted for the entire school term. The Department will accept requests to allow students to be counted in membership for subsidy purposes for an extended school program beyond age 21 if the request includes a hearing officer decision or court order.

Children and Families with Limited English Proficiency
Children and families with limited English proficiency must be provided translation and interpretation services to the extent needed to help the family understand the enrollment process and enroll the student in school promptly per the Civil Rights Act of 1964, Title VI, 42 U.S.C. § 2000d et seq. and the Equal Education Opportunity Act, 20 U.S.C. § 1703.

Twins and Multiple Siblings 24 P.S. § 1310.1
Twins or higher order multiple siblings are to be enrolled in the same manner as all other students. The School Code provides for parental discretion in the classroom placement of twins or higher order multiples. A parent or guardian of twins or higher order multiples who attend the same grade level at the same school may request that the children be placed in the same classroom or separate classrooms. The parent or guardian must make the request no later than ten days after the beginning of the school year or ten days after the first day of the student's attendance, if the students are enrolled after the school year commences.

The school district may recommend classroom placement to the parents and provide professional education advice to the parents to assist them in making the best decisions for their children's education. The school district shall provide the classroom placement

requested, unless, after consultation with the school district superintendent or designee, the principal determines that alternative placement is necessary. The law affords the parents the opportunity to appeal that denial. A school district is not required to place twins or higher order multiples in separate classrooms if the request would require the school district to add an additional class to the grade level of the siblings.

SUBMITTING ENROLLMENT COMPLAINTS TO THE DEPARTMENT OF EDUCATION

When a dispute arises regarding enrollment of a student, the person attempting to enroll the child or the school district may bring the dispute to the attention of the Department's School Services Office. A complaint may be filed by mail, email or by phone with written follow up. After receipt of a complaint, a Department representative will contact the school district, family or other involved parties to determine the facts, whether the child is entitled to enrollment in the district and to try to resolve the problem. These contacts, whenever possible, will occur within five (5) days of receipt of the complaint. If the complaint is not amicably resolved, a written determination will be made and sent to the school district and the individual who filed the complaint.

If the school district does not enroll the student within five (5) school days after receiving the written determination, the Department will issue a letter to the school district requesting its position on the situation. The school district will have five (5) school days to respond to the request. If the school district refuses to enroll the student or does not respond, the matter will be forwarded to the Department's Office of Chief Counsel (OCC). The OCC and the Deputy Secretary for Elementary/Secondary Education will determine if the school district's response is valid to deny enrollment. If not, the Deputy Secretary will determine what additional measures may be necessary to assure enrollment.

WRITTEN POLICIES

Each school district and charter school must adopt a written policy on student admission; which policy shall be a public record (*22 Pa Code § 11.41*). The Department recommends that school district and charter school admission policies and procedures be posted on the entity's website.

FREQUENTLY ASKED ENROLLMENT QUESTIONS AND ANSWERS

Frequently asked enrollment questions and answers are provided on this website at *Enrollment Q&A*.

REFERENCES:

Purdon's Statutes

> 24 P.S § 13-1301
> 24 P.S. § 13-1302
> 24 P.S § 13-1302(a)(1)
> 24 P.S. § 13-1302(a)(2)
> 24 P.S. § 13-1305
> 24 P.S. § 13-1306
> 24 P.S. § 13-1310.1
> 24 P.S. § 13-1317.2(e.1)
> 24 P.S. § 13-1371 et seq.

24 P.S. § 13-1304-A

62 P.S. § 771 et seq.

23 Pa. C.S.A. § 6701

State Board of Education Regulations

22 Pa. Code § 4.26

22 Pa. Code § 11.11

22 Pa. Code, Chapter 11

22 Pa. Code, Chapter 14

22 Pa. Code, Chapter 16

Federal Statutes

20 U.S.C. § 1703
42 U.S.C. § 673
42 U.S.C. § 2000d et seq.
42 U.S.C. § 11431 et seq.

Other

Plyler v. DOE, 457 U.S. 202 (1982)

BUREAU/OFFICE CONTACT:

School Services Office
Office of Elementary and Secondary Education
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333
Phone: 717.787.4860
TDD: 717.783.8445
Fax: 717.214.4389
Email: *RA-PDE-SchoolService@pa.gov*

INSIGHT PA
CYBER CHARTER SCHOOL

pennsylvania
DEPARTMENT OF EDUCATION

English Learner Identification Procedure – Grades K-12

(See Pre-K identification guidance for Pre-K students)

☐ **STEP 1:** Review the Home Language Survey.
- If the HLS indicates a language other than English for **any** question, **proceed to STEP 2**.
- If the HLS indicates a language other than English **for all questions**, the family interview is optional and you may **skip to STEP 4**.

NOTE: Pidgin and creole variations of English (e.g. English spoken in Liberia) constitute a language other than English for identification purposes.

☐ **STEP 2:** Conduct family interview to determine if the student is potentially an EL. Use an interpreter if necessary.

Family Interview

Conducted by district-trained enrollment personnel - not to be completed by the parent/guardian

Interviewed: Click here to enter text.

Date: Click here to enter a date.   Phone: Click here to enter text.

Name of Student: Click here to enter text.   PASID: Click here to enter text.

Students Date of Birth: Click here to enter a date.   Age: Click here to enter text.

Student's Date of Entry to U.S. (if born in the U.S., then same as DOB): Click here to enter a date.

Parent Country of Origin: Click here to enter text.   Student Country of Origin: Click here to enter text.

Parents' Primary Country of Education: Click here to enter text.

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Complete the following table for the student. Indicate if the student moved schools, states, or countries during a school year.

Grade	State (City & School if PA)	Country	Primary Language of Instruction
Pre K			
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

Is this student a Native Alaskan, Native American, or Native Hawaiian?
☐ YES   ☐ NO

Is this student's language influenced by a Tribal language through a parent, grandparent, relative, or guardian?
☐ YES   ☐ NO

    a. When at home, how often does this student hear a language other than English?
    ☐ Never (Skip to f)   ☐Occasionally (Go to b)   ☐ Often (Go to c)   ☐ 100% or near 100% of the time (Skip to g)

    b. When at home, how often does this student speak a language other than English?
    ☐ Always (Skip to g)☐ Occasionally (Go to c)   ☐ Never (Skip to f)

    c. When interacting with their parents or guardians, how often does this student hear a language other than English?
    ☐ Never (Go to d)   ☐ Occasionally (Go to d)   ☐ Often (Skip to g)

    d. Within the last 12 months, when interacting with caregivers other than parents/guardians, how often did this student hear a language other than English?
    ☐ Never (Go to e)   ☐ Occasionally (Go to e)   ☐ Often (Skip to g)

e. When interacting with siblings or other children in their home, how often does this student hear or use a language other than English?

☐ Never (Go to f)   ☐ Occasionally (Go to g)   ☐ Often (Skip to g)

f. DO NOT place this student on the PHLOTE list - DO NOT screen for English language proficiency. End identification procedure.

g. PLACE this student on the PHLOTE list - Continue with identification procedure. Go to STEP 3.

Comments:

Click here to enter text.

☐ STEP 3: If the student has an IEP or is suspected of having a disability (e.g. the parent states that the student has a disability), then see <u>Appendix A</u> before proceeding.

Review the information on the family interview. **Review of the family interview must be conducted by an ESL professional**. If the information from the family interview indicates that English is not the student's native language or that exposure to another language may have had a significant impact on the student's English language development, **proceed to STEP 4**.

☐ **STEP 4:** Conduct a review of the student's academic records from previous schooling if available. Look for evidence that the student has sufficient English proficiency to benefit from instruction in English without specialized supports or accommodations. Acceptable evidence might include scores from standardized summative or interim tests in English, passing grades for core content classes conducted in English, and/or work samples. If the academic records are not available, or they do not contain reasonable evidence of English proficiency, then **proceed to STEP 5**.

NOTE: A student who has ACCESS scores from the previous school year indicating that he/she is an EL should still be screened to determine their current proficiency level. If the student exceeds the cut-off on the screener, then the district should identify the student as monitor year one. In this case, there is no need to continue with the identification process.

☐ **STEP 5:** Screen the student for English language proficiency using the KW-APT, K MODEL, WIDA screener (online or paper), or WIDA MODEL screener. Record the screening scores below.

Listening PL	Speaking PL	Reading PL	Writing PL	Literacy CPL	Oral CPL	Overall CPL

KW-APT only

Listening and Speaking raw score	Reading raw score	Writing raw score

If the student's scores meet the criteria for identification as an EL on the following table, then **proceed to STEP 6**. If not, then the student is not an EL and you do not need to proceed.

Grade Level	Screener	Criteria for identification as an EL
Kindergarten	KW-APT	Raw score for oral language of **19 or lower** OR **Between 20-24** inclusive AND reading ≤ 6 OR writing score ≤ 4 *See kindergarten identification and placement process flowchart in* Appendix B
Kindergarten	K MODEL	*1st semester K:* **Assess all 4 domains** Oral language composite below **5.0** *(Use literacy scores for instructional plans)* *2nd semester K:* **Assess all 4 domains** Overall composite proficiency level below **5.0** **AND** Literacy Composite below **4.2**
1-12	WIDA Screener	Overall composite proficiency level below **5.0**
1-12	MODEL Screener	Overall composite proficiency level below **5.0**

NOTE: If a student is unable to complete the full screener (e.g. because of a disability or refusal), then the determination of EL status must be made based on the remaining available evidence gathered from the HLS, parent interview, and academic records review. If reasonable evidence of English proficiency cannot be established based on those sources along with the incomplete screener results, if any, then the student should be identified as an EL.

☐ **STEP 6: OPTIONAL** - Screen the student for native language proficiency if a screening instrument is available. Record the score(s). If no screening instrument is available, then **proceed to STEP 7.**

Name of screener	Score(s)	Score descriptor

☐ STEP 7: Determine if the student has limited or interrupted formal education(LIFE) using the criteria below:

☐ Is enrolling after grade two, AND

☐ Has a Literacy score of less than 3.5 on the W-APT, MODEL Screener, or WIDA Screener, AND

☐ Has at least two fewer years of age appropriate schooling than peers **or** has disenrolled from U.S. schools to enroll in schools in other countries (including Puerto Rico) more than two times in the past four years, AND

☐ Has limited encoding/decoding skills in native language (as indicated by family interview and/or native language measures and/or review of academic records and/or local measures)

Does this student have limited or interrupted formal education?
☐ YES   ☐ NO

Proceed to STEP 8.

☐ **STEP 8:** Determine the most appropriate language instruction educational program (ELL) based on the student's English language proficiency and native language proficiency if available.

NOTE: If the student has an IEP, then EL and Special Education personnel MUST collaborate to determine program and academic placement.

Program Placement: Click here to enter text.

Proceed to STEP 9.

☐ **STEP 9:** Provide parent with a detailed program description and explain identification and placement decision. Parent has the right to refuse placement in a specialized, separate ELL. See PDE guidance concerning parental right to refuse services. **Proceed to STEP 10.**

☐ **STEP 10:** Parent accepts or refuses placement in part or in whole in the ELL. If, after the district notifies the parent of their option to refuse specialized ELL services, the parent does not respond, then the district may proceed with the recommended program placement. **Proceed to STEP 11**.

☐ **STEP 11:** Notify receiving school of student identification and placement. **Proceed to STEP 12**.

☐ **STEP 12:** Initiate an active service record in the district SIS. If the student has limited or interrupted formal education, then ensure that LIFE is identified. **Proceed to STEP 13**.

☐ **STEP 13:** Schedule student based on program placement and English language proficiency.

NOTE: The school is responsible for ensuring that all teachers with whom ELs are scheduled have English language proficiency information for their ELs. *This includes general education teachers.*

The procedure is complete. Attach HLS form and parent refusal acknowledgement form (if completed) to this form and file in student's record. Copies of this form should be given to ESL and general education teachers who will be working with this student.

Student who have or are suspected of having a disability

If a student arrives with an IEP or is suspected of having a disability (i.e. parent informs enrollment personnel that the student has a disability), then enrollment personnel must coordinate with Special Education staff to complete this procedure.

If the student arrives with an IEP:

Screening, if required, must be completed with appropriate accommodations and the test results must be interpreted in consultation with Special Education personnel.

If the student is suspected of having a disability but a determination cannot be made prior to completing this procedure:

Screening, if required, must be completed with any administrative considerations, universal tools, or accommodations that the ESL/SPED educators deem necessary. This procedure must be completed in accordance with the outlined guidelines and the student must be placed in the appropriate language instruction educational program (ELL) based on the information available at the conclusion of the identification procedure.

If, after the student is placed in the ELL, the student is determined to have a disability that may have affected the screening (e.g. requires a testing accommodation that was not offered), then the student must be re-screened using the appropriate accommodations. If the student does not meet the criteria for identification as an EL based on this subsequent testing, then the district must contact PDE to remove the EL identifier and the student should be removed from the ELL.

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English Learner (EL) Identification Procedure Flowchart

Student enrolls in LEA

NOTE: This process must be completed within 30 school days for student enrolling at the start of the year or within 14 days for students enrolling after that start of the year.

Administer Home Language Survey

Language other than English listed? — NO → Student is not an EL → Schedule Student

YES

Family Interview (see note A)

Review of academic records (see note B)

Evidence of English proficiency? — YES

NO

ELP screening (KW-APT / MODEL/WIDA Screener)

Met cutoff? — YES → Student is not an EL

NO

Determine if student has LIFE

Determine program based on ELP level (see note C)

Provide parent with program description → Parent refuses placement? — NO → Assign student to EL program → Initiate active service record in district SIS → Notify receiving school of placement → Schedule Student

YES

Notify receiving school of placement

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A student who comes from an environment where English is not the dominant language or who has been exposed to another language (HLS indicates other languages) is not necessarily an EL and does not necessarily need to be screened for English language proficiency if there is compelling evidence suggesting that the student is proficient in English. Parent permission to screen for language proficiency is **NOT** required; however, a parent interview must be conducted prior to screening. The parent interview should be standardized to some degree (see parent interview on pages 1 and 2) and the information gathered should be filed with the student's other enrollment documentation. The parent interview can serve to determine whether or not to screen a potential EL. If the evidence gathered during the parent interview is indeterminate, then an academic records review may be used to indicate English proficiency and preclude screening.

Note B:

If after the parent interview it is unclear whether or not a student should be screened for English proficiency, then a thorough review of any available academic records should be conducted to find evidence of English language proficiency. Some examples of this type of evidence are:

- Transcripts from previously attended U.S. schools with passing grades in core content classes
- Statewide assessment results from previously attended U.S. schools indicating English proficiency (may be from other states)
- District assessment results from previously attended U.S. schools indicating English proficiency (may be from other states)
- Notes and/or other less formal indicators regarding language proficiency contained in the student's academic records

Note C:

If the student has an IEP, then EL and Special Education personnel MUST collaborate to determine program and academic placement.

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Kindergarten English Learner (EL) Identification and Placement Process Flowchart

When using the KW-APT only

Administer all 4 domains of the Kindergarten W-APT (listening, speaking, pre-reading and pre-writing) to ALL ELs on the LEA's PHLOTE List

---

19 or lower on oral composite score indicates that a student likely requires English language assistance instruction.

Between 20 and 24 inclusive on oral composite score indicates that a student may require English language assistance instruction.

25 or higher on oral composite score signifies that a student meets the minimum criteria for English language proficiency and is not an EL.

The LEA must consider student's reading and writing scores

Reading ≤ 6 **OR** Writing score ≤ 4

Reading ≥ 7 **AND** Writing ≥ 5

Place the EL into the LEA's Language Instruction Educational Program that will best serve the student's English language learning needs.

School: _____
Grade: _____

Insight PA Cyber Charter School

Language Instruction Educational Program (ELL)

Parental Right to Refuse Waiver Form

Student Name: _____
Student ID#: _____
Opt-out Date: _____

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CYBER CHARTER SCHOOL

As required by federal law, your child has taken an English language proficiency test to determine if she or he qualifies for English Language Development (ELD) instruction in order to comprehend daily lessons and participate socially in school. Your child has been tested in English reading, writing, speaking and listening. The test scores indicate that she or he is eligible to receive ELD instruction in a program designed to help students acquire English language proficiency and access grade level content instruction.

The school has described the ELD program they recommend for my child in detail. I have considered the program(s) offered by the school and have chosen to decline separate, specialized ELD instruction for my child. Specialized services or classes are those only provided for English Learners, for example ELD pull out classes, ESL tutoring, after-school English tutoring for ELs or content classes consisting of only ELs. This does not include a class composed of ELs and non-ELs in which ELD is supported through content instruction.

Parental Right to Refuse ELD Services: (By ✓ checking each item below, I acknowledge that I have read and understand each statement.)

_____ I am aware of my child's English language assessment score and other information about my child's current academic progress, and understand why s/he was recommended for additional English language instruction.

_____ My decision to decline or opt-out of specialized ELD instruction is voluntary.

_____ The school district will report my child to Pennsylvania Department of Education as an English Learner (EL) until my child attains English proficiency.

_____ Federal and state law requires that my child will be tested annually with the WIDA ACCESS for ELs 2.0 until he or she attains English proficiency and is no longer considered EL status.

_____ The school district will monitor my child's academic progress without benefit of receiving specialized ELD instruction until my child attains English proficiency, and four years after exit from EL status.

_____ The school district will continue to inform me of my child's progress in attaining English proficiency.

_____ I can change my preference at any time by notifying the school district in writing, and allow my child the to enroll in the ELD program (s) offered by the school.

I, _____ (*parent/guardian name*), with a full understanding of the above information, wish to

_____ decline **all** of the specialized ELD programs and services offered to my child.

_____ decline **some** of the ELD programs and/or particular ELD services offered to my child.

I wish to decline (*List program/services*):

Parent/Guardian Signature: _____   Date: _____

Insight PA Cyber Charter School

ELL PROGRAM Parent Right to Refuse Progress Monitoring Requirements and Guidelines

Students opted-out will:
- Be considered EL and reported to the state. A *New EL Student Form* must be completed with the Opt-Out option checked.
- Be assessed using the WIDA ACCESS 2.0 each year until the exit criteria has been met.

Progress monitoring of a student opted-out of the English Language Development (ELD) program will be monitored at the *end of each trimester/marking period*.

To determine student progress toward achieving English proficiency and the academic standards, the ESL teacher will use multiple measures, including:
1. review of report cards each trimester/marking period;
2. communication with regular education teachers to discuss student progress
   a. Use curriculum-based assessment tools utilized by the regular education classroom teacher;
3. communication with regular education teachers for classes in which ELs are receiving a grade of C or lower;
4. results of district-wide assessments;
5. and, results of PSSA (Pennsylvania System of School Assessment).

If a student **is demonstrating adequate growth** toward achieving English proficiency and the academic standards at the end of the trimester/marking period, document the review of data on the *Opt-Out Progress Monitoring* document and continue with the opt-out option determined by the parent.

If a student **is not demonstrating adequate growth** toward achieving English proficiency and the academic standards without the support of the ELD program, the parent(s)/guardian will be notified. A meeting will be requested by the ELL teacher with the classroom teacher and building principal present. The ELL teacher and classroom teacher will need to share assessment results, progress in the classroom, adaptations, and modifications in place appropriate to an EL student and continued struggles. The parent(s)/guardians will be offered the following:
- Participate in **ALL** ELD programs offered by the school district
- Participate in some ELD programs by the school district (parent must designate which part of the program that is to be provided)

When a parent chooses to reinstate the student into the ELD program, the *ELD Program Reinstatement Form (Appendix?)* must be completed and signed by the parent.

After the *ELD Program Reinstatement Form* has been completed, district staff have the following responsibilities:
1. Upload DocuSigned *ELD Program Reinstatement Form* to Total View Enrollment (TVE)
2. Toggle the English as a Second Language checkbox on TVE with notes stating: "ELD Program Reinstatement Form completed" and staff initials.

3. If document not received by ELL Coordinator or Special Programs Coordinator, email *ELD Program Reinstatement Form* to: Englishsecondlanguagerecords@insightpa.org

1.

4. ELL Coordinator or Special Programs Coordinator will share a copy of the DocuSigned *ELD Program Reinstatement Form* with the building principal, classroom teacher and/or Special Education Teacher, FAST Team representative, building principal.
5. Provide parent(s)/guardians a signed copy of the *ELD Program Reinstatement Form.*

Adequate growth is defined as:
- One benchmark below the grade level expectation
- C or higher in the course

Supporting the classroom teacher for a student who has been *opted-out* of the ELD program
- Meet with the classroom teacher on a *weekly* basis to discuss plans for the week
- Make suggestions for adaptations/modifications/accommodations for the student
- Observe the student in the classroom to be able to provide necessary supports and suggestions for the classroom teacher
- Provide mini staff development and/or strategies for working with EL students
- Give whatever you can from behind the scenes to support the student
- Provide information/strategies/supports for behavioral concerns
- Meet with the classroom teacher at the end of each trimester/marking period to review multiple measures

Insight PA Cyber Charter School

ELL PROGRAM Opt-Out Student Progress Monitoring Form

StudentName: Grade:

Classroom Teacher: ELL Program Teacher:

Trimester/Marking Period:
Date:
Multiple Measures Reviewed:
Comments/Strategies/Supports:
Highlight – Demonstrating adequate growth OR Not demonstrating adequate growth
Parent Notification Date:
Comments from Parent Notification Meeting:

Trimester/Marking Period:
Date:
Multiple Measures Reviewed:
Comments/Strategies/Supports:
Highlight – Demonstrating adequate growth OR Not demonstrating adequate growth
Parent Notification Date:
Comments from Parent Notification Meeting:

Trimester/Marking Period:
Date:
Multiple Measures Reviewed:
Comments/Strategies/Supports:
Highlight – Demonstrating adequate growth OR Not demonstrating adequate growth
Parent Notification Date:
Comments from Parent Notification Meeting:

Insight PA Cyber Charter School

LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM
PARENTAL REINSTATEMENT REQUEST FORM

Student Name: _____ School: _____

Student ID#: _____ Grade: _____

Date of Request : _____

I, _____ (insert parent name) reviewed my child's academic progress and English language proficiency level to date, and wish to…

    _____ have my child participate in **all** of the ELD programs and services offered to my child.

    _____ have my child participate in **some** of the ELD programs and/or particular ELD services offered to my child.

I wish to include my child's participation in (*List program/services*)

Parent/Guardian Signature: _____ Date: _____

Insight PA Cyber Charter School
Initial Screening Notification

Name: _____ _____ _____
      Last   First   MI

Approved Enrollment Date:_____School:_____Current Grade: _____

First Language:_____Dialect:_____or N/A

Birth Place:_____D/O/B:_____Immigrant: Y   N

U.S. Entry Date:_____U.S. School Entry Date _____

_____

STUDENT EXEMPT FROM SCREENING: Yes → Note grades and state assessment data below.

Bs or ↑ in Major Subjects: PSSA (Or Other State Equivalent) Scores of at Least *Basic*:
(reading/writing/science/social studies/math)
_____/_____/_____/_____/_____   Reading:_____Math:_____Writing: _____

Both criteria must be met in order for a student to be exempt from ELL PROGRAM screening.
_____

STUDENT EXEMPT FROM SCREENING: No → Continue below.

Assessment Date:_____Pennsylvania School Entry Date: _____

ELL Services Previously: Y   N   Date Services Initiated in U.S. School: _____

W-APT ASSESSMENT INFORMATION

SCORE	ELP LEVEL	COMMENTS

Describe any assessments done in native language if applicable:_____

_____

Was student found eligible for program?   Y   N   Program Entry Date: _____

Service Category:_____Amount of Service: _____

Describe any special services/programs (IEP, 504, Gifted): _____

_____   _____   _____
Signature   Title   Date

Insight PA Cyber Charter School
English Learner Program Placement
❑ Initial Placement ❑ Continuing Placement

English

English Learner Program
Placement

Name of Student: _____ Date: _____

(mm/dd/yyyy)

School/Location: _____

Dear Parent or Guardian:

Your child has been identified as an English Learner. This letter provides information about your child's proficiency in English. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication. The school will provide services that will help your child become proficient in English and do well in school. This letter provides information about how we decided your child is an English Learner and other important information. Here is the information included in this letter:

- Your child's level of proficiency in English;
- The level of proficiency needed to be considered proficient;
- An estimate of how long it should take for your child to become proficient in English;
- The method of instruction used in the Language Instruction Educational Program;
- Other Language Instruction Educational Program that may be available to help your child;
- Information about requesting other services to help your child become proficient in English;
- Information about refusing the Language Instruction Educational Program we provide;
- If available, information about how your child is generally doing in school;
- Information about the percentage of English learners graduating from high school; and
- If your child has a disability, you will receive information about how services to help your child become proficient in English will help meet educational goals set for your child.

We must give you this information about your child. Education law requires that we send you this information and that we make sure that you understand it. If you need assistance understanding this letter, please contact:

Name/Title: _____ Amy Fox, ELL Coordinator and/or Jen Jennings, Special Programs Coordinator _____

Email: _____ Phone: _____

Do you need translated written communication? _____ Do you need an interpreter for live communication? _____

If translation is needed to complete this form, please email: Englishsecondlanguagerecords@insightpa.org and we will make sure this is available to you.

Your child will receive instruction in our school district's Language Instruction Educational Program that is paid for with money from Title I or Title III of the education law called the Elementary and Secondary Education Act (ESEA) as amended 2015. Sometimes these services are paid for by both Title I and Title III.

You completed a Home Language Survey and marked that your child speaks or hears a language other than English in the home. Because your child speaks or hears a language other than English, we conducted a Family Interview, Academic Records Review, and administered the WIDA Screener/WIDA ACCESS Placement Test This test determined your child's English proficiency test and your child's eligibility to participate in the Language Instruction Educational Program. Placement in the Language Instruction Educational Program that best meet your child's needs is based on 1) the results from this test, 2) how well your child is doing in school, and 3) other educational information about your child. The Language Instruction Educational Program chosen is designed to help your child learn English so that your child will be able to meet academic standards, succeed in school, and graduate from high school. If your child has a disability and an Individualized Education Program (IEP), improvement in your child's ability to listen, speak, read, and write in English will help meet the goals of the IEP.

INSIGHT PA
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Insight PA Cyber Charter School

The name of the English Language Proficiency (ELP) test your child took is:

☐ _____
(Test used to measure level of English proficiency)

Your student's Level of English Language Proficiency (ELP) is:

_____ The highest score possible is: _____

The level needed to be proficient in English and exit the Language Instruction Educational Program is: _____

If applicable, your child's level of academic achievement was measured using the following test(s):

☐ _____
(Tests used to measure level of academic achievement)

Your student's Level of Academic Achievement is: _____

The method of instruction used in your child's English Learner Services is:

❏ Bilingual, including Dual Language, Two-Way Immersion, Transitional Bilingual, and Developmental Bilingual programs: Instruction is provided in both English and your child's home language.

☐ **Heritage Language:** Instruction is provided in a native, home, or ancestral language that is also used to help your child become proficient in English.

❏ Content-based Language Instruction Educational Program, English as a Second Language (ESL), or Sheltered English, including Sheltered English Instruction, Structured English Immersion, and Specially designed academic instruction delivered in English: Instruction is provided in English only and adapted to the student's English proficiency level. This instructional method is used to make academic instruction in English understandable to English learners. This will help them acquire proficiency in English while at the same time achieving in content areas.

☐ **Pull-out English Learner or ESL:** Students leave their English-only classroom during the day for English learner or ESL instruction.

☐ **Other:** _____

❏ Your child's Language Instruction Educational Program is not the district's only English Language Development Program. Additional information about your child's Language Instruction Educational Program and, if available, other district language programs is attached.

Please contact the person below or _____ if you would like to request: (a) immediate removal of your child from the Language Instruction Educational Program provided by Title I, Title III, or both; (b) options available for your child if you decline the Language Instruction Educational Program offered or would like another method of instruction; or (c) assistance in selecting other district programs or instructional methods, if available.

Name: _____ Title: _____

Email: _____ Phone: _____

Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name

INSIGHT PA
CYBER CHARTER SCHOOL

Description of Programs

The goal of the district's English Learner Services is to help your child learn English and meet academic standards for grade promotion and graduation. The English Learner Services described here are provided using ESEA funding from Title I, Title III, or both. These services are in addition to our district's English Language Development Program(s). Each program is designed to help your child become proficient in English and succeed in school. Our staff identified the educational strengths and needs of your child and selected the instructional methods described below. It is anticipated your child will continue in English Learner Services for_____years. Your child will move to a full day schedule that is not designed for English learner students when your child becomes proficient in English.

Your Child's Program:

_____

Instructional Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction: ❏ Yes   ❏ No

English Language Used in Instruction: ❏ Yes   ❏ No

Program Exit Criteria:

_____

Description of Other Available English Learner Services:
Instructional Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction: ❏ Yes   ❏ No

English Language Used in Instruction: ❏ Yes   ❏ No

Program Exit Criteria:

FOR OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

Appendix M

INSIGHT PA
CYBER CHARTER SCHOOL

Resources

Pennsylvania Department of Education

- General Information: (717) 783-6788

- Bureau of Teaching & Learning
  Support: (717) 787-8913

Web Sites

- Pennsylvania Department of Education:
  Main site: www.pde.state.pa.us
  ESL site: www.pde.state.pa.us/esl

- Office of English Language Acquisition
  –
  ***U.S. Dept. of Education*:** www.ed.gov/oela

- Title VI – 1964 Civil Rights Act:
  www.usdoj.gov/crt/cor/coord/titlevistat.htm

- Equal Education Opportunity Act of

pennsylvania
DEPARTMENT OF EDUCATION

If you have any questions about this publication,
or for additional copies, contact:

Pennsylvania Department of Education
ESL Program Area
1974:
  www.usdoj.gov/crt/cor/b
  yagency/ed1703 htm

Educating Students with Limited English Proficiency

The Law

333 Market Street, 8th Floor
Harrisburg, PA 17126
(717) 787-8913

- No Child Left Behind - Title III:
  www.ed.gov/policy/elsec/leg/esea02/pg39.html

Educating Students with Limited English Proficiency: The Law

guage other than English is dominant.

Federal Law

- OCR Title VI Civil Rights Act (1964):
  "No person shall, on the grounds of race, color or national origin, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal Financial assistance."

- *Equal Educational Opportunities Act (1974):* This act states that schools need to take appropriate measures to overcome language barriers that impede students' participation in programs.

State Code

- *22 Pa. Code §4.26, BEC (2001):* Every school distri[...] hose dominant language is not English for the purpose of [...] ish proficiency and the academic standards under § 4.12 [...] nder this section shall include appropriate bilingual-bicult[...] language (ESL) instruction.

It requires that the school district or charter school provide a program for every student who is limited English proficient or an English language learner. Such a program MUST include:

- Standards-based English as a second language instruction at the appropriate proficiency level,
- Content area instruction aligned with the corresponding standards and adapted to meet the needs of the students, and
- Assessment processes that reflect the academic standards and instruction.

Case [...]

equal opportunity, especially if there are students who do not speak English.

Castañeda v. Pickard (1981): The Fifth Circuit Court established a three-part test to determine if school districts are complying with the *Equal Educational Opportunities Act of 1974.* The requirements include:

1. **Theory** - The school must implement a program based on sound educational theory or, at a minimum, a legitimate experimental program design.
2. **Practice** - The school district must put into practice the educational program they have designed. They must allocate the necessary

- No Child Left Behind Act (2001): This act makes federal funding for states dependent on student progress. According to the act: "States that do not meet their performance objectives for LEP students could lose up to ten percent of the administrative portion of their funding for all ESEA state administered formula grant programs."

personnel and practices to transfer practice.

- Pennsylvania Intermediate Units:
www.paiu.org

- Pennsylvania ESL Portal:
www.eslportalpa.info

This brochure is printed in English and Spanish and is also available online in Arabic, Chinese (Traditional), Russian, Ukrainian, and Vietnamese at http://www.pde.state.pa.us/esl

Educating Students with Limited English Proficiency

theory to

3. Results - The school must stop programs that fail to produce results.

Plyler v. Doe (1982): The court ruled that schools cannot deny students access simply because they are undocumented (illegal) aliens. In other words, the schools are not agencies or agents for enforcing immigration law.

The Law
pennsylvania

Information for Parents

Complaint Resolution Process

Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA) requires State Educational Agencies (SEAs) to adopt written procedures for "receiving and resolving any complaint alleging violations of the law in administration of programs."   In accordance with this legislative requirement, the Pennsylvania Department of Education (PDE) Division of Federal Programs has adopted the following procedures after presenting them to the Committee of Practitioners.

A "complaint" is a written, signed statement filed by an individual or an organization. It must include:

a. A statement that PDE or a Local Educational Agency has violated a requirement of federal statute or regulations which apply to programs under the Elementary and Secondary Education Act of 1965 (ESEA, as amended by the Every Child Succeeds Act (ESSA).
b. The facts on which the statement is based.
c. Information on any discussions, meetings or correspondence with PDE or the LEA regarding the complaint.

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Complaint Resolution Procedures

1) *Referral* - Complaints against LEAs or appeals from LEA decisions regarding complaints will be referred to the Regional Coordinator for the LEA against which the complaint has been filed.

2) *Notice to LEA* - The Regional Coordinator will notify the LEA's superintendent or chief administrative officer that a complaint or appeal has been received, will provide a copy, and will direct the LEA to respond.

3) *Investigation* - After receiving the LEA's response, the Regional Coordinator will determine whether further investigation is necessary. If necessary, the Regional Coordinator may carry out an independent investigation on-site at the LEA.

4) *Opportunity to Present Evidence* - The Regional Coordinator may, in his or her discretion, provide for the complainant, the complainant's representative, or both, and the LEA to present evidence. Such presentation may include the opportunity for each side to question parties to the dispute and any of their witnesses.

5) *Report and Recommended Resolution* - Once the Regional Coordinator has finished any investigation and taking of evidence, he or she will prepare a final report with a recommendation for resolving the complaint or appeal. The final report will give he name of the party bringing the complaint or appeal, the nature of the complaint or appeal, a summary of the investigation, the recommended resolution, and the reasons for the recommendation. The Regional Coordinator will issue the report to all parties to the complaint or appeal. The recommended resolution will become effective upon issuance of the final report.

6) *Follow-up* - The Regional Coordinator will insure that the resolution of the complaint or appeal is implemented.

7) *Time Limit* - The period between PDE's receipt of a complaint or appeal and its resolution shall not exceed sixty (60) calendar days.

8) *Extension of Time Limit* - The Chief of the Division of Federal Programs may extend the 60-day time limit if exceptional circumstances exist with respect to a particular complaint or appeal.

9) *Right to Appeal* - Either party may appeal the final resolution to the United States Secretary of Education.

Procedures for Resolving Complaints against PDE

1) *Referral* - Complaints against PDE will be referred to the Chief of the Division of Federal Programs.

2) *Acknowledgment* - The Division Chief will acknowledge receipt of the complaint in writing.

3) *Investigation* - The Division Chief will investigate the complaint.

4) *Opportunity to Present Evidence* - The Division Chief may, in his or her discretion, provide for the complainant and/or the complainant's representa ive to present evidence. Such a presentation may include the opportunity for each side to question parties to the dispute and any of their witnesses.

5) *Report and Recommended Resolution* - Once the Division Chief has finished any investigation and taking of evidence, he or she will prepare a final report with a recommendation for resolving the complaint. The final report will give the name of the party bringing the complaint, the nature of the complaint, a summary of the investigation, the recommended resolution, and the reasons for he recommendation. The Division Chief will issue the report to the complainant and the complainant's representa ive, if any.

6) *Appeal to Secretary of Education* - In appropriate cases, the complainant may appeal from the recommended resolution to the Secretary of Education of the Commonwealth. In all other cases, the recommended resolution will become effective upon issuance of the final report.

7) *Follow-up* - The Division Chief will insure that the resolution of the complaint is implemented.

8) *Time Limit* - The period between PDE's receipt of a complaint and its resolution shall not exceed sixty (60) calendar days.

9) *Extension of Time Limit* - The Division Chief may extend the 60-day time limit if exceptional circumstances exist with respect to a particular complaint.

10) *Right* to *Appeal* - Either party may appeal the final resolution to the United States Secretary of Education.

Local Complaint Procedures

1) *Adoption of Procedures* – Each LEA must adopt procedures for resolving complaints filed with them.

2) *Appeal to PDE* - The LEA's procedures must provide the complainant or the complainant's representative with the right to appeal the LEA's resolution of the complaint to PDE. Complaints should be addressed as follows:

Susan McCrone
Division Chief
Division of Federal Programs
Pennsylvania Department of
Education
333 Market Street, 7th Floor
Harrisburg, PA 17126-0333

Revised 6/19/2017

Grade: Kindergarten
Rubric 1 - Interaction, Listening, Speaking, and Reading Language Use Inventory
Student: PASID:

Date:

Evaluator's Name:

Content Area:

Observation Date(s) (range of dates on which the observation information was gathered):

This rubric should be used to evaluate a student's use of language as part of the reclassification process. The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories. It is recommended that the teacher who will complete this inventory be well-trained in the use of the rubric and begin to make notes of the students' language use in enough time to develop a firm evaluation before completing this inventory.

Interaction:

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	

Listening:

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	

Speaking:

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar and academic topics.	Can present clear, expanded discourse about a familiar or academic topic using some content-specific vocabulary.	

Reading:

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can apply grade-level phonics and word analysis skills in decoding with substantial support or inability.	Can apply grade-level phonics and word analysis skills in decoding with limited prompting and support.	Can apply grade-level phonics and word analysis skills in decoding.	

Total Points:

Grade: Kindergarten
Rubric 2 - Written Expression

Language Use Inventory Expansion of Repertoires: Cohesion

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use drawings and/or labels to link some or most details in a story.	Can use drawings OR words to link details in a story.	Can use drawings, words AND simple phrases to link details in a story.	

Accuracy: Word/ Phrase

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can sequence some letters needed to produce frequently used sight words, but with significant errors that hinders readability. Not able to be to produce phrases or sentences.	Can sequence most letters needed to produce recognizable frequently used/sight words. May include inventive spelling. Can produce phrases and some simple sentences.	Can sequence most letters needed to produce recognizable words. May include inventive spelling following recognizable conventions. Can produce simple sentences.	

Accuracy: Grammar/

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Consistent errors that may hinder the meaning of the writing regarding grammar.	Regularly contains some grammatical inaccuracy in either capitalization of "I" and beginning of sentence, people names, ending punctuation.	Maintains some grammatical accuracy in capitalization of "I" and beginning of sentence, people names, ending punctuation.	

Accuracy: Genre Narratives

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Draw a picture with some labels to describe the picture or story.	Draw a picture and write labels or simple phrases to describe the picture or story.	Draw a picture and write several connected sentences to describe the picture or story.	

Accuracy: Genre Information

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Draw a picture with some labels to describe a single familiar topic with minimal detail or elaboration.	Draw a picture and write labels or simple phrases about a single familiar or academic topic with limited detail or elaboration.	Draw a picture and write several connected sentences about a single familiar or academic topic with detail or elaboration such as form and function.	

Accuracy: Genre Arguments

LOW (0)	MODERATE (.2)	HIGH (.3)	Value

| Draw and label to explain likes or dislikes about a familiar topic. | Can express an opinion about a familiar topic or a book. May draw and uses labels or a simple sentence to explain reasons. May use conjunction words such as "because" to support their opinion. | Can express an opinion about a familiar topic or a book. May draw and use 1 or more written sentences to explain reasons. Uses conjunction words such as "because" to support their opinion. | |

Total Points:

INSIGHT PA
CYBER CHARTER SCHOOL

Grade: 1
Rubric 1 - Interaction, Listening, Speaking, and Reading Language Use Inventory

Student: PASID:

Date:

Evaluator's name:

Content Area:

Observation Date(s) (range of dates on which the observation information was gathered):

This rubric should be used to evaluate a student's use of language as part of the reclassification process. The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories. It is recommended that the teacher who will complete this inventory be well-trained in the use of the rubric and begin to make notes of the students' language use in enough time to develop a firm evaluation before completing inventory.

Interaction

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	

Listening

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	

Speaking

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar and academic topics.	Can present clear, expanded discourse about a familiar or academic topic using some content-specific vocabulary.	

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can apply grade-level phonics and word analysis skills in decoding with substantial support or inability.	Can apply grade-level phonics and word analysis skills in decoding with limited prompting and support. Read grade level text with support for purpose and understanding.	Can apply grade-level phonics and word analysis skills in decoding. Read grade-level text with purpose/understanding.	

Total Points:

Grade 1
Rubric 2 - Written Expression

Language Use Inventory Expansion of Repertoires: Cohesion

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce groups of words with little to no structure and little to no use of organizational patterns.	Can produce sentences with limited structure. Shows limited use of organizational patterns, and simple connectors like "and" and "because."	Can produce clear, structured sentences, showing some use of a range of organizational patterns, and connectors.	

Accuracy: Word/ Phrase

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use basic sentence patterns with memorized phrases, groups of a few words, and formulate in order to communicated limited information in familiar situations.	Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/ herself with some hesitation and circumlocutions.	Can select language to express him/ herself clearly using content-specific vocabulary.	

Accuracy: Grammar/ Sentence

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Frequent grammatical errors that may hinder the meaning of the writing.	May produce errors in grammar that do not hinder the meaning of the writing. Mostly writes frequently used grammatical patterns (S-V-O or "I …").	Maintains a high degree of grammatical accuracy (capitalization of "I", beginning of sentence, people names/places, ending punctuation, simple tenses. May use a variety of sentence structures.	

Accuracy: Genre Narratives

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce a series of simple phrases and sentences on familiar topics with limited to no sequential flow. Writes minimal description or elaboration.	Can produce linearly structured narrative story with limited descriptions and limited sequential words. Uses some language to delineate either beginning, middle or end.	Can produce linearly structured narrative story with details explaining the experience with elaborations and some sequential words. Uses language to delineate beginning, middle, and end. May use pictures to illustrate their familiar story.	

Accuracy: Genre Information

LOW (0)	MODERATE (.2)	HIGH (.3)	Value

Can produce a series of simple phrases and sentences on familiar topics with limited to no factual details. Writes minimal description or elaboration.	Can present with limited connection some factual information with an introduction using details on a familiar topic, but not an academic topic.	Can present connected factual information with an introduction using details from a source on an academic topic.	

Accuracy: Genre Arguments

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can express a point of view on a familiar topic in words or simple phrases without use of a conjunction word and no supporting reasons.	Can express a single-stance on a familiar topic in a single sentence stating a reason with a conjunction word such as "because."	Can express a single-stance on a familiar topic in multiple sentences with a supporting reason. May use conjunction words such as "because" to support their opinion.	

Total Points:

Student: PASID:

Date:

Evaluator's name:

Content Area:

Observation Date(s) (range of dates on which the observation information was gathered):

This rubric should be used to evaluate a student's use of language as part of the reclassification process. The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories. It is recommended that the teacher who will complete this inventory be well-trained in the use of the rubric and begin to make notes of the students' language use in enough time to develop a firm evaluation before completing this inventory.

Interaction

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	

Listening

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	

Speaking

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics with little to no content- specific vocabulary.	Can use a series of connected phrases and short, simple sentences to talk in simple terms and some content-specific vocabulary about familiar and academic topics.	Can present clear, expanded discourse about a familiar or academic topic using content-specific vocabulary.	

Reading

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can read very short, simple texts and find specific, predictable information with illustrations. Limited understanding of words/phrases with multiple meanings.	Can understand grade-level fiction and non-fiction texts on unfamiliar topics with some support. Use grade-level phonics and word analysis skills in decoding. Begins to understand words/phrases with multiple meanings.	Can understand grade-level fiction and non-fiction texts on unfamiliar topics. Use grade-level phonics and word analysis skills in decoding. Begins to understand idiomatic expressions and words/phrases with multiple meanings.	

Total Points:

Grade: 2-3
Rubric 2 - Written Expression

Language Use Inventory Expansion of Repertoires: Cohesion

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce groups of words with little to no structure and little to no use of organizational patterns.	Can produce linear sequence of sentences in writing with limited structure. Shows some use of organizational patterns, and simple connectors like "and", "but", and "because."	Can produce clear, structured language, showing some use of a range of organizational patterns, connectors, and cohesive devices (such as causal, sequential or comparative).	

Accuracy: Word/ Phrase

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use basic sentence patterns with memorized phrases, groups of a few words, and formulate in order to communicated limited information in familiar situations.	Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/ herself with some hesitation and circumlocutions.	Can select language to express him/ herself clearly using content-specific vocabulary.	

Accuracy: Grammar/ Sentence

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Frequent grammatical errors that may hinder the meaning of the writing.	May produce errors in grammar that do not hinder the meaning of the writing. Mostly writes frequently used grammatical patterns (S-V-O or "I …").	Maintains a high degree of grammatical accuracy (capitalization, punctuation, simple tenses, and simple subject-verb agreement).May use a variety of sentence structures.	

Accuracy: Genre Narratives

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce a series of simple phrases and sentences on familiar topics with limited to no sequential flow. Writes minimal description or elaboration.	Can produce linearly structured narrative story with limited elaborations and some sequential words. Uses some language to delineate beginning, middle and end.	Can produce linearly structured narrative story giving robust descriptions of experiences with elaborations and sequential words. Uses language to delineate beginning, middle and end.	

Accuracy: Genre Informative

LOW (0)	MODERATE (.2)	HIGH (.3)	Value

Can produce a series of simple phrases and sentences on a research topic. Uses linked sentences to provide very short descriptions of details with little to no use of organizational structure.	Can present information using limited grouping with vague connections. Either the introduction or conclusion is omitted. Uses minimal facts with evidence of phrases or text taken directly from other sources.	Can present information grouped and connected logically with an introduction and conclusion using facts from text or other sources in their own words.	

Accuracy: Genre Opinion/Argument

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can express a point of view on a familiar topic in a series of simple sentences which may present supporting details. Uses no conjunction words.	Can express a single-stance on a familiar subject in a text with a delineated introduction or conclusion with 2 or fewer supporting reasons. Uses some conjunction words to link supporting details.	Can express a single-stance on a familiar or academic subject in a clear, well-structured text with delineated introduction and conclusion with 3 or more supporting reasons. Uses conjunction words to link supporting details.	

Total Points:

Grades: 4-12
Rubric 1 - Interaction, Listening, Speaking, and Reading Language Use Inventory

Student: PASID:

Date:

Evaluator's name:

Content Area:

Observation Date(s) (rage of dates on which the observation information was gathered):

This rubric should be used to evaluate a student's use of language as part of the reclassification process. The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories. It is recommended that the teacher who will complete this inventory be well-trained in the use of the rubric and begin to make notes of the students' language use in enough time to develop a firm evaluation before completing this inventory.

Interaction

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	

Listening

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	

Speaking

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	Can connect phrases to talk about familiar topics using simple sentences. Can briefly give reasons and explanations for reactions, opinions, and plans.	Can present clear, detailed descriptions of complex subjects integrating subthemes, developing particular points, and finishing with an appropriate conclusion.	

Reading

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can read very short, simple texts and find specific, predictable information in everyday materials (such as advertisements, letters, schedules, and menus).	Can understand texts with a familiar organization that include high frequency content-specific language. Begins to understand some idiomatic expressions and words/phrases with multiple meanings.	Can understand long and complex fiction and non- fiction texts on unfamiliar topics, appreciating distinctions of style.	

Total Points:

In the event that a teacher finds it challenging to distinguish between two levels in the Interaction, Listening, Speaking, and Reading Inventory rubric, the extension rubric in Appendix B can be used to assist in deciding. It offers a finer level of detail. That rubric is only for reference. It is not completed as part of the inventory.

Grades: 4-12
Rubric 2 - Written Expression

Language Use Inventory Expansion of Repertoires: Cohesion

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can link groups of words with simple connectors like "and," "but," and "because."	Can link simple and discrete elements into a connected, linear sequence of points. Uses similar language to describe different relationships between ideas (such as additive, causal, sequential, comparative, or conditional).	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of a range of organizational patterns, connectors, and cohesive devices.	

Accuracy: Word/ Phrase

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use basic sentence patterns with memorized phrases, groups of a few words, and formulae in order to communicate limited information in familiar situations.	Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/ herself with some hesitation and circumlocutions on familiar topics.	Can strategically select language to express him/ herself clearly in an appropriate style on a wide range of academic topics without having to restrict what he/she wants to say.	

Accuracy: Grammar/ Sentence

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can employ some simple structures with minimal or partial consistency. Formulates short, simple sentences with a predictable structure.	Uses reasonably accurately a repertoire of frequently used grammatical patterns associated with predictable situations. Uses mostly simple sentences.	Maintains a high degree of grammatical accuracy; errors are rare, difficult to spot, and generally corrected when they occur. Uses a variety of sentence structures.	

Accuracy: Genre Narratives

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use a series of simple phrases and sentences on familiar topics. Can use linked sentences to provide very short, basic descriptions.	Can produce straightforward, detailed descriptions on a range of familiar subjects. Can narrate experiences and events, describing feelings and reactions in simple connected text.	Can put forth clear, smoothly flowing stories and descriptions of experiences in a style appropriate to the genre adopted. Uses language effectively to draw in the reader	

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Accuracy: Genre Reports & Essays

	LOW (0)	MODERATE (.2)	HIGH (.3)	Value
	Can use a series of simple phrases and sentences on familiar topics. Can use linked sentences to provide very short, basic descriptions of known opinions and phenomena.	Can summarize, report, and give his/her opinion about accumulated factual information on familiar topics and following a standardized format.	Can present information on complex subjects in clear, well-structured text, underlining relevant salient issues. Can expand and support interpretations at some length with subsidiary points, reasons, and relevant examples.	

Accuracy: Genre Arguments

	LOW (0)	MODERATE (.2)	HIGH (.3)	Value
	Can express a point of view on a familiar topic in a series of simple sentences. Can exchange basic factual information and discuss solutions to familiar problems using simple linked sentences.	Can pass on routine factual information and state reasons for actions in brief text following a standardized format.	Can present arguments on complex subjects in clear, well- structured text that may include counter argumentation. Can support arguments at some length with subsidiary points, reasons, and relevant examples.	

Total Points:

In the event that a teacher finds it challenging to distinguish between two levels in the Written Expression Inventory rubric, the rubric in Appendix C can be used to assist in deciding. It offers a finer level of detail. That rubric is only for reference. It is not completed as part of the inventory.

The student's command of language indicates to most audiences that he/she:

Interaction

LOW	LOW+	MODERATE	MODERATE+	HIGH	HIGH+
Can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help formulate what the learner is trying to say. Can ask and answer simple questions in areas of immediate need or on very familiar topics.	Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can interact with a degree of fluency and spontaneity (without relying on provided language frames or structures) that makes regular interaction with others possible. Can take an active part in academic discussions in familiar contexts and on familiar topics, accounting for and sustaining his/her views.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	

Listening

LOW	LOW+	MODERATE	MODERATE+	HIGH	HIGH+
Can recognize familiar words and basic phrases on familiar topics when people speak slowly and clearly.	Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech and lectures, presentations, and videos and follow even complex lines of argument provided the topic is reasonably familiar.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast speed.

Speaking

LOW	LOW+	MODERATE	MODERATE+	HIGH	HIGH+

Can use simple phrases and sentences to describe familiar topics.	Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	Can connect phrases to talk about familiar topics using simple sentences. Can briefly give reasons and explanations for reactions, opinions, and plans.	Can present clear, detailed descriptions on a wide range of familiar subjects. Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	Can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points, and finishing with an appropriate conclusion.	Can present clear, smoothly flowing description or argument in a style appropriate to the context and with an effective structure, which helps the recipient notice significant points.

Reading

LOW	LOW+	MODERATE	MODERATE+	HIGH	HIGH+
Can understand familiar names, words, and very simple sentences, for example on visual representations with little text (such as in posters and ads).	Can read very short, simple texts and find specific, predictable information in everyday materials (such as advertisements, letters, schedules, and menus).	Can understand texts with a familiar organization that include high frequency content-specific language. Begins to understand some idiomatic expressions and words/ phrases with multiple meanings.	Can understand non-fiction texts on unfamiliar topics in which the writer adopts a particular attitude or viewpoint. Can identify relevant details in contemporary fiction.	Can understand long and complex fiction and nonfiction texts on unfamiliar topics, appreciating distinctions of style.	Can read with ease virtually all forms of written language, including structurally or linguistically complex texts.

Expansion of Repertoires: Cohesion

Low	Low+	Moderate	Moderate+	High	High+
Can link words or groups of words with very basic linear connectors like "and" or "then."	Can link groups of words with simple connectors like "and," "but," and "because."	Can link simple and discrete elements into a connected, linear sequence of points. Uses similar language to describe different relationships between ideas (such as additive, causal, sequential, comparative, or conditional).	Can use a growing number of cohesive devices to link his/her statements into clear, coherent discourse, though there may be some "jumpiness" in a longer text.	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of a range of organizational patterns, connectors, and cohesive devices.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organizational patterns and wide range of connectors and other cohesive devices.

Accuracy: Word/Phrase

Low	Low+	Moderate	Moderate+	High	High+
Can use high frequency words and simple phrases related to personal details and particular concrete situations.	Can use basic sentence patterns with memorized phrases, groups of a few words, and formulae in order to communicated limited information in familiar situations.	Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/herself with some hesitation and circumlocutions on familiar topics.	Has sufficient range of language to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words.	Can strategically select language to express him/herself clearly in an appropriate style on a wide range of academic topics without having to restrict what he/she wants to say.	Shows great flexibility in reformulating ideas to effectively convey finer shades of meaning, emphasize, differentiate, and clarify. Uses appropriately many idiomatic expressions.

Accuracy: Grammar/Sentence

Low	Low+	Moderate	Moderate+	High	High+
Has some control of a few simple grammatical structures and sentence patterns in a memorized repertoire.	Can employ some simple structures with minimal or partial consistency. Formulates short, simple sentences with a predictable structure.	Uses reasonably accurately a repertoire of frequently used grammatical patterns associated with predictable situations. Uses mostly simple sentences.	Shows relatively high degree of grammatical control. Does not make errors that cause misunderstanding and can correct most of his/her mistakes. Uses simple and some complex sentences.	Maintains a high degree of grammatical accuracy; errors are rare, difficult to spot, and generally corrected when they occur. Uses a variety of sentence structures.	Maintains grammatical accuracy when using complex language, even when attention is otherwise engaged (e.g., in forward planning or monitoring others' reactions). Uses a range of grammar and sentence structures strategically.

Accuracy: Genre Narrative

Low	Low+	Moderate	Moderate+	High	High+
Can use simple phrases and sentences about familiar topics.	Can use a series of simple phrases and sentences on familiar topics. Can use linked sentences to provide very short, basic descriptions of events and experiences.	Can produce straightforward, detailed descriptions on a range of familiar subjects. Can narrate experiences and events, describing feelings and reactions in simple connected text.	Can produce clear, detailed descriptions of experiences and events. Can follow established genre conventions in marking relationships Between ideas and organizing the text.	Can put forth clear, smoothly flowing stories and descriptions of experiences in a style appropriate to the genre adopted. Uses language effectively to draw in the reader.	

Accuracy: Genre Reports & Essays

Low	Low+	Moderate	Moderate+	High	High+
Can use simple phrases and sentences about familiar topics.	Can use a series of simple phrases and sentences on familiar topics. Can use linked sentences to provide very short, basic descriptions of known opinions and phenomena.	Can summarize, report, and give his/her opinion about accumulated factual information on familiar topics, following a standardized format.	Can develop an idea with appropriate highlighting of significant points and relevant supporting detail. Can evaluate different ideas or solutions to a problem and synthesize	Can present information on complex subjects in clear, well- structured text, underlining relevant salient issues. Can expand and support interpretations at some length with subsidiary points, reasons, and relevant examples.	

			information from a number of sources.	

Accuracy: Genre Arguments

Low	Low+	Moderate	Moderate+	High	High+
Can use simple phrases to express an opinion on a familiar topic.	Can express a point of view on a familiar topic in a series of simple sentences. Can exchange basic factual information and discuss solutions to familiar problems using simple linked sentences.	Can pass on routine factual information and state reasons for actions in brief text following a standardized format.	Can develop an argument, giving reasons in support of or against a particular point of view and explain the advantages and disadvantages of various options. Can synthesize arguments from a number of sources.	Can present arguments on complex subjects in clear, well- structured text that may include counter argumentation. Can support arguments at some length with subsidiary points, reasons, and relevant examples.	

English Learner Reclassification

Student Name: Click here to enter text.   PA State ID: Click here to enter text.
Grade: Choose a grade.   Building: Choose a building.
ACCESS for ELLs® Proficiency Level: Enter ACCESS for ELLs® proficiency level score.

ACCESS for ELLs® Reclassification Points:

ACCESS for ELLs® Proficiency Level *(overall composite)*	Reclassification Points
4.5-4.7	3.6
4.8-5.0	4.5
5.1-5.3	5.8
>5.3	8.4

Points from language use inventory #1:	
Points from language use inventory #2:	
TOTAL points for reclassification:	

1. Does the TOTAL number of points above equal or exceed the threshold of 10.5? ☐ Yes ☐ No

2. Based on the student's ACCESS for ELLs® overall proficiency level score and use of language as observed by his/her teachers, this student ☐ is recommended ☐ is *not* recommended for reclassification as a Former EL.

3. If the student's score is equal to or exceeds the threshold of 10.5, but the recommendation is not to reclassify the student, provide an explanation below:

ELL Teacher Signature: _____   Date: Click here to enter date.
ELL Teacher Printed Name: Choose name.

Modifications Checklist English
Language Learners

I. Environmental/Behavior Management

_____One on one Student/Moderator Chat
_____Rules are written and presented orally

II. Instructional Materials   _____check often for understanding/review

_____use adapted/modified text
and supplemental materials
_____provide adapted handouts
_____highlight materials
_____identify answer locations
_____use visual aids
_____allow use of software/hardware

III. Presentation of Materials   _____peer check

_____simplify language
_____emphasize critical information

_____demonstrate concepts/use
manipulatives
_____provide a preview of lesson
_____pre-teach vocabulary
_____use individual/small group instruction
_____use specialized curriculum

IV. Pacing/Time Demands

_____extend time requirements

_____omit assignments

V. Assignments

_____shorten segments
_____adapt
orksheets/packets

_____communicate
with parents
_____give directions in
small distinct steps

_____encourage
student to use

VI. Reinforcement and Follow Through

_____give immediate feedback
_____use positive reinforcement
_____use concrete reinforcement

_____arrange for tutoring
_____plan cooperative learning
experiences
_____provide language experience
_____have student repeat directions
_____make/use vocabulary aids
_____teach study skills
_____use study guides
_____repeat review/drill

VII. Evaluation Methods

_____administer tests orally
_____modify format
_____administer test individually
_____request only selected test items be
answered
_____provide additional test time
_____allow testing in ELL room

IIX. Grading

_____modify grading system
_____modify weights of course components
complete
_____use visual backup for oral directions
sentences
_____read directions to students
_____model appropriate speech behaviors
_____allow copying from handout/text

_____allowed increased response time
_____modify note taking

_____discreetly repeat directions
_____use alternative assignments

_____use verbal, gestural, or physical
_____record or type assignments
prompt
_____limit large amounts of written work
_____give verbal as well as written directions

IX. Communication Factors

Accommodations	Clear Communication	Assessments	Vocabulary	Collaboration & Conversation	Metacognitive & Metalinguistic
• Heritage Dictionary • Heritage Language Support • Flexible Scheduling • Flexible Setting • Flexible Timing	• Concise Language • Clear Directions • Enunciation • Pauses & Pacing • Pointing • Repeating/Paraphrasing • Gestures • Show Examples & Non-Examples • Demonstrations • Anecdote/Storytelling	• Rubrics • Presentation • Portfolio • Checklist • Labeling • Interview • Response Cards • Oral Assessment • Observation • Context-Embedded Text • Voting Devices • Cloze Test • Visual Representations • Self /Peer Assessment • Samples • Sentence Frames	• Etymology/Cogn ates • Semantic Feature • Analysis • Context Clues • Interactive Word Walls • Vocabulary Games • Multiple Meanings • Phonology Vocabulary Banks	• Heterogeneous Grouping (Language/Content Readiness; Learner Profiles; Interests) • Homogeneous Grouping (Language/Content Readiness; Learner Profiles; Interests) • Peer Pair • Reader's Theater • Think/Pair/Share • Academic Games • Group Presentations/ Projects • Socratic Seminar • Panel Discussion • Debate/Defend with Evidence	• Mnemonic Devices • Dialogue Journals • Self-Correction • Self-Evaluation • Self-Monitor • Peer Editing • Associations

Context Embedded Supports & Close Reading	Multimodal & Multimedia	Advance Organizers	Additional Resources

• Activating and/or Building Prior Knowledge • Annotations & Symbols • Ask Inferential & HOT Questions • Ask Clarifying Questions • Modeling • Read Aloud • Think Aloud • Multimodal Texts • Visualization/Illustrations • Summarizing • Dramatic Enactments/Role Play • Identify Key Concepts • Similarities & Differences • Language Experience Approach • Note-Taking/Outline Notes • Question-Answer-Relationship (QAR) • Reading with Specific Purpose • Text Features & Structural Analysis • Survey, Question, Read, Recite, Review (SQ3R) • Text Connections/ Chunking Text • Vary Complexity of Assignment • Captioning	• Audio-Visual Applications • Digital Books • Computer Software • Document Camera • Interactive White Board • Tablet/Interactive Devices • Video/Film/CD/MP3 • Digital Simulations • Translation Devices	• Charts (Flowcharts, T-Charts, etc.) • Anticipation Guide • Cornell Notes • Digital Tools/Software • Graphs/Diagrams • Reading and Analyzing Non-Fiction (RAN) • Notes TM • Webbing/Mapping • Story Maps • Timelines • Venn Diagrams • Vocabulary Improvement	• Art Integration • Community Resources • Cultural Sharing • Celebrations • Multicultural Resources • Music/Songs/Jazz • Chants

Pages 1 and 3 to be completed by the appropriate EL/Bilingual Education Staff

Student Name	
Grade in 1st year of monitoring	**Academic Year**

Name of classroom teacher (*1st year of monitoring*)		*The classroom teacher is responsible for completing this form at quarterly intervals and returning it to the EL/Bilingual Education teacher for review.*
Name of classroom teacher (*2nd year of monitoring*)		
Name of EL/Bilingual Ed teacher (*1st year of monitoring*)		*The EL teacher is responsible for reviewing this form each time that it is completed by the classroom teacher.*
Name of EL/Bilingual Ed teacher (*2nd year of monitoring*)		
ELL Coordinator (Responsible for ensuring that this form is completed each quarter and maintained in the student's academic record)		

Exiting ACCESS for ELs® Results:

Composite	Listening	Speaking	Reading	Writing	Literacy	Comprehension	Oral Language

PSSA Results (Below basic, Basic, Proficient, Advanced):

	Reading	Mathematics	Writing
1st Year of monitoring			
2nd year of monitoring			

	1st year monitoring		2nd year monitoring	
Is the student receiving any special services? (*any academic services/programs in addition to the standard academic program*)	**NO**	**YES**	**NO**	**YES**
If yes, describe the services (1st year):				
If yes, describe the services (2nd year):				

Report Card Results:

	1st year of monitoring				2nd year of monitoring			
	1st	2nd	3rd	4th	1st	2nd	3rd	4th
LA								
Math								

Science								
Social Studies								

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Student Name: _

1st Year of Monitoring	**Teacher's Initials:**	1st _____	2nd _____	3rd _____	4th _____		Quarter		
Rate the student's performance in each of the following areas (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)						1st	2nd	3rd	4th
1. The student completes assignments on-time. -									
2. The student communicates effectively with teacher. -									
3. The student participates effectively in class projects. -									
4. The student participates effectively in class discussions. - - - - - - - - - - - - - - - - -									
5. The student is able to work independently. -									
6. The student attends class regularly. -									
7. The student displays effort and enthusiasm in class. - - - - - - - - - - - - - - - - - - -									
8. The student requires additional assistance with assignments. - - - - - - - - - - - - -									
9. The student shows evidence of difficulty with language. - - - - - - - - - - - - - - - -									
10. The student has discipline problems that interfere with his/her academic progress. - - - - - -									
						1st	2nd	3rd	4th
Have EL strategies been implemented to respond to the language needs of the former EL?									
Do you recommend that this student be considered for reclassification as an EL?									

If you have additional comments, attach them to this form when you return it into the EL teacher. Make sure you identify which monitoring year and quarter you are commenting on.

2nd Year of Monitoring	**Teacher's Initials:**	1st _____	2nd _____	3rd _____	4th _____		Quarter		
Rate the student's performance in each of the following areas (1 = never 2 = seldom 3 = sometimes4 = often 5 = always)						1st	2nd	3rd	4th
1. The student completes assignments on-time. -									
2. The student communicates effectively with teacher. -									
3. The student participates effectively in class projects. -									
4. The student participates effectively in class discussions. - - - - - - - - - - - - - - - - -									
5. The student is able to work independently. -									
6. The student attends class regularly. -									
7. The student displays effort and enthusiasm in class. - - - - - - - - - - - - - - - - - - -									
8. The student requires additional assistance with assignments. - - - - - - - - - - - - -									
9. The student shows evidence of difficulty with language. - - - - - - - - - - - - - - - -									
10. The student has discipline problems that interfere with his/her academic progress. - - - - - -									
						1st	2nd	3rd	4th
Have EL strategies been implemented to respond to the language needs of the former EL?									
Do you recommend that this student be considered for reclassification as an EL?									

If you have additional comments, attach them to this form when you return it into the EL teacher. Make sure you identify which monitoring year and quarter you are commenting on.

Student Name: _

To be completed by appropriate ELL Program staff

1st year of monitoring

	1st	2nd	3rd	4th
I received and reviewed this form. *(ELL staff member initials)*	_____	_____	_____	_____

Complete the following items only if the information on this form indicates that the former EL is struggling:

I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former EL. *(if the answer is "Yes", describe the collaboration in the comments section)*

1st	Yes No	Comments:
2nd	Yes No	Comments:
3rd	Yes No	Comments:
4th	Yes No	Comments: requirement

NOTE: A student may <u>not</u> be recommended for reclassification if collaboration between the EL and classroom teacher has not taken place.

2nd year of monitoring

	1st	2nd	3rd	4th
I received and reviewed this form. *(ELL staff member initials)*	_____	_____	_____	_____

Complete the following items only if the information on this form indicates that the former EL is struggling:

I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former EL. *(if the answer is "Yes", describe the collaboration in the comments section)*

1st	Yes No	Comments:
2nd	Yes No	Comments:
3rd	Yes No	Comments:
4th	Yes No	Comments:

NOTE: A student may <u>not</u> be recommended for reclassification if collaboration between the EL and classroom teacher has not taken place.

	1st	2nd	3rd	4th
I recommend that this student be reclassified as an EL.				
If a recommendation is made to reclassify, have the parents been notified?			YES	NO

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Post Exit ELL Monitoring Form: Trimester

		Monitoring Year:
Student Name		**1ˢᵗ year | 2ⁿᵈ year**
Grade	**Academic Year**	
Name of <u>Language</u> Arts teacher		*The classroom teacher is responsible for completing this form at quarterly intervals and returning it to the EL/Bilingual Education teacher for review.*
Name of <u>Mathematics</u> teacher		
Name of <u>Science</u> teacher		
Name of <u>Social Studies</u> teacher		
Name of ELL/Bilingual Ed teacher		*The ELL teacher is responsible for reviewing this form each time that it is completed by the classroom teacher.*
ELL Coordinator (Responsible for ensuring that this form is completed each quarter and maintained in the student's academic record)		

Exiting ACCESS for ELs® Results:

Composite	Listening	Speaking	Reading	Writing	Literacy	Comprehension	Oral Language

PSSA Results (Below basic, Basic, Proficient, Advanced):

Reading	Mathematics	Writing

Is the student receiving any special services? (any academic services/programs in addition to the standard academic program)		NO	YES

If so, describe the services:

Report Card Results:

	1st	Comments	2nd	Comments	3rd	Comments
LA						
Math						
Science						

Social Studies						

Student Name:_____   Monitoring Year (circle):   **1st year | 2nd year**

Language Arts Teacher's Initials:	1st ___	2nd ___	3rd ___	Trimester		

Rate the student's performance in each of the following areas
(*1 = never 2 = seldom 3 = sometimes 4 = often 5 = always*)

	1st	2nd	3rd
11. The student completes assignments on-time.			
12. The student communicates effectively with teacher.			
13. The student participates effectively in class projects.			
14. The student participates effectively in class discussions.			
15. The student is able to work independently.			
16. The student attends class regularly.			
17. The student displays effort and enthusiasm in class.			
18. The student requires additional assistance with assignments.			
19. The student shows evidence of difficulty with language.			
20. The student has discipline problems that interfere with his/her academic progress.			
	1st	2nd	3rd
Have EL strategies been implemented to respond to the language needs of the former EL?	Y N	Y N	Y N
Do you recommend that this student be considered for reclassification as an EL?	Y N	Y N	Y N

If you have additional comments, attach them to this form when you return it into the EL teacher. Make sure you identify which ... on.

Initials:	1st	2nd	3rd	Trimester		

Rate the student's performance in each of the following areas
(*1 = never 2 = seldom 3 = sometimes   4 = often   5 = always*)

	1st	2nd	3rd
1. The student completes assignments on-time.			
2. The student communicates effectively with teacher.			
3. The student participates effectively in class projects.			
4. The student participates effectively in class discussions.			
5. The student is able to work independently.			
6. The student attends class regularly.			
7. The student displays effort and enthusiasm in class.			
8. The student requires additional assistance with assignments.			
9. The student shows evidence of difficulty with language.			
10. The student has discipline problems that interfere with his/her academic progress.			
	1st	2nd	3rd
Have EL strategies been implemented to respond to the language needs of the former EL?	Y N	Y N	Y N

Do you recommend that this student be considered for reclassification as an EL?	**Y N**	**Y N**	**Y N**

If you have additional comments, attach them to this form when you return it into the EL teacher. Make sure you identify which monitoring year and quarter you are commenting on.

Student Name:_____   Monitoring Year: **1st year | 2nd year**

Science	Teacher's Initials:	1st ____	2nd ____	3rd ____		Trimester	

Rate the student's performance in each of the following areas (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)	1st	2nd	3rd
1. The student completes assignments on-time.			
2. The student communicates effectively with teacher.			
3. The student participates effectively in class projects.			
4. The student participates effectively in class discussions.			
5. The student is able to work independently.			
6. The student attends class regularly.			
7. The student displays effort and enthusiasm in class.			
8. The student requires additional assistance with assignments.			
9. The student shows evidence of difficulty with language.			
10. The student has discipline problems that interfere with his/her academic progress.			

	1st	2nd	3rd
Have EL strategies been implemented to respond to the language needs of the former EL?	Y N	Y N	Y N
Do you recommend that this student be considered for reclassification as an EL?	Y N	Y N	Y N

If you have additional comments, attach them to this form when you return it into the EL teacher. Make sure you identify which monitoring year and quarter you are commenting on.

Social Studies	Teacher's Initials:	1st ____	2nd ____	3rd ____		Trimester	

Rate the student's performance in each of the following areas (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)	1st	2nd	3rd
1. The student completes assignments on-time.			
2. The student communicates effectively with teacher.			
3. The student participates effectively in class projects.			
4. The student participates effectively in class discussions.			
5. The student is able to work independently.			
6. The student attends class regularly.			
7. The student displays effort and enthusiasm in class.			
8. The student requires additional assistance with assignments.			
9. The student shows evidence of difficulty with language.			
10. The student has discipline problems that interfere with his/her academic progress.			

	1st	2nd	3rd
Have EL strategies been implemented to respond to the language needs of the former EL?	Y N	Y N	Y N

Do you recommend that this student be considered for reclassification as an EL?	**Y N**	**Y N**	**Y N**

If you have additional comments, attach them to this form when you return it into the EL teacher. Make sure you identify which monitoring year and quarter you are commenting on.

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Student Name:_____   Monitoring Year (circle):   **1ˢᵗ year | 2ⁿᵈ year**

To be completed by appropriate EL staff

	1ˢᵗ	2ⁿᵈ	3ʳᵈ
I received and reviewed this completed form.	(Initial)	(Initial)	(Initial)

Complete the following items only if the information on this form indicates that the former EL is struggling:

I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former EL. *(if the answer is "Yes", describe the collaboration in the comments section)*			
1ˢᵗ	Yes No	Comments:	
2ⁿᵈ	Yes No	Comments:	
3ʳᵈ	Yes No	Comments:	

NOTE: A student may <u>not</u> be recommended for reclassification if collaboration between the EL and classroom teacher has not taken place.

	1ˢᵗ	2ⁿᵈ	3ʳᵈ
I recommend that this student be reclassified as an EL.	YES NO	YES NO	YES NO
Additional Recommendation(s):			

If a recommendation is made to reclassify, have the parents been notified?	YES	NO

WIDA's CAN DO Descriptors for Levels of English Language Proficiency

For teachers unfamiliar with the ELP standards, the CAN DO Descriptors provide a starting point for working with ELs and a collaborative tool for planning. As teachers become comfortable with the Descriptors, the standards' matrices can be introduced. The CAN DO Descriptors are also general enough to be appropriate to share with students' family members to help them understand the continuum of English language development.

The CAN DO Descriptors expand the Performance Definitions for the ELP standards by giving suggested indicators (not a definitive set) in each language domain: listening, speaking, reading and writing. More targeted than the Performance Definitions, the Descriptors have greater instructional implications; that is, the information may be used to plan differentiated lessons or unit plans. The Descriptors may also apply to ACCESS for ELLs® scores and may assist teachers and administrators in interpreting the meaning of the score reports. In addition, the Descriptors may help explain
the Speaking and Writing Rubrics associated with the ELP test. A distinguishing feature of these Descriptors, although not explicitly mentioned, is the presence of sensory, graphic or interactive support, through ELP level 4, to facilitate ELLs' access to content in order to succeed in school.

The CAN DO Descriptors offer teachers and administrators working with ELs a range of expectations for student performance within a designated ELP level of the WIDA ELP Standards. The Descriptors are not instructional or assessment strategies, per se. They are exemplars of what ELs may do to demonstrate comprehension in listening and reading as well as production in speaking and writing within a school setting. Unlike the strands of MPIs, the Descriptors do not scaffold from one ELP level to the next. Rather, each ELP level is to be viewed independently.

Currently, the CAN DO Descriptors are written for the entire preK-12 spectrum. Given that they are generalized across grade spans, it is important to acknowledge the variability of students' cognitive development due to age, grade level spans, diagnosed learning disabilities (if applicable)
and their diversity of educational experiences. Due to maturation, expectations of young ELs differ substantially from those of older students. These differences must be taken into account when using the Descriptors. In 2008, WIDA will release new grade level cluster-specific CAN DO Descriptors at www.wida.us.

Presented as an oral language and literacy matrix, similar to the format of the ELP standards, the Descriptors should facilitate educators' examination of the language domains for the five levels of English language proficiency. ELP level 6, Reaching, is reserved for those students whose oral and written English is comparable to their English-proficient peers. Figure 5M presents the CAN DO Descriptors of English oral language and literacy development across the levels of English language proficiency.

In Figure 5N, the CAN DO Descriptors for English language proficiency have been

translated into Spanish. This version may be shared with parents literate in Spanish, perhaps at parent-teacher conferences, or to set goals for an individual student's English language development.

Guidelines for English Learners with Individualized Education Programs

Introduction

The Pennsylvania Department of Education's Bureaus of Special Education and of Curriculum, Assessment, and Instruction have developed guidelines regarding the identification, assessment, instruction, and placement of English Learners (ELs) thought to be eligible for special education services and/or ELs with Individualized Education Programs (IEPs). Local Educational Agencies (LEAs) must ensure that all ELs who may have a disability and need services under Individuals with Disabilities Act (IDEA) or Section 504, are located, identified, and evaluated for special education and disability-related services in a timely manner. When conducting an evaluation for special education eligibility, LEAs must consider information regarding the English language proficiency of ELs in determining the appropriate assessments and other evaluation materials to be used. LEAs must not identify or determine that ELs are students with disabilities because of their limited English language proficiency. (Dear Colleague Letter, January 2015, p.24).

This document also provides guidelines in addressing the roles of English as a Second Language (ESL) teachers, content teachers, and special education teachers, collaboratively planning for the instructional program and making program exit decisions for ELs with IEPs. In addition, Every Student Succeeds Act (ESSA) regulatory changes are addressed in the guidance document.

Role of the ESL Program Specialist/ESL Teacher

IDEA requires that the IEP team considers, among other special factors, the language needs of a student with limited English proficiency. To comply with this requirement, it is essential that the IEP team includes participants who have the ESL professional knowledge to address the student's language needs. To ensure that ELs with IEPs receive services that meet their language and special education needs, it is necessary for the IEP team to include professionals with expertise in second language acquisition and an understanding of how to differentiate between the student's limited English proficiency and the student's disability. (Dear Colleague Letter, p.27)

In Pennsylvania, the ESL Program Specialist (PK-12) is the add-on certificate for teachers who

provide English as a Second Language instruction. The ESL teacher has the training, expertise, and experience to:

- Analyze and interpret English language proficiency assessment results
  o Focusing on English language proficiency levels, and
  o Calculating language proficiency growth using the scaled scores;
- Identify the student's language strengths and needs;
- Provide essential guidance related to the process of second language acquisition, communication with families, cultural responsiveness, and reduction of language barriers;
- Provide information concerning the ecology of the student (e.g., first language literacy, cultural and educational background, length of time in the U.S., interrupted education, mobility, acculturation stages, socio-economic status).

State-mandated English Language Proficiency Placement Test: WIDA Screener or the WIDA ACCESS Placement Test (W-APT)

All ELs receiving ESL instruction are initially administered the WIDA Screener, WIDA MODEL, or the **W-APT**. Additional criteria for placement in the language instruction educational program (ELL) include: educational and cultural backgrounds, interviews with families, and native language literacy.

State-mandated ACCESS 2.0 and Alternate ACCESS for ELLs

The ACCESS 2.0 language proficiency assessment is administered annually to demonstrate progress in the development of English language proficiency. The IEP team must complete Section IV of the IEP form (i.e., Participation in State and Local Assessments, page 9 of 17) by listing either the accommodations on the ACCESS for ELs 2.0 by domain, or explaining why the Alternate ACCESS will be administered in place of the ACCESS for ELs 2.0

The Alternate ACCESS for ELLs is an assessment of English language proficiency for students in grades 1-12, who are classified as ELs and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS 2.0 assessment.

Specific criteria for participation in the *Alternate ACCESS for ELLs* include:
- student participation in the Pennsylvania Alternate System of Assessment (PASA);
- students classified as ELs and identified with significant cognitive disabilities as documented in the student's IEP.

Data from these standardized assessments are used to inform instruction, support the development of the IEP, and inform the process of English language acquisition as developmentally appropriate.

Determination of Special Education Eligibility

The assessment data related to second language acquisition should be part of the special education Evaluation Report for determining eligibility for special education. Assessment data, such as the data from classroom observations, progress monitoring, and the results of formative and summative assessments, including data from the annual English language proficiency assessment ACCESS 2.0 and the State-mandated placement assessments WIDA Screener/W-APT should be discussed and be part of the evaluation.

Determining eligibility for special education for all students, including ELs, may not be based solely on one test, for example an IQ test. In the absence of standardized assessments that are culturally and linguistically appropriate for and normed on ELs, the Multidisciplinary Team must consider multiple data sources. Information to be reviewed by the Multidisciplinary Team may include: years in the US, years of instruction in English, years of instruction in native language, interrupted formal education, level of English language proficiency per WIDA Screener/W-APT/MODEL and ACCESS 2.0, attendance patterns, migration patterns, native language literacy, and how the EL compares with other ELs with similar profiles.

Data related to the second language acquisition process should be part of the present levels indicating how the student is performing in listening, speaking, reading, and writing skills, and how he/she compares to other ELs with similar profiles.

Realizing that no single test will accurately represent the abilities of the student, given the language and cultural barriers, the expertise of an ESL teacher will be necessary to determine valid recommendations regarding evaluation/placement and ongoing explicit and systematic ESL planned instruction.

Key Points to Be Considered in the Identification Process for English Learners

- LEAs must identify, locate, and evaluate ELs with disabilities in a timely manner.
- LEAs must consider the English language proficiency of ELs with IEPs in determining appropriate assessments and other evaluation materials.
- LEAs must provide and administer special education evaluations in the child's native language, unless it is clearly not feasible to do so, to ensure that a student's language needs can be distinguished from a student's disability related needs.
- LEAs must not identify or determine that ELs are students with IEPs because of their limited English language proficiency.
- LEAs must provide ELs with IEPs with both the language assistance and disability- related services they are entitled to under federal law. (English Learner Tool Kit for States and LEAs, p.83)

Planning for Instruction

Prior to referral of an EL for an evaluation for special education services, the LEA must ensure that the ELL is appropriate in terms of planned instruction for English language development (ELD) and content per 22 PA Code 4.26.

As used here, the term *ELL* refers to:

- planned ELD instruction by a qualified ESL/Bilingual Education teacher;

- adaptations/modifications in the delivery of content instruction by all teachers, based on the student's English language proficiency levels and the Pennsylvania English Language Development Standards (PA ELDS) for ELs, as well as the Pennsylvania Core Standards.

LEAs must ensure that their program is sufficient in quantity and quality before referring the student for an evaluation, demonstrating evidence that:
- ELD instruction is daily, rigorous, and research-based;
- the ELL is aligned to the English language proficiency levels of the student, and incorporates the PA English Language Development Standards (ELDS);
- grade-level planned instruction in the content areas is delivered according to the English language proficiency levels of the student and the PA English ELDS, and appropriate adaptations/modifications are provided by content teachers to allow meaningful access to core curriculum;
- collaboration is ongoing between the ESL and content teachers;
- instruction and home-school communication are culturally and linguistically responsive.

ELs with IEPs may receive both ELD instruction and special education services simultaneously. The IEP must be developed by the IEP Team, which should include the ESL teacher.

The ACCESS 2.0 is administered to ELs annually, and provides information regarding the progress of language acquisition in the domains of listening, speaking, reading, and writing. Based on these data, the IEP Team determines how special education services can be coordinated and delivered with ESL instruction to meet the student's individual needs.

Based on these individual needs of the student, ELD instruction can range from full participation in separate ELD classes/courses to consultative support delivered by non-ESL-certified teachers who are working with ESL-certified teachers in non-ELD classrooms. Programs must collaborate to ensure that both the language needs and special education requirements are met. LEAs must also address how ELD instruction will be provided for ELs with IEPs in other locations, such as IU special education programs.

Reclassification from the ESL Program

PDE has developed specific reclassification criteria for all ELs, including ELs with IEPs, based on multiple measures. All ELs, including those with disabilities, must meet the state-required exit criteria in order to exit an ESL program. Please consult the PDE Basic Education Circular on the Education of English Learners for further information regarding language instruction educational program reclassification criteria for ELs.

English Learners with an Individualized Education Plan

When making recommendations regarding reclassification from the ELL for ELs who meet the above criteria, the IEP team, including an ESL specialist, should review the following evidence:

- Historical formal and informal assessment data and direct teachers' (ESL and Special Education) input.

- Ongoing formative assessment data may come from checklists, inventories, and other formative evaluations designed to identify the levels of academic functioning and English language proficiency of the student.
- The input of a school psychologist or other school professionals may be requested, as necessary, to help determine whether the additional exit criteria are warranted.
- Direct teacher input should provide further insight into the student's classroom performance and needs, and should include, if applicable, documentation of interventions, anecdotal notes, and other evidence drawn from sources such as classroom-based observations and classroom activities..

Monitoring of ELs with IEPs after Language Instructional Program Exit

Monitoring of the academic progress of ELs who have been reclassified is required for four years after reclassification from the language instruction educational program and appropriate records of student progress must be maintained. ESSA Section 3121(a)(5)

Monitoring may include any or all of the following:
- Periodic review of grades
- Local assessments
- Required state assessments
- Teacher observation
- Teachers may implement appropriate interventions to assist students who are not meeting benchmarks in core content areas.
- Monitoring is not an extension of the language instruction educational program. Students who are monitored cannot be counted as ELs in any state or federal data collection systems for the purpose of acquiring state or federal funding.
- For accountability purposes, an LEA must report on the academic achievement of an EL for each year of the four years after such student has achieved English language proficiency and no longer receives ESL services. These data must include results on content assessments for reading/language arts, mathematics, and science.

Every Student Succeeds Act (ESSA) Data Requirements

Under ESSA Section 3121, an LEA must disaggregate by English learners with disabilities in reporting the number and percentage of ELs making progress toward English language proficiency, and in reporting the number and percentage of former ELs meeting State academic standards for each of the four years after they no longer receive Title III services. (Non- Regulatory Guidance: English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), p. 37)

Notification of Special Education Student: Do Not Screen

Student Name: <u>Click here to enter student's first and last name.</u>

PA Student ID: <u>Enter PA Student ID here.</u>

Date: <u>Click here to enter a date.</u>

<u>Click here to enter student's first name.</u> is a special education student who enrolled in Insight PA Cyber Charter School on <u>Click here to enter enrollment date.</u> At which time the *Home Language Form* indicated that <u>enter a language.</u> Is in the home.

<u>Click here to enter parent/guardian's first and last name.</u> was contacted on <u>Click here to enter a date.</u> to clarify the degree of <u>Click here to enter a language.</u> spoken within the home and explained as follows:

<u>Click here to enter explanation.</u>

It was determined that due to the nature of the student's disability and the absence of <u>Choose a language.</u> spoken in the home, that he/she will not be screened at this time. <u>Click here to enter student's first name.</u> can be screened for ELL services and receive the prescribed supports in the future.

ELL Program Staff: <u>Choose ELL Program Staff's name.</u>

Resources

Council of Chief State School Officers ESSA Resource Page
http://www.ccsso.org/Resources/Programs/Every_Student_Succeeds_Act.html

FAQs - Instructional Guidelines for English Language Learners with IEPs
www.pattan.net.

U.S. Department of Education ESSA Website
http://www.ed.gov/essa?src=rn

U.S. Department of Education and Department of Justice Dear Colleague Letter on Obligations to English Learners
http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf

U.S. Department of Education English Learner Tool Kit for States and LEAs. The tool kit is designed to help state and local education agencies (SEAs and LEAs) in meeting their legal obligations to ELs, including ELs with IEPs, and in providing all ELs with the support needed to attain English language proficiency while meeting college- and career-readiness standards
http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html

U.S. Department of Education Newcomer Toolkit
http://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/index.html

U.S. Department of Education Office of English Language Acquisition (OELA) website
http://www2.ed.gov/about/offices/list/oela/index.html

U.S. Department of Education Office of Special Education Programs website
http://www2.ed.gov/about/offices/list/osers/osep/index.html

U.S. Department of Education Resource Guide: Supporting Undocumented Youth
http://www2.ed.gov/about/overview/focus/supporting-undocumented-youth.pdf

Describe the Language Instruction Educational Program or Programs (LIEPs) implemented in your LEA. What evidence-based theory or research is the basis for your chosen program types? What are the goals of each program?

Insight PA offers two classifications of English Language Development Programs: Students receive their primary academic content within *Mixed Classes with English-only Support.* In this model, English language skills and content are the focus of instruction. The student's native language is not used in either instruction or support. Modifications and accommodation within Instruction are provided within grade-band synchronous class sessions, dependent on students' ELP. Classes are composed of ELs and non-ELs instructed together in the same classroom. Classroom teachers consult with a certified ESL Program Specialist to provide accommodations and modifications that are differentiated for the student's ELD program goals. Certified program staff may also "push-in" to synchronous class sessions to provide one-on-one or small group support to ELs within the classroom.

Insight PA also provides EL-Specific English-only Instruction. In this model, the student's native language may be used to support English proficiency acquisition, but most instruction is provided in English only. English language skills and content are the focus of instruction, and proficiency in a student's native language is not a program goal. Support is provided outside of grade-band synchronous class sessions in separately scheduled "pull-out" Support Class Connect sessions. In these sessions, all students are ELs, and students are grouped according to their ELP levels, ELD goals, grade level, and tier placement within K12 curriculum.

Insight PA's ELD program goals are aligned to state academic content standards for the appropriate grade level of the ELs, includes ELD instruction delivered by properly certified teachers who hold an ESL program specialist certificate or who are working in collaboration with ESL certified teachers, incorporates the use of the PA ELDS, provides equitable access to content for ELs at all language proficiency levels by providing research- based bilingual or sheltered instruction with fidelity, and does not limit the enrollment of ELs in any course or academic program for which they would otherwise be eligible.

Describe how your LEA provide adequate resources and personnel to successfully implement your chosen LIEP recognized by experts as sound?

Throughout the 2018-2019 school year, Insight PA contracted an ELD Coordinator position to regulate the PDE EL Identification Procedure. The individual within this position was certified in PA as an ESL Program Specialist and had 5+ years of classroom experience working with English Learners. Additional contractors were sourced to support the Family Interview process and received guidance in communicating with culturally and linguistically diverse families. InsightPA updated their Release of Records forms and procedures to include ELD Records to support a comprehensive academic records review process. Indicated students were administered the WIDA Screener by a team of four contractors who completed the WIDA Screener Online and WIDA Screener Paper training course through the WIDA Secure Portal.

Students identified as ELs receive ELD program plans with specific goals that align with PDE ELD Standards and PA Core Standards. These goals are determined based on student ELP levels determined by scores on the W-APT/WIDA Screener, diagnostic screening using the Star360 Assessment tool, and the Fountas and Pinnell Diagnostic Reading Assessment.

What multiple measures are used to evaluate student's progress in obtaining English proficiency at each stage?

Upon approval for enrollment Insight PA uses the Star360 Diagnostic assessment tool to place all students within a tiered instructional program. The score report from this assessment as well as prior school report card records are utilized during the identification stage to determine student ELP. Throughout their instruction with ISPA, student's reading levels in grades K-5 are monitored through use of the Fountas and Pinnell diagnostic reading assessment tool. K-12 students are monitored through their progress within IXL skill lessons, a supplemental program provided through our Multi-tiered Student support programming.

For the 2019-2020 school year, the ELD program has suggested implementing System 44, On Our Way to English (K-5) and English 3-D (4-12) as additional supplemental programs to evaluate student's progress toward developing ELP. WIDA Screener and ACCESS 2.0 scores are also utilized to inform student growth toward becoming fully English proficient.

Describe how your LEA regularly conducts program evaluations based on multiple criteria that measure student progress in attaining English proficiency that will enhance equitable access to the academic curriculum.

This piece is yet to be developed for Insight PA's LIEP program. Evaluations of individual student progress, engagement in pull-out ELD programming, overall student progress within the K12 Online School, and other measures will be considered as part of an overall program evaluation.

Describe the improvements implemented at the conclusion of the last evaluation cycle to the LEA's ESL program. What measures are taken when ELs are not meeting program goals?

This is the first year that Insight PA has implemented a comprehensive ELD Program. All measures described within this reporting document have been implemented throughout the 1819SY beginning in November of 2018.

Describe how your LEA monitors of Former ELs (FELs) for each of the two years following their reclassification and no longer receive ESL services. What multiple measures are used to evaluate their progress in meeting the state academic standards?

After exiting the program and being reclassified as a former EL (FEL), the ELD teacher will actively monitor students for a two-year period. Exited students will be reported following monitor status for an additional two years for a total of four years of reporting after reclassification. Student progress toward English proficiency and academic standards is monitored through report cards, standardized assessments, communication with the regular education teacher, and district- wide assessments. Monitored students may be reactivated if the need arises because they are having difficulty meeting classroom expectations.

ELD teachers monitor the English language and academic progress of monitor students who were exited from ELD instruction for a period of two years after the students' exit from the ELD Program.

Former ELs will also be reported to the state in Exited status for two years of additional years of state monitoring for a total of four years after reclassification. ELD teachers

actively monitor students' progress throughout the year when report cards
are issued and standardized test scores are received. When monitoring exited students,
the ELD teacher completes the Post-Exit EL Monitoring Form

To determine student progress toward achieving English proficiency and the academic
standards, the ELD teacher will use multiple measures, including review of report cards each
marking period/trimester, communication with regular education teachers to discuss
student progress, use curriculum-based assessment tools used by the regular education
classroom teacher, communication with regular education teachers for classes in which ELs
are receiving a grade of C or lower, results of district-wide assessments, and through results
of PSSA (Pennsylvania System of School Assessment) and/or Keystone Exams.

Describe the support given to FELs in monitored first and second year who are not meeting academic standards?

FELs within the first and second years of monitoring receive instructional programming similar to
their identified peers in the form of *Mixed Classes with English-only Support.* In this model, English
language skills and content are the focus of instruction. The student's native language is not used in
either instruction or support. Modifications and accommodation within Instruction are provided
within grade-band synchronous class sessions, dependent on students' strengths and needs. Classes
are composed of ELs and non-ELs instructed together in the same classroom. Classroom teachers
continue to consult with a certified ESL Program Specialist to provide accommodations and
modifications that are documented within the student's ELD monitor program document. Unlike
their identified peers, Monitor students no longer receive support from certified program staff in the
form of "push-in" to synchronous class sessions.

FELs who are struggling academically are referred to the school's MTSS Intervention and Support
process. Student's will receive small group instruction with their primary content teacher, small
group support from academic interventionists, and these teachers will continue to consult with the
ELD program staff to support the interventions that are put in place.

Describe the process used to redesignate a former ELL student back to the ESL program. How are parents notified of the student's progress and the redesignation?

Prior to the release of ACCESS 2.0 scores, classroom teachers and ELD teachers complete two language
use inventories for students who are likely to be at the threshold of ELP. Content teachers can compete
the inventory as part of a teaching team or determine who has had the most contact with the student to
observe their English language proficiency across the domains. Once ACCESS scores are released, the
points are added to the points from the rubrics to determine if students are eligible to be reclassified. If
ACCESS 2.0 scores are not available for the student or only one survey can be completed for the student,
a WIDA Screener may be administered and/or the results of the completed language survey may be
doubled.

For students who were not predicted to reach the threshold of ELP with their WIDA ACCESS 2.0 scores,
yet their scores exceed the cutoff score for redesignation, the language inventories are used after the
score release, although must be completed prior to October 1st of the following school year. Insight PA

utilizes PA guidance to determine if a student's reclassification score is greater than or equal to the cutoff, a student is then reclassified as a former English Learner and monitored for two years following this process.

Insight PA Cyber Charter School

Translation Policies and Procedures

Table of Contents:

LanguageLine Solutions®

INSIGHT PENNSYLVANIA CYBER CHARTER SCHOOL

■ **When Receiving a call:**

1. Use your phone's conference feature to place the Limited English Proficient **(LEP)** speaker on hold.
2. Dial **1-866-874-3972**
3. Provide your Client ID# **5 2 5 6 3 0**
4. Select the language you need
    a. Press 1 for Spanish
    b. Press 2 for all other Languages and State the Name of the desired Language.
       ** *Press 0 for agent assistance if you do not know the language*

5. Brief the interpreter. *Summarize what you wish to accomplish and provide any special instructions.*
6. Add the LEP onto the call.
7. Say "End of Call" to the interpreter when your call is completed.

■ **Note:**

When placing an outbound call to a LEP, begin at **Step 2**. If you need assistance placing a call to the LEP, Please inform the interpreter or agent at the beginning of the call.

When the LEP is face-to-face with you begin at **Step 2**. Once the interpreter joins the line, brief him/her and place the phone on "Speaker" mode or pass the handset back-and-forth.

IMPORTANT INFORMATION:

WORKING WITH AN INTERPRETER – At the beginning of the call, briefly tell the interpreter the nature of the call. Speak directly to the limited English proficient individual, not to the interpreter, and pause at the end of a complete thought. Please note, to ensure accuracy, your interpreter may sometimes ask for clarification or repetition.

3-WAY CALL – Use the conference feature on your phone, and follow the instructions above to connect to an interpreter. If you are initiating the call, get the interpreter on the line first, then call the limited English proficient individual. If you are receiving a call, ask the caller to "Please Hold," and then conference in the interpreter.

LANGUAGELINE DUAL HANDSET PHONE – If you have a LanguageLine Dual handset phone, lift the handset and press the pre-programmed button to dial, then follow the prompts. Once connected to an interpreter, give the second handset to the limited English proficient individual.

CUSTOMER SERVICE – To provide feedback, commend an interpreter, or report any service concerns, call 1-800-752-6096 or go to www.LanguageLine.com and click on the "Customer Service" tab, scroll to "Provide Feedback" and complete a "Voice of the Customer" form.

LanguageLine Solutions ®

Partnering with Your LanguageLine Solutions® Interpreter to Ensure Effective Communication

1

STARTING THE SESSION

- Allow the interpreter to start the session by giving you their name and Interpreter ID. Document this information for reference.
- Introduce yourself to the interpreter.
- Brief the interpreter and state the goal of the session and provide any specific instructions.
- Introduce yourself and the interpreter to the limited English proficient, Deaf, or Hard-of-Hearing individual.

2

DURING THE SESSION

- Address the limited English proficient, Deaf, or Hard-of-Hearing individual, not the interpreter. The interpreter will be your voice. Keep in mind that everything stated will be interpreted.
- State information in short, concise sentences. When stating complicated or detailed information, speak at a slow pace and pause often. This allows the interpreter to note, retain, and relay the information. The interpreter may sometimes ask for repetitions or clarification.
- Avoid technical jargon and try to explain specialized terms or concepts.
- Avoid interrupting the interpreter or talking at the same time.
- Do not ask interpreters for their opinion.

3

ENDING THE SESSION

- Ask the limited English proficient, Deaf or Hard-of-Hearing individual if they understood, or if they have any questions or concerns.
- Allow the interpreter to interpret everything before ending the session.

FOR MORE INFORMATION

www.LanguageLine.com / 1-800-752-6096

Onsite Interpreters

Over-the-Phone Interpreters
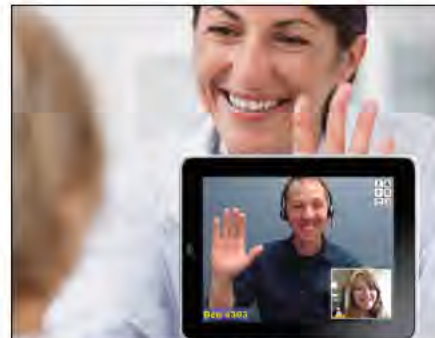
Video Remote Interpreters

PARTICIPATING PROGRAM:
NON-ENGLISH SPEAKING LC/LG

The guide will show how to utilize the Participating Program "Non-English Speaking LC/LG" within TotalView to identify and support families who need communication in a language other than English.

REQUIRED SUPPORT

Schools must communicate information to limited English proficient parents in a language they can understand about any program, service, or activity that is called to the attention of parents who are proficient in English.

SEARCHING FOR STUDENTS

TotalView Enrollment

TotalView Action

Select Demographic Data and scroll to Participating Programs. Select Non-English Speaking LC/LG and Search. Only students with the tag will be visible. Additional filters or search parameters may be used.

VIEW LANGUAGE DETAILS

Upon retrieving the list of students tagged, navigate to the **Family** tab in TotalView Enrollment or TotalView School to view the preferred language.

| Assign Courses |
| Immunization |
| Family |
| Enrollment Notes |

| Family Income | Family | Manage Courses |

Select the family member who requires the communication support. View the "Spoken Languages" field for the required language.

Adults

Related Adults with Status in School: Active ▼

Name	Email Address	Relationship	Registration ID	LC	EC	LG	Salesforce Contact ID	Identity ID	Status in School	Relationship Status	Person ID
	oo.com	Other			✔		003		Active	Active	
	m	Friend			✔		003	N	Active	Active	
	.com	Mother	G	✔		✔	003		Active	Active	

Click Name

Ka____a Details Edit

Last Name		Learning Coach ✔
First Name		Emergency Contact
Middle Name		Legal Guardian ✔
Maiden Name		Migrant Worker
Relationship	Mother	Work on Federal Property
Home Phone	(7____90	
Work Phone		
Cell Phone	78	
Preferred Phone	Mobile	Highest Education None Specified
Fax		Employer Name
Alternate Phone		Occupation
Adult's Status in Student's School	Active	Email Address
Marketing Event Name		Alternate Email Address
Marketing Event ID	0	Spoken Languages Spanish
Marketing Event Date		Written Languages
		Reading Languages

View

Mailing Address:

UNITED STATES

PARTICIPATING PROGRAM:
NON-ENGLISH SPEAKING LC/LG

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REQUIRED SUPPORT

Schools must communicate information to limited English proficient parents in a language they can understand about any program, service, or activity that is called to the attention of parents who are proficient in English.

LABELING IN TOTALVIEW

Upon identification of need, School Personnel should use the TotalView Participating Program label "Non-English Speaking LC/LG" to tag the student's file. Language details should be added to the Family tab.

TotalView Enrollment

Within the student account, navigate to the **Student Information** tab.
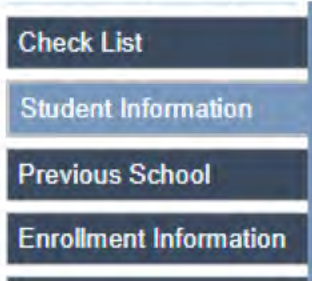
In the Participating Programs area, select **Add Program**. Select "Non-English Speaking LC/LG" from the dropdown. Enter a start date for when you want the tag to be active. End date is optional and Change Reason only applies if you are changing the tag in the future. Select **Save Changes** at the bottom of the screen.

K12

Then, navigate to the **Family tab**.

Assign Courses

Immunization

Family

Enrollment Notes

Select the family member who requires the communication support. Edit the "Spoken Languages" field to include the required language.

The Participating Program may also be added to the Student account in TotalView Action.

The language details may also be added or viewed in the Family tab of TotalView School.

SEARCHING FOR STUDENTS

Once completed, staff will be able to search for students tagged with the Participating Program: Non-English Speaking LC/LG.

TotalView Enrollment

TotalView Action

Select Demographic Data and scroll to Participating Programs. Select Non-English Speaking LC/LG and Search. Only students with the tag will be visible. Additional filters or search parameters may be used.

Participating Programs are visible on the Omnibus and Participating Programs reports from the Reports Center Portal. bi.k12com

Insight PA Cyber Charter School

Board Agendas and Minutes

2018/2019 School Year

Table of Contents:

2018/2019 Insight PA Cyber Charter School Board of Trustees Meeting Calendar

8/20/2018 @ 7:00pm -
https://sas.elluminate.com/m.jnlp?password=M.AC88147EEC302ECBA7F9AA835C5F37&sid=559

9/24/2018 @ 7:00pm -
https://sas.elluminate.com/m.jnlp?password=M.AC88147EEC302ECBA7F9AA835C5F37&sid=559

10/15/2018 @ 7:00pm -
https://sas.elluminate.com/m.jnlp?password=M.AC88147EEC302ECBA7F9AA835C5F37&sid=559

12/17/2018 @ 7:00pm -
https://sas.elluminate.com/m.jnlp?password=M.AC88147EEC302ECBA7F9AA835C5F37&sid=559

1/28/2019 @ 7:00pm -
https://sas.elluminate.com/m.jnlp?password=M.AC88147EEC302ECBA7F9AA835C5F37&sid=559

2/25/2019 @ 7:00pm -

https://sas.elluminate.com/m.jnlp?password=M.AC88147EEC302ECBA7F9AA835C5F37&sid=559

3/18/2019 @ 7:00pm -
https://sas.elluminate.com/m.jnlp?password=M.AC88147EEC302ECBA7F9AA835C5F37&sid=559

4/15/2019 @ 7:00pm -
https://sas.elluminate.com/m.jnlp?password=M.AC88147EEC302ECBA7F9AA835C5F37&sid=559

5/20/2019 @ 7:00pm -
https://sas.elluminate.com/m.jnlp?password=M.AC88147EEC302ECBA7F9AA835C5F37&sid=559

6/17/2019 @ 7:00pm -
https://sas.elluminate.com/m.jnlp?password=M.AC88147EEC302ECBA7F9AA835C5F37&sid=559

INSIGHT PA
CYBER CHARTER SCHOOL

POWERED BY K12

Monday, June 17, 2019
Regular Board Meeting - June 17, 2019

Insight PA Cyber Charter School Board of Trustees
Blackboard Collaborate On-line Meeting Link (Public): https://sas.elluminate.com/m.jnlp?
password=M.AC88147EEC302ECBA7F9AA835C5F37&sid=559
Conference Call Meeting Information: 844-269-9230, extension 4008, passcode 531486.

1. Preliminary

A. Roll Call

B. Approve Agenda

2. Communications

A. Executive Session

B. General Public Comment

C. Approval of Board Minutes from May 20, 2019

3. Reporting

A. CEO Report

B. Executive Director Report

C. CFO Report

4. Action Items

A. May 2019 Financials

B. Employee List as of May 31, 2019

C. 2019-2020 Budget Draft, v3

D. Fund Balance Resolution - Committed Funds

E. Appointments List - Staff and Advisors

F. Lease Amendment, Renovations, Furniture - 350 Eagleview Boulevard

G. English Language Learners, and Attendance and Truancy Policies

H. 2019-2020 Student Handbook

5. Announcements

A. Board of Trustees' Next Meeting

6. Adjournment

A. Meeting Adjournment

Insight PA Cyber Charter School
Regular Board Meeting - June 17, 2019
7:00pm

INSIGHT PA
CYBER CHARTER SCHOOL

Board Members present: Michael Adler, Aviva Moore, Lowell L. Thomas, Chris Rossi
ISPA Employees: Eileen Cannistraci, CEO, Beth Jones, CFO, Samantha Chacanias, Project Manager
K12 Employees: Michael Frost, Exec. Director; Jaime Salindong, Sr. Finance Manager; Jessica Wright, MS Principal; Kelly Bausher, Elem Principal, Beryl Cohen, HS Principal, and Marlowe Doman, Dir. of Operations
K12 from HQ: Liz Roth, Deputy VP and Dareen Reed, VP
Attorneys: Alan Kessler

Meeting called to order at 7:01 PM

1. Preliminary
Action, Procedural: A. Roll Call
Board Members present: Aviva Moore, Lowell L Thomas, Michael Adler, Chris Rossi

Action: B. Approve Agenda
Motion to approve the agenda as presented
Motion by Aviva Moore, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Chris Rossi

2. Communications
Information: A. Executive Session
The Board held an Executive Session at 6:30pm this evening to discuss school safety plans.
Additionally, leadership staff presented informational materials to the Board during the Board's annual retreat today.

Procedural: B. General Public Comment
None

Action, Minutes: C. Approval of Board Minutes from May 20, 2019
Motion to approve May 20, 2019 Board meeting minutes.
Motion by Michael Adler, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Chris Rossi

3. Reporting
Information, Reports: A. CEO Report
CEO Updates
1. Comprehensive Plan. Planned during 2018-2019, implementation begins July 1, 2019 and runs through June 30, 2022.
2. Legislative Updates. Four charter reform bills passed the PA House. Now at the PA Senate.
3. Action Items- Bylaw Amendments (providing notice only at this meeting, vote at next meeting), Attendance and Truancy Policy, English Language Learners Policy, and 2019-2020 Student Handbook.
4. 2019-2020 Board Meeting Calendar - 4th Tuesday of the month at 7pm. Eileen will send Board calendar.
5. Update - charter renewal progress is on track as scheduled, with submission to PDE in September. PDE's deadline is October 1st.

Information, Reports: B. Executive Director Report
1. Registration 2019-2020 progress.
2. 2018-2019 final student enrollment, student demographics, and state standardized testing participation rates shared.

Information, Reports: C. CFO Report
1. May 2019 Financial Reports and Disbursements
2. May 31, 2019 Personnel List
3. Lease Amendment, Renovations, and Furniture
4. 2019-2020 Budget
5. Fund Balance Resolution

4. Action Items
Action: A. May 2019 Financials
Motion to approve the May 2019 Financial Reports and Disbursements
Motion by Michael Adler, second by Aviva Moore.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Chris Rossi

Action: B. Employee List as of May 31, 2019
Motion to approve the May 31, 2019 Employee List as presented
Motion by Michael Adler, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Chris Rossi

Action: C. 2019-2020 Budget Draft, v3
Motion to approve the 2019-2020 School Year Budget as presented.
Motion by Michael Adler, second by Aviva Moore.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Chris Rossi

Action: D. Fund Balance Resolution - Committed Funds
Motion to approve the Fund Balance Resolution to commit projected surplus funds
Motion by Michael Adler, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Chris Rossi

Action: E. Appointments List - Staff and Advisors
Motion to approve the list of appointments as provided
Motion by Michael Adler, second by Aviva Moore.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Chris Rossi

Action: F. Lease Amendment, Renovations, Furniture - 350 Eagleview Boulevard
Motion to approve the Lease Amendment, renovation proposal, and furniture proposal.
Motion by Michael Adler, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Chris Rossi

Action: G. English Language Learners, and Attendance and Truancy Policies
Motion to approve the 2019-2020 Attendance and Truancy Policy, and the English Language Learners Policies.
Motion by Michael Adler, second by Aviva Moore.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Chris Rossi

Action: H. 2019-2020 Student Handbook
Motion to approve the 2019-2020 Student Handbook
Motion by Michael Adler, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Chris Rossi

5. Announcements
Information: A. Board of Trustees' Next Meeting
The next Board Meeting is scheduled for August 27, 2019 at 7pm. There are no July 2019 meetings.

6. Adjournment
Action: A. Meeting Adjournment
Motion to Approve the Adjournment of the Meeting
Motion by Chris Rossi, second by Michael Adler.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Chris Rossi

INSIGHT PA
CYBER CHARTER SCHOOL

POWERED BY K12

Monday, May 20, 2019
Regular Board Meeting - May 20, 2019

Insight PA Cyber Charter School Board of Trustees
Blackboard Collaborate On-line Meeting Link (Public): https://sas.elluminate.com/m.jnlp?
password=M.AC88147EEC302ECBA7F9AA835C5F37&sid=559
Conference Call Meeting Information: 844-269-9230, extension 4008, passcode 531486.

1. Preliminary

A. Roll Call

B. Approve Agenda

2. Communications

A. Executive Session

B. General Public Comment

C. Approval of Board Minutes from April 15, 2019

3. Reporting

A. CEO Report

B. Executive Director Report

C. CFO Report

4. Action Items

A. April 2019 Financials

B. Employee List as of April 30, 2019

C. Selection of Business Insurance Policies

D. 2019-2020 Manuals

E. Student/Family Internet Service Provider Policy

F. Business MOU for Student Internships - tabled until June meeting

5. Announcements

A. Board of Trustees' Next Meeting

B. 2019-2020 Budget Draft, v2 Presented

6. Adjournment

A. Meeting Adjournment

**Insight PA Cyber Charter School
Regular Board Meeting - May 20, 2019
7:00pm**

INSIGHT PA
CYBER CHARTER SCHOOL

Board Members present: Michael Adler, Aviva Moore, Lowell L Thomas, Chris Rossi, Alice Solomon
ISPA Employees: Eileen Cannistraci, CEO and Beth Jones, CFO, Samantha Chacanias, Project Manager
K12 Employees: Michael Frost, Exec. Director; Jaime Salindong, Sr. Finance Manager; Jessica Wright, MS Principal; Marlowe Doman, Dir. of Ops; Nikia, Hannon, Dir of Academics, Barry King, Director of CTE, Jen Jennings, Director of Special Education,
K12 from HQ: Liz Roth, Deputy VP
Attorneys: Pat Hennessy

Meeting called to order at 7:01 PM

1. Preliminary
Action, Procedural: A. Roll Call
Michael Adler, Aviva Moore, Lowell L Thomas, Chris Rossi, Alice Solomon
Mrs. Samatha Chacanias, Project Manager for the CEO/CFO, was introduced to the Board.

Action: B. Approve Agenda
Motion to approve the agenda as presented
Motion by Lowell L Thomas, second by Alice Solomon.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon

2. Communications
Information: A. Executive Session
The Board has not held any Executive Sessions since our last meeting.

Procedural: B. General Public Comment
There was no general public comment.

Action, Minutes: C. Approval of Board Minutes from April 15, 2019
Motion to approve April 15, 2019 Board meeting minutes.
Motion by Chris Rossi, second by Alice Solomon.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon

3. Reporting
Reports: A. CEO Report
1. CTE program submission has been made to PDE. Update on Business MOU template from K12.
2. Legislative Updates - 4 charter reform bills moved out of the House Education Committee (ethics, facilities, the application process, dual enrollment)
3. 2019-2020 Employee Handbook Updates
4. Board Retreat Information - June 17, 2019, 3:30-6:30pm F2F in Philadelphia
5. Charter Renewal Application Timeline Updates - Component timelines from May 31st to July 31st with the final version submitted to PDE on September 1st. Draft of sub-sections will be sent to the appropriate committee(s) for review and then send to the full Board final drafts by the end of July. Due to PDE on October 2nd. PDE will schedule a site visit. PDE sets timelines and can adjust them.

Reports: B. Executive Director Report
1. Registration 2019-2020. The process is underway with 43% already confirmed for next school year.
2. PSSA/Keystone Testing - PSSAs are complete. Participation percentage (79%) increased from last year. Keystones are underway.
- Cyber charter CEOs are planning a "testing coordinator summit" once all testing is over to discuss common concerns, the potential for collaboration, and best practices.
3. Enrollment and Demographics. As of May 9th, student enrollment is 2004.

Reports: C. CFO Report
1. April 2019 Financial Reports and Disbursements
2. April 20, 2019 Personnel List
3. Business Insurance Selection
4. 2019-2020 Financial Policies and Procedures Manual
5. 2019-2020 Uniform Grant Guidance (UGG) Manual
6. 2019-2020 Budget Presentation (draft)
- This is the second public sharing of the budget. In accordance with PDE regulations, the budget must be available to the public

for 30 days between the first sharing (April 15, 2019) and the Board's vote on the final budget. The vote is planned for June 17, 2019.

4. Action Items
Action: A. April 2019 Financials
Motion to approve the April 2019 Financial Reports and Disbursements
Motion by Michael Adler, second by Aviva Moore.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon

Action: B. Employee List as of April 30, 2019
Motion to approve the April 30, 2019 Employee List as presented
Motion by Michael Adler, second by Aviva Moore.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon

Action: C. Selection of Business Insurance Policies
Motion to approve recommended insurance policies for the 2019-2020 school year.
Motion by Michael Adler, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon

Action: D. 2019-2020 Manuals
Motion to approve the drafts of the 2019-2020 Financial Policies & Procedures Manual, the 2019-2020 Uniform Grant Guidance (UGG) Manual, and the 2019-2020 Employee Handbook
Motion by Michael Adler, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon

Action: E. Student/Family Internet Service Provider Policy
Motion to approve the Student/Family Internet Service Provider Policy
Motion by Michael Adler, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon

Action: F. Business MOU for Student Internships - vote postponed until June meeting
This MOU is used in conjunction with an individualized student plan that outlines specific expectations.
Board member, Alice Solomon, requested that ISPA have the final say on who is responsible for working with our students and that criteria be set (including specifying the required background checks/clearances) for that individual's background/education in writing.
Motion to approve the Business MOU template
Motion by Michael Adler, second by Lowell L Thomas.
No vote was taken on Motion 1

5. Announcements
Information: A. Board of Trustees' Next Meeting
The next Board Meeting is scheduled for June 17, 2019 at 7pm. This meeting will not be held at the school, it will be held in Philadelphia and the address will be shared publicly in advance of the meeting. This is the Annual Meeting of the Insight PA Board of Trustees.

Information: B. 2019-2020 Budget Draft, v2 Presented

6. Adjournment
Action: A. Meeting Adjournment
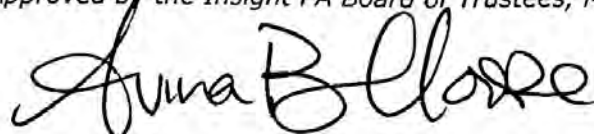Motion to Approve the Adjournment of the Meeting
Motion by Michael Adler, second by Lowell L Thomas.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon

Monday, April 15, 2019
Regular Board Meeting - April 15, 2019

Insight PA Cyber Charter School Board of Trustees
Blackboard Collaborate On-line Meeting Link (Public): https://sas.elluminate.com/m.jnlp?
password=M.AC88147EEC302ECBA7F9AA835C5F37&sid=559
Conference Call Meeting Information: 844-269-9230, extension 4008, passcode 531486.

1. Preliminary

A. Roll Call

B. Approve Agenda

2. Communications

A. Executive Session

B. General Public Comment

C. Approval of Board Minutes from March 18, 2019

3. Reporting

A. CEO Report

B. Presentation: Approved Private School Placements for Special Education Students

C. Executive Director Report

D. CFO Report

4. Action Items

A. March 2019 Financials

B. Employee List as of March 31, 2019

C. Business Insurance Benefits Broker Selection

5. Announcements

A. Board of Trustees' Next Meeting

B. Board Training

C. 2019-2020 Budget Draft Presented

6. Adjournment

A. Meeting Adjournment

Insight PA Cyber Charter School
Regular Board Meeting - April 15, 2019
(Monday, April 15, 2019)

INSIGHT PA
CYBER CHARTER SCHOOL

Board Members present: Aviva Moore, Diana Moninger, Lowell L Thomas, Chris Rossi, Alice Solomon
ISPA Employees: Eileen Cannistraci, CEO and Beth Jones, CFO
K12 Employees: Michael Frost, Exec. Director; Jaime Salindong, Sr. Finance Manager; Kelly Bausher, Elementary
Principal; Jessica Wright, MS Principal; Marlowe Doman, Dir. of Ops; Nikia, Hannon, Dir of Academics, Beryl Cohen,
HS Principal
K12 from HQ: Liz Roth, Deputy VP
Attorneys: Alan Kessler and Kimberly Colonna

Meeting called to order at 7:01 PM
1. Preliminary
Action, Procedural: A. Roll Call
Aviva Moore (joined at item 2c), Diana Moninger, Lowell L Thomas, Chris Rossi, Alice Solomon

Action: B. Approve Agenda
Motion to approve the agenda as presented
Motion by Diana Moninger, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Diana Moninger, Lowell L Thomas, Chris Rossi, Alice Solomon

2. Communications
A. Executive Session
The Board has not held any Executive Sessions since the last public meeting.

B. General Public Comment
There was no general public comment made.
Public Comment Guidelines
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.

Minutes: C. Approval of Board Minutes from March 18, 2019
(Aviva joined for this item.)
Motion to approve March 18, 2019 Board meeting minutes.
Motion by Chris Rossi, second by Lowell L Thomas.
Final Resolution: Motion Carries
Aye: Aviva Moore, Diana Moninger, Lowell L Thomas, Chris Rossi, Alice Solomon

3. Reporting
Reports: A. CEO Report
1. Special Education Training this evening.
2. CTE Application was submitted to PDE by Barry King (CTE Director) and his team.
3. Act 55 board training will be held at Insight PA on Friday, May 10th from 9am-2pm.

Reports: B. Presentation: Approved Private School Placements for Special Education Students
Kimberly Colonna, from McNees Wallace & Nurick, LLC, presented to the Board on the topic of Approved Private
School (APS) Placements for Special Education Students. The presentation included a brief introduction to the IDEA
and key special education concepts.
https://www.mcneeslaw.com/people/kimberly-m-colonna/

Reports: C. Executive Director Report
1. Registration 2019-2020
2. PSSA/Keystone Testing
3. Enrollment and Demographics

Reports: D. CFO Report
1. March 2019 Financial Reports and Disbursements
2. Personnel List
3. Business Insurance Broker Selection
4. 2019-2020 Budget Presentation (draft)
This is the first public sharing of the budget. In accordance with PDE regulations, the budget must be available to the public for 30 days between the first sharing and the Board's vote on the final budget. The vote is planned for June 17, 2019.

4. Action Items
Action: A. March 2019 Financials
Motion to approve the March 2019 Financial Reports and Disbursements
Motion by Aviva Moore, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Aviva Moore, Diana Moninger, Lowell L Thomas, Chris Rossi, Alice Solomon

Action: B. Employee List as of March 31, 2019
Motion to approve the Employee List as presented
Motion by Diana Moninger, second by Alice Solomon.
Final Resolution: Motion Carries
Aye: Aviva Moore, Diana Moninger, Lowell L Thomas, Chris Rossi, Alice Solomon

Action: C. Business Insurance Benefits Broker Selection
Motion to approve Trident Risk Advisors as Insight PA's business insurance broker.
Motion by Chris Rossi, second by Lowell L Thomas.
Final Resolution: Motion Carries
Aye: Aviva Moore, Diana Moninger, Lowell L Thomas, Chris Rossi, Alice Solomon

5. Announcements
Information: A. Board of Trustees' Next Meeting
The next Board Meeting is scheduled for May 20, 2019 at 7pm.

Information: B. Board Training
The PA Coalition of Public Charter Schools is hosting a series of Act 55 Board Training programs across PA. Insight PA is hosting one on Friday, May 10th from 9am-2pm. All Insight PA Board members are encouraged to attend. If you can't make this session, visit PCPCS's website for the other dates - https://www.eventbrite.com/e/pcpcs-act-55-board-training-tickets-55075798195. Register for the session you can attend at the link provided. All Insight PA Board members should complete training prior to Insight's submission of our charter renewal application.

Information: C. 2019-2020 Budget Draft Presented
A draft of the 2019-2020 Budget was presented this evening during the CFO's report. This is the first public sharing of the budget. In accordance with PDE regulations, the budget must be available to the public for 30 days between the first sharing and the Board's vote on the final budget. The vote is planned for June 17, 2019.

6. Adjournment
Action: A. Meeting Adjournment
Motion to Approve the Adjournment of the Meeting at 8:09pm
Motion by Diana Moninger, second by Alice Solomon.
Final Resolution: Motion Carries
Aye: Aviva Moore, Diana Moninger, Lowell L Thomas, Chris Rossi, Alice Solomon

Approved by the Insight PA Board of Trustees, May 20, 2019

INSIGHT PA
CYBER CHARTER SCHOOL

POWERED BY K12

Monday, March 18, 2019
Regular Board Meeting - March 18, 2019

Insight PA Cyber Charter School Board of Trustees
Blackboard Collaborate On-line Meeting Link (Public): https://sas.elluminate.com/m.jnlp?
password=M.AC88147EEC302ECBA7F9AA835C5F37&sid=559
Conference Call Meeting Information: 844-269-9230, extension 4008, passcode 531486.

1. Preliminary

A. Call the Meeting to Order

B. Roll Call

C. Approve Agenda

D. Resignation of Board member Michele McKeone

2. Communications

A. Executive Session

B. General Public Comment

C. Approval of Board Minutes from February 25, 2019

3. Reporting

A. CEO Report

B. Executive Director Report

C. CFO Report

4. Action Items

A. February 2019 Financials

B. Employee List as of February 28, 2019

C. Appointment of Board Secretary

5. Announcements

A. Board of Trustees' Next Meeting

B. Board Training

6. Adjournment

A. Meeting Adjournment

INSIGHT PA
CYBER CHARTER SCHOOL

POWERED BY K12

Regular Board Meeting - March 18, 2019 (Monday, March 18, 2019)
Generated by Beth Jones on Wednesday, March 20, 2019

Members present
Aviva Moore, Diana Moninger, Michael Adler, Chris Rossi, Alice Solomon

Meeting called to order at 7:02 PM

1. Preliminary
Procedural: A. Call the Meeting to Order

Action, Procedural: B. Roll Call. Board Members Present: Aviva Moore, Diana Moninger, Michael Adler, Chris Rossi, Alice Solomon

Action: C. Approve Agenda
Motion to approve the agenda as presented
Motion by Michael Adler, second by Alice Solomon.
Final Resolution: Motion Carries
Aye: Aviva Moore, Diana Moninger, Michael Adler, Chris Rossi, Alice Solomon

Action: D. Resignation of Board member Michele McKeone
Approve the resignation submitted by Board Member Michele McKeone
Motion by Michael Adler, second by Diana Moninger.
Final Resolution: Motion Carries
Aye: Aviva Moore, Diana Moninger, Michael Adler, Chris Rossi, Alice Solomon

2. Communications
Information: A. Executive Session
The Board did not hold any Executive Sessions since our last meeting.

Procedural: B. General Public Comment
No general public comments were provided.

Action, Minutes: C. Approval of Board Minutes from February 25, 2019
Motion to approve February 25, 2019 Board meeting minutes.
Motion by Diana Moninger, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Aviva Moore, Diana Moninger, Michael Adler, Chris Rossi, Alice Solomon

3. Reporting
Information, Reports: A. CEO Report
1. Legislative updates - CTE bill and cyber-reform bills
2. Charter renewal application - Reviewed the topics in the application and provided the plan for sharing the information with the Board as work progresses.
3. Enrollment 2019-2020 - Started March 14, 2019.
4. Next Board Meeting - Monday, April 15th at 7pm.

Information, Reports: B. Executive Director Report
1. Student enrollment and attendance details
2. Enrollment 2019-2020 plans. ISPA asks families to advise the school of their plans for the 2019-2020 school year. Families cannot be required to do so.
3. State testing details (PSSAs and Keystones). ~1000 students in 38 locations in PA for PSSAs. ~500 students in 15-20 sites across PA for Keystone Exams (Bio, Algebra I, and Lit).

Information, Reports: C. CFO Report
1. February 2019 Financial Reports and Disbursements.
2. Personnel List.
3. Timeline for Business Insurance Selection. Anticipate coming to the Board at the April meeting with a recommendation for a new insurance broker for our business and workers compensation policies.

4. Action Items

Action: A. February 2019 Financials
Motion to approve the February 2019 Financial Reports and Disbursements
Motion by Aviva Moore, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Aviva Moore, Diana Moninger, Michael Adler, Chris Rossi, Alice Solomon

Action: B. Employee List as of February 28, 2019
Motion to approve the Employee List as presented
Motion by Michael Adler, second by Diana Moninger.
Final Resolution: Motion Carries
Aye: Aviva Moore, Diana Moninger, Michael Adler, Chris Rossi, Alice Solomon

Action: C. Appointment of Board Secretary
Motion to approve Aviva Moore as the Secretary/Treasurer for the Board of Trustees.
Motion by Michael Adler, second by Diana Moninger.
Final Resolution: Motion Carries
Aye: Aviva Moore, Diana Moninger, Michael Adler, Chris Rossi, Alice Solomon

5. Announcements

Information: A. Board of Trustees' Next Meeting
The next Board Meeting is scheduled for April 15, 2019 at 7pm.

Information: B. Board Training
Register for the Act 55 Board Training. Information is available at http://pacharters.org/register-now-act-55-board-training/.

6. Adjournment

Action: A. Meeting Adjournment
Motion to Approve the Adjournment of the Meeting
Motion by Michael Adler, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Aviva Moore, Diana Moninger, Michael Adler, Chris Rossi, Alice Solomon

INSIGHT PA
CYBER CHARTER SCHOOL

POWERED BY K12

Monday, February 25, 2019
Regular Board Meeting - February 25, 2019

Insight PA Cyber Charter School Board of Trustees
Blackboard Collaborate On-line Meeting Link (Public): https://sas.elluminate.com/m.jnlp?
password=M.AC88147EEC302ECBA7F9AA835C5F37&sid=559
Conference Call Meeting Information: 844-269-9230, extension 4008, passcode 531486.

1. Preliminary

A. Call the Meeting to Order

B. Roll Call

C. Approve Agenda

D. New Board Member

E. Swearing-in of Board Members and Resignation of Board Member, Maddie Jane Sobel.

2. Communications

A. Executive Session

B. General Public Comment

C. Approval of Board Minutes from January 28, 2019

3. Reporting

A. CEO Report

B. Executive Director Report

C. CFO Report

4. Action Items

A. January 2019 Financials

B. Employee List as of January 31, 2019

C. Office Copier

D. 2019-2020 School Year Calendar

E. Student Records Policy

5. Announcements

A. Board of Trustees' Next Meeting

6. Adjournment

A. Meeting Adjournment

Regular Board Meeting - February 25, 2019 (Monday, February 25, 2019)
Generated by Beth Jones on Tuesday, March 12, 2019

Members present
Diana Moninger, Lowell L Thomas, Michael Adler, Michele McKeone, Chris Rossi, Alice Solomon

Meeting called to order at 7:01 PM

1. Preliminary
Procedural: A. Call the Meeting to Order

Action, Procedural: B. Roll Call
Alan, Jaime, Shannon, Nikia, Liz Roth, Kelly B, Marlowe D., Michael F., Beryl, Pat H., Alice S.

Action: C. Approve Agenda
Motion to approve the agenda as presented
Motion by Michael Adler, second by Lowell L Thomas.
Final Resolution: Motion Carries
Aye: Diana Moninger, Lowell L Thomas, Michael Adler, Michele McKeone, Chris Rossi

Action, Procedural: D. New Board Member
Motion to Approve Alice Solomon as new ISPA Board Member.
Motion by Michael Adler, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Diana Moninger, Lowell L Thomas, Michael Adler, Michele McKeone, Chris Rossi

Action, Procedural: E. Swearing-in of Board Members and Resignation of Board Member, Maddie Jane Sobel.
Patricia Hennessey, counsel for the school, will swear-in the new Board member and any Board members who were not in attendance at the December 2018 meeting.
Alice Solomon sworn in. Diana Moninger sworn in. Michele McKeone sworn in.

Accept the resignation of Maddie Jane Sobel, Board Member. ISPA thanks her for her service.
Motion by Michael Adler, second by Diana Moninger.
Final Resolution: Motion Carries
Aye: Diana Moninger, Lowell L Thomas, Michael Adler, Michele McKeone, Chris Rossi, Alice Solomon

2. Communications
Information: A. Executive Session
The Board has not held any Executive Sessions since our last meeting.

Procedural: B. General Public Comment
None

Action, Minutes: C. Approval of Board Minutes from January 28, 2019
Motion to approve January 28, 2019 Board meeting minutes.

Motion by Michael Adler, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Diana Moninger, Lowell L Thomas, Michael Adler, Michele McKeone, Chris Rossi, Alice Solomon

3. Reporting
Information, Reports: A. CEO Report
Legislative Updates - four charter bills being introduced and one CTE bill.
Governor's Budget - includes lower compulsory school age to 6 years, increase in education funding, school safety funding, keep fingers crossed that budget passes on time.
June Board Retreat - June 17th meeting is our annual meeting. F2F meeting with a lunch, reports given, and then the public annual meeting.
Shannon McElwain's resignation, her final day is today. Michael Frost has been appointed by K12 as the Interim Executive Director for the remainder of the school year. A search for a permanent replacement will be conducted by K12 with Eileen meeting candidates and providing approval of the final candidate.

Information, Reports: B. Executive Director Report

School and community events, attendance data, state testing planning, enrollment/withdrawal data, review of Academic Committee Meeting.

Information, Reports: C. CFO Report
January 2019 Financials, Current Employee List, New Copier Agreement

4. Action Items
Action: A. January 2019 Financials
Motion to approve the January 2019 Financial Reports and Disbursements
Motion by Michael Adler, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Diana Moninger, Lowell L Thomas, Michael Adler, Michele McKeone, Chris Rossi, Alice Solomon

Action: B. Employee List as of January 31, 2019
Motion to approve the Employee List as presented
Motion by Michael Adler, second by Diana Moninger.
Final Resolution: Motion Carries
Aye: Diana Moninger, Lowell L Thomas, Michael Adler, Michele McKeone, Chris Rossi, Alice Solomon

Action: C. Office Copier
Motion to approve a new office copier agreement.
Motion by Michael Adler, second by Diana Moninger.
Final Resolution: Motion Carries
Aye: Diana Moninger, Lowell L Thomas, Michael Adler, Michele McKeone, Chris Rossi, Alice Solomon

Action: D. 2019-2020 School Year Calendar
Motion to approve the 2019-2020 School Year Calendar
Motion by Michael Adler, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Diana Moninger, Lowell L Thomas, Michael Adler, Michele McKeone, Chris Rossi, Alice Solomon

Action: E. Student Records Policy
Motion to approve the Student Records Policy and Student Records Retention Schedule
Motion by Michael Adler, second by Diana Moninger.
Final Resolution: Motion Carries
Aye: Diana Moninger, Lowell L Thomas, Michael Adler, Michele McKeone, Chris Rossi, Alice Solomon

5. Announcements
Information: A. Board of Trustees' Next Meeting
Thanks offered to Maddi-Jane Sobel and Shannon McElwain for their efforts as Board Member and Executive Director, respectively. Appreciation for their efforts was shared.

6. Adjournment
Action: A. Meeting Adjournment
Motion to Approve the Adjournment of the Meeting
Motion by Diana Moninger, second by Michael Adler.
Final Resolution: Motion Carries
Aye: Diana Moninger, Lowell L Thomas, Michael Adler, Michele McKeone, Chris Rossi, Alice Solomon

INSIGHT PA
CYBER CHARTER SCHOOL
POWERED BY K12

Monday, January 28, 2019
Regular Board Meeting - January 28, 2019

Insight PA Cyber Charter School Board of Trustees

1. Preliminary

A. Call the Meeting to Order - The meeting was called to order at 7:08pm.

B. Along with Board members, the following school-related personnel were present: ISPA: Eileen Cannistraci, CEO K12 Corporate: Liz Roth K12 at ISPA: Shannon McElwain, Jaime Salindong, Jen Jennings, Beryl Cohen, Jessica Wright, Kelly Bausher, Michael Frost, Marlowe Doman, Jessica Wright, Nikia Hannon

C. Approve Agenda

2. Communications

A. Executive Session - The Board has not held any executive sessions since it's December public meeting.

B. General Public Comment - There was none.

C. Approval of Board Minutes from December 17, 2018

3. Reporting

A. CEO Report

B. Executive Director Report

C. CFO Report, Presented by Jaime Salindong Sr. Finance Manager

4. Action Items

A. December 2018 Financials

B. Employee List

C. Adopt 2018-2019 ISPA Board Goals

D. Special Education Consultant

5. Announcements

6. Adjournment

A. Meeting Adjourned at 8:06pm

Regular Board Meeting - January 28, 2019 (Monday, January 28, 2019)
Insight PA Cyber Charter School | Board of Trustees Meeting | Exton, PA

Members present
Aviva Moore, Diana Moninger, Lowell L Thomas, Michael Adler, Chris Rossi

Meeting called to order at 7:08PM

1. Preliminary
Procedural: A. Call the Meeting to Order - The meeting was called to order at 7:08pm.

Procedural: B. Roll Call.
Along with Board members, the following school-related personnel were present: ISPA: Eileen Cannistraci, CEO K12 Corporate: Liz Roth K12 at ISPA: Shannon McElwain, Jaime Salindong, Jen Jennings, Beryl Cohen, Jessica Wright, Kelly Bausher, Michael Frost, Marlowe Doman, Jessica Wright, Nikia Hannon

Action: C. Approve Agenda
Motion to approve the agenda as presented
Motion by Chris Rossi, second by Diana Moninger.
Final Resolution: Motion Carries
Aye: Aviva Moore, Diana Moninger, Lowell L Thomas, Michael Adler, Chris Rossi

2. Communications
Procedural: A. Executive Session - The Board has not held any executive sessions since it's December public meeting.

Procedural: B. General Public Comment - There was none.

Action, Minutes: C. Approval of Board Minutes from December 17, 2018
Motion to approve December 17, 2018 Board meeting minutes.
Motion by Chris Rossi, second by Diana Moninger.
Final Resolution: Motion Carries
Aye: Aviva Moore, Diana Moninger, Lowell L Thomas, Michael Adler, Chris Rossi

3. Reporting
Information, Reports: A. CEO Report
Alice Solomon, a prospective new Board member was introduced and she shared her professional background.
A recommendation to secure the services of a special education consultant was shared.
Goals for the 2018-2019 school year were shared.

Reports: B. Executive Director Report
Current enrollment, withdrawal, attendance, academic data, Teacher Pulse Check, and student demographic data were reviewed.

Reports: C. CFO Report, Presented by Jaime Salindong Sr. Finance Manager
Financial and Personnel Report, December 2018. As of December 31, 2018, enrollment at 1,973 students. YTD revenue accrued = $10.7M, YTD expenses accrued = $9.2M. December 2018 end-of-month cash balance = $3.07M. December 2018 disbursements = $3,070,547.89. Recommended K12 aging invoices disbursement = $1,152,376.24. Forecast end of January 2019 cash flow ending balance of $3.3M. Top 10 AR balances remaining from 2017-2018 = $429K and 74% of total AR balance. $575K is owed to ISPA in the 2017-2018 reconciliation process, and ISPA owes $305K to school districts in the reconciliation process for a total remaining net AR of $270K. Top AR balances for 2018-2019 = $5.5M. Personnel stats as of December 31, 2018 were reviewed: ISPA currently employees 67 and there are 44 K12 staff dedicated solely to ISPA

4. Action Items
Action: A. December 2018 Financials

Motion to approve the December 2018 Financial Reports and Disbursements
Motion by Chris Rossi, second by Diana Moninger.
Final Resolution: Motion Carries
Aye: Aviva Moore, Diana Moninger, Lowell L Thomas, Michael Adler, Chris Rossi

Action: B. Employee List
Motion to approve the Employee List as presented
Motion by Michael Adler, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Aviva Moore, Diana Moninger, Lowell L Thomas, Michael Adler, Chris Rossi

Action: C. Adopt 2018-2019 ISPA Board Goals
Board Comments.
Moninger: The goals look great.
Rossi: Asked about the current lease for the office and data points for cyber school comparisons.
Motion to adopt the 2018-2019 ISPA Board Goals
Motion by Michael Adler, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Aviva Moore, Diana Moninger, Lowell L Thomas, Michael Adler, Chris Rossi

Action: D. Special Education Consultant
Motion to approve hiring a Special Education consultant to assess the Special Education program and
make staffing recommendations.
Motion by Michael Adler, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Aviva Moore, Diana Moninger, Lowell L Thomas, Michael Adler, Chris Rossi

5. Announcements
Next meeting on Monday, February 25, 2109

6. Adjournment
Action, Procedural: A. Meeting Adjourned at 8:06pm
Motion to adjourn the meeting
Motion by Michael Adler, second by Diana Moninger.
Final Resolution: Motion Carries
Aye: Aviva Moore, Diana Moninger, Lowell L Thomas, Michael Adler, Chris Rossi

INSIGHT PA
CYBER CHARTER SCHOOL

POWERED BY K12

Monday, December 17, 2018
Regular Board Meeting

Insight PA Cyber Charter School Board of Trustees

1. Preliminary

A. Call the Meeting to Order - 7:06pm

B. Roll Call

C. Board of Trustees Appointment - Christopher Rossi

D. Swearing-in of Board Members

E. Approve Agenda

2. Communications

A. Executive Session

B. General Public Comment

C. Approval of Board Minutes from October 15, 2018

3. Reporting

A. CEO Report

B. Executive Director Report

C. CFO Report

4. Action Items

A. October and November 2018 Financials

B. Employee List

C. Employee Benefits Broker, Payroll/HRIS Provider, 2019 Benefits Selection, and Employee Contribution Rates

D. 2017-2018 Audit Report

E. Unemployment - Tax Paying Employer to Claims Reimbursable Employer

F. Conflict Of Interest Policy

G. Elimination of Employee Bonus Plan

5. Announcements

A. Winter Break

6. Adjournment

A. Meeting Adjournment

Regular Board Meeting (Monday, December 17, 2018)
Generated by Beth Jones on Monday, December 17, 2018

Members present
Aviva Moore, Lowell L Thomas, Michael Adler, Michele McKeone, Chris Rossi (after approval)

Meeting called to order at 5:06 PM

1. Preliminary

Procedural: A. Call the Meeting to Order - 7:06pm

Procedural: B. Roll Call
In Attendance: Aviva Moore, Lowell L Thomas, Michael Adler, Michele McKeone

Action: C. Board of Trustees Appointment - Christopher Rossi
Motion to approve the appointment of Christopher Rossi to the Board of Trustees
Motion by Michael Adler, second by Lowell L Thomas.
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Michele McKeone

Procedural: D. Swearing-in of Board Members
All Board members present including Chris Rossi (new member), were sworn in by Pat Hennessy (attorney).

Action: E. Approve Agenda
Motion to approve the agenda as presented
Motion by Michael Adler, second by Aviva Moore.
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Michele McKeone, Chris Rossi

2. Communications

Procedural: A. Executive Session - none.

Procedural: B. General Public Comment - none.

Action, Minutes: C. Approval of Board Minutes from October 15, 2018
Motion to approve October 15, 2018 Board meeting minutes.
Motion by Michael Adler, second by Chris Rossi.
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Michele McKeone, Chris Rossi

3. Reporting
A. CEO Report

B. Executive Director Report
a. Student Family Events
b. Enrollment Update
c. STAR 360 K-8 Benchmark
d. USA Test Prep 9-11 Benchmark
e. Students First Check In/Family Pulse Check

C. CFO Report
1. October and November 2018 Financial Reports and Disbursements
2. Benefits Broker, Payroll/HRIS Service Provider, and 2019 Benefits Selection and Costs
3. Unemployment Insurance Reserve and Stop Loss Insurance
4. 2017-2018 Audit Report
5. Bonus Funds Reallocation

4. Action Items
Action: A. October and November 2018 Financials
Motion to approve the October and November 2018 Financial Reports and Disbursements
Motion by Michael Adler, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Michele McKeone, Chris Rossi

Action: B. Employee List
Motion to approve the Employee List as presented
Motion by Michael Adler, second by Michele McKeone.

Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Michele McKeone, Chris Rossi

Action: C. Employee Benefits Broker, Payroll/HRIS Provider, 2019 Benefits Selection, and Employee Contribution Rates
Motion to approve:
- End co-employer PEO relationship with Paychex as of the end of the day, December 31, 2018,
- BeneServ to serve as ISPA benefits broker,
- Proxus to serve as ISPA payroll and HRIS provider, and
- 2019 Benefits Selection and Employee Contribution Rates as provided in the Board's Executive Summary.
Motion by Michael Adler, second by Aviva Moore.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Michele McKeone, Chris Rossi

Action: D. 2017-2018 Audit Report
Motion to approve the 2017-2018 Audited Financials.
Motion by Michael Adler, second by Aviva Moore.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Michele McKeone, Chris Rossi

Action: E. Unemployment - Tax Paying Employer to Claims Reimbursable Employer
Motion to approve service arrangement with First Nonprofit and Interstate Tax Services (TPA) effective January 1, 2019.
Motion by Michael Adler, second by Michele McKeone.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Michele McKeone, Chris Rossi

Action: F. Conflict Of Interest Policy
Motion to approve the Conflict of Interest Policy
Motion by Michael Adler, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Michele McKeone, Chris Rossi

Action: G. Elimination of Employee Bonus Plan
Motion to reallocate the 5% (of salary) bonus line item of the 2018-2019 budget as follows:
- Approximately 45% of the budgeted bonus amount would be used for an approximate 2% salary increase for ISPA employees
and the 702 category of K12 employees, effective for the 2019-2020 school year.
- Approximately 45% of the budgeted bonus amount would be used to increase the tuition reimbursement benefit amount
available for ISPA employees, effective January 2019.
- The remaining 10% would be set aside to help pay for the PSERS employer contributions related to the increase in salaries.
Motion by Michael Adler, second by Aviva Moore.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Michele McKeone, Chris Rossi
5. Announcements
Information: A. Winter Break

6. Adjournment
Action, Procedural: A. Meeting Adjournment
Motion to adjourn the meeting
Motion by Lowell L Thomas, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Michele McKeone, Chris Rossi

INSIGHT PA
CYBER CHARTER SCHOOL
POWERED BY K12

Thursday, October 18, 2018
Regular Board Meeting

Insight PA Cyber Charter School Board of Trustees

1. Preliminary

A. Call to Order

B. Roll Call

2. Communications

A. Executive Session

B. General Public Comment

C. Approval of Board Minutes

3. Reporting

A. CEO Report

B. CFO Report

4. Action Items

A. New Agenda Item

5. Announcements

6. Adjournment

Blackboard Collaborate On-line Meeting Link:
https://sas.elluminate.com/m.jnlp?password=M.AC88147EEC302ECBA7F9AA835C5F37&sid=559

Conference Call Meeting Information:
844-269-9230, extension 4008, passcode 531486.

I. CALL TO ORDER

The meeting was called to order by the Board President at 7:04pm. Public notice was given for this meeting in accordance with Pennsylvania's Sunshine Act (2011, sec. 709).

Member	Present	Absent
Mr. Michael Adler, President	X	
Ms. Maddi-Jane Sobel, Secretary	X	
Ms. Diana K. Moninger	X	
Ms. Michele McKeone	X	
Ms. Aviva Moore	X	
Mr. Lowell Thomas		X

ISPA Administrators Present: Eileen Cannistraci, Chief Executive Officer and Beth Jones, Chief Financial Officer.
K12 Representatives Present: Shannon McElwain, Executive Director. Liz Roth, Deputy Sr. Regional VP of North Region. Michael Frost, Director of Educational Data Systems. Barry King, CTE Academic Administrator. Jen Jennings, Director of Special Education. Mary Markert, Director Northern Region Finance. Nikia Hannon, Director of Academics. Marlowe Doman, Operations Manager. Kelly Bausher, Elementary Principal. Beryl Cohen, High School Principal. Jay Kamau, Director of Student Services.
School Solicitor Present: Alan Kessler of Duane Morris LLP

II. COMMUNICATIONS

1. Public Comment, Non-agenda items. Comments must be made in accordance with the public comment guidelines shared at the beginning of this agenda. Board members will not typically respond to public comment. None.
2. Announcement. Mr. Chris Rossi, the CISO at Rule4 is a guest of the Board at this meeting. He is interested in serving as a Board member as he's been considering opportunities to serve the community.
3. Approval of Board Minutes from August 20, 2018.

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President					X			
Ms. Maddi-Jane Sobel, Secretary	X				X			
Ms. Diana K. Moninger, Vice President					X			
Ms. Aviva Moore, Treasurer					X			
Ms. Michele McKeone		X			X			
Mr. Lowell Thomas								X

Board Comment: None
Public Comment: None

III.   REPORTS

1. CEO Report (Eileen Cannistraci)
   a. Enrollment Report. Student enrollment for 2018-2019 as of October 15th. K-12 enrollment = 1741 with 367 enrollments in process. 68% of enrolled students are economically disadvantaged, 20.6% have indicated special education IEP, and students attend from 339 of PA's 500 school districts.

   b. Insight PA will be hosting a *Public School Options* Facebook Live session on November 1st at 12noon.

   c. Items for Action were shared and explained.

   d. Academic Report (Shannon McElwain). Provided an overview of the Attendance Policy for daily attendance and BBC sessions. The target is an 85% daily attendance rate and a 75% BBC participation rate. Upcoming events for students and learning coaches were shared. The professional development from October 9th was reviewed, Suicide Prevention and Crisis Response Plan. Information about the PA Future Ready Index and ESSA requirements were shared.

   e. Special Education Overview (Jen Jennings). Provided information about the department via a general overview, staffing structure review, caseload numbers, disabilities served, and a related services provider summary.

2. CFO Report (Beth Jones)
   a. Updates provided regarding the Annual Audit, Credit Card Limit, and Paychex PEO. The draft audit was received and is favorable, especially considering it was Insight PA's first year of operation. The school credit card limit is not sufficient for the school's needs and a request is being made to increase it to $50K. The school is currently paying for Paychex PEO services. While this was a sufficient solution at start-up and during the initial year of the operations, significant cost savings can be gained by eliminating the PEO co-employer relationship and moving to a benefits broker and payroll/HRIS provider.

   b. Financial and Personnel Report, September 2018. As of September 30, 2018, enrollment at 1,735 students. YTD revenue accrued = $4.763M, YTD expenses accrued = $4.07M. September 2018 end-of-month cash balance = $2.45M. September 2018 disbursements = $1,548,647.22. Recommended K12 aging invoices disbursement = $1,171,586,99. Forecast end of October 2018 cash flow ending balance of $2.43M. Top 10 AR balances remaining from 2017-2018 = $553K and 71% of total AR balance. $778K is owed to ISPA in the 2017-2018 reconciliation process, and ISPA owes $402K to school districts in the reconciliation process for a total remaining net AR of $376K. Personnel stats as of September 30, 2018 were reviewed: ISPA currently employees 58 and there are 38 K12 staff dedicated solely to ISPA.

IV. ACTION ITEMS

1. To approve September 2018 Financial Report and Disbursements

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President					X			
Ms. Maddi-Jane Sobel, Secretary		X			X			
Ms. Diana K. Moninger, Vice President	X				X			
Ms. Aviva Moore, Treasurer					X			
Ms. Michele McKeone					X			
Mr. Lowell Thomas								X

Board Comment: None
Public Comment: None

2. To approve the September 2018 Personnel Report

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President					X			
Ms. Maddi-Jane Sobel, Secretary	X				X			
Ms. Diana K. Moninger, Vice President		X			X			
Ms. Aviva Moore, Treasurer					X			
Ms. Michele McKeone					X			
Mr. Lowell Thomas								X

Board Comment: None
Public Comment: None

3. To approve the ISPA Parent/Family Engagement Policy

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President					X			
Ms. Maddi-Jane Sobel, Secretary		X			X			
Ms. Diana K. Moninger, Vice President	X				X			
Ms. Aviva Moore, Treasurer					X			
Ms. Michele McKeone					X			
Mr. Lowell Thomas								X

Board Comment: None
Public Comment: None

4. To approve the adoption the 2018-2019 Data Reporting Calendar

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President	X				X			
Ms. Maddi-Jane Sobel, Secretary					X			
Ms. Diana K. Moninger, Vice President		X			X			
Ms. Aviva Moore, Treasurer					X			
Ms. Michele McKeone					X			
Mr. Lowell Thomas								X

Board Comment: None
Public Comment: None

5. To approve the increase to the school's credit card limit to $50,000

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President	X				X			
Ms. Maddi-Jane Sobel, Secretary		X			X			
Ms. Diana K. Moninger, Vice President					X			
Ms. Aviva Moore, Treasurer					X			
Ms. Michele McKeone					X			
Mr. Lowell Thomas								X

Board Comment: None
Public Comment: None

V. BOARD BUSINESS

1. Proposals for Next Agenda: None
2. General Public Comment: None
3. Executive Session: There were no executive sessions held during this public meeting or at the adjournment of this public meeting. There was an executive session held prior to this meeting to discuss legal and personnel matters.
4. Announcements:
    a. CEO – Reminder that the Board has training scheduled for BoardDocs on Thursday, October 18, 2018 from 3:30-4:30pm. A link to the training site will be provided. Reminder that the next Board meeting is Monday, November 19th at 7pm.

VI. ADJOURNMENT – Meeting Ended at 8:26pm

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President					X			
Ms. Maddi-Jane Sobel, Secretary	X				X			
Ms. Diana K. Moninger, Vice President		X			X			
Ms. Aviva Moore, Treasurer					X			
Ms. Michele McKeone					X			
Mr. Lowell Thomas								X

The vision of Insight PA Cyber Charter School is to ignite a desire for learning in every student and nurture them to understand their goals and create a clear path to achieve them.

AGENDA
BOARD MEETING

BOARD OF TRUSTEES
Insight PA Cyber Charter School
Monday, September 24, 2018
7:30 p.m.
LOCATION

Blackboard Collaborate On-line meeting link-
https://sas.elluminate.com/m.jnlp?password=M.AC88147EEC302ECBA7F9AA835C5F37&sid=559

Persons wishing to attend via conference call may do so by calling

the Insight PA Cyber Charter School at 844-269-9230, extension 4008 Passcode: 531486

Public Comment Guidelines

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 visit these 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 regard 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.

I.   PRELIMINARY

A.   CALL TO ORDER
Meeting was called to order by the Board President at _____ P.M. Public notice was given for this meeting in accordance with Pennsylvania's Sunshine Act (2011, sec. 709).

Member	Present	Absent
Mr. Michael Adler, President		
Ms. Maddi-Jane Sobel, Sect.		
Ms. Diana K. Moninger, Vice President		
Ms. Aviva Moore, Treasurer		
Ms. Michele McKeone		
Mr. Lowell Thomas		

II.   COMMUNICATIONS

A. Public Comment, Non-agenda items. Comments must be made in accordance with the public comment guidelines shared at the beginning of this agenda. Board members will not typically respond to public comment.
B. An executive session was held on Monday, September 24, 2018 for legal and personnel reasons.
C. Approval of Previous Board Minutes from Monday, August 20, 2018 (Attachment A).

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President								
Ms. Maddi-Jane Sobel, Secretary								
Ms. Diana K. Moninger, Vice President								
Ms. Aviva Moore, Treasurer								
Ms. Michele McKeone								
Mr. Lowell Thomas								

III.   REPORT FROM CEO, Executive Director, CFO and Senior Financial Manager. Only provided to Trustees the following for information purposes:

A. CEO Report
   a. School Updates
   b. Enrollment and Withdrawal Report (Attachment B)
   c. Academic Reports
      i. Executive Director Updates
      ii. Introduction of Darren Reed, K12, Inc, Senior Vice President of School Services
      iii. Academic 2017-2018 Review (Attachment C)

     B. CFO Report
          a. CFO updates
          b. August 2018 Financial and Personnel Report (Attachment D and E)

IV.   **<u>AGENDA ITEMS SCHEDULED FOR ACTION</u>**

    (Information/Discussion/Action)

RECOMMENDED MOTION: That the Board accept and approve the August Financial Report and Disbursements (attachment D).

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President								
Ms. Maddi-Jane Sobel, Secretary								
Ms. Diana K. Moninger, Vice President								
Ms. Aviva Moore, Treasurer								
Ms. Michele McKeone								
Mr. Lowell Thomas								

RECOMMENDED MOTION: That the Board approves the Personnel Reports (attachment E).

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President								
Ms. Maddi-Jane Sobel, Secretary								
Ms. Diana K. Moninger, Vice President								
Ms. Aviva Moore, Treasurer								
Ms. Michele McKeone								
Mr. Lowell Thomas								

RECOMMENDED MOTION: That the Board approves ISPA Volunteer and Fundraising Policies (attachments F and G).

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President								
Ms. Maddi-Jane Sobel, Secretary								
Ms. Diana K. Moninger, Vice President								
Ms. Aviva Moore, Treasurer								
Ms. Michele McKeone								
Mr. Lowell Thomas								

RECOMMENDED MOTION: That the Board approves amending the Restricted Covenant Agreement by removing the non-competition section of the agreement (Attachment H).

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President								
Ms. Maddi-Jane Sobel, Secretary								
Ms. Diana K. Moninger, Vice President								
Ms. Aviva Moore, Treasurer								
Ms. Michele McKeone								
Mr. Lowell Thomas								

Proposals for next agenda:

Executive Session:
- **Board goes into Executive session (suspend meeting) at_____p.m.**
- **Board returns from Executive session at_____p.m.**

Motion and second to adjourn:

Meeting Ended:_____

Blackboard Collaborate On-line Meeting Link:
https://sas.elluminate.com/m.jnlp?password=M.AC88147EEC302ECBA7F9AA835C5F37&sid=559

Conference Call Meeting Information:
844-269-9230, extension 4008, passcode 531486.

I.   CALL TO ORDER

The meeting was called to order by the Board President at 7:33pm. Public notice was given for this meeting in accordance with Pennsylvania's Sunshine Act (2011, sec. 709).

Member	Present	Absent
Mr. Michael Adler, President	X	
Ms. Maddi-Jane Sobel, Secretary	X	
Ms. Diana K. Moninger	X	
Ms. Michele McKeone	X	
Ms. Aviva Moore	X	
Mr. Lowell Thomas	X	

ISPA Administrators Present: Eileen Cannistraci, Chief Executive Officer and Beth Jones, Chief Financial Officer.
K12 Representatives Present: Shannon McElwain, Executive Director. Darren Reed, Sr. Regional VP of North Region. Liz Roth, Deputy Sr. Regional VP of North Region. Michael Frost, Director of Educational Data Systems. Barry King, CTE Academic Administrator. Jen Jennings, Director of Special Education. Jaime Salindong, Sr. Finance Manager. Nikia Hannon, Director of Academics. Marlowe Doman, Operations Manager. Kelly Bausher, Elementary Principal. Jessica Wright, Middle School Principal. Beryl Cohen, High School Principal.
School Solicitor Present: Alan Kessler of Duane Morris LLP

II.   COMMUNICATIONS

1. Public Comment, Non-agenda items. Comments must be made in accordance with the public comment guidelines shared at the beginning of this agenda. Board members will not typically respond to public comment. None.
2. Announcement. An executive session of the Board was held on Monday, September 24, 2018 for legal and personnel reasons.
3. Approval of Board Minutes from August 20, 2018.

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President					X			
Ms. Maddi-Jane Sobel, Secretary	X				X			
Ms. Diana K. Moninger					X			
Ms. Michele McKeone					X			
Ms. Aviva Moore		X			X			
Mr. Lowell Thomas					X			

Board Comment: None
Public Comment: None

III. REPORTS

1. CEO Report (Eileen Cannistraci)
   a. Enrollment Report. Student enrollment for 2018-2019 as of September 18th. K-12 enrollment = 1597 with 642 enrollments in process. 64% of enrolled students are economically disadvantaged, 20% have indicated special education IEP, and students attend from 341 of PA's 500 school districts.

   .

   b. Items for Action were shared and explained.

   c. Academic Report (Shannon McElwain). Analysis of the 2017-2018 school year academic progress was shared with the Academic Committee at their September meeting and an overview was provided to the with the full Board. Darren Reed and Liz Roth from K12 were introduced to the Board.

2. CFO Report (Jaime Salingdong on behalf of Beth Jones)
   a. Financial and Personnel Report, August 2018. As of August 31, 2018, enrollment at 1,448 students. YTD revenue accrued = $2.83M, YTD expenses accrued = $1.41M. August 2018 end-of-month cash balance = $2.32M. August 2018 disbursements = $1,135,657.66. Recommended K12 aging invoices disbursement = $1,120,667.73. Forecast end of September 2018 cash flow ending balance of $1.8M. Top 10 AR balances remaining from 2017-2018 = $499K and 64% of total AR balance. $783K is owed to ISPA in the 2017-2018 reconciliation process, and ISPA owes $398K to school districts in the reconciliation process for a total remaining net AR of $385K. Personnel stats as of July 31, 2018 were reviewed: ISPA currently employees 56 and there are 35 K12 staff dedicated solely to ISPA.

IV. ACTION ITEMS

1. To approve August 2018 Financial Report and Disbursements

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President					X			
Ms. Maddi-Jane Sobel, Secretary	X				X			
Ms. Diana K. Moninger					X			
Ms. Michele McKeone		X			X			
Ms. Aviva Moore					X			
Mr. Lowell Thomas					X			

Board Comment: None
Public Comment: None

2. To approve the August 2018 Personnel Report

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President	X				X			
Ms. Maddi-Jane Sobel, Secretary					X			
Ms. Diana K. Moninger					X			
Ms. Michele McKeone					X			
Ms. Aviva Moore		X			X			
Mr. Lowell Thomas					X			

Board Comment: None
Public Comment: None

3. To approve the Volunteer Policy and the Fundraising Policy

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President	X				X			
Ms. Maddi-Jane Sobel, Secretary		X			X			
Ms. Diana K. Moninger					X			
Ms. Michele McKeone					X			
Ms. Aviva Moore					X			
Mr. Lowell Thomas					X			

Board Comment: None
Public Comment: None

4. To approve amending the *Confidential Information and Restrictive Covenant Agreement* for employees by removing the non-compete/RCA section of text

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President	X				X			
Ms. Maddi-Jane Sobel, Secretary					X			
Ms. Diana K. Moninger					X			
Ms. Michele McKeone					X			
Ms. Aviva Moore					X			
Mr. Lowell Thomas		X			X			

Board Comment: Lowell Thomas – questioned if other charter school use RCAs with their employees. Response from school administration – typically, no. School have confidentiality requirements, but future employment opportunities are not restricted. A CEO goal is to have collaborative and open employment with faculty and RCA is counter to that goal. This type of agreement also alienates potential new hires.
Public Comment: None

V. **BOARD BUSINESS**

1. Proposals for Next Agenda: None
2. General Public Comment: None
3. Executive Session: There were no executive sessions held during this public meeting or at the adjournment of this public meeting. There was an executive session held prior to this meeting to discuss legal and personnel matters.
4. Announcements:
   a. Mr. Adler – Reminder that the Board is soliciting applications for new members. Please share with your network and introduce those interested to the Board and CEO. Mr. Adler has solicited two potential new Board members and will invite them to attend the October Board meeting

VI. **ADJOURNMENT – Meeting Ended at 8:36pm**

Board Member	Motion	Second	Aye	No	Abstain	Absent
Mr. Michael Adler, President	X		X			
Ms. Maddi-Jane Sobel, Secretary		X	X			
Ms. Diana K. Moninger			X			
Ms. Michele McKeone			X			
Ms. Aviva Moore			X			
Mr. Lowell Thomas			X			

AGENDA
BOARD MEETING

BOARD OF TRUSTEES
Insight PA Cyber Charter School
Monday, August 20, 2018
7:00 p.m.
LOCATION

Blackboard Collaborate On-line meeting link-
https://sas.elluminate.com/m.jnlp?password=M.AC88147EEC302ECBA7F9AA835C5F37&sid=559

Persons wishing to attend via conference call may do so by calling

the Insight PA Cyber Charter School at 844-269-9230, extension 4008 Passcode: 531486

INSTRUCTIONS FOR PRESENTATIONS TO
THE BOARD BY PARENTS AND CITIZENS

The Insight PA Cyber Charter School ("School") welcomes your participation at the School's Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of the School in public. We are pleased that you are in attendance and hope that you will visit these 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. "Requests to Speak" forms are available to anyone who wish to speak on any agenda items or under the general category of "Oral Communications." Speakers may also request to be placed on "Speakers List" by calling the Insight PA Cyber Charter School (484-713-4353) seventy-two hours in advance of the meeting.

2. The "Oral Communications" portion is set-aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Board can only listen to your issue, not take action. These presentations are limited to three (3) minutes. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item.

3. With regard to items that are on the agenda, you may specify that agenda item on your request form and you will be given an opportunity to speak for up to three (3) minutes when the Board discusses that item.

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

5. Citizens may request that a topic related to school business be placed on a future agenda by submitting a written request at least seventy-two (72) hours in advance of any regular meeting. Once such an item is properly agenized and publicly noticed, the Board can respond, interact, and act upon the item.

I. PRELIMINARY

A. CALL TO ORDER
Meeting was called to order by the Board President at _____ P.M.
The minutes should also note that public notice was given for this meeting in accordance with Act 93 of 1998, Section 1.

Member		Present	Absent
Mr. Michael Adler, President			
Ms. Maddi-Jane Sobel, Sect.			
Ms. Diana K. Moninger, Vice President			
Ms. Aviva Moore, Treasurer			
Ms. Michele McKeone			
Mr. Lowell Thomas			

II. **COMMUNICATIONS**

A. <u>ORAL COMMUNICATIONS</u>: Non-agenda items: no individual presentation shall be for more than three (3) minutes. Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation.

B. Approval of Previous Board Minutes from Monday, June 18, 2018 (Attachment A).

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President								
Ms. Maddi-Jane Sobel, Secretary								
Ms. Diana K. Moninger, Vice President								
Ms. Aviva Moore, Treasurer								
Ms. Michele McKeone								
Mr. Lowell Thomas								

III. **REPORT FROM CEO, Executive Director, CFO and Senior Financial Manager. Only provided to Trustees the following for information purposes:**

1. CEO Report
   a. School Updates
   b. Enrollment and Withdrawal Report (Attachment B)
   c. Academic Reports
      i. Executive Director Updates
      ii. Comprehensive Plan Overview

2. CFO Report
   a. CFO updates
   b. July 2018 Financial and Personnel Report (Attachment E and F)

IV. <u>**AGENDA ITEMS SCHEDULED FOR ACTION**</u>

(Information/Discussion/Action)

RECOMMENDED MOTION: That the Board approve the use of a cloud based digital records system provided through a contract with eFile Cabinet that was reviewed during the announced, non-quorum July 30th Special Board meeting (attachment C).

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President								
Ms. Maddi-Jane Sobel, Secretary								
Ms. Diana K. Moninger, Vice President								
Ms. Michele McKeone								
Ms. Aviva Moore, Treasurer								
Mr. Lowell Thomas								

RECOMMENDED MOTION: That the Board accept and approve the June Financial Report and Disbursements that was reviewed during the announced, non-quorum July 30th Special Board meeting (attachment D).

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President								
Ms. Maddi-Jane Sobel, Secretary								
Ms. Diana K. Moninger, Vice President								
Ms. Michele McKeone								
Ms. Aviva Moore, Treasurer								
Mr. Lowell Thomas								

RECOMMENDED MOTION: That the Board accept and approve the July Financial Report and Disbursements (attachment E).

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President								
Ms. Maddi-Jane Sobel, Secretary								
Ms. Diana K. Moninger, Vice President								
Ms. Aviva Moore, Treasurer								
Ms. Michele McKeone								
Mr. Lowell Thomas								

RECOMMENDED MOTION: That the Board approves the Personnel Reports (attachment F).

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President								
Ms. Maddi-Jane Sobel, Secretary								
Ms. Diana K. Moninger, Vice President								
Ms. Aviva Moore, Treasurer								
Ms. Michele McKeone								
Mr. Lowell Thomas								

RECOMMENDED MOTION: That the Board approves the Insight PA Financial Manual.

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President								
Ms. Maddi-Jane Sobel, Secretary								
Ms. Diana K. Moninger, Vice President								
Ms. Aviva Moore, Treasurer								
Ms. Michele McKeone								
Mr. Lowell Thomas								

RECOMMENDED MOTION: That the Board approves Insight PA Parent and Student Handbook (attachment G).

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President								
Ms. Maddi-Jane Sobel, Secretary								
Ms. Diana K. Moninger, Vice President								
Ms. Aviva Moore, Treasurer								
Ms. Michele McKeone								
Mr. Lowell Thomas								

RECOMMENDED MOTION: That the Board approves Insight PA Employee Manual (attachment H).

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President								
Ms. Maddi-Jane Sobel, Secretary								
Ms. Diana K. Moninger, Vice President								
Ms. Aviva Moore, Treasurer								
Ms. Michele McKeone								
Mr. Lowell Thomas								

RECOMMENDED MOTION: That the Board approves the Insight PA Comprehensive Plan.

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President								
Ms. Maddi-Jane Sobel, Secretary								
Ms. Diana K. Moninger, Vice President								
Ms. Aviva Moore, Treasurer								
Ms. Michele McKeone								
Mr. Lowell Thomas								

RECOMMENDED MOTION: That the Board approves the Uniform Grant Guidance Policy Handbook (Attachment I).

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President								
Ms. Maddi-Jane Sobel, Secretary								
Ms. Diana K. Moninger, Vice President								
Ms. Aviva Moore, Treasurer								
Ms. Michele McKeone								
Mr. Lowell Thomas								

RECOMMENDED MOTION: That the Board approves the engagement of Independent Counsel Patricia Hennessy, Esq. (Attachment J).

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President								
Ms. Maddi-Jane Sobel, Secretary								
Ms. Diana K. Moninger, Vice President								
Ms. Aviva Moore, Treasurer								
Ms. Michele McKeone								
Mr. Lowell Thomas								

RECOMMENDED MOTION: That the Board approves the use of the board portal Board Docs Pro Plan (Attachment K).

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President								
Ms. Maddi-Jane Sobel, Secretary								
Ms. Diana K. Moninger, Vice President								
Ms. Aviva Moore, Treasurer								
Ms. Michele McKeone								
Mr. Lowell Thomas								

RECOMMENDED MOTION: That the Board approves the Insight PA change of address for PA Department of State Bureau of Corporations and Charitable Organization.

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President								
Ms. Maddi-Jane Sobel, Secretary								
Ms. Diana K. Moninger, Vice President								
Ms. Aviva Moore, Treasurer								
Ms. Michele McKeone								
Mr. Lowell Thomas								

RECOMMENDED MOTION: That the Board approves the annual Notice of Special Education Services notices (Attachment L).

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President								
Ms. Maddi-Jane Sobel, Secretary								
Ms. Diana K. Moninger, Vice President								
Ms. Aviva Moore, Treasurer								
Ms. Michele McKeone								
Mr. Lowell Thomas								

Proposals for next agenda:

Executive Session:
- **Board goes into Executive session (suspend meeting) at_____p.m.**
- **Board returns from Executive session at_____p.m.**

Meeting Ended:____:_____p.m

INSIGHT PA
CYBER CHARTER SCHOOL
POWERED BY K12

Blackboard Collaborate On-line Meeting Link:
https://sas.elluminate.com/m.jnlp?password=M.AC88147EEC302ECBA7F9AA835C5F37&sid=559

Conference Call Meeting Information:
844-269-9230, extension 4008, passcode 531486.

I.   CALL TO ORDER

The meeting was called to order by the Board President at 7:02pm. Public notice was given for this meeting in accordance with Pennsylvania's Sunshine Act (2011, sec. 709).

Member	Present	Absent
Mr. Michael Adler, President	X	
Ms. Maddi-Jane Sobel, Secretary	X	
Ms. Diana K. Moninger	X	
Ms. Michele McKeone		X
Ms. Aviva Moore	X	
Mr. Lowell Thomas	X	

ISPA Administrators Present: Eileen Cannistraci, Chief Executive Officer and Beth Jones, Chief Financial Officer.
K12 Representatives Present: Shannon McElwain, Executive Director
School Solicitor Present: Alan Kessler of Duane Morris LLP

II.   BOARD MINUTES

1. Approval of Board Minutes from June 18, 2018.

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President					X			
Ms. Maddi-Jane Sobel, Secretary	X				X			
Ms. Diana K. Moninger					X			
Ms. Michele McKeone								X
Ms. Aviva Moore		X			X			
Mr. Lowell Thomas					X			

Board Comment: None
Public Comment: None

III.   REPORTS

1. CEO Report (Eileen Cannistraci)
    a. Enrollment Report. Student enrollment for 2018-2019 as of August 15th. K-122 enrollment = 1112 with 622 enrollments in process. 61% of enrolled students are economically disadvantaged, 21% have indicated special education IEP, and students attend from 285 of PA's 500 school districts.

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    b. Items for Action were shared and explained.

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c. Academic Report (Shannon McElwain). Over 25 new staff members started the 2018-2019 school year at this week's face-to-face Professional Development. Returning members join the new hires on Wednesday for two days of face-to-face Professional Development. Next week is virtual Professional Development for all. Analysis of the 2017-2018 school year academic progress is underway, and a presentation will be shared with the Academic Committee at their September meeting and an overview with the full Board in September.

d. 2019-2022 PDE Comprehensive Plan overview shared and reviewed: needs assessment process, stakeholder involvement, and action plan goals and strategies.

2. CFO Report (Beth Jones)

a. Financial and Personnel Report, June 2018. Year-end enrollment at 1,250 students. YTD revenue accrued = $10.60M, YTD expenses accrued = $10.46M. June 2018 end-of-month cash balance = $2.6M. June 2018 disbursements = $1,118,252.35. Recommended K12 aging invoices disbursement = $831,296.20. Forecast end of July 2018 cash flow ending balance of $2.13M. Top 10 AR balances = $500K and 38.89% of total AR balance. Personnel stats were reviewed: ISPA currently employees 35 and there are 27 K12 staff dedicated solely to ISPA.

b. Financial and Personnel Report, July 2018 (Jaime Salingdong). As of July 31, 2018, enrollment at 1,040 students. YTD revenue accrued = $1.269M, YTD expenses accrued = $.66M. July 2018 end-of-month cash balance = $2.54M. July 2018 disbursements = $1,156,778.41. Recommended K12 aging invoices disbursement = $799,5880.36. Forecast end of August 2018 cash flow ending balance of $2.44M. Top 10 AR balances remaining from 2017-2018 = $540K and 84% of total AR balance. $1.028M is owed to ISPA in the 2017-2018 reconciliation process, and ISPA owes $385K to school districts in the reconciliation process for a total remaining net AR of $643K. Personnel stats as of July 31, 2018 were reviewed: ISPA currently employees 35 and there are 28 K12 staff dedicated solely to ISPA.

c. The Financial Policies and Procedures Manual, Uniform Grant Guidance Manual, Board Docs Portal purchase, and the need for an address change approval were shared and explained. An update on the 2017-2018 Annual Audit process was provided.

IV. ACTION ITEMS

1. To approve the proposed agreement with eFileCabinet, pending a final review of agreement terms

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President					X			
Ms. Maddi-Jane Sobel, Secretary	X				X			
Ms. Diana K. Moninger					X			
Ms. Michele McKeone								X
Ms. Aviva Moore		X			X			
Mr. Lowell Thomas					X			

Board Comment: None
Public Comment: None

2. To approve the June 2018 Financial Report and Disbursements

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President					X			
Ms. Maddi-Jane Sobel, Secretary					X			
Ms. Diana K. Moninger					X			
Ms. Michele McKeone		X						X
Ms. Aviva Moore	X				X			
Mr. Lowell Thomas					X			

Board Comment: None
Public Comment: None

3. To approve July 2018 Financial Report and Disbursements

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President					X			
Ms. Maddi-Jane Sobel, Secretary	X				X			
Ms. Diana K. Moninger					X			
Ms. Michele McKeone								X
Ms. Aviva Moore					X			
Mr. Lowell Thomas		X			X			

Board Comment: None
Public Comment: None

4. To approve the Personnel Reports (June 30, 2018 and August 20, 2018)

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President					X			
Ms. Maddi-Jane Sobel, Secretary		X			X			
Ms. Diana K. Moninger	X				X			
Ms. Michele McKeone								X
Ms. Aviva Moore					X			
Mr. Lowell Thomas					X			

Board Comment: None
Public Comment: None

5. To approve 2018 ISPA Financial Policies and Procedures Manual, 2018 ISPA Parent and Student Handbook, and the ISPA 2018 Employee Manual

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President					X			
Ms. Maddi-Jane Sobel, Secretary		X			X			
Ms. Diana K. Moninger					X			
Ms. Michele McKeone								X
Ms. Aviva Moore	X				X			
Mr. Lowell Thomas					X			

Board Comment: None
Public Comment: None

6. To approve the ISPA PDE Comprehensive Plan for 2019-2022

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President					X			
Ms. Maddi-Jane Sobel, Secretary		X			X			
Ms. Diana K. Moninger	X				X			
Ms. Michele McKeone								X
Ms. Aviva Moore					X			
Mr. Lowell Thomas					X			

Board Comment: None
Public Comment: None

7. To approve 2018 ISPA Uniform Grant Guidance (UGG) Manual

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President					X			
Ms. Maddi-Jane Sobel, Secretary	X				X			
Ms. Diana K. Moninger					X			
Ms. Michele McKeone								X
Ms. Aviva Moore		X			X			
Mr. Lowell Thomas					X			

Board Comment: None
Public Comment: None

8. To approve the ISPA PDE Comprehensive Plan

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President					X			
Ms. Maddi-Jane Sobel, Secretary		X			X			
Ms. Diana K. Moninger	X				X			
Ms. Michele McKeone								X
Ms. Aviva Moore					X			
Mr. Lowell Thomas					X			

Board Comment: None
Public Comment: None

9. To approve the change of address for ISPA with the PA Department of State Bureau of Corporations and Charitable Organizations

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President	X				X			
Ms. Maddi-Jane Sobel, Secretary					X			
Ms. Diana K. Moninger		X			X			
Ms. Michele McKeone								X
Ms. Aviva Moore					X			
Mr. Lowell Thomas					X			

Board Comment: None
Public Comment: None

10. To approve the 2018-2019 Annual Notice of Special Education

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President	X				X			
Ms. Maddi-Jane Sobel, Secretary		X			X			
Ms. Diana K. Moninger					X			
Ms. Michele McKeone								X
Ms. Aviva Moore					X			
Mr. Lowell Thomas					X			

Board Comment: None
Public Comment: None

11. To approve the engagement of independent counsel, Patricia Hennessy, Esquire of Conrad O'Brien

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President	X				X			
Ms. Maddi-Jane Sobel, Secretary		X			X			
Ms. Diana K. Moninger					X			
Ms. Michele McKeone								X
Ms. Aviva Moore					X			
Mr. Lowell Thomas					X			

Board Comment: None
Public Comment: Mr. Kessler – reminded the Board that he had recommended selecting an independent counsel at an earlier meeting. Mrs. Cannistraci – advised that Ms. Hennessey can be used to review materials, address charter school law, and charter school pending legislation.

V. **BOARD BUSINESS**

1. Proposals for Next Agenda: None
2. General Public Comment: None
3. Executive Session: There were no executive sessions held during this public meeting, at the adjournment of this public meeting, or between the prior public meeting and this public meeting. Mrs. Cannistraci - An executive session will be needed to discuss the CFO position after receipt of a response from the PDE Charter School Office.
4. Announcements:
   a. Mr. Adler – Reminder that the Board is soliciting applications for new members. Please share with your network and introduce those interested to the Board and CEO.

VI. **ADJOURNMENT – Meeting Ended at 8:16pm**

Board Member	Motion	Second	Aye	No	Abstain	Absent
Mr. Michael Adler, President	X		X			
Ms. Maddi-Jane Sobel, Secretary		X	X			
Ms. Diana K. Moninger			X			
Ms. Michele McKeone						X
Ms. Aviva Moore			X			
Mr. Lowell Thomas			X			

Insight PA Cyber Charter School

Board Bylaws and Conflict of Interest

Table of Contents:

Book	Policy Manual
Section	0000 Board Policies and Bylaws
Title	Board Bylaws
Code	0000
Status	Active
Last Revised	August 27, 2019
Last Reviewed	August 27, 2019
Prior Revised Dates	6/1/2018,

Board Bylaws

Section 1. Name, Objects and Purposes, Mailing Address, Corporate Seal, and Fiscal Year

1.1 Name. The name of this nonprofit corporation shall be "Insight PACyber Charter School" (hereinafter referred to as the "corporation" or "IPCCS").

1.2 Objectives and Purposes. The objectives and purposes of IPCCS are: (1) to provide quality public education for children without regard to race, color, ethnic origin, religion, disability, sex or sexual orientation and to advance the interests of public school students through the promotion, advocacy and operation of a cyber charter school that provides instruction through the Internet or other electronic means; (2) to stimulate the development of innovative and unique programs in public education; (3) to provide opportunities for innovative learning and assessments; (4) to offer students an alternative means to achieve academic proficiency; (5) to develop and disseminate best practices in cyber schools; (6) to provide parents and students with greater options in choosing a public school; and (7) to hold teachers, parents and school administrators accountable for the student educational process. IPCCS is incorporated under the Nonprofit Corporation Law of 1988, as amended, of the Commonwealth of Pennsylvania (the "Nonprofit Corporation Law"), and shall be organized and operated exclusively for charitable, scientific, literary and educational purposes permitted within the scope of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, including the purposes specified in the Pennsylvania Charter School Law ("Charter School Law"). In furtherance of these purposes, IPCCS may exercise all rights and powers conferred by the laws of the Commonwealth of Pennsylvania upon nonprofit corporations and charter schools.

1.3 Mailing Address. The mailing address of the corporation shall be 350 Eagleview Boulevard, Suite 350, Exton, Pennsylvania 19341, or such other address as determined by the Board of Trustees (as defined below) from time to time, in its sole discretion.

1.4 Fiscal Year. The fiscal year of IPCCS shall, unless otherwise decided from time to time by the Board of Trustees, end on June 30 of each calendar year.

1.5 Corporate Seal. The Board of Trustees may adopt a corporate seal, and the seal may be used by causing it or a facsimile thereof to be impressed or affixed or reproduced or otherwise. Any officer of the corporation shall have authority to affix the seal to any document requiring it.

Section 2. Membership

Unless or until the Articles of Incorporation of the corporation (the "Articles of Incorporation") are amended to

provide otherwise, IPCCS shall have no members. Any provision of law requiring notice to, the presence of, or the vote, consent or other action by members of the corporation in connection with such matter shall be satisfied by notice to, the presence of, or the vote, consent or other action by the Board of Trustees. No certificates of membership shall be issued at any time.

Section 3. Board of Trustees

3.1 Composition of the Board of Trustees. The business and affairs of IPCCS shall be managed by and under the direction of the IPCCS Board of Trustees (the "Board" or the "Board of Trustees").

3.2 Number. The Board of Trustees shall be comprised of not less than five (5) and not more than nine (9) natural persons, each of whom shall be twenty-one (21) years of age or older (each a "Trustee" and together, the "Trustees").

3.3 Term. The terms of the Trustees are intended to be staggered so that the terms of no more than one-third of the Trustees expire in any one year. Unless otherwise determined by a 2/3 vote of the Board, the term of office of each Trustee shall be for a period effective at the Annual Meeting upon appointment and qualification and ending three years after the expiration of the term, which such Trustee is appointed to fill, or until a successor is duly elected. Trustees may serve multiple terms on the Board.

3.4 Tenure. Each Trustee, after the initial Trustees, shall hold office for three (3) years, unless the Trustee dies, resigns, is removed, or becomes disqualified.

3.5 Limitations Required for Board Service. No Trustee shall, during his or her tenure as a Trustee, serve as a member of the board of trustees (or any similar governing body) of any Pennsylvania School District or be an employee or officer of K12, Inc. (or any subsidiary or controlled affiliate thereof) or of any education management company that is actively serving the corporation.

3.6 Required Documents. Each Trustees shall provide an annual Statement of Financial Interest Form (Pennsylvania Ethics Commission Form) to IPCCS and shall be in compliance with volunteer background check clearances, as required by applicable law. Failure to provide the documents will be grounds for removal from the Board of Trustees. Trustees shall comply with all standards of conduct outlined in these Bylaws and any written policies of the Board of Trustees.

3.7 Election of Trustees; Term. Nominations to the Board of Trustees shall be placed before the Board of Trustees as needed at each Annual Meeting (as defined below). Nominations to the Board of Trustees may be made by a Nominating Committee of the Board of Trustees or by any Trustee. In electing Trustees, the Board of Trustees will cast an open, public ballot, and a simple majority of a quorum is required for a Trustee's election. Upon request of the corporation or the Board of Trustees, Trustee nominees shall submit their curriculum vitae/resume, background clearances, statement of financial interest forms and letters of references. Each Trustee elected to serve a full term shall hold office for a period of two (2) years or until such Trustee's earlier death, resignation, removal or disqualification.

3.8 Removal of Trustees. Trustees may be removed for any reason by a majority vote of all Trustees then in office. A Trustee who fails to perform his or her duties as outlined in the Charter School Law shall be removed from the Board of Trustees by a majority vote of all Trustees then in office.

3.9 Resignation of Trustees; Term Limits. Any Trustee may resign by delivering a written (including, without limitation, via electronic transmission) resignation to the Board of Trustees. Such resignation shall become effective upon receipt unless it is specified to be effective at some time later.

3.10 Vacancies on the Board ofTrustees.
 (a) Any vacancies on the Board of Trustees shall be filled by a voteof the Board of Trustees. Each Trustee so elected to fill a vacancy shall hold office for the remainder of the predecessor's unexpired term.
 (b) If a Trustee resigns by giving notice to the Board of Trustees specifying that such resignation shall be effective at a future time, the Board of Trustees shall have the power to elect (in themanner set forth in Section 3.5(a)) a successor to take office when the resignation shall become effective.

3.11 Authority of the Board of Trustees. The Board of Trustees shall have and exercise the corporate powers prescribed by the laws of the Commonwealth of Pennsylvania, and more particularly described in the Charter School Law and the Articles of Incorporation. The essential function of the Board of Trustees shall be policymaking, the assurance of sound management and governance, and active participation in the provision and/or solicitation of necessary funds. The Board of Trustees shall have the ultimate responsibility to determine general, academic, financial, personnel and related policies deemed necessary for the administration and development of IPCCS in accordance with its stated purposes and goals. More specifically, the Board of Trustees' authority shall be, without limitation:

       (a) to approve and set policies and procedures regarding employment, including but not limited to policies and procedures regarding the appointment and promotion of employees, employment contracts, employee leaves of absence, fringe benefits, qualifications of professional and nonprofessional staff, and professional development and dismissal of employees;

       (b) to adopt the curriculum or courses of study and text materials;

       (c) to assure compliance with the Articles of Incorporation, these bylaws (these "Bylaws"), the Board of Trustees' polices, and the School's Charter.

       (d) to sue and be sued, complain and defend and participate in any action, suit, or proceeding as a party or otherwise, but only to the same extent and upon the same condition that political subdivisions and local agencies can be sued;

       (e) to make contracts and leases for the procurement of services, equipment, and supplies;

       (f) to incur temporary debts in anticipation of the receipt of funds;

       (g) to solicit and accept any gifts or grants;

       (h) to establish the annual academic calendar;

       (i) to adopt and approve the annual budget and to make revisions therein;

       (j) to establish enrollment policies and procedures;

       (k) to adopt and approve policies and procedures to assess student achievement;

       (l) to approve or ratify all contracts as determined by the policy on contracting;

       (m) to be final arbiter of all disciplinarymatters;

       (n) to authorize any annual audit by an independent certified public accountant;

       (o) to fix the salary or other compensation of the Chief Executive Officer, Principals, teachers, and other employees;

       (p) to approve all personnel actions;

       (q) to designate depositories of funds;

       (r) to have and exercise all of the powers and means appropriate to effect the purpose or purposes for which is chartered; and

       (s) to have and exercise all other powers enumerated in the Nonprofit Corporation Law or otherwise vested by law in the corporation and consistent with the Charter School Law.

3.12 Committees of the Board of Trustees. The Trustees may elect or appoint committees (which may include individuals who are not Trustees of IPCCS) as they determine necessary. Each committee shall be chaired by a Trustee, unless otherwise agreed by a majority of the Board of Trustees. At any meeting of a committee, a quorum for the transaction of business shall consist of a majority of the members of such committee. The members of any committee shall serve on the committee at the pleasure of the Board of Trustees.

3.13 Meetings of the Board of Trustees.

3.8.1 RegularMeetings. Regular meetings of the Board of Trustees may be held at such time and at such places as the Board of Trustees determine. Call or notice to the Trustees shall not be required for regular meetings (except as required by Section 3.8.8 hereof), provided that reasonable notice is made of the first regular meeting following the determination of the Board of Trustees of the time and place of regular meetings.

3.8.2 Special Meetings of the Board of Trustees. Special meetings of the Board of Trustees may be held at any time and at any place when called by the President of the corporation or by two (2) or more Trustees. In addition to the notice required by Section 3.8.8hereof, reasonable notice of the time and place of special meetings of the Board of Trustees shall be given to each Trustee. It shall be considered reasonable and sufficient notice to a Trustee to send notice by mail at least three (3) business days before the meeting, addressed to the Trustee at the Trustee's usual

or last known address, or to give notice in person, by electronic mail, or by telephone at least twenty-four (24) hours before a called meeting.

3.8.3 Annual Meetings of the Board of Trustees. The Board of Trustees shall meet annually (each such meeting, an "Annual Meeting") in the month of June at a place convenient to the Trustees and members of the community. The Trustees may hold a special meeting in place the Annual Meeting, and any business transacted or elections held at such meeting shall have the same force and effect as if transacted or held at the Annual Meeting, provided that notice is given for the meeting and the notice indicates that the special meeting shall be in place of the Annual Meeting. Notice of the Annual Meeting or notice of a special meeting called in its place, setting forth the date, time and place shall be published in accordance with Section 3.8.8 hereof. At the Annual Meeting the corporation's Chief Executive Officer shall present an annual report which shall set forth:

(a) The assets and liabilities, including the trust funds, of the corporation as projected for the end of the fiscal year immediately preceding the date of the report;

(b) The principal changes in assets and liabilities as projected during the year immediately preceding the date of the report;

(c) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, as projected for the year immediately preceding the date of the report, including separate data with respect to each trust fund held by or for the corporation;

(d) The expenses or disbursements of the corporation, for both general and restricted purposes, as projected during the year immediately preceding the date of the report, including separate data with respect to each trust fund held by or for the corporation;

(e) The capital budget and the operating budget for the corporation's upcoming fiscal year;

(f) A schedule of proposed major activities for the upcoming fiscal year; and

(g) A summary of the corporation's compliance with the laws and regulations.

3.8.4 Quorum at Meetings of the Board of Trustees. At any meeting of the Board of Trustees, a quorum for the conduct of business by the Board of Trustees shall consist of a majority of the Trustees then in office.

3.8.5 Actions of the Board of Trustees. When a quorum is present at a meeting of the Board of Trustees, a majority of the Trustees present and voting shall decide any question including election of officers, unless otherwise provided by law or in these Bylaws.

3.8.6 Conference Telephone Meetings of the Board of Trustees. One or more persons may participate in a meeting of the Board of Trustees or of a committee of the Board of Trustees by means of conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other. Participation in a meeting pursuant to this Section 3.8.6 shall constitute presence in person at such meeting.

3.8.7 Additional Requirements. An affirmative vote of the majority of the members of the Board of Trustees then in office shall be required in order to take each of the followingactions:

(a) adopting a school calendar, provided that any calendar must provide for 990 hours or 180 days of instruction for students in grades 7 through 12 and 900 hours or 180 days of instruction for students in grades 1 through 6;

(b) adopting textbooks and instructional materials;

(c) appointing or dismissing school administrators;

(d) adopting or amending the annual budget;

(e) purchasing or selling land;

(f) locating new buildings or changing the locations of previously used buildings;

(g) creating or increasing any indebtedness;

(h) adopting courses of study;

(i) designating depositories for funds;

(j) entering into contracts of any kind where the amount involved exceeds $100;

(k) fixing salaries or other compensation of administrators, teachers, or other employees; and

(l) entering into contracts with and making appropriations to an intermediate unit, school district, or AreaVocational/Technical School for IPCCS's proportionate share of the cost of services provided or to be provided by any such entity.

3.8.8 Sunshine Act. At all times after IPCCS has been granted a charter to operate as a charter school or a cyber charter school in the Commonwealth of Pennsylvania by the Pennsylvania Department of Education, all meetings of the Board of Trustees where actions are formally presented for approval shall be held as public meetings as described in the Sunshine Act, 65 Pa. C S. § 701 et seq. (the "Sunshine Act"). Notices of all meetings shall be given in the manner described in the SunshineAct.

3.9 Compensation of Trustees and Conflicts of Interest. No Trustee shall as a private person engage in any business transaction with IPCCS, be employed in any capacity by IPCCS, or receive from IPCCS any pay for service rendered to IPCCS. Voting on any matter involving a conflict of interest shall be governed by the Public Official and Employee Ethics Act, 65 Pa. C.S. § 1101 et seq. Notwithstanding the foregoing, common interested Trustees may be counted in determining the presence of a quorum at a Board of Trustees meeting in which a transaction described above is authorized, approved or ratified. IPCCS shall not employ or otherwise enter into any contractual relationship with any individual (or any entity in which such individual has an ownership interest) whereby IPCCS may be obligated to make payments to such individual (or entity) until twelve (12) consecutive calendar months after such individual's service as an officer or member of the Board of Trustees has terminated. K12, Inc. employees and directors, and employees and directors of any education management company that is actively serving the corporation shall not be eligible for nomination to the Board of Trustees until such time as twelve (12) consecutive calendar months after such individual's service as an employee or officer or member of K12, Inc. or such education management company has terminated.

Section 4. Officers and Agencies

4.1 Number and Qualification of Officers. The officers of IPCCS shall consist of a President, a Vice President, a Treasurer, and a Secretary. The President, Vice President, Treasurer and Secretary shall be members of the Board of Trustees.

4.2 Election of Officers. The officers shall be elected annually by the Board of Trustees at the Annual Meeting held pursuant to the provisions of Section

3.8.3 of these Bylaws. If at any other time a vacancy exists in these offices, an officer may be elected to fill a vacancy for the remainder of the term at any special or regular meeting of the Board of Trustees.

4.3 Term of Office of Officers. The President, Vice President, Secretary, and Treasurer shall hold office for one (1) year (unless such officer dies, resigns, is removed, or becomes disqualified) and until his/her qualified successor is chosen at the next Annual Meeting of the Board of Trustees.

4.4 President. The President of corporation shall preside at all meetings of the Board of Trustees, except as the Board of Trustees shall otherwise determine from time to time; and shall have such other powers and duties as may be determined by the Board of Trustees.

4.5 Vice President. The Vice President of the corporation shall have and exercise all the powers and duties of the President in his/her absence. The Vice President shall have such other powers and duties as may be determined by the Board of Trustees from time to time.

4.6 Treasurer. The Treasurer shall be responsible for the oversight of IPCCS's financial matters. The Treasurer shall provide guidance for the entire Board of Trustees with respect to sound financial controls, policies, procedures and practices.

4.7 Secretary. The Secretary of the corporation shall record and maintain records of all proceedings of the Board of Trustees in a book or series of books kept for that purpose. These books shall be open at all reasonable times to the inspection of any member of the Board of Trustees. Such book or books shall also contain the original or attested copies of the Articles of Incorporation, these Bylaws and the names and residence addresses of all members of the Board of Trustees. The Secretary shall keep in safe custody the seal of the corporation.

4.8 Other Officers. The Board of Trustees may from time to time elect or appoint such other officers as it deems useful for the proper operationof IPCCS.

4.9 Bonding of Officers and Employees. The Treasurer and the Secretary shall furnish a bond in such amount and with such surety as may be required, from time to time, by the Board of Trustees. At the direction of the Board of Trustees, any other officer or employee shall furnish a bond in such amount and with such surety as may be required by the Board of Trustees. The expense of furnishing any such bond shall be paid by IPCCS.

Section 5. Fiduciary Duties

5.1 Good Faith Performance of Duties. A Trustee shall stand in a fiduciary relation to IPCCS and shall perform his or her duties as Trustee, including his or her duties as a member of any committee of the Board of Trustees upon which he or she may serve, in good faith, in a manner he or she reasonably believes to be in the best interest of IPCCS, and with such care, including reasonable inquiry, skill, and diligence, as a person of ordinary prudence would use under similar circumstances. In performing his or her duties, a Trustee shall be entitled to rely in good faith on information, opinions, reports, or statements, including financial statements and other financial data, in each case prepared by any of the following:

 (a) one or more officers or employees of IPCCS whom the Trustee reasonably believes to be reliable and competent in the matters presented;

 (b) counsel, public accountants, or other persons as to matters that the Trustee reasonably believes to be within the professional or expert competence of such person; and

 (c) a committee of the Board of Trustees upon which the Trustee does not serve, duly designated in accordance with applicable law, as to matters within its designated authority, which the Trustee reasonably believes to merit confidence.

A Trustee shall not be considered to be acting in good faith if he or she has knowledge concerning the matter in question that would cause his or her reliance to be unwarranted.

In discharging the duties of their respective positions, the Board of Trustees, committees of the Board of Trustees, and individual Trustees may, in considering the best interests of IPCCS, consider to the extent they deem appropriate:

 (a) the effects of any action upon employees, upon suppliers and customers of IPCCS, and upon communities in which offices or other establishments of IPCCS are located;

 (b) the short-term and long-term interests of the corporation, including benefits that may accrue to the corporation from its long-term plans and the possibility that these interests may be best served by the continued independence of the corporation;

 (c) the resources, intent and conduct (past, stated and potential) of any person seeking to acquire control of the corporation, and

 (d) all other pertinent factors.

The consideration of these factors shall not constitute a violation of this section.

Absent breach of fiduciary duty, lack of good faith or self-dealing, any actions taken as the Board of Trustees, a committee of the Board of Trustees, or an individual Trustee or any failure to take any action shall be presumed to be in the best interest of the corporation.

5.2 Personal Liability. A Trustee shall not be personally liable as such for monetary damages for any action taken, or any failure to take action, unless:

 (a) The Trustee has breached or failed to perform the duties of his or her office; and

 (b) The breach or failure to perform constitute self-dealing, willful misconduct or recklessness.

The provisions of this section shall not apply to:

 (a) The responsibility or liability of a Trustee pursuant to any criminal statute; or

 (b) The liability of a Trustee for the payment of taxes pursuant to local, state or federal law.

Section 6. Indemnification

6.1 Authority for Indemnification. Any person who was or is a party or is threatened to be made a party to any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative, and whether formal or informal, by reason of the fact that he or she is or was a Trustee or an officer, employee, fiduciary, or agent of IPCCS or is or was serving at the request of the Board of Trustees as a trustee, officer, partner, employee, or agent of any foreign or domestic corporation or of any partnership, joint venture, trust, other

enterprise, or employee benefit plan (each a "Proper Person"), shall be indemnified by the corporation against expenses (including attorneys' fees), judgments, penalties, fines (including any excise tax assessed with respect to an employee benefit plan) and amounts paid in settlement, actually and reasonably incurred by him or her in connection with such action, suit, or proceeding if it is determined by the groups set forth in Section 6.4 of these Bylaws that he or she conducted himself or herself in good faith and that he or she (i) reasonably believed that his or her conduct was in IPCCS's best interest, or at least not opposed to IPCCS's best interests, or (ii) with respect to criminal proceedings had no reasonable cause to believe that his or her conduct was unlawful. No indemnification shall be made under this section to a Trustee with respect to any claim, issue, or matter in connection with a proceeding by or in the right of a corporation in which the Trustee was adjudged liable to the corporation unless and only to the extent that a court of common pleas of competent jurisdiction or the court in which the action was brought determines upon application that, despite the adjudication of liability but in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for such expenses that the court shall deem proper.

6.2 Right to Indemnification. IPCCS shall indemnify any Proper Person to the extent that he or she has been successful on the merits or otherwise in defense of any action, suit or proceeding referred to in Section 6.1 of these Bylaws, against expenses (including attorneys' fees) actually and reasonably incurred by him or her in connection with the proceeding.

6.3 Effect of Termination of Action. The termination of any action, suit, or proceeding by judgment, order, settlement, or conviction, or upon a plea of nolo contendere or its equivalent shall not of itself create a presumption that the person seeking indemnification did not meet the standards of conduct described in Section 6.1 of these Bylaws. Entry of a judgment by consent as part of a settlement shall not be deemed an adjudication of liability.

6.4 Groups Authorized to Make Indemnification Determination. In all cases, except where there is a right to indemnification as set forth in Section 6.2 of these Bylaws or where indemnification is ordered by a court with appropriate jurisdiction, any indemnification shall be made by IPCCS only as authorized in the specific case upon a determination by a proper group that indemnification of the Proper Person is permissible under the circumstances because he or she has met the applicable standards of conduct set forth in Section 6.1 of these Bylaws. This determination shall be made by the Board of Trustees by a majority vote of a quorum, which quorum shall consist of Trustees not parties to the proceeding ("Quorum"). If such a Quorum cannot be obtained, the determination shall be made by a majority vote of a committee of the Board of Trustees designated by the Board of Trustees, which committee shall consist of two
(2) or more Trustees who are not parties to the proceeding, except that the Trustees who are parties to the proceeding may participate in the designation of Trustees for the committee. If a Quorum of the Board of Trustees cannot be obtained or the committee cannot be established, or even if a Quorum can be obtained or the committee can be established but such Quorum or committee so directs, the determination shall be made by independent legal counsel selected by a vote of a Quorum of disinterested members of the Board of Trustees or a committee in the manner specified in this section, or, if a Quorum of the full Board of Trustees cannot be obtained and a committee cannot be established, by independent legal counsel selected by a majority vote of the full Board of Trustees (including Trustees who are parties to the action).

6.5 Court Ordered Indemnification. Any Proper Person may apply for indemnification to the court of competent jurisdiction conducting the proceeding or to another court of competent jurisdiction for mandatory indemnification under Section 6.2 of these Bylaws, including indemnification for reasonable expenses incurred to obtain court-ordered indemnification. If the court determines that the Trustee is fairly and reasonably entitled to indemnification in view of all the relevant circumstances, whether or not he or she met the standards of conduct set forth in Section 6.1 of these Bylaws, the court may order such indemnification as the court deems proper.

6.6 Advance of Expenses. Expenses (including attorneys' fees) incurred in defending a civil or criminal action, suit or proceeding may be paid by IPCCS to any Proper Person in advance of the final disposition of such action, suit, or proceeding upon receipt of (i) a written affirmation of such Proper Person's good faith belief that he or she has met the standards of conduct prescribed in Section 6.1 of these Bylaws; and (ii) a written undertaking, executed personally or on his or her behalf, to repay such advances if it is ultimately determined that he or she did not meet the prescribed standards of conduct (the undertaking shall be an unlimited general obligation of the Proper Person but need not be secured and may be accepted without reference to financial ability to make repayment).

Section 7. Dissolution

Upon revocation or nonrenewal of the Articles of Incorporation, IPCCS shall be dissolved. After disposition of or making provision for the payment of all liabilities and obligations of IPCCS, any remaining assets shall be distributed on a proportional basis to the school entities in which students that were enrolled in IPCCS during the last full or partial academic year of IPCCS have subsequently enrolled.

Section 8. Rules of Procedure

The proceedings and deliberations of IPCCS shall be in accordance with rules adopted and amended by the Board of Trustees. If the Bylaws adopted by the Board of Trustees are silent on a matter or do not provide sufficient guidance for a procedural or rule-related matter, the Pennsylvania Sunshine Act (see section 3.8.8) shall provide guidance for proceedings and deliberations.

Section 9. Nondiscrimination

In administering its affairs, including admissions, hiring, and operation, the Board of Trustees and IPCCS shall not discriminate on the basis of race, color, religion, national or ethnic origin, physical or mental disability, gender, sexual orientation, age, citizenship status, ancestry, gender affiliation, height, weight, familial status, marital status, veteran status, political affiliation, or any factors protected by law.

Section 10. Insurance

The Board of Trustees will purchase and maintain insurance, in such scope and amounts as the Board of Trustees deems appropriate, on behalf of any person who is or was a Board of Trustees member, against any liability asserted against, or incurred by him or her in any such capacity arising out of his or her status as such except as set forth in Section 5.2.

Section 11. Amendments

These Bylaws may be altered, amended, repealed and replaced by new bylaws by a majority vote of the members present and voting at any regular or special meeting of the Board of Trustees, provided that written notice of the proposed bylaw change has been given to each Trustee at least ten (10) days prior to such meeting.

INSIGHT PA
CYBER CHARTER SCHOOL
POWERED BY K12

Book	Policy Manual
Section	0000 Board Policies and Bylaws
Title	Conflict Of Interest - Board Policy
Code	0010
Status	Active
Adopted	December 17, 2018

Conflict Of Interest - Board Policy

Purpose

The Board of Trustees, Officers, and employees of the Insight PA Cyber Charter School of Innovation (ISPA) have a duty of loyalty to ISPA and to the public whose interest they are sworn to serve. The purpose of this Conflict of Interest Policy, which provides guidance and a general standard of conduct with respect to actual or apparent conflicts, is in keeping with the Pennsylvania Public Official and Employee Ethics Act (65 Pa. C. S. § 1101, et seq.) and the State Legislature's declaration that the people have the right to be assured that the financial interests of public officials and employees conflict with the public trust, and the principle which prohibits public officials and employees from entering into situations where private interests may conflict with official duties.

The appearance of conflict of interest undermines the public confidence in the integrity of the ISPA, its Trustees and employees, and should be scrupulously avoided.

This policy shall affirm standards of conduct established to ensure that Board members and employees avoid potential and actual conflicts of interest, as well as the perception of a conflict of interest.

Definitions

Confidential information shall mean information not obtainable from reviewing a public document or from making inquiry to a publicly available source of information. [1]

Conflict or Conflict of interest shall mean use by a Board member or public employee of the authority of his/her office or employment, or any confidential information received through his/her holding public office or employment, for the private pecuniary benefit of him/herself, a member of his/her immediate family or a business with which s/he or a member of his/her immediate family is associated. The term does not include an action having a de minimis economic impact, or which affects to the same degree a class consisting of the general public or a subclass consisting of an industry, occupation or other group which includes the Board member or public employee, a member of his/her immediate family or a business with which s/he or a member of his/her immediate family is associated.[1]

De minimis economic impact shall mean an economic consequence which has an insignificant effect. [1]

Financial interest shall mean any financial interest in a legal entity engaged in business for profit which comprises more than five percent (5%) of the equity of the business or more than five percent (5%) of the assets of the economic interest in indebtedness. [1]

Public employee shall mean any individual employed by the Commonwealth or a political subdivision who is responsible for taking or recommending official action of a nonministerial nature with regard to:
(1) contracting or procurement
(2) administering or monitoring grants or subsidies;
(3) planning or zoning
(4) inspecting, licensing, regulating or auditing any person; or
(5) any other activity where the official action has an economic impact of greater than a de minimis nature on the interests of any person. The term shall not include individuals who are employed by this Commonwealth or any political subdivision thereof in teaching as distinguished from administrative duties.

Honorarium shall mean payment made in recognition of published works, appearances, speeches and presentations, and which is not intended as consideration for the value of such services which are nonpublic occupational or professional in nature. The term does not include tokens presented or provided which are of de minimis economic impact. [1]

Immediate family shall mean a parent, parent-in-law, spouse, child, spouse of a child, brother, brother-in-law, sister, sister-in-law, or the domestic partner of a parent, child, brother or sister. [1]

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

Business with which a person is associated shall mean a business in which a person is a director, officer, owner, employee or has a financial interest.

Delegation of Responsibility
Each public employee and Board member shall be responsible to maintain standards of conduct that avoid conflicts of interest. The Board prohibits members of the Board and public employees from engaging in conduct that constitutes a conflict of interest as outlined in this policy.

Guidelines
All Board members and public employees shall be provided with a copy of this policy and acknowledge in writing that they have been made aware of it.

Disclosure of Financial Interests
No Board member shall be allowed to take the oath of office or enter or continue upon his/her duties, nor shall s/he receive compensation from public funds, unless s/he has filed a statement of financial interests as required by law.
The school solicitor and designated employees shall file a statement of financial interests as required by law and regulations. [2][3]

FILING A STATEMENT OF FINANCIAL INTERESTS
Who must file: The Public Official and Employee Ethics Act requires public officials and public employees to file Statements of Financial Interests. Persons who serve as full or part-time solicitors are also required to file Statements of Financial Interests.

Where to File: Employees of county and local political subdivisions file ONLY with the governing authority of their political subdivision.

When to File: Public employees and public officials shall file by NO later than May 1 of each year a position is held and of the year after leaving a position.

What to File: Filers are required to disclose financial information concerning the prior calendar year.

No dollar amounts are required for any of these items except for gifts and certain reportable expense payments/reimbursements. The information to be disclosed pertains only to the filer and includes:

- The name, address (work or residence), and the public position(s) sought/held by the person filing.
- The occupation or profession of the filer.
- Real estate interests in which the Commonwealth or a political subdivision is involved.
- Creditors: the name and address of the creditor and the interest rate for each debt in excess of $6,500. Mortgages secured by the principal or secondary residence of the filer and loans extended between members of the immediate family need not be listed.
- Sources of income: the name and address of each direct or indirect source of income totaling $1,300 or more. Include the governmental body(ies) served, employers, and all other sources of income (gross income) meeting the applicable disclosure threshold. Include any payment, fee, salary, expense, allowance, forbearance, forgiveness, interest, dividend, royalty, rent, capital gain, reward, severance payment, prize winnings, and tax exempt income. DO NOT INCLUDE: gifts; governmentally mandated payments/benefits; or retirement, pension or annuity payments funded totally by contributions of the official/employee.
- Gifts: The name and address of each source of gift(s) of $250 or more in the aggregate and the value and circumstances (including a description) of each such gift. Gifts from family members and certain friends are exempt.
- A gift is defined as anything that is received without consideration of equal or greater value, excluding (1) political contribution(s) otherwise reportable as required by law; (2) commercially reasonable loan(s) made in the ordinary course of business; or (3) hospitality, transportation or lodging.
- Transportation, Lodging or Hospitality Expenses: The name and address of the source and the amount of each payment/reimbursement by the source for actual transportation, lodging or hospitality expenses received in connection with the public position where such payments/reimbursements exceed $650 in an aggregate amount for the reporting year. The filer is not required to report payments/ reimbursements made by a governmental body or an organization/association of political subdivisions in which the filer serves in an official capacity.

- The term hospitality is defined to include meals, beverages, and recreation or entertainment. It does not include gifts, transportation, or lodging.
- Any office, directorship or employment of any nature whatsoever in any business entity, regardless of compensation.
- Any financial interest in any legal entity engaged in business for profit.
- The term financial interest, is defined as [a]ny financial interest in a legal entity engaged in business for profit which comprises more than 5% of the equity of the business or more than 5% of the assets of the economic interest in indebtedness. 65 Pa.C.S. § 1102.
- The name and address and financial interest (see, definition above) held in a business which has been transferred to a member of the filer s immediate family (parent, spouse, child, brother, sister) during the prior calendar year.

Penalty for the Failure to File: Any person who fails to file a Statement of Financial Interests as required by the Ethics Act may be found guilty of a misdemeanor and may be fined not more than $1,000.00 or imprisoned for not more than one year or be both fined and imprisoned. No public official shall be allowed to take the oath of office, enter or continue upon his/her duties, or be compensated from public funds unless he/she has complied with the requirements of the Ethics Act for filing Statements of Financial Interests. Any public official or employee who is required to file a statement and does not do so or who files a deficient statement may be penalized up to $25 per day for each day said statement is delinquent or deficient, for a maximum of $250.

Public Inspection and Copying: All Statements of Financial Interests filed pursuant to the provisions of the Ethics Act shall be made available for public inspection and copying during regular office hours and copying facilities shall be made available at a charge not to exceed actual cost.

Standards of Conduct
Insight PA maintains the following standards of conduct covering conflicts of interest and governing the actions of its public employees and Board members engaged in the selection, award and administration of contracts. [4]
No public employee or Board member may participate in the selection, award or administration of a contract supported by a federal award if s/he has a real or apparent conflict of interest as defined above, as well as any other circumstance in which the public employee, Board member, any member of his/her immediate family, his/her business partner, or an organization which employs or is about to employ any of them, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.[4]

The district shall not enter into any contract with a Board member or public employee, or his/her spouse or child, or any business in which the person or his/her spouse or child is associated valued at $500 or more, nor in which the person or spouse or child or business with which associated is a subcontractor unless the Board has determined it is in the best interests of Insight PA to do so, and the contract has been awarded through an open and public process, including prior public notice and subsequent public disclosure of all proposals considered and contracts awarded. In such a case, the Board member or public employee shall not have any supervisory or overall responsibility for the implementation or administration of the contract. [1]

When advertised formal bidding is not required or used, an open and public process shall include at a minimum:

- Public notice of the intent to contract for goods or services;
- A reasonable amount of time for potential contractors to consider whether to offer quotes; and
- Post-award public disclosure of who made bids, quotes, or applications and who was chosen, except that in the event of an employment application, post-award disclosure need only include who was selected.

Any Board member or public employee who in the discharge of his/her official duties would be required to vote on a matter that would result in a conflict of interest shall abstain from voting and, prior to the vote being taken, publicly announce and disclose the nature of his/her interest as a public record in a written statement to be attached to the Board minutes. [1]

No Board member or public employee shall accept an honorarium. [1]

Board members and public employees may neither solicit nor accept gratuities, favors or anything of monetary value from contractors or parties to subcontracts, unless the item is an unsolicited item and of de minimis or nominal value. Items of de minimis or nominal value shall include any gift, hospitality, transportation or lodging that may be accepted under the Pennsylvania s Ethics Act but shall be subject to reporting on a Statement of Financial Interest if the value thereof is such as to require reporting under the Ethics Act. [4]

Improper Influence
No person shall offer or give to a Board member, public employee or nominee or candidate for the Board, or a member of his/her immediate family or a business with which s/he is associated, anything of monetary value, including a gift, loan, political contribution, reward or promise of future employment based on the offeror's or donor's understanding that the vote, official action or judgment of the Board member, public employee or nominee or candidate for the Board would be influenced thereby.[1]

No Board member, public employee or nominee or candidate for the Board shall solicit or accept anything of monetary value, including a gift, loan, political contribution, reward or promise of future employment, based on any understanding of that Board member, public employee or nominee or candidate that the vote, official action or judgment of the Board member, public employee or nominee or candidate for the Board would be influenced thereby.[1]

Organizational Conflicts

Organizational conflicts of interest may exist when due to the school s relationship with a subsidiary, affiliated or parent organization that is a candidate for award of a contract in connection with federally funded activities, the school may be unable or appear to be unable to be impartial in conducting a procurement action involving a related organization. [4]

In the event of a potential organizational conflict, the potential conflict shall be reviewed by the CEO or designee to determine whether it is likely that the school would be unable or appear to be unable to be impartial in making the award. If such a likelihood exists, this shall not disqualify the related organization; however, the following measures shall be applied:

- The organizational relationship shall be disclosed as part of any notices to potential contractors;
- Any public employees or officials directly involved in the activities of the related organization are excluded from the selection and award process;
- A competitive bid, quote or other basis of valuation is considered; and
- The Board has determined that contracting with the related organization is in the best interests of the program involved.

Reporting Conflicts of Interest

Any perceived conflict of interest that is detected or suspected by any employee or third party shall be reported to the CEO. If the CEO is the subject of the perceived conflict of interest, the employee or third party shall report the incident to the Board President.

Any perceived conflict of interest of a Board member that is detected or suspected by any employee or third party shall be reported to the Board President. If the Board President is the subject of the perceived conflict of interest, the employee or third party shall report the incident to the Superintendent, who shall report the incident to the solicitor.

No reprisals or retaliation shall occur as a result of good faith reports of conflicts of interest.

The CEO 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. [5]

Investigation

Investigations based on reports of perceived violations of this policy shall comply with state and federal laws and regulations. No person sharing in the potential conflict of interest being investigated shall be involved in conducting the investigation or reviewing its results.

In the event an investigation determines that a violation of this policy has occurred, the violation shall be reported to the federal awarding agency in accordance with that agency s policies. [5]

Disciplinary Actions

If an investigation results in a finding that the complaint is factual and constitutes a violation of this policy, the district shall take prompt, corrective action to ensure that such conduct ceases and will not recur. District staff shall document the corrective action taken and, when not prohibited by law, inform the complainant.

Violations of this policy may result in disciplinary action up to and including discharge, fines and possible imprisonment. Disciplinary actions shall be consistent with Board policies, procedures, and state and federal laws.

Legal
1. 65 Pa. C.S.A. 1101 et seq
2. 51 PA Code 15.2
3. 65 Pa. C.S.A. 1104
4. 2 CFR 200.318
5. 2 CFR 200.112

Legal

65 Pa. C.S.A. 1101 et seq

51 PA Code 15.2

65 Pa. C.S.A. 1104

2 CFR 200.318

2 CFR 200.112

Insight PA
Leadership Team
Organization Chart

ATTACHMENT: 2.4-3

ISPA Board of Trustees

Chief Executive Officer
Eileen Cannistraci

Deputy Regional Vice President
Liz Roth

Chief Financial Officer
Beth Jones

Executive Director
Michael Frost

Project Manager
Samantha Chacanias

Director of Academics
OPEN POSITION

Director of Special Programs
OPEN POSITION

Tech Services
Emmanuel Joseph

Regional Technology Manager
David Barzycki

Director of Operations
Marlowe Doman

Director of Educational Data Systems
OPEN POSITION

Sr Finance Manager
Jaime Salindong

Regional Finance Director
Mary Market

Director of Student Services
Jay Kamau

Human Resources Coordinator
Shannon Mourar

HR Business Partner Northeast Region
Connie Waldron

INSIGHT PA CYBER CHARTER SCHOOL
POWERED BY K12

INSIGHT PA   K12

1

Academics
Organization Chart

Director of Academics
OPEN POSITION

Admin Coordinator
1 OPEN POSITION

504 Coordinator
OPEN POSITON

Professional Development Coordinator
Christy Ruth

ELL Coordinator
Amy Fox

English Language Learner Teacher
OPEN POSITION

MTSS Coordinators (3)
Sara Rothermel
Allison Wallace
Kelly Quakenbush

Middle School Principal
Jessica Wright

- Guidance Counselor
Corinne McGourney
- Math/Reading Interventionist
- 6-8 Teachers
- Special Ed Teachers

K-5 Principal
Kelly Bryniarski

- Guidance Counselor
Jaclyn Snyder
- Math/Reading Interventionist
- K-5 Teachers
- Special Ed Teachers

High School Principal
Beryl Cohen

- Guidance Counselors
Allie Schleifer A-L
Cathy McQuillan M-Z
- Math/Reading Interventionist
- 9-12 Teachers
- Special Ed Teachers

INSIGHT PA | K12

2

Special Programs Organization Chart
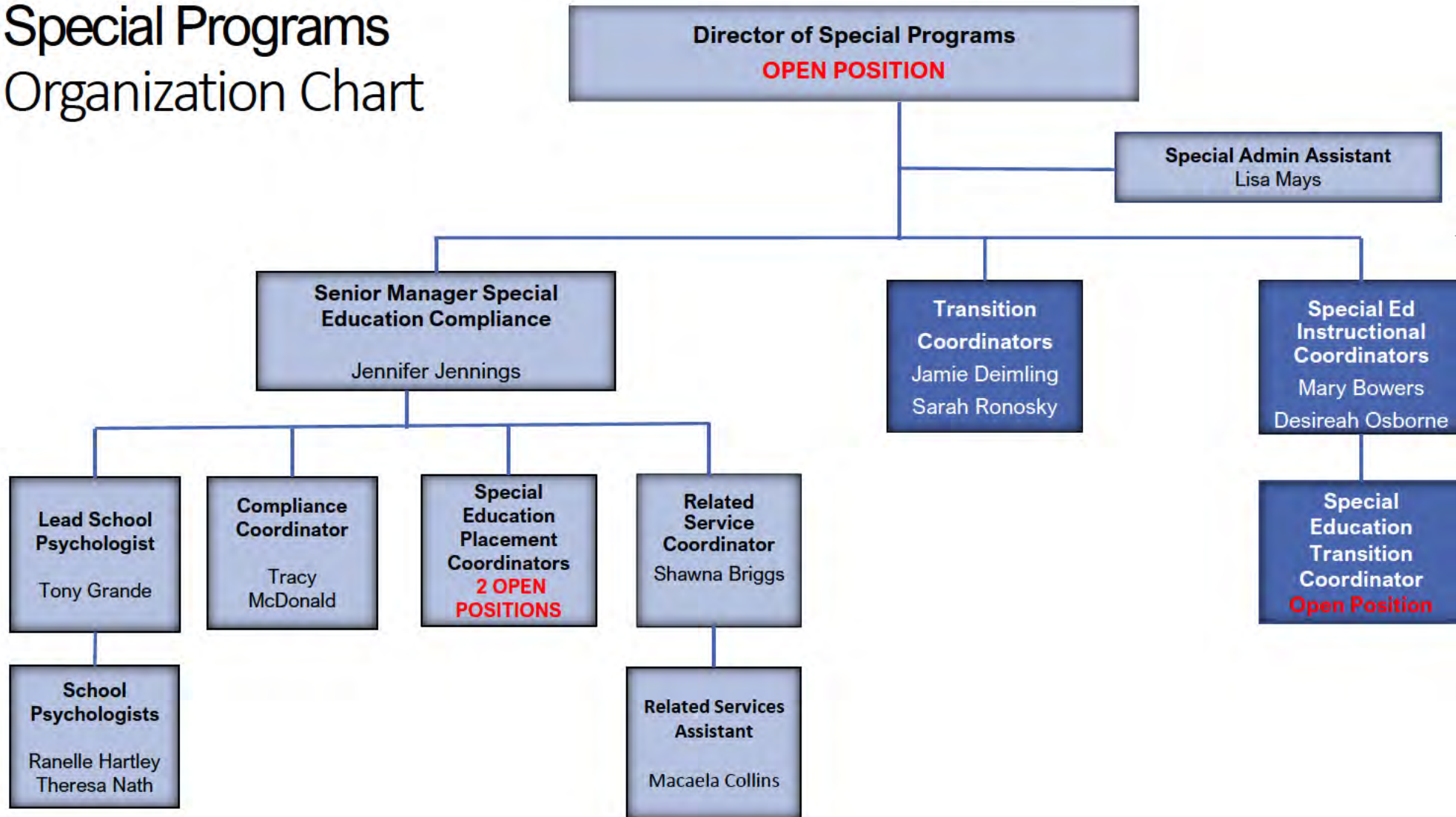
Student Services Organization Chart

Jay Kamau
Director of Student Support Services

Student Resource Coordinator
Maegan Bregenser

Student Resource Coordinator
David Surovec

Student Support Attendance Specialist
Matt Breiner

Student Support Attendance Specialist
Randy Johnson

School Nurses
Wendy Smith

School Nurses
Mary Sue Manley

Community Engagement Specialist
Marquise Hargrove

Student Support Administrator
Shalana Coleman

Strong Start Team Coordinator
Open Position

Strong Start Advisor
Angie Rudy

Strong Start Clerk
OPEN Position

Strong Start Clerk
OPEN Position

Student Support Advisor K-1
Carolyn Whalen

Student Support Advisor 2-3
OPEN POSITION

Student Support Advisos 4-5
Christina Johnson

Student Support Advisors 6
Tia Jones

Student Support Advisor 7
Inshirah Abdul-Aziz

Student Support Advisor 8
Kelly Newman

Student Support Advisor 9 A-L
Uche Onyeador

Student Support Advisor 9 M-Z
OPEN POSITION

Student Support Advisor 10
Sev Smith

Student Support Advisor 11
Courtland Handy

Student Support Advisor 12&Lead
Rebecca Stetser

INSIGHT PA   K12

Operations
Organization Chart

Human Resources Organization Chart

Finance
Organization Chart

Regional Finance Director
Mary Markert

Beth Jones
Chief Financial Officer

Jaime Salindong
Senior Finance Manager

Financial Analyst

1 OPEN POSITION

Child Accounting

Kimberly Outten

State Data Reporting

Johanna Best

Compliance
Data Coordinator
Ron Shipman

INSIGHT PA
CYBER CHARTER SCHOOL
POWERED BY K12

INSIGHT PA

K12

Insight PA Cyber Charter School

Board Ethics Forms

Table of Contents:

STATEMENT OF FINANCIAL INTERESTS
PLEASE PRINT NEATLY

PENNSYLVANIA STATE ETHICS COMMISSION
(717) 783-1610 • TOLL FREE 1-800-932-0936

01 LAST NAME SOLOMON

FIRST NAME ALICE

MI R **SUFFIX** MS

02 ADDRESS office (business or governmental) or home: PA; 350 Eagleview Blvd Suite 350 **City** Exton **State** PA **Zip Code** 19341 **Area Code** (484) **Phone** 713-4353

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

- A ☐ Candidate (including write-in)
- B ☐ Nominee
- C ☒ Public Official (Current)
- C ☐ Public Official (Former)
- D ☐ Public Employee (Current)
- D ☐ Public Employee (Former)
- E ☐ Check this block if you are filing as a solicitor
- ☐ Check this block if you are amending an original filing

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) ☐ seeking ☒ hold ☐ held

A: BOARD MEMBER

B: ☐ seeking ☐ hold ☐ held

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A: INSIGHT PA CYBER CHARTER SCHOOL

B:

06 OCCUPATION OR PROFESSION (This may be the same as block 4)

07 YEAR SEE INSTRUCTIONS. Information in Blocks 8 -15 represents disclosure for the calendar year listed here: 2018

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box. ☐

NONE

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box. ☐

Name: Raymond James Financial Inc. Address: 880 Carillon Parkway St. Petersburg, FL 33716

Interest Rate

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block. ☐

(OFFICIAL USE ONLY)

Name: Raymond James Financial, Inc. Address: 880 Carillon Parkway St. Petersburg, FL 33716

11 GIFTS (See instructions on page 2) If NONE, check this box. ☒
Source of Gift

Value of Gift

Address of Source of Gift

Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box. ☒
Source (Name and Address)

Value

13 OFFICE, DIRECTORSHIP, OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box. ☒
Business Entity (Name and Address)

Position Held (i.e., officer, director, employee, etc.)

Name: Address:

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box. ☒
Name and Address of Business

Interest Held (i.e., 5%, 10%, etc.)

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box. ☒
Business (Name and Address)

Interest Held
Relationship
Date Transferred

Transferee (Name and Address)

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature: Alice Solomon

Enter Current Date: March 6, 2019

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

01 LAST NAME MOORE FIRST NAME AVIVA MI B

02 ADDRESS office (business or governmental) or home: 350 Eagleview Blvd Ste 350 Exton, PA 19341 484 713 4...

NOTE: If you are including attachments, include them with anything listed elsewhere on this form...

03 STATUS — Check applicable block or blocks; more than one block may be marked...
- A [ ] Candidate (including write in)
- B [ ] Nominee
- C [X] Public Official (Current)
- [ ] Public Official (Former)
- D [ ] Public Employee (Current)
- [ ] Public Employee (Former)
- [ ] Check this block if you are filing first behalf

Check this block if you are amending an original file. [ ]

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) [ ] seeking [X] hold [ ] held
A BOARD TREASURER
B [ ] seeking [ ] hold [ ] held

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, etc.)
A INSIGHT PA CYBER CHARTER SCHOOL
B

06 OCCUPATION OR PROFESSION (This may be the same as block 4)
Camp Administrator

07 YEAR SEE INSTRUCTIONS
Information in Blocks 8 - 15 represents disclosure for the calendar year listed here. 2018

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box. [X]

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box. [ ]
Name Bank of America
Address PO Box 15222 Wilmington, DE 19886-5220
Interest Rate 2.24%

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block. [ ] (OFFICIAL USE ONLY)
Name Child & Family Art Therapy Center DBA Camp Pegasus
Address 600 Haverford Rd Ste 101 Haverford, PA 19041

11 GIFTS (See instructions on page 2) If NONE, check this box. [X]
Source of Gift
Value of Gift
Address of Source of Gift
Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box. [X]
Source (Name and Address)
Value

13 OFFICE, DIRECTORSHIP, OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box. [X]
Business Entity (Name and Address)
Position Held (i.e., officer, director, employee, etc.)
Name:
Address:

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box. [X]
Name and Address of Business
Interest Held (i.e., 5%, 10%, etc.)

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box. [X]
Business (Name and Address)
Transferee (Name and Address)
Interest Held
Relationship
Date Transferred

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature Aviva B Moore
Date 1/24/2019

STATEMENT OF FINANCIAL INTERESTS
PLEASE PRINT NEATLY

01 LAST NAME: MONINGER
FIRST NAME: DIANA
MI: K
SUFFIX:

02 ADDRESS office (business or governmental) or home: 350 Eagleview Blvd, Suite 350
City: Exton
State: PA
Zip Code: 19341
Area Code: 484
Phone: 713 4353

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

- A ☐ Candidate (including write-in)
- C ☒ Public Official (Current)
- D ☐ Public Employee (Current)
- E ☐ Check this block if you are filing as a solicitor
- B ☐ Nominee
- C ☐ Public Official (Former)
- D ☐ Public Employee (Former)
- ☐ Check this block if you are amending an original filing

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) ☐ seeking ☒ hold ☐ held

A: BOARD MEMBER

B: ☐ seeking ☐ hold ☐ held

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A: INSIGHT PA CYBER CHARTER SCHOO

B:

06 OCCUPATION OR PROFESSION (This may be the same as block 4): Substitute Teacher

07 YEAR SEE INSTRUCTIONS. Information in Blocks 8 -15 represents disclosure for the calendar year listed here: 2018

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box. ☐

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box. ☒
Name:
Address:
Interest Rate

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block. ☐
Name: West Greene S.D.
Address: 1367 Hargus Creek Rd Waynesburg PA
(OFFICIAL USE ONLY)

11 GIFTS (See instructions on page 2) If NONE, check this box. ☒
Source of Gift
Value of Gift
Address of Source of Gift
Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box. ☒
Source (Name and Address)
Value

13 OFFICE, DIRECTORSHIP, OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box. ☒
Business Entity (Name and Address)
Position Held (i.e., officer, director, employee, etc.)
Name:
Address:

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box. ☒
Name and Address of Business
Interest Held (i.e., 5%, 10%, etc.)

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box. ☒
Business (Name and Address)
Interest Held
Relationship
Transferee (Name and Address)
Date Transferred

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature: Diana K Moninger
Enter Current Date: 4/15/2019

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

STATEMENT OF FINANCIAL INTERESTS

PENNSYLVANIA STATE ETHICS COMMISSION
(717) 783-1610 • TOLL FREE 1-800-932-0936

PLEASE PRINT NEATLY

01 LAST NAME A D L E R **FIRST NAME** M I C H A E L **MI** E **SUFFIX**

02 ADDRESS office (business or governmental) or home
35D Engleview Rd Suite 35D **City** Exton **State** PA **Zip Code** 1934| **Area Code** 484 **Phone** 713-4353

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

Check this block if you are amending an original filing ☐

A ☐ Candidate (including write-in)   C ☒ Public Official (Current)   D ☐ Public Employee (Current)   E ☐ Check this block if you are filing as a solicitor

B ☐ Nominee   C ☐ Public Official (Former)   D ☐ Public Employee (Former)

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) ☐ seeking ☒ hold ☐ held

A B O A R D P R E S I D E N T

☐ seeking ☐ hold ☐ held

B

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g. dept. agency, authority, borough, board, commission, county, school district, twp. etc.)

A I N S I G H T P A C Y B E R C H A R T E R S C H O O L

B

06 OCCUPATION OR PROFESSION (This may be the same as block 4)
Attorney

07 YEAR SEE INSTRUCTIONS
Information in Blocks 8-15 represents disclosure for the calendar year listed here. 2 0 1 8

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box. ☒

09 CREDITORS (See instructions on page 2) Creditor (Name and Address) If NONE, check this box. ☒
Name _____ Address _____ **Interest Rate**

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg 2) ONLY IF NONE, check this block. ☐ **(OFFICIAL USE ONLY)**
Name Law Office of Michael E Adle Address 20 Meredith Rd Wynnewood PA 19096

11 GIFTS (See instructions on page 2) If NONE, check this box. ☑
Source of Gift **Value of Gift**
Address of Source of Gift Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box. ☑ **Value**
Source (Name and Address)

13 OFFICE, DIRECTORSHIP, OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box. ☐ **Position Held** (i.e. officer, director, employee, etc.)
Business Entity (Name and Address)
Name Law Office of Michael E Adle Address 20 Meredith Rd Wynnewood PA 19096 Managing Partner

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box. ☑ Interest Held (i.e. 5% 10% etc.)
Name and Address of Business

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box. ☑
Business (Name and Address) Interest Held
Transferee (Name and Address) Relationship Date Transferred

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief, said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature _____ Enter Current Date 4/25/2019

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

STATEMENT OF FINANCIAL INTERESTS
PLEASE PRINT NEATLY

01 LAST NAME | **FIRST NAME** | **MI** | **SUFFIX**

R O S S i | C h r i s t o p h e r

02 ADDRESS office (business or governmental) or home — City — State — Zip Code — Area Code — Phone

350 Eagleview Blvd suite 350 Exton   PA   19341   (303) 807-5405

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

☐ Check this block if you are amending an original filing

A ☐ Candidate (including write-in)   C ☐ Public Official (Current)   D ☑ Public Employee (Current)   E ☐ Check this block if you are filing as a solicitor

B ☐ Nominee   C ☐ Public Official (Former)   D ☐ Public Employee (Former)

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) ☐ seeking ☑ hold ☐ held

A B o a r d   M e m b e r

B   ☐ seeking ☐ hold ☐ held

05 GOVERNMENTAL ENTITY In which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A I n s i g h t   P A   C y b e r   C h a r t e r   S c h o o L

B

06 OCCUPATION OR PROFESSION (This may be the same as block 4)

Board Member

07 YEAR SEE INSTRUCTIONS. Information in Blocks 8-15 represents disclosure for the calendar year listed here: 2 0 1 8

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box. ☑

09 CREDITORS (See instructions on page 2) Creditor (Name and Address) If NONE, check this box. ☑   Interest Rate

Name: ___   Address: ___

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block. ☐   (OFFICIAL USE ONLY)

Name: Ruly Inc   Address: 302 Bluff St Boulder CO 8030

Hahnemann University Hospital   230 N. Broad st, Philadelphia PA 1907

11 GIFTS (See instructions on page 2) If NONE, check this box. ☑   Value of Gift

Source of Gift

Address of Source of Gift   Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box. ☑   Value

Source (Name and Address)

13 OFFICE, DIRECTORSHIP, OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box. ☐   Position Held (i.e., officer, director, employee, etc.)

Business Entity (Name and Address)   302 Bluff St suite/up   CRC/Board

Name: Ruly Inc   Address: Boulder CO 8030

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box. ☑   Interest Held (i.e., 5%, 10%, etc.)

Name and Address of Business

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box. ☑

Business (Name and Address)   Interest Held
Relationship
Transferee (Name and Address)   Date Transferred

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature ___   Enter Current Date 4/29/19

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

STATEMENT OF FINANCIAL INTERESTS
PLEASE PRINT NEATLY

01 LAST NAME THOMAS
FIRST NAME LOWELL
MI L
SUFFIX

02 ADDRESS office (business or governmental) or home: 350 EAGLEVIEW BOULEVARD, SUITE 350
City EXTON
State PA
Zip Code 19341
Area Code 484
Phone 713-4553

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

A ☐ Candidate (including write-in)
B ☐ Nominee
C ☒ Public Official (Current)
C ☐ Public Official (Former)
D ☐ Public Employee (Current)
D ☐ Public Employee (Former)
E ☐ Check this block if you are filing as a solicitor
☐ Check this block if you are amending an original filing

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) ☐ seeking ☒ hold ☐ held

A BOARD MEMBER

B ☐ seeking ☐ hold ☐ held

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A INSIGHT PA CYBER CHARTER SCHOO
B L

06 OCCUPATION OR PROFESSION (This may be the same as block 4)
ATTORNEY

07 YEAR SEE INSTRUCTIONS.
Information in Blocks 6-15 represents disclosure for the calendar year listed here: 2 0 1 8

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box. ☒

09 CREDITORS (See instructions on page 2). Creditor (Name and Address) If NONE, check this box. ☐
Name: AMERICAN EXPRESS
Address:
Interest Rate

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block. ☐
(OFFICIAL USE ONLY)
Name: PHILADELPHIA HOUSING DEVELOPMENT CORPORATION
Address: 12-1 MARKET ST, 1100 12 PHILA, PA 19105

11 GIFTS (See instructions on page 2) If NONE, check this box. ☒
Source of Gift
Address of Source of Gift
Circumstances (including description) of Gift
Value of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box. ☒
Source (Name and Address)
Value

13 OFFICE, DIRECTORSHIP, OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box. ☐
Business Entity (Name and Address)
Name:
Address:
Position Held (i.e., officer, director, employee, etc.)

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box. ☒
Name and Address of Business
Interest Held (i.e., 6%, 10%, etc.)

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box. ☒
Business (Name and Address)
Transferee (Name and Address)
Interest Held
Relationship
Date Transferred

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. 4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature _____
Enter Current Date 5/1/19

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

ATTACHMENT: 2.4-5

Board of Trustees Evaluation of K12 Inc.

Feedback Survey

Name: *

Michael Adler

Check the option below that corresponds with the start of your Board affiliation with the school: *

- [ ] Less than one year
- [x] One year but less than three
- [ ] Three years but less than five
- [ ] Five years or more

Select all that apply: You possess prior or current experience in... *

☐ K-12 Education

☐ Higher Education

☐ School Management

☐ Financial Management

☑ Legal or Regulatory Affairs

☑ Community Non-Profit Organizations

☑ Business Management

☐ Science or Engineering

☐ Legislative Matters as Employment

Comments on your experience: Explain your selections above (optional).

During the past two years, please indicate any of the following in which you have participated. Select all that apply: *

☑ On-site Board Training

☑ Board retreat

☑ ISPA School Events

☐ Webinar about External Management Organization (EMO) services

☑ Legislative or regulatory training

Rate on a five-point scale your level of satisfaction with K12, Inc.performance in helping the school to improve student achievement.

	1	2	3	4	5	
Poor	○	○	○	○	◉	Excellent

Comments on above rating (Optional)

_____

Rate on a five-point scale your level of satisfaction with the level of technical support K12, Inc. provided for students and their families.

	1	2	3	4	5	
Poor	○	○	○	◉	○	Excellent

Comments on above rating (Optional)

We learned at monthly board members that occasionally our students and families withdrew from the school, citing among other reasons technical support.

_____

Rate on a five-point scale your level of satisfaction with educational support being provided by K12, Inc. for special education services.* (Reference 10.15.18 Board Book for Special Education Overview presentation)

	1	2	3	4	5	
Poor	○	○	○	○	◉	Excelent

Comments on above rating (Optional)

Rate on a five-point scale your level of satisfaction with the support services provided by K12, Inc. directly to the families (fulfillment of hardware and curriculum, non-technical support, placement, and enrollment)

	1	2	3	4	5	
Poor	○	○	○	○	◉	Excellent

Comments on above rating (Optional)

Rate on a five-point scale your level of satisfaction with the accuracy and timeliness of the financial reporting on the school's performance provided by K12, Inc.

	1	2	3	4	5	
Poor	○	○	○	○	◉	Excellent

Comments on above rating (Optional)

Rate on a five-point scale your level of satisfaction with K12, Inc.'s performance in assisting the school in meeting its annual budget.

	1	2	3	4	5	
Poor	○	○	○	○	◉	Excellent

Comments on above rating (Optional)

....

Rate on a five-point scale your level of satisfaction with the quality of the school's operational reporting provided by K12, Inc. (enrollment, withdrawal, attendance, re-registration, etc.)

	1	2	3	4	5	
Poor	○	○	○	◉	○	Excellent

Comments on above rating (Optional)

There was a quirk this spring (since overcome) where registration levels were hindered by an unnecessarily long requirement to complete a survey.

Rate on a five-point scale your level of satisfaction with the K12, Inc. Academic Leadership team assigned to the school. (Executive Director and team)

	1	2	3	4	5	
Poor	○	○	○	○	◉	Excellent

Comments on above rating (Optional)

_____

Rate on a five-point scale your level of satisfaction with K12, Inc.'s ability to listen to, acknowledge and respond to your concerns.

	1	2	3	4	5	
Poor	○	○	○	○	◉	Excellent

Comments on above rating (Optional)

_____

Rate on a five-point scale your level of satisfaction with K12, Inc.'s ability to demonstrate its expertise and effectiveness, both technically and professionally.

	1	2	3	4	5	
Poor	○	○	○	○	◉	Excellent

Comments on above rating (Optional)

_____

Rate on a five-point scale your level of satisfaction with K12, Inc.'s ability to work effectively and cooperatively with others at all levels, including the school staff, board, authorizer and regulators.

	1	2	3	4	5	
Poor	○	○	○	○	◉	Excellent

Comments on above rating (Optional)

_____

Over the last year, how would you compare the performance of K12, Inc. to its performance in the prior year.

○ Much Less Effective

○ Less Effective

○ Same

◉ More Effective

○ Much More Effective

Comments on above rating (Optional)

_____

Do you believe that K12, Inc. has fulfilled its obligations pursuant to its professional services agreement?

◉ Yes

○ No

○ No Opinion

Comments on above rating (Optional)

_____

Do you believe that K12, Inc. has acted in the best interests of the school in the performance of its responsibilities?

◉ Yes

◯ No

◯ No Opinion

Comments on above rating (Optional)

Additional General Comments (if any):

K12 and ISPA enjoy an excellent partnership, working for the benefit of the families and students.

This form was created inside of Insight PA Cyber Charter School.

Google Forms

Board of Trustees Evaluation of K12 Inc.

Feedback Survey

Name: *

Aviva B. Moore

Check the option below that corresponds with the start of your Board affiliation with the school: *

- ☐ Less than one year
- ☑ One year but less than three
- ☐ Three years but less than five
- ☐ Five years or more

Select all that apply: You possess prior or current experience in... *

- ☑ K-12 Education
- ☑ Higher Education
- ☑ School Management
- ☐ Financial Management
- ☐ Legal or Regulatory Affairs
- ☐ Community Non-Profit Organizations
- ☐ Business Management
- ☐ Science or Engineering
- ☐ Legislative Matters as Employment

Comments on your experience: Explain your selections above (optional).

During the past two years, please indicate any of the following in which you have participated. Select all that apply: *

- ☑ On-site Board Training
- ☑ Board retreat
- ☐ ISPA School Events
- ☐ Webinar about External Management Organization (EMO) services
- ☐ Legislative or regulatory training

Rate on a five-point scale your level of satisfaction with K12, Inc.performance in helping the school to improve student achievement.

	1	2	3	4	5	
Poor	○	○	○	◉	○	Excellent

Comments on above rating (Optional)

Rate on a five-point scale your level of satisfaction with the level of technical support K12, Inc. provided for students and their families.

	1	2	3	4	5	
Poor	○	○	◉	○	○	Excellent

Comments on above rating (Optional)

Rate on a five-point scale your level of satisfaction with educational support being provided by K12, Inc. for special education services.* (Reference 10.15.18 Board Book for Special Education Overview presentation)

	1	2	3	4	5	
Poor	○	○	○	◉	○	Excelent

Comments on above rating (Optional)

Rate on a five-point scale your level of satisfaction with the support services provided by K12, Inc. directly to the families (fulfillment of hardware and curriculum, non-technical support, placement, and enrollment)

	1	2	3	4	5	
Poor	○	○	○	◉	○	Excellent

Comments on above rating (Optional)

Rate on a five-point scale your level of satisfaction with the accuracy and timeliness of the financial reporting on the school's performance provided by K12, Inc.

	1	2	3	4	5	
Poor	○	○	○	◉	○	Excellent

Comments on above rating (Optional)

Rate on a five-point scale your level of satisfaction with K12, Inc.'s performance in assisting the school in meeting its annual budget.

	1	2	3	4	5	
Poor	○	○	○	○	◉	Excellent

Comments on above rating (Optional)

Rate on a five-point scale your level of satisfaction with the quality of the school's operational reporting provided by K12, Inc. (enrollment, withdrawal, attendance, re-registration, etc.)

	1	2	3	4	5	
Poor	○	○	○	⦿	○	Excellent

Comments on above rating (Optional)

Rate on a five-point scale your level of satisfaction with the K12, Inc. Academic Leadership team assigned to the school. (Executive Director and team)

	1	2	3	4	5	
Poor	○	○	○	○	⦿	Excellent

Comments on above rating (Optional)

Rate on a five-point scale your level of satisfaction with K12, Inc.'s ability to listen to, acknowledge and respond to your concerns.

	1	2	3	4	5	
Poor	○	○	○	⦿	○	Excellent

Comments on above rating (Optional)

....

Rate on a five-point scale your level of satisfaction with K12, Inc.'s ability to demonstrate its expertise and effectiveness, both technically and professionally.

	1	2	3	4	5	
Poor	○	○	○	◉	○	Excellent

Comments on above rating (Optional)

....

Rate on a five-point scale your level of satisfaction with K12, Inc.'s ability to work effectively and cooperatively with others at all levels, including the school staff, board, authorizer and regulators.

	1	2	3	4	5	
Poor	○	○	○	◉	○	Excellent

Comments on above rating (Optional)

....

Over the last year, how would you compare the performance of K12, Inc. to its performance in the prior year.

○ Much Less Effective

○ Less Effective

○ Same

◉ More Effective

○ Much More Effective

Comments on above rating (Optional)

⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯

Do you believe that K12, Inc. has fulfilled its obligations pursuant to its professional services agreement?

◉ Yes

○ No

○ No Opinion

Comments on above rating (Optional)

⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯

Do you believe that K12, Inc. has acted in the best interests of the school in the performance of its responsibilities?

◉ Yes

○ No

○ No Opinion

Comments on above rating (Optional)

....

Additional General Comments (if any):

....

This form was created inside of Insight PA Cyber Charter School.

Google Forms

Board of Trustees Evaluation of K12 Inc.

Feedback Survey

Name: *

Chris Rossi

Check the option below that corresponds with the start of your Board affiliation with the school: *

☑ Less than one year

☐ One year but less than three

☐ Three years but less than five

☐ Five years or more

Select all that apply: You possess prior or current experience in... *

- ☐ K-12 Education
- ☐ Higher Education
- ☐ School Management
- ☐ Financial Management
- ☐ Legal or Regulatory Affairs
- ☑ Community Non-Profit Organizations
- ☐ Business Management
- ☑ Science or Engineering
- ☐ Legislative Matters as Employment

Comments on your experience: Explain your selections above (optional).

My experience primarily resides in the areas of IT and Cybersecurity, with some experience working with or running my own small non-profit.

During the past two years, please indicate any of the following in which you have participated. Select all that apply: *

- ☑ On-site Board Training
- ☑ Board retreat
- ☐ ISPA School Events
- ☐ Webinar about External Management Organization (EMO) services
- ☑ Legislative or regulatory training

Rate on a five-point scale your level of satisfaction with K12, Inc.performance in helping the school to improve student achievement.

	1	2	3	4	5	
Poor	○	○	○	○	◉	Excellent

Comments on above rating (Optional)

Rate on a five-point scale your level of satisfaction with the level of technical support K12, Inc. provided for students and their families.

	1	2	3	4	5	
Poor	○	○	◉	○	○	Excellent

Comments on above rating (Optional)

I would like to see K12 become a more active participant in helping solve the student truancy concerns, as their platform is central to improving student engagement and measuring student interaction.

Rate on a five-point scale your level of satisfaction with educational support being provided by K12, Inc. for special education services.* (Reference 10.15.18 Board Book for Special Education Overview presentation)

	1	2	3	4	5	
Poor	○	○	◉	○	○	Excelent

Comments on above rating (Optional)

I don't have enough experience/time working with K12 in relation to special education services to truly assess this question, so I've rated as a 3.

Rate on a five-point scale your level of satisfaction with the support services provided by K12, Inc. directly to the families (fulfillment of hardware and curriculum, non-technical support, placement, and enrollment)

	1	2	3	4	5	
Poor	○	○	●	○	○	Excellent

Comments on above rating (Optional)

I don't have enough experience/time working with K12 to truly assess this question, so I've rated as a 3.

Rate on a five-point scale your level of satisfaction with the accuracy and timeliness of the financial reporting on the school's performance provided by K12, Inc.

	1	2	3	4	5	
Poor	○	○	○	○	●	Excellent

Comments on above rating (Optional)

Rate on a five-point scale your level of satisfaction with K12, Inc.'s performance in assisting the school in meeting its annual budget.

	1	2	3	4	5	
Poor	○	○	○	○	◉	Excellent

Comments on above rating (Optional)

....

Rate on a five-point scale your level of satisfaction with the quality of the school's operational reporting provided by K12, Inc. (enrollment, withdrawal, attendance, re-registration, etc.)

	1	2	3	4	5	
Poor	○	○	◉	○	○	Excellent

Comments on above rating (Optional)

I feel there are opportunities to better support ISPA from a technology and reporting standpoint in regards to truancy, both from a tracking perspective as well as from an analysis perspective.

Rate on a five-point scale your level of satisfaction with the K12, Inc. Academic Leadership team assigned to the school. (Executive Director and team)

	1	2	3	4	5	
Poor	○	○	○	○	◉	Excellent

Comments on above rating (Optional)

Rate on a five-point scale your level of satisfaction with K12, Inc.'s ability to listen to, acknowledge and respond to your concerns.

	1	2	3	4	5	
Poor	○	○	◉	○	○	Excellent

Comments on above rating (Optional)

I have not expressed concerns to K12, nor been involved in any response to a raised concern, so I have rated this as a 3.

Rate on a five-point scale your level of satisfaction with K12, Inc.'s ability to demonstrate its expertise and effectiveness, both technically and professionally.

	1	2	3	4	5	
Poor	○	○	○	○	◉	Excellent

Comments on above rating (Optional)

Rate on a five-point scale your level of satisfaction with K12, Inc.'s ability to work effectively and cooperatively with others at all levels, including the school staff, board, authorizer and regulators.

	1	2	3	4	5	
Poor	○	○	○	○	◉	Excellent

Comments on above rating (Optional)

Over the last year, how would you compare the performance of K12, Inc. to its performance in the prior year.

○ Much Less Effective

○ Less Effective

◉ Same

○ More Effective

○ Much More Effective

Comments on above rating (Optional)

As I have only been a board member for less than I year, I have marked this as "same".

Do you believe that K12, Inc. has fulfilled its obligations pursuant to its professional services agreement?

○ Yes

○ No

◉ No Opinion

Comments on above rating (Optional)

Do you believe that K12, Inc. has acted in the best interests of the school in the performance of its responsibilities?

◉ Yes

○ No

○ No Opinion

Comments on above rating (Optional)

Additional General Comments (if any):

Google Forms

Board of Trustees Evaluation of K12 Inc.

Feedback Survey

Name: *

Diana Moninger

Check the option below that corresponds with the start of your Board affiliation with the school: *

☐ Less than one year

☐ One year but less than three

☐ Three years but less than five

☑ Five years or more

Select all that apply: You possess prior or current experience in... *

☑ K-12 Education

☐ Higher Education

☐ School Management

☐ Financial Management

☐ Legal or Regulatory Affairs

☑ Community Non-Profit Organizations

☐ Business Management

☐ Science or Engineering

☐ Legislative Matters as Employment

Comments on your experience: Explain your selections above (optional).

During the past two years, please indicate any of the following in which you have participated. Select all that apply: *

☑ On-site Board Training

☐ Board retreat

☐ ISPA School Events

☐ Webinar about External Management Organization (EMO) services

☐ Legislative or regulatory training

Rate on a five-point scale your level of satisfaction with K12,
Inc.performance in helping the school to improve student achievement.

	1	2	3	4	5	
Poor	○	○	○	○	◉	Excellent

Comments on above rating (Optional)

Rate on a five-point scale your level of satisfaction with the level of
technical support K12, Inc. provided for students and their families.

	1	2	3	4	5	
Poor	○	○	○	○	◉	Excellent

Comments on above rating (Optional)

Rate on a five-point scale your level of satisfaction with educational
support being provided by K12, Inc. for special education services.*
(Reference 10.15.18 Board Book for Special Education Overview
presentation)

	1	2	3	4	5	
Poor	○	○	○	○	◉	Excelent

Comments on above rating (Optional)

Rate on a five-point scale your level of satisfaction with the support services provided by K12, Inc. directly to the families (fulfillment of hardware and curriculum, non-technical support, placement, and enrollment)

	1	2	3	4	5	
Poor	○	○	○	○	◉	Excellent

Comments on above rating (Optional)

Rate on a five-point scale your level of satisfaction with the accuracy and timeliness of the financial reporting on the school's performance provided by K12, Inc.

	1	2	3	4	5	
Poor	○	○	○	○	◉	Excellent

Comments on above rating (Optional)

Rate on a five-point scale your level of satisfaction with K12, Inc.'s performance in assisting the school in meeting its annual budget.

	1	2	3	4	5	
Poor	○	○	○	○	◉	Excellent

Comments on above rating (Optional)

Rate on a five-point scale your level of satisfaction with the quality of the school's operational reporting provided by K12, Inc. (enrollment, withdrawal, attendance, re-registration, etc.)

	1	2	3	4	5	
Poor	○	○	○	○	◉	Excellent

Comments on above rating (Optional)

Rate on a five-point scale your level of satisfaction with the K12, Inc. Academic Leadership team assigned to the school. (Executive Director and team)

	1	2	3	4	5	
Poor	○	○	○	○	◉	Excellent

Comments on above rating (Optional)

Rate on a five-point scale your level of satisfaction with K12, Inc.'s ability to listen to, acknowledge and respond to your concerns.

	1	2	3	4	5	
Poor	○	○	○	○	◉	Excellent

Comments on above rating (Optional)

Rate on a five-point scale your level of satisfaction with K12, Inc.'s ability to demonstrate its expertise and effectiveness, both technically and professionally.

	1	2	3	4	5	
Poor	○	○	○	○	◉	Excellent

Comments on above rating (Optional)

Rate on a five-point scale your level of satisfaction with K12, Inc.'s ability to work effectively and cooperatively with others at all levels, including the school staff, board, authorizer and regulators.

	1	2	3	4	5	
Poor	○	○	○	○	◉	Excellent

Comments on above rating (Optional)

Over the last year, how would you compare the performance of K12, Inc. to its performance in the prior year.

- ○ Much Less Effective

- ○ Less Effective

- ◉ Same

- ○ More Effective

- ○ Much More Effective

Comments on above rating (Optional)

Do you believe that K12, Inc. has fulfilled its obligations pursuant to its professional services agreement?

- ◉ Yes

- ○ No

- ○ No Opinion

Comments on above rating (Optional)

Do you believe that K12, Inc. has acted in the best interests of the school in the performance of its responsibilities?

🔘 Yes

◯ No

◯ No Opinion

Comments on above rating (Optional)

Additional General Comments (if any):

Google Forms

Board of Trustees Evaluation of K12 Inc.

Feedback Survey

Name: *

Lowell Thomas

Check the option below that corresponds with the start of your Board affiliation with the school: *

☐ Less than one year

✅ One year but less than three

☐ Three years but less than five

☐ Five years or more

Select all that apply: You possess prior or current experience in... *

- ☐ K-12 Education
- ☐ Higher Education
- ☐ School Management
- ☐ Financial Management
- ☑ Legal or Regulatory Affairs
- ☑ Community Non-Profit Organizations
- ☑ Business Management
- ☐ Science or Engineering
- ☑ Legislative Matters as Employment

Comments on your experience: Explain your selections above (optional).

During the past two years, please indicate any of the following in which you have participated. Select all that apply: *

- ☑ On-site Board Training
- ☐ Board retreat
- ☐ ISPA School Events
- ☐ Webinar about External Management Organization (EMO) services
- ☑ Legislative or regulatory training

Rate on a five-point scale your level of satisfaction with K12, Inc.performance in helping the school to improve student achievement.

	1	2	3	4	5	
Poor	○	○	○	◉	○	Excellent

Comments on above rating (Optional)

Rate on a five-point scale your level of satisfaction with the level of technical support K12, Inc. provided for students and their families.

	1	2	3	4	5	
Poor	○	○	○	◉	○	Excellent

Comments on above rating (Optional)

Rate on a five-point scale your level of satisfaction with educational support being provided by K12, Inc. for special education services.* (Reference 10.15.18 Board Book for Special Education Overview presentation)

	1	2	3	4	5	
Poor	○	○	○	◉	○	Excelent

Comments on above rating (Optional)

Rate on a five-point scale your level of satisfaction with the support services provided by K12, Inc. directly to the families (fulfillment of hardware and curriculum, non-technical support, placement, and enrollment)

	1	2	3	4	5	
Poor	○	○	○	◉	○	Excellent

Comments on above rating (Optional)

Rate on a five-point scale your level of satisfaction with the accuracy and timeliness of the financial reporting on the school's performance provided by K12, Inc.

	1	2	3	4	5	
Poor	○	○	○	◉	○	Excellent

Comments on above rating (Optional)

Rate on a five-point scale your level of satisfaction with K12, Inc.'s performance in assisting the school in meeting its annual budget.

	1	2	3	4	5	
Poor	○	○	○	◉	○	Excellent

Comments on above rating (Optional)

Rate on a five-point scale your level of satisfaction with the quality of the school's operational reporting provided by K12, Inc. (enrollment, withdrawal, attendance, re-registration, etc.)

	1	2	3	4	5	
Poor	○	○	○	◉	○	Excellent

Comments on above rating (Optional)

Rate on a five-point scale your level of satisfaction with the K12, Inc. Academic Leadership team assigned to the school. (Executive Director and team)

	1	2	3	4	5	
Poor	○	○	○	◉	○	Excellent

Comments on above rating (Optional)

Rate on a five-point scale your level of satisfaction with K12, Inc.'s ability to listen to, acknowledge and respond to your concerns.

	1	2	3	4	5	
Poor	○	○	○	◉	○	Excellent

Comments on above rating (Optional)

Rate on a five-point scale your level of satisfaction with K12, Inc.'s ability to demonstrate its expertise and effectiveness, both technically and professionally.

	1	2	3	4	5	
Poor	○	○	○	◉	○	Excellent

Comments on above rating (Optional)

Rate on a five-point scale your level of satisfaction with K12, Inc.'s ability to work effectively and cooperatively with others at all levels, including the school staff, board, authorizer and regulators.

	1	2	3	4	5	
Poor	○	○	○	◉	○	Excellent

Comments on above rating (Optional)

Over the last year, how would you compare the performance of K12, Inc. to its performance in the prior year.

○ Much Less Effective

○ Less Effective

◉ Same

○ More Effective

○ Much More Effective

Comments on above rating (Optional)

Do you believe that K12, Inc. has fulfilled its obligations pursuant to its professional services agreement?

◉ Yes

○ No

○ No Opinion

Comments on above rating (Optional)

Do you believe that K12, Inc. has acted in the best interests of the school in the performance of its responsibilities?

◉ Yes

◯ No

◯ No Opinion

Comments on above rating (Optional)

Additional General Comments (if any):

This form was created inside of Insight PA Cyber Charter School.

Google Forms

Evaluation of K12, Inc. by CEO & CFO

Please be honest and thorough with your answers

Full Name & Title *

Eileen Cannistraci, CEO

Check the option below that corresponds with the start of your leadership affiliation with the school. *

- ☐ Less than one year
- ☑ One year but less than three years
- ☐ Three years but less than five years
- ☐ Five years or more

Rate on a five-point scale your level of satisfaction with K12, Inc.'s curriculum.

	1	2	3	4	5	
Poor	○	○	○	◉	○	Excellent

Comments on your above selection:

K12 offers a comprehensive curriculum that aligns well with our state standards. We work closely with K12 in looking at interventions and supplemental supports for our at-risk students.

Rate on a five-point scale your level of satisfaction with K12, Inc.'s educational support being provided for special education services.

	1	2	3	4	5	
Poor	○	○	◉	○	○	Excellent

Comments on your above selection:

We are currently working with K12 to address staffing concerns to ensure the proper level of supports are in place to meet our students' needs.

Rate on a five-point scale your level of satisfaction with K12, Inc.'s performance in helping the school improve student achievement.

	1	2	3	4	5	
Poor	○	○	○	◉	○	Excellent

Comments on your above selection:

K12's Instructional Coaching model has been valuable to our teaching staff as we work to ensure students are engaged and learning.

Comments on Educational Program: Shed more light on any of your above ratings.

Rate on a five-point scale your level of satisfaction with K12, Inc.'s functionality provided by the Learning Management System for students and learning coaches.

	1	2	3	4	5	
Poor	○	○	○	◉	○	Excellent

Comments on above selection:

_____

Rate on a five-point scale your level of satisfaction with K12, Inc.'s functionality provided by the Learning Management System for teachers and school staff.

	1	2	3	4	5	
Poor	○	○	○	◉	○	Excellent

Comments on above selection:

As is the case with most Learning Management systems, we continue to work to ensure systems can work together to streamline administrative tasks for efficiency.

Rate on a five-point scale your level of satisfaction with the quality of hardware and software provided by K12, Inc.

	1	2	3	4	5	
Poor	○	○	○	◉	○	Excellent

Comments on above selection:

....

Rate on a five-point scale your level of satisfaction with the level of technical support K12, Inc. provided for students and their families.

	1	2	3	4	5	
Poor	○	○	○	◉	○	Excellent

Comments on above selection:

....

Comments on Technology: Shed more light on any of your above ratings

K12 provides our students with an easily accessed Help Desk to address a variety of technical issues.

....

Rate on a five-point scale your level of satisfaction with the level of support services provided by K12, Inc. directly to the families (fulfillment of hardware and curriculum, non-technical support, placement, and enrollment)

	1	2	3	4	5	
Poor	○	○	○	◉	○	Excellent

Comments on above selection:

....

Rate on a five-point scale your level of satisfaction with the accuracy and timeliness of the financial reporting on the school's performance provided by K12, Inc.

	1	2	3	4	5	
Poor	○	○	○	○	⊙	Excellent

Comments on above selection:

Rate on a five-point scale your level of satisfaction with K12, Inc.'s performance in assisting the school in meeting its annual budget.

	1	2	3	4	5	
Poor	○	○	○	○	⊙	Excellent

Comments on above selection:

Rate on a five-point scale your level of satisfaction with the quality of the school's operational reporting provided by K12, inc.

	1	2	3	4	5	
Poor	○	○	○	⊙	○	Excellent

Comments on above selection:

Rate on a five-point scale your level of satisfaction with the quality of the human resources services provided by K12, Inc.

	1	2	3	4	5	
Poor	○	○	◉	○	○	Excellent

Comments on above selection:

Rate on a five-point scale your level of satisfaction with the accuracy and timeliness of the regulatory reporting services provided by K12, Inc.

	1	2	3	4	5	
Poor	○	○	○	◉	○	Excellent

Comments on above selection:

Rate on a five-point scale your level of satisfaction with the level of outreach services provided by K12, Inc. (ex: did the school reach its targeted enrollment? Was the cost per student for outreach appropriate and within the approved budget? Was the school's value sufficiently promoted to prospective students?

	1	2	3	4	5	
Poor	○	○	○	◉	○	Excellent

Comments on above selection:

_____

Rate on a five-point scale your level of satisfaction with the level of legislative support services provided by K12, Inc (ex: did the staff and/or board members receive the needed support and were kept informed during any legislative or regulatory proceedings?)

	1	2	3	4	5	
Poor	○	○	◉	○	○	Excellent

Comments on above selection:

ISPA does have regular communication with K12's lobbying team in order to stay updated on legislative proceedings. The lobbying team has also provided the CEO with access to meeting with state legislators to discuss the Career and Technical Education program.

Comments on School Support Services: Shed more light on any of your above ratings.

_____

Rate on a five-point scale your level of satisfaction with the level of support services provided by K12, Inc. to you as a school employee.

	1	2	3	4	5	
Poor	○	○	○	◉	○	Excellent

Comments on above selection:

_____

Rate on a five-point scale your level of satisfaction with K12, Inc.'s level of responsiveness to your questions or concerns.

	1	2	3	4	5	
Poor	○	○	○	◉	○	Excellent

Comments on above selection:

_____

Rate on a five-point scale your level of satisfaction with K12, Inc.'s ability to list to, acknowledge, and respond to your concerns?

	1	2	3	4	5	
Poor	○	○	○	◉	○	Excellent

Comments on above selection:

I meet monthly with K12 Regional Vice President, and weekly with the ISPA Executive Director.

Rate on a five-point scale your level of satisfaction with K12, Inc.'s ability to demonstrate its expertise and effectiveness, both technically and professionally.

	1	2	3	4	5	
Poor	○	○	○	◉	○	Excellent

Comments on above selection:

_____

Rate on a five-point scale your level of satisfaction with K12, Inc.'s ability to keep current in recent developments in virtual education and in education overall.

	1	2	3	4	5	
Poor	○	○	○	◉	○	Excellent

Comments on above selection:

_____

Rate on a five-point scale your level of satisfaction with K12, Inc.'s ability to work effectively and cooperatively with others at all levels, including the school staff, board, and regulators.

	1	2	3	4	5	
Poor	○	○	○	◉	○	Excellent

Comments on above selection:

_____

Rate on a five-point scale your level of satisfaction with K12, Inc.'s effectiveness in working with the school's authorizer.

	1	2	3	4	5	
Poor	○	○	○	◉	○	Excellent

Comments on above selection:

....

Rate on a five-point scale your level of satisfaction with K12, Inc.'s ability to demonstrate creative approaches to solving problems.

	1	2	3	4	5	
Poor	○	○	○	◉	○	Excellent

Comments on above selection:

....

Rate on a five-point scale your level of satisfaction with K12, Inc.'s ability to demonstrate creative approaches to solving problems.

	1	2	3	4	5	
Poor	○	○	○	○	○	Excellent

Comments on above selection:

....

Overall comments on K12, Inc.: Shed more light on any of your above ratings.

....

Over the last year, how would you compare the performance of K12, Inc. to its performance in the prior year?

○ Much Less Effective

○ Less Effective

○ Same

◉ More Effective

○ Much More Effective

Comments on above selection:

Bringing in a deputy VP has provided more support at the administrative level.

Do you believe that K12, Inc. has fulfilled its obligations pursuant to its professional services agreement?

◉ Yes

○ No

○ No Opinion

Comments on above selection:

Do you believe that K12, Inc. charges are fair and appropriate for the value that it provides?

◉ Yes

○ No

○ No Opinion

Comments on above selection:

Do you believe that K12, Inc. has addressed your concerns in a timely manner and taken corrective action over a reasonable period of time?

◉ Yes

○ No

○ No Opinion

Comments on above selection:

Do you believe that K12, Inc. has acted in the best interests of the school in the performance of its responsibilities?

◉ Yes

○ No

○ No Opinion

Comments on above selection:

Additional Comments (if any)

The first two years of operation at ISPA has demonstrated the ability to work collaboratively with the team at K12,Inc to support the needs of our staff, students and school community.

This form was created inside of Insight PA Cyber Charter School.

Google Forms

Evaluation of K12, Inc. by CEO & CFO

Please be honest and thorough with your answers

Full Name & Title *

Beth Jones, CFO

Check the option below that corresponds with the start of your leadership affiliation with the school. *

☐ Less than one year

☑ One year but less than three years

☐ Three years but less than five years

☐ Five years or more

Rate on a five-point scale your level of satisfaction with K12, Inc.'s curriculum.

	1	2	3	4	5	
Poor	○	○	○	○	○	Excellent

Comments on your above selection:

I don't have much interaction with K12's curriculum and am unable to rate.

Rate on a five-point scale your level of satisfaction with K12, Inc.'s educational support being provided for special education services.

	1	2	3	4	5	
Poor	○	◉	○	○	○	Excellent

Comments on your above selection:

The Dir of Spec Ed (Jen) and her team were significantly understaffed during the first two years of school operations. As such, this lead to some deadlines being missed. K12 - corporate, not Jen and team - doesn't seem to understand special education in PA and the related challenges.

Rate on a five-point scale your level of satisfaction with K12, Inc.'s performance in helping the school improve student achievement.

	1	2	3	4	5	
Poor	○	○	○	○	○	Excellent

Comments on your above selection:

I don't have much interaction with K12's student achievement plan and am unable to rate.

Comments on Educational Program: Shed more light on any of your above ratings.

Rate on a five-point scale your level of satisfaction with K12, Inc.'s functionality provided by the Learning Management System for students and learning coaches.

	1	2	3	4	5	
Poor	○	○	○	○	○	Excellent

Comments on above selection:

I don't have much interaction with K12's LMS and am unable to rate.

Rate on a five-point scale your level of satisfaction with K12, Inc.'s functionality provided by the Learning Management System for teachers and school staff.

	1	2	3	4	5	
Poor	○	○	○	○	○	Excellent

Comments on above selection:

I don't have much interaction with K12's LMS and am unable to rate.

Rate on a five-point scale your level of satisfaction with the quality of hardware and software provided by K12, Inc.

	1	2	3	4	5	
Poor	○	◉	○	○	○	Excellent

Comments on above selection:

K12 seems content to rely on others leading the way with tech apps, rather than being a leader in this area and providing managed schools with continually updated applications.

Rate on a five-point scale your level of satisfaction with the level of technical support K12, Inc. provided for students and their families.

	1	2	3	4	5	
Poor	○	○	○	○	○	Excellent

Comments on above selection:

I don't have much interaction with this and am unable to rate.

Comments on Technology: Shed more light on any of your above ratings

I don't have much interaction with this and am unable to rate.

Rate on a five-point scale your level of satisfaction with the level of support services provided by K12, Inc. directly to the families (fulfillment of hardware and curriculum, non-technical support, placement, and enrollment)

	1	2	3	4	5	
Poor	○	○	◉	○	○	Excellent

Comments on above selection:

Rate on a five-point scale your level of satisfaction with the accuracy and timeliness of the financial reporting on the school's performance provided by K12, Inc.

	1	2	3	4	5	
Poor	○	○	○	○	◉	Excellent

Comments on above selection:

Rate on a five-point scale your level of satisfaction with K12, Inc.'s performance in assisting the school in meeting its annual budget.

	1	2	3	4	5	
Poor	○	○	○	○	◉	Excellent

Comments on above selection:

Rate on a five-point scale your level of satisfaction with the quality of the school's operational reporting provided by K12, inc.

	1	2	3	4	5	
Poor	○	○	○	○	○	Excellent

Comments on above selection:

I don't have much interaction with this and am unable to rate.

Rate on a five-point scale your level of satisfaction with the quality of the human resources services provided by K12, Inc.

	1	2	3	4	5	
Poor	◉	○	○	○	○	Excellent

Comments on above selection:

Connie at K12 HR knows her stuff but she is spread *way too thin*. The new HR Manager should help bring this score up, but K12 has a lot of old-school personnel approaches...and doesn't seem to understand the urgency of certain situations (hiring, terminations, etc)...these things need to be remedied before Shannon (new HR Mgr) will be able to make headway.

Rate on a five-point scale your level of satisfaction with the accuracy and timeliness of the regulatory reporting services provided by K12, Inc.

	1	2	3	4	5	
Poor	◉	○	○	○	○	Excellent

Comments on above selection:

Not sure exactly what this means. But, if it includes Act 168 forms for new hires, required by PA Law, K12 100% dropped the ball.

Rate on a five-point scale your level of satisfaction with the level of outreach services provided by K12, Inc. (ex: did the school reach its targeted enrollment? Was the cost per student for outreach appropriate and within the approved budget? Was the school's value sufficiently promoted to prospective students?

	1	2	3	4	5	
Poor	○	◉	○	○	○	Excellent

Comments on above selection:

K12 promotion = K12 ads. Ads should be Insight PA specific and use the school's name.

Rate on a five-point scale your level of satisfaction with the level of legislative support services provided by K12, Inc (ex: did the staff and/or board members receive the needed support and were kept informed during any legislative or regulatory proceedings?)

	1	2	3	4	5	
Poor	◉	○	○	○	○	Excellent

Comments on above selection:

Pugliese Associates must go. They do more harm than good in Harrisburg and have been unprofessional with other charter organizations and their lobbyists. K12's interests may not fully align with PA charter organizations, but Insight PA's interests do and the school is not well served by Pugliese Associates.

Comments on School Support Services: Shed more light on any of your above ratings.

Rate on a five-point scale your level of satisfaction with the level of support services provided by K12, Inc. to you as a school employee.

	1	2	3	4	5	
Poor	○	○	○	○	○	Excellent

Comments on above selection:

Unable to rate.

Rate on a five-point scale your level of satisfaction with K12, Inc.'s level of responsiveness to your questions or concerns.

	1	2	3	4	5	
Poor	○	○	○	○	○	Excellent

Comments on above selection:

I left this unrated as the answer varies tremendously depending on the K12 employee I'm interacting with.
Mary Markert - amazing and responsive.
Liz/Darren - talk, talk, talk - takes a lot of school-applied pressure to bring them to action
Connie - good at her job and very knowledgable, responsiveness varies because she is overworked
K12 staff here at Insight - mostly wonderful and responsive
K12 legal staff re: website change - snarky and unhelpful, took a long time for a response

Rate on a five-point scale your level of satisfaction with K12, Inc.'s ability to list to, acknowledge, and respond to your concerns?

	1	2	3	4	5	
Poor	○	●	○	○	○	Excellent

Comments on above selection:

_____

Rate on a five-point scale your level of satisfaction with K12, Inc.'s ability to demonstrate its expertise and effectiveness, both technically and professionally.

	1	2	3	4	5	
Poor	○	⦿	○	○	○	Excellent

Comments on above selection:

_____

Rate on a five-point scale your level of satisfaction with K12, Inc.'s ability to keep current in recent developments in virtual education and in education overall.

	1	2	3	4	5	
Poor	⦿	○	○	○	○	Excellent

Comments on above selection:

K12 should be leading the pack. Instead, they seem to be playing catch-up.
_____

Rate on a five-point scale your level of satisfaction with K12, Inc.'s ability to work effectively and cooperatively with others at all levels, including the school staff, board, and regulators.

	1	2	3	4	5	
Poor	◉	○	○	○	○	Excellent

Comments on above selection:

Liz/Darren attended the Annual Board Retreat/meeting and didn't contribute at all, both worked on their computers during most of the meeting. On K12 stuff...not Insight PA items.

Rate on a five-point scale your level of satisfaction with K12, Inc.'s effectiveness in working with the school's authorizer.

	1	2	3	4	5	
Poor	◉	○	○	○	○	Excellent

Comments on above selection:

What has K12 done to connect with PDE? If they are relying on Pugliese Associates for this, they need to change things up.

Rate on a five-point scale your level of satisfaction with K12, Inc.'s ability to demonstrate creative approaches to solving problems.

	1	2	3	4	5	
Poor	◉	○	○	○	○	Excellent

Comments on above selection:

Takes too long - many times, it seems like K12 should be proactively be bringing the solution to the school, rather than the school making an ask of K12.

Rate on a five-point scale your level of satisfaction with K12, Inc.'s ability to demonstrate creative approaches to solving problems.

	1	2	3	4	5	
Poor	○	○	○	○	○	Excellent

Comments on above selection:

Duplicate question - only answered the first one.

Overall comments on K12, Inc.: Shed more light on any of your above ratings.

Over the last year, how would you compare the performance of K12, Inc. to its performance in the prior year?

○ Much Less Effective

○ Less Effective

◉ Same

○ More Effective

○ Much More Effective

Comments on above selection:

Do you believe that K12, Inc. has fulfilled its obligations pursuant to its professional services agreement?

○ Yes

◉ No

○ No Opinion

Comments on above selection:

Do you believe that K12, Inc. charges are fair and appropriate for the value that it provides?

○ Yes

◉ No

○ No Opinion

Comments on above selection:

Do you believe that K12, Inc. has addressed your concerns in a timely manner and taken corrective action over a reasonable period of time?

○ Yes

○ No

◉ No Opinion

Comments on above selection:

Do you believe that K12, Inc. has acted in the best interests of the school in the performance of its responsibilities?

○ Yes

◉ No

○ No Opinion

Comments on above selection:

Additional Comments (if any)

Unless specifically noted, "K12" refers to K12 the organization or K12 staff at HQ. It does not apply to the K12 employees who are at Insight PA; overall, they are competent, responsive, and knowledgeable in their jobs.

This form was created inside of Insight PA Cyber Charter School.

Google Forms

Sunshine Act Examples

1. Board Meeting Announcement 2017
2. Board Meeting Announcement 2018-2019
3. Board Meeting Announcement 2018-2019 2
4. Board Meeting Announcement 2019-2020

No._____ Term,_____

Proof of Publication of Notice in Pittsburgh Post-Gazette

Under Act No 587, Approved May 16, 1929, PL 1784, as last amended by Act No 409 of September 29, 1951

Commonwealth of Pennsylvania, County of Allegheny, ss __K. Flaherty_____, being duly sworn, deposes and says that the Pittsburgh Post-Gazette, a newspaper of general circulation published in the City of Pittsburgh, County and Commonwealth aforesaid, was established in 1993 by the merging of the Pittsburgh Post-Gazette and Sun-Telegraph and The Pittsburgh Press and the Pittsburgh Post-Gazette and Sun-Telegraph was established in 1960 and the Pittsburgh Post-Gazette was established in 1927 by the merging of the Pittsburgh Gazette established in 1786 and the Pittsburgh Post, established in 1842, since which date the said Pittsburgh Post-Gazette has been regularly issued in said County and that a copy of said printed notice or publication is attached hereto exactly as the same was printed and published in the _____regular_____ editions and issues of the said Pittsburgh Post-Gazette a newspaper of general circulation on the following dates, viz:

13 of December, 2017

Affiant further deposes that he/she is an agent for the PG Publishing Company, a corporation and publisher of the Pittsburgh Post-Gazette, that, as such agent, affiant is duly authorized to verify the foregoing statement under oath, that affiant is not interested in the subject matter of the afore said notice or publication, and that all allegations in the foregoing statement as to time, place and character of publication are true.

PG Publishing Company

Sworn to and subscribed before me this day of:
December 13, 2017

COMMONWEALTH OF PENNSYLVANIA
NOTARIAL SEAL
Melanie L. Goodwin, Notary Public
Findlay Twp., Allegheny County
My Commission Expires May 12, 2018
MEMBER, PENNSYLVANIA ASSOCIATION OF NOTARIES

COPY OF NOTICE OR PUBLICATION

NOTICE OF MEETING
THE INSIGHT PA CYBER
CHARTER SCHOOL
BOARD OF TRUSTEES
The Insight PA Cyber
Charter School Board of
Trustees will hold a Board
Meeting on Monday, December 18, 2017 at 7:00
p.m. telephonically by dialing 844-269-9230 , extension 4008 and passcode-531486# for general
purposes pursuant to 24
P.S. Sec 4-423.

STATEMENT OF ADVERTISING COSTS
Insight PA Cyber Charter School
350 Eagleview Blvd, Suite 350
Attn: Angela Decker
Exton   PA 19341

To PG Publishing Company

Total --- $112.50

Publisher's Receipt for Advertising Costs

PG PUBLISHING COMPANY, publisher of the Pittsburgh Post-Gazette, a newspaper of general circulation, hereby acknowledges receipt of the aforsaid advertising and publication costs and certifies that the same have been fully paid.

Office
2201 Sweeney Drive
CLINTON, PA 15026
Phone 412-263-1338

PG Publishing Company, a Corporation, Publisher of
Pittsburgh Post-Gazette, a Newspaper of General Circulation

By _____ Samuel J. Arbutina

I hereby certify that the foregoing is the original Proof of Publication and receipt for the Advertising costs in the subject matter of said notice.

Attorney For

Proof of Publication in The Philadelphia Inquirer
Under Act. No 160, P.L. 877, July 9, 1976

STATE OF PENNSYLVANIA
COUNTY OF PHILADELPHIA

Copy of Notice of Publication

Helene Sweeney being duly sworn, deposes and says that
The Philadelphia Inquirer is a daily newspaper published
at 8ᵗʰ and Market Street, Philadelphia, Pennsylvania, which
was established in the year 1829, since which date said
daily newspaper has been regularly published and distributed
in said County, and that a copy of the printed notice of
publication is attached hereto exactly as the same was printed
and published in the regular editions and issues of said daily
newspaper on the following dates:

August 17, 2018

Affiant further deposes and says that she is an employee
of the publisher of said newspaper and has been authorized
to verify the foregoing statement and that she is not interested
in the subject matter of the aforesaid notice of publication, and
that all allegations in the foregoing statement as to time, place
and character of publication are true.

Helene Sweeney

Sworn to and subscribed before me this 17th day of
August, 2018.

Cindy Jakubowski
Notary Public
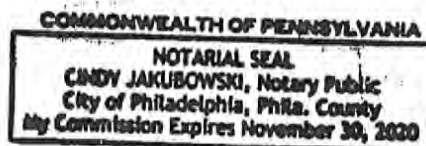
My Commission Expires:

The Insight PA Cyber
Charter School Board
of Trustees 2018-
2019 board meeting
calendar. These
meetings will all begin
at 7:00 pm.

Mon. Aug. 20, 2018
Mon. Sept.17, 2018
Mon. Oct. 15, 2018
Mon. Nov. 19, 2018
Mon. Dec. 17, 2018
Mon. Jan. 28, 2019
Mon. Feb. 25, 2019
Mon. March 18, 2019
Mon. April 15, 2019
Mon. May 20, 2019
Mon. June 17, 2019

To join the Insight PA
Cyber Charter School
meetings please use
the Blackboard Col-
laborate On-line
meeting link:
https://sas.elluminate.
com/m:jnip7password
=M.AC88147EEC302
ECBA7F9AA835C5F3
7&sid= 559
" Persons wishing to
attend via conference
call may do so by call-
ing the Insight PA
Cyber Charter.School
at 844-269-9230, ex-
tension 4008
Passcode: 531486

Proof of Publication of Notice in Pittsburgh Post-Gazette

Under Act No 587, Approved May 16, 1929, PL 1784, as last amended by Act No 409 of September 29, 1951

Commonwealth of Pennsylvania, County of Allegheny, ss ___K. Flaherty_____, being duly sworn, deposes and says that the Pittsburgh Post-Gazette, a newspaper of general circulation published in the City of Pittsburgh, County and Commonwealth aforesaid, was established in 1993 by the merging of the Pittsburgh Post-Gazette and Sun-Telegraph and The Pittsburgh Press and the Pittsburgh Post-Gazette and Sun-Telegraph was established in 1960 and the Pittsburgh Post-Gazette was established in 1927 by the merging of the Pittsburgh Gazette established in 1786 and the Pittsburgh Post, established in 1842, since which date the said Pittsburgh Post-Gazette has been regularly issued in said County and that a copy of said printed notice or publication is attached hereto exactly as the same was printed and published in the _____ regular _____ editions and issues of the said Pittsburgh Post-Gazette a newspaper of general circulation on the following dates, viz:

17 of August, 2018

Affiant further deposes that he/she is an agent for the PG Publishing Company, a corporation and publisher of the Pittsburgh Post-Gazette, that, as such agent, affiant is duly authorized to verify the foregoing statement under oath, that affiant is not interested in the subject matter of the afore said notice or publication, and that all allegations in the foregoing statement as to time, place and character of publication are true.

_____
PG Publishing Company

Sworn to and subscribed before me this day of:
August 17, 2018

_____

Commonwealth of Pennsylvania - Notary Seal
Elizabeth R. Chmura, Notary Public
Allegheny County
My commission expires February 8, 2022
Commission number 1326781
Member, Pennsylvania Association of Notaries

STATEMENT OF ADVERTISING COSTS

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Insight PA Cyber Charter School
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Exton    PA 19341-1198
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To PG Publishing Company

Total --- $271.25

Publisher's Receipt for Advertising Costs

PG PUBLISHING COMPANY, publisher of the Pittsburgh Post-Gazette, a newspaper of general circulation, hereby acknowledges receipt of the aforsaid advertising and publication costs and certifies that the same have been fully paid.

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Phone 412-263-1338	By _____

I hereby certify that the foregoing is the original Proof of Publication and receipt for the Advertising costs in the subject matter of said notice.

_____
Attorney For

COPY OF NOTICE OR PUBLICATION

The Insight PA Cyber Charter School Board of Trustees 2018-2019 board meeting calendar. These meetings will all begin at 7:00 pm.
Monday, August 20, 2018
Monday, September 17, 2018
Monday, October 15, 2018
Monday, November 19, 2018
Monday, December 17, 2018
Monday, January 28, 2019
Monday, February 25, 2019
Monday, March 18, 2019
Monday, April 15, 2019
Monday, May 20, 2019
Monday, June 17, 2019
To join the Insight PA Cyber Charter School meetings please use the Blackboard Collaborate On-line meeting link- https://sas.elluminate.com/m.jnlp?password=M.AC88 147EEC302ECBA7F9AA835 C5F37&sid= 559
Persons wishing to attend via conference call may do so by calling the Insight PA Cyber Charter School at 844-269-9230, extension 4008 Passcode: 531486

Proof of Publication in The Philadelphia Daily News
Under Act. No 587, Approved May 16, 1929

STATE OF PENNSYLVANIA
COUNTY OF PHILADELPHIA

Helene Sweeney being duly sworn, deposes and says
that **The Philadelphia Daily News** is a newspaper published
daily, except Sunday, at Philadelphia, Pennsylvania, and was
established in said city in 1925, since which date said newspaper
has been regularly issued in said County, and that a copy of
the printed notice of publication is attached hereto exactly as
the same was printed and published in the regular editions and
issues of the said newspaper on the following dates:

August 1, 2019

Affiant further deposes and says that she is an employee
of the publisher of said newspaper and has been authorized
to verify the foregoing statement and that she is not interested
in the subject matter of the aforesaid notice of publication, and
that all allegations in the foregoing statement as to time, place
and character of publication are true.

Helene Sweeney

Sworn to and subscribed before me this 1st, day of
August, 2019.

Cindy Jakubowski
Notary Public

My Commission Expires:

COMMONWEALTH OF PENNSYLVANIA
NOTARIAL SEAL
CINDY JAKUBOWSKI, Notary Public
City of Philadelphia, Phila. County
My Commission Expires November 30, 2020
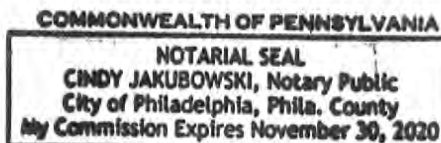
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2019-2020 Insight PA Cyber Charter School
Board Meeting Calendar
Tuesdays at 7:00pm
Blackboard Collaborate Link
https://sas.elluminate.com/m.jnlp?password
=M.AC88147EEC302ECBA7F9AA835C5F37&si
d=559
August 27, 2019
September 24, 2019
October 22, 2019
November 26, 2019
December 17, 2019
January 28, 2020
February 25, 2020
March 24, 2020
April 21, 2020
May 19, 2020
June 23, 2020

Academic Committee Meeting Calendar
Blackboard Collaborate Link
Please use the link below to join the meeting:
https://sas.elluminate.com/m.jnlp?password
=M.15F728B361DB31E2DAA4632F0ADAD2&sid
=559
Tuesdays at 4:00pm
August 20, 2019
September 17, 2019
October 15, 2019
November 19, 2019
December 10, 2019
January 21, 2020
February 18, 2020
March 17, 2020
April 14, 2020
May 12, 2020
June 16, 2020

Finance Committee Meeting Calendar
Toll Free: 844-269-9230 x4013
Local: 484-713-4363 x4013
Participant Pin: 314685

Wednesdays at 3:30pm
August 21, 2019 - meeting at 4:00pm due to
scheduling conflict
September 18, 2019
October 16, 2019
November 20, 2019
December 11, 2019
January 22, 2020
February 19, 2020
March 18, 2020
April 15, 2020
May 13, 2020
June 17, 2020

Insight PA Cyber Charter School

Communications to Community and Parents

Table of Contents:

ISPA Board of Trustees Memo
9/17/2019

Enrollment Update

Total enrollment approved population as of today is 1860. There are 1615 student currently active in courses, and 245 new students ready to start school with us on Monday, 9/16 or later. 1109 students are returning, and 751 are new to the school this year.

Grade	Grand Total
Kindergarten	101
1st Grade	111
2nd Grade	107
3rd Grade	83
4th Grade	94
5th Grade	107
6th Grade	144
7th Grade	183
8th Grade	203
9th Grade	331
10th Grade	194
11th Grade	141
12th Grade	61
Grand Total	1860

The portrayed numbers are as of 9/12/19 @ 8am

The New Academic Wing

The New Academic Wing is up and running this week, housing our onsite teachers on Tuesdays and Thursdays. The personal office spaces are for Principals and the Director of Academics. ISPA teachers and staff are loving the new addition as it fosters collaboration.

September Board Calendar

9/17 - 4pm Academic Committee Meeting
9/18 - 3:30pm Finance Committee Meeting
9/24 - 7pm Board Meeting

Upcoming Events

9/18 – ISPA Library Roadshow
Bucks County Library – Bensalem
3700 Hulmeville Rd. Bensalem, PA
2:00pm - 4:00pm

9/18 – ISPA Library Roadshow
Madeline L. Olewine Memorial Library
3410 N. 3rd St. Harrisburg, PA
12:00pm – 2:00pm

9/19 – ISPA Library Roadshow
Upper Darby Free Library
501 Bywood Ave. Upper Darby, PA
4:00pm – 6:00pm

9/20 – ISPA Library Roadshow
Citizens Library
55 S. College St. Washington, PA
1:00pm – 3:00pm

9/20 – ISPA Library Roadshow
Chester County Library
450 Exton Sq. Parkway Exton, PA
12:00pm – 2:00pm

The Governor's Fee-For-Service Plan

New legislation is on the horizon for Charter Schools in Pennsylvania. ISPA found out this week that PDE will implement a Fee for Service feature tied with subsidy redirections. The fee will be $15.00 per case. We are encouraging our staff to reach out to their local legislators with our concerns regarding this legislation. There is a discussion about the possibility of filing an injunction with PDE to prevent PDE's fee for service requirement. We will keep the board up to date with any changes. Click HERE to read the Pennsylvania Coalition of Public Charter Schools' response to the Governor's fee-for-service plan.

Weekly Updates for the week of November 5th

Celebrations

❖ Comprehensive Plan approved by PA Department of Education
❖ Public School Options Facebook Live event had over 500 views on Facebook.

Updates

❖ Career Pathways Advisory Council (CPAC)meeting- Wednesday, December 12th at 1:00 at the Exton office.

Governance

❖ November Board of Trustees Meeting- November 19th at 7:00
   o Academic Committee Meeting- No meeting needed for November
   o Finance Committee Meeting- November 14th at 3:30
      ▪ Focus- Results of our first audit will be reviewed, discussion about disengaging with Paychex, and recommendations for new Payroll and Benefits provider.
      Conference Call Info:
      Toll Free: 844-269-9230 x4013
      Participant Pin: 314685#

Upcoming Events

❖ Health Profession Occupational Advisory meeting- Tuesday, November 27th at 10:00 in the Exton Office.

Enrollment

- Total Enrollment- **1790**
    - 383 students with IEPs
    - 1308 Economically Disadvantaged
  - 359 Withdrawals Sept 6-Nov 8

Enrollment break-down

Grade Level	Special Ed.	General Ed.	Grand Total
Kindergarten	10	118	128
1st Grade	16	89	105
2nd Grade	10	57	67
3rd Grade	24	71	95
4th Grade	25	88	113
5th Grade	25	76	101
6th Grade	44	126	170
7th Grade	41	166	207
8th Grade	41	158	199
9th Grade	66	237	303
10th Grade	60	148	208
11th Grade	21	73	94
Grand Total	**383**	**1407**	**1790**

Withdrawals to date info on the next page….

Withdrawal Reasons- Sept 6- Nov. 8th

Reasons	Total
Attendance issue withdrawal	30
Criminal/Legal Related	3
Curriculum too challenging	7
Encountered problems with specific courses	1
Enrollment Process difficult	9
Family left message with the office	35
Health issues in the family	7
Lack of course choices	4
Lack of socialization	36
Lack of support for student special needs	2
Learning coach no longer available	23
Moving out of area served by school	28
Number of required live Class Connect sessions	2
Pace of program is too fast for the student	15
Pace of program is too slow for the student	4
Problems with school staff	1
Records request received	8
Spot opened at preferred school	41
Student not motivated to complete work in this environment	33
Technical issues	29
Time requirement for student being online	4
Too many non-online lesson requirements	2
Too much time commitment for the learning coach	12
Transferring to another K12 program	23
Grand Total	359

Weekly Updates for the week of November 6th

November

Enrollment

- Total Enrollment- 589
    - 562 enrolled as of 10/30
    - 27 students start on 11/6
    - 114 Withdrawals since September 5th
        - 7 withdrawals last week

Enrollment break-down

Count of STUDENTID	Column Labels		
Row Labels	**Approved**	**In Process**	**Grand Total**
10th Grade	58	18	76
1st Grade	26	13	39
2nd Grade	27	9	36
3rd Grade	33	11	44
4th Grade	25	11	36
5th Grade	46	15	61
6th Grade	58	14	72
7th Grade	69	15	84
8th Grade	87	17	104
9th Grade	104	30	134
Kindergarten	56	17	73
Grand Total	**589**	**170**	**759**

STAFFING OVERVIEW

Employer	Position	Number Hired	Additional Needed	Name/Comments
ISPA	CEO	1	0	Eileen Cannistraci
ISPA	CFO	0	1	Face to face interviews this week.
ISPA	Elementary Teachers	4	0	
ISPA	Middle School Teachers (Subject Specific)	5	0	
ISPA	High School Teachers	3	1	Resignation: Michelle Harris
ISPA	Special Education Teachers	3	1	
ISPA	Counselors	2	0	Allie Schleifer, Jaclyn Snyder
K12	Advisors (Grades 6-10)	2	1	Lisa Eller, Corinne McGourney
K12	Family Academic Support Liaison	0	2	F2F Interviews this Week - Resignation: Rachel Dinus
K12	Attendance and Truancy Coordinator	1	0	Lisa Tucholski
K12	Family Resource Coordinator	1	0	Dorticia Council
K12	Family Engagement Coordinator	1	0	Sally Krasevic
K12	RtII	0	2 (could be Semester 2 or Year 2 positions)	
K12	School Nurse	0	1	F2F Interview this week
K12	Spec Ed Related Services Coordinator	1	0	Shawna Briggs
K12	School Psychologist	0	1	Currenlty Contracting Services from Therapy

K12	Role			Notes
				Source in Interim
K12	Registrar	0	1	F2F Interviews this week
K12	Child Accounting	1	0	Will begin November 20th
K12	Regional Finance Manager	1	0	Charles Graham
K12	State Data Reporting	1	0	Johanna Best
K12	Executive Director	1	0	Shannon McElwain
K12	Director of Academics	1	0	Michael Frost
K12	Operations Manager	1	0	Marlowe Doman
K12	Director of Special Education Compliance	1	0	Jen Jennings
K12	Academic Administrator	1	0	Patricia Dahl
K12	Director of Student Support Services	1	0	Jay Kamau
K12	Office Administrator	1	0	Angela Decker begins 11/6/17
K12	Regional IT Administrator	1	0	Landon Hunsberger
		35	9	

Celebrations

- Dr. Debra Heath-Thornton has joined PDE as Chief of the newly formed Division of Charter Schools at the Pennsylvania Department of Education.
- School website updated to reflect the school leadership and teaching staff
- Aviva Moore will be working with Insight PA staff to begin her dissertation work on Student Engagement in Cyber Schools.

Upcoming Events

- Teacher Professional Development on Friday, November 10th in the Exton Office
- Ice Skating Events in Harrisburg, Allentown, Pittsburgh and Philadelphia are schedule and posted on the school website.

Weekly Updates for the week of October 29th

Celebrations

❖ Career Pathway courses are up and running. Our 9th and 10th grade students on currently working through the first courses on their selected pathways!

❖ Check out all the great events that are taking place in October for our ISPA students and their families- https://pa.insightschools.net/calendar.html

Updates

❖ Career Pathways Advisory Council (CPAC)meeting- we are planning to have our second CPAC meeting in December at the Exton office. More details to follow.

Governance

❖ November Board of Trustees Meeting- November 19th at 7:00
   - o Academic Committee Meeting- No meeting needed for November
   - o Finance Committee Meeting- November 14th at 3:30
     - ▪ Focus- Results of our first audit will be reviewed

   Conference Call Info:
   Toll Free: 844-269-9230 x4013
   Participant Pin: 314685#

Upcoming Events

OCTOBER AND NOVEMBER EVENTS

Saturday, October 27, 2018 12-4pm
- America on Wheels, Allentown
- Railroad Museum, Strasburg
- Bicycle Heaven, Pittsburgh

Saturday, November 3, 2018 12-4pm
- Constitution Center, Philadelphia
- The Pennsylvania Capitol, Harrisburg
- Gettysburg Diorama, Gettysburg

Enrollment

- Total Enrollment- **1765**
  - 371 students with IEPs
  - 1252 Economically Disadvantaged
  - 61 Withdrawals October 7-20

Enrollment break-down

Enrollment Projection Tracking (FY19 4+8(p), -7 days)

Grade	Projected[1] 10/31/2018	Actual Aprvd[2] 10/24/2018	Difference Count	%
Kindergarten	130	123	-7	-5%
1st Grade	81	103	22	28%
2nd Grade	83	69	-14	-17%
3rd Grade	93	95	2	2%
4th Grade	89	111	22	25%
5th Grade	117	105	-12	-10%
6th Grade	171	166	-5	-3%
7th Grade	190	203	13	7%
8th Grade	199	197	-2	-1%
9th Grade	274	302	28	10%
10th Grade	160	206	46	28%
11th Grade	130	85	-45	-35%

[1]Distribution based on spring 2017 student population

[2]Actual Approved includes future school enroll dates

Withdrawal Reasons- October 7-20th

Reasons	Total
Curriculum too challenging	1
Encountered problems with specific courses	1
Family left message with the office	2
Health issues in the family	2
Lack of socialization	10
Learning coach no longer available	4
Moving out of area served by school	9
Number of required live Class Connect sessions	1
Pace of program is too fast for the student	5
Pace of program is too slow for the student	2
Records request received	1
Spot opened at preferred school	7
Student not motivated to complete work in this environment	8
Technical issues	4
Too much time commitment for the learning coach	4
Grand Total	**61**

Weekly Updates for the week of June 4th

Celebrations

- ❖ 4th quarter ends today. The last day for students is June 15th
- ❖ CPAC Summit planning is finalized- see attached invitation

Updates

- ❖ Comprehensive Plan is moving to setting priorities and developing action plans
    - o The Board will need to approve the plan during the August Board meeting

Governance

- ❖ Setting the 2018-2019 Board Meeting calendar
    - o Please send Eileen your preferred day of the week for the monthly board meeting as well as your preferred start time for meetings.

Upcoming Events

- ❖ End of Year Picnics for students and their families
    - o June 12th- 2:00-4:00- Spruce Park-301 South Christopher Columbus Blvd, Philadelphia, PA

- June 12th- 2:00-4:00- Round Hill Park- 651 Round Hill Rd, Elizabeth, PA
- June 19th- 2:00-4:00- Georges Park- 300 Nyes Road, Paxtonia, PA

Enrollment

- Re-Registration- June 8th

Status	Total
Not Registering	200
Registering	861
Status Unknown	234
Undecided	59
Grand Total	**1354**

- Total Enrollment- 1244
  - 236 students with IEPs
  - 743 Economically Disadvantaged
  - 110 newly enrolled for 2018-2019 school year
  - 460 Withdrawals since September 5th
    - 35 withdrawals in May

Enrollment break-down

Grade	Approved	In Process	Grand Total
10th Grade	122	31	153
11th Grade	4	28	32
1st Grade	69	9	78
2nd Grade	74	19	93

3rd Grade	81	16	97
4th Grade	83	14	97
5th Grade	109	17	126
6th Grade	146	23	169
7th Grade	167	23	190
8th Grade	148	37	185
9th Grade	228	26	254
Kindergarten	123	44	167
Grand Total	**1354**	**287**	**1641**

Withdrawal Reasons- May

Withdrawal Reason	Total
Criminal/Legal Related	1
Curriculum too challenging	1
Enrollment Process difficult	1
Family left message with the office	2
Health issues in the family	1
Lack of socialization	2
Lack of support for student special needs	2
Learning coach no longer available	3
Moving out of area served by school	3
Pace of program is too fast for the student	7
Records request received	2
Spot opened at preferred school	1
Student not motivated to complete work in this environment	4
Technical issues	2
Too much time commitment for the learning coach	3
Grand Total	**35**

POWERED BY K12

From Bullied to Beaming: How Online School Built ISPA Student's Confidence

👤 BloggED Staff (http://blog.k12.com/author/blogged-staff/)   ⊘ December 14, 2018

🗀 Overcoming Challenges (http://blog.k12.com/category/student-success/overcoming-challenges/), Student Success (http://blog.k12.com/category/student-success/)

Pinterest   Facebook   Twitter   Email

Simon Thomas was diagnosed with high-functioning autism when he was in first grade. Because of his differences, he struggled both academically and socially and was constantly bullied by his peers. Mistreated and misunderstood, Simon came home from school in tears one time too many.

Thankfully, Simon's mother, Heather, supported her son throughout the ups and downs of his educational journey. Heather knew that for Simon to succeed in school, he had to be in a safe learning environment where he wouldn't be discouraged by others. In order for him to reach his full potential in the classroom,

there had to be a change. After doing research, Heather enrolled Simon in Insight Pennsylvania Cyber Charter School (https://pa.insightschools.net/) (ISPA) for seventh grade.

In just one year, Simon went from being two grades behind to learning and excelling in classes at his own grade level. Simon established meaningful friendships and is more self-sufficient than ever before. For the first time in his school career, he genuinely looks forward to learning every day.

ISPA's rigorous curriculum constantly challenges Simon, and he continues to excel. That is to the credit of his teachers, Heather says. "The educators at ISPA are professional and at the same time make learning enjoyable," she explained. "Simon is now able to learn independently and flourish in his schoolwork."

Thanks to the controlled environment of online school, Simon now knows how to communicate with his classmates in a healthy manner. "I love online school because I am no longer getting bullied nor peer pressured," he said. He's even made friends in his school chat rooms where his peers and teachers encourage him to be the best student he can be. After years of being tormented, these chat rooms have helped Simon open up to his peers, and he is blossoming socially.

Simon and his mom often attend in-person events hosted by ISPA, which give them a sense of community and belonging. While Heather exchanges stories and gets advice from parents, Simon can connect with and meet kids his own age in person. Additionally, ISPA offers clubs and camps that Simon participates in. He is currently involved in a social skills and behavior group organized by the school. This has helped him become more outgoing, as he continues to cultivate friendships.

Because of ISPA, Heather says she has seen her son accomplish so much more than she could have ever imagined. "I'm excited to go to school every morning," Simon said.

bullying (http://blog.k12.com/tag/bullying/)

Insight Pennsylvania Cyber Charter School (http://blog.k12.com/tag/insight-pennsylvania-cyber-charter-school/)

Pennsylvania (http://blog.k12.com/tag/pennsylvania/)

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- August 2018 (http://blog.k12.com/2018/08/)
- July 2018 (http://blog.k12.com/2018/07/)
- June 2018 (http://blog.k12.com/2018/06/)

Winter Newsletter

Insight PA Cyber Charter School

December: A Month of Multicultural Holiday Celebrations.

Do you celebrate Christmas, Hanukkah, Kwanzaa, or Three Kings Day? Maybe you celebrate St. Lucia Day.

December offers great opportunities for teaching about our multicultural world.

Few months present the multicultural "teachable moments" that December does! The following multicultural events and celebrations are among those that will happen this year:

- Saint Nicholas Day (Christian)
- Fiesta of Our Lady of Guadalupe (Mexican)
- St. Lucia Day (Swedish)
- Hanukkah (Jewish)
- Christmas Day (Christian)
- Three Kings Day/Epiphany (Christian)
- Boxing Day (Australian, Canadian, English, Irish)
- Kwanzaa (African American)
- Omisoka (Japanese)
- Yule (Pagan)
- Saturnalia (Pagan)

At Education World, they have links to lessons and other activities to help you teach about December's "world of holidays."

Holidays around the world: A festival of lessons

'Tis the season! Nine lessons about December celebrations, observances, and activities from several cultures. Included:

- Benne cakes and other holiday recipes
- How many ways can you say "Merry Christmas"?
- Christmas in other countries: A Venn diagramming activity
- Christmas-tree-shaped poems
- True or False? A Quiz About Four December Celebrations
- *plus four more lessons!*

Christmas around the world

A world of activities focused on the traditions and spirit of Christmas! Among the lessons you will find are the following:

- Christmas around the world map
- Greeting card graphing
- Christmas tongue twisters
- "Job jar" gift idea
- My gift to the world
- *plus more lessons!*

Habari Gani? -- What's the news?

Learn about Kwanzaa, the world's fastest growing ho iday, with activities that include the following:

- Label an Africa map
- Make a Kwanzaa game
- Colorful flags
- Kwanzaa word search
- Weave a Kwanzaa mat
- *plus more lessons!*

Hanukkah: The Festival of Lights

Read aloud a simple tel ing of the Hanukkah story and follow up with a handful of across-the-curriculum activities, including the following:

- Hanukkah story listening activity
- Noah's Ark Hanukkah card
- Play the cassic Dreidel game
- Write a Hanukkah radio show
- Read aloud a Hanukkah book

The history of Christmas trees

In this lesson plan, students can read an article about Winter Solstice celebrations and "consider the symbolism of evergreens in winter and how different cultures have used evergreens in winter celebrations throughout history."

Saturnalia

The History Girls daily blog provides an overview of an Ancient Roman Christmas. This overview will allow students to:

- Discover which modern day Christmas traditions are linked to ancient Rome
- Discuss what holiday customs can teach us about about cultural values, both in ancient times and today
- Provide a starting point for further research into types of traditional food eaten during Saturnalia
- Complete extension activities with the suggested reading materials

A Special Offer to Cyber School Families from National School Choice Week!

Calling all ISPA families!

National School Choice Week has a special offer for Pennsylvania families who choose to cyber school. Our goal is to pack our two Pennsylvania events and show our newly elected representatives that we believe in School Choice. To encourage cyber families to attend the events, National School Choice Week is providing busing for interested fami ies.

This year our two events will be:

Philadelphia Region
Wednesday, January 23rd
10:00am
Renaissance Academy Charter School
Phoenixville, PA

Pittsburgh Region
Thursday, January 24th
10:00am
Lincoln Park Performing Arts Charter School

Midland, PA

Whether you catch the bus or join us the day of the event, there will be plenty of parking and even more School Choice Spirit!
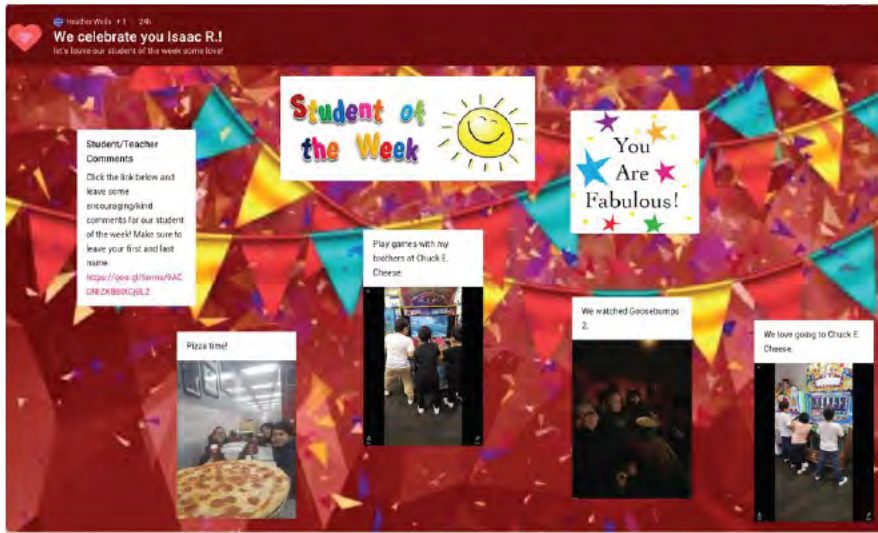
We hope you plan to join with us as we celebrate School Choice!

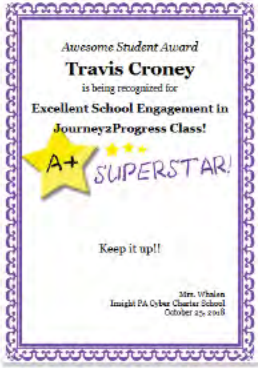**Click HERE to reserve your space on one of the School Choice buses.**

Celebrating our ISPA Students!

Mrs. Heather Wells

K5 FASL: Mrs. Whalen ~ K5 Recognition Awards.

Travis Croney

Thank you, Travis, for your regular CC attendance.

I enjoy how you communicate using the microphone each class. You have completed your goals and have earned this recognition. Continue completing your daily work and attending your live classes.

Best wishes throughout this school year, Mrs. Whalen, K5 FASL

Joshua Verdegem

Thank you, Joshua, for your regular CC attendance and improvements in your daily plan assignments.

I have enjoyed talking with you in class, especially about dinosaurs! You have completed your goals and have earned this recognition.

Keep up the good work all throughout this school year!
Best wishes, Mrs. Whalen, K5 FASL
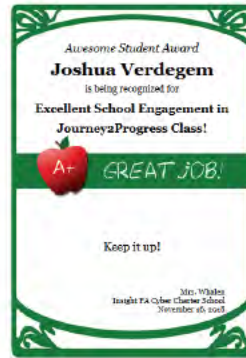
Mrs A. 11th Grade Homeroom Teacher.

Cabrini College Tour

Friday October 19th marked a wonderful day for the families who joined our College Tour to Cabrini University. They loved getting to know the campus, the wonderful tour and tour guide, and networking with other families. I got very nice feedback from the families and students. The loved the free tee-shirts as well. We had families join from The Pocono area, Reading, Chester, Philadelphia and Delaware County.

I hope that we can do this again, and start a tradition at the school. Check out some pics from that day.

ISPA Field Trips

Contstitution Center - Philadelphia

PA Christmas & Gift Show - Harrisburg

School Choice Day - Pittsburgh

Upcoming Events

Deck the Halls light Show - Philadelphia

When

Saturday, Dec. 15th, 6pm

Where

Get Directions

City Hall, Philadelphia

More information

City Hall, Philadelphia. December 15th, 2018.

Center City District has partnered with 6abc to bring City Hall to life with the sights and sounds of the holiday season. Showcased nightly, the Deck the Hall Light Show presented by Independence Blue Cross, is projected on the west façade of Philadelphia's historic City Hall and synchronized to festive holiday music.

** ISPA families will Meet & Greet at Dunkin Donuts, 1 Penn Sq at 6p

Click Here to RSVP for the Deck the Halls Trip

Pennsylvania Food Bank - Harrisburg Volunteering.

When

Saturday, Jan. 19th 2019 at 9am-12pm

Get Directions

Where

3908 Corey Road, Harrisburg, PA 17109

More information

Group volunteer projects vary based on the current needs of the warehouse, but we typically have groups pack ElderShare or assorted product boxes. Other possible projects include sorting donated product and repackaging bulk food items such as rice, pasta, and fresh produce.

Please note that all volunteers are required to wear closed toe shoes (sneakers preferred) when serving in the warehouse. Further, volunteers are encouraged to dress in light layers as the temperature in the warehouse fluctuates according to the weather outside. Volunteers are asked to wear pants that are at least knee length and shirts with sleeves.

We are limited to a total of 20 people. 10 students and 10 Learning Coaches. This event is for Middle & High School students only.

Saturday 19, January 2019. 9a - 12 noon.

Click Here to RSVP for the Harrisburg Foodbank Trip

Pennsylvania Food Bank - Williamsport Volunteering

When

Thursday, Jan. 17th 2019 at 5:30-7:30pm

Get Directions

Where

3301 Wahoo Drive Williamsport, PA 17701

More information

Group volunteer projects vary based on the current needs of the warehouse, but we typically have groups pack ElderShare or assorted product boxes. Other possible projects include sorting donated product and repackaging bulk food items such as rice, pasta, and fresh produce.

Please note that all volunteers are required to wear closed toe shoes (sneakers preferred) when serving in the warehouse. Further, volunteers are encouraged to dress in light layers as the temperature in the warehouse fluctuates according to the weather outside. Volunteers are asked to wear pants that are at least knee length and shirts with sleeves.

We are limited to a total of 20 people. 10 students and 10 Learning Coaches. This event is for Middle & High School students only.

Central Pennsylvania ...

www.centralpafoodbank.org

Click Here to RSVP for the Williamsport Foodbank Trip

Cradle to Crayons: Field Trip - Philadelphia

When

Saturday, Jan. 26th 2019 at 12:30-3pm

Where

Get Directions

30 Clipper Road in West Conshohocken, PA

More information

Cradles to Crayons provides children from birth through age 12, living in homeless or low-income situations, with the essential items they need to thrive - at home, at school and at play. Cradle to Crayons supply these items free of charge by engaging and connecting communities that have with communities that need.

Volunteering at The Giving Factory involves hands-on processing of children's items that are donated on a regular basis.
Be a part of the important role of connecting children and families with the essentials they need.

We can only allow 15 school student(s), and 10 adult(s), so please RSVP soon to claim your spot. Students must be at least 6yrs of age or older.

We require all volunteers to please bring along donations of children's everyday essential items. This is a rewarding way to engage in the mission and model from start to finish.

All groups that include volunteers under the age of 18 must have a Youth Volunteer Consent & Photo Release Form completed by the children's parent/guardian before beginning volunteer service in the Giving Factory. This form will be provided to you when we meet.
https://cradlestocrayons.app.box.com/s/3g45ttt8q1fv02syak08w8trkgdakl04

Please remember to wear closed-toed shoes. Comfortable clothing is recommended.

January 26, 2019 12.30p - Our session is from 1p- 3p. This will allow us to distribute name tags and to be ready for the orientation to start on the hour!

Click Here to RSVP for the Volunteer FieldTrip

Join ISPA in a DONATION DRIVE for Cradle to Crayons.

Insight PA Cyber Charter School is partnering with Cradles to Crayons to collect essential children's items.

Your donation of new children's items will support Cradles to Crayons' efforts to provide children living in homeless or low-income situations with the essentials they need to thrive. Cradles to Crayons supplies these items
free of charge by engaging and connecting communities that *have* with communities that *need*.

Want to Donate? Ask Me How!

Cradle to Crayons Donation Request

The form Cradle to Crayons Donation Request is no longer accepting responses. Try contacting the owner of the form if you think this is a mistake.

This content is neither created nor endorsed by Google. Report Abuse - Terms of Service

Google Forms

Fun Holiday Receipes

The Eller Family Favorite ~ Mrs. Eller

As the middle schoolers know, I'm a Buckeye fan and so in our house, Candy Buckeyes are a family tradition.

Making them takes forever, but we all pitch in for three days to make them! Here's the recipe if you'd like to try them at your house. Go Bucks!!!

https://www.allrecipes.com/recipe/9909/buckeyes-i/

P.s. What is a Buckeye? It's a nut that grows on trees in Ohio. But don't eat the REAL nut, they're poisonous!

Mrs Krasevic - English Sausage Rolls

Many of you have heard my accent and know I am from England. So, to be true to my culture, I make sausage rolls every year for Boxing Day!

https://www.thespruceeats.com/great-british-sausage-roll-recipe-435702

Send me a picture of them when you have made them! skrasevic@insightpa.com

Important School Dates.

December 21, 2018
Half Day for Teachers and Students

December 24, 2018 – January 1, 2019
Winter Break (No School)

Click Here for the School Calendar

Happy Winter Break from all the Staff at ISPA

Happy Holidays from around the World

Connect with Insight PA Cyber Charter School

Insight PA Cyber is using Smore newsletters to spread the word online.

Follow Insight PA Cyber Charter School

Contact Insight PA Cyber Charter School

Aa Aa Aa   High Contrast Mode   Translate

Design beautiful online newsletters and publish instantly.

The days of posting a newsletter around the neighborhood are over.
Smore helps you create amazing pages that you'd be proud to share.

Try it now

Like   Embed   6   468

Fall Newsletter

ISPA

WELCOME TO FALL!

ISPA families! As we move through October, we hope that you are starting to get back into the swing of things. For many of you, the summer days are fading and you are focused on class connect sessions, projects and seeing old friends!

For some, you are still feeling a little shaky. For some, you are challenged with your schedule, navigating the system and trying to work out the kinks.

For all of you that feel this way...breathe! We are here to help you. Please let me introduce you to the FASTeam!

FAMILY ACADEMIC SUPPORT TEAM

FAMILY ACADEMIC SUPPORT LIASIONS

Our Family Academic Support Liaisons (FASLs) provide specific and intensive support for our newly enrolled families as well as our families who are not utilizing all the resources our program has to offer.

FASLs are able to provide personalized, focused support via phone, computer and in specialty classrooms.

The goal of FASL support is:

- to help families have a strong start to the school year
- become familiar with all of our programs and resources and know how to access and navigate each of these
- take advantage of and participate fully in this model of education

Elementary Grades
Mrs. Carolyn Whalen - cwhalen@insightpa.org
Ms. Christina Johnson - cjohnson@insightpa.org

Middle School
Mr. Randy Johnson - rjohnson@insightpa.org

High School
Mr. Uche Oneyeador - uoneyeador@insightpa.org

Strong Start Coordinator
Mr. Matt Breiner - mbreiner@insightpa.org

STUDENT SUPPORT SERVICES

Family Engagement Coordinator
Mrs. Sally Krasevic - skrasevic@insightpa.org

Family Resource Coordinator
Ms. Dorticia Council - dcouncil@insightpa.org

Family Compliance Liaison
Ms. Marquese Hargrove - mhargrove@insightpa.org

LEARNING COACHES IN GRADES K – 5

COFFEE & SUPPORT: THE PERFECT BLEND

OCTOBER 23TH @ 7:30PM

K - 5th grades. Learning Coach Group. This is YOUR Time!

It's been about a month now since school started. Are you completing your daily plan? What should you do if you get behind? Let's talk about your schedule.

Being a learning coach is a big commitment, especially for a K5 coach. These young minds need constant supervision and motivation. Find a quiet spot (if possible), join us, and sip your perfect blend!

LC TOPIC:
Schedule
Daily/Weekly Plan
Overdues???

Questions and Chat time
EMAIL: cwhalen@insightpa.org
Phone: 844-269-9230 ext. 3046

FROM MS. HARGROVE - YOUR FCL

Hello, October!

While Attendance Awareness Month has come to an end, we remain inspired by the level of activity and engagement that September brought us. Over half of our students—64% of our population—achieved PERFECT ATTENDANCE! And overwhelmingly, 90% of our students attained an attendance rate of 90% or better! Congratulations to all our students, their families, and staff on a job well done!

Attendance Awareness is on-going and sets the framework for our **Autumn Attendance Challenge**. More details are to come, but our goal is simple: we aim to continually exceed our current rates, through incremental changes or sharp increases. Stay tuned to learn how you can be rewarded for your attendance and acknowledged for your effort.
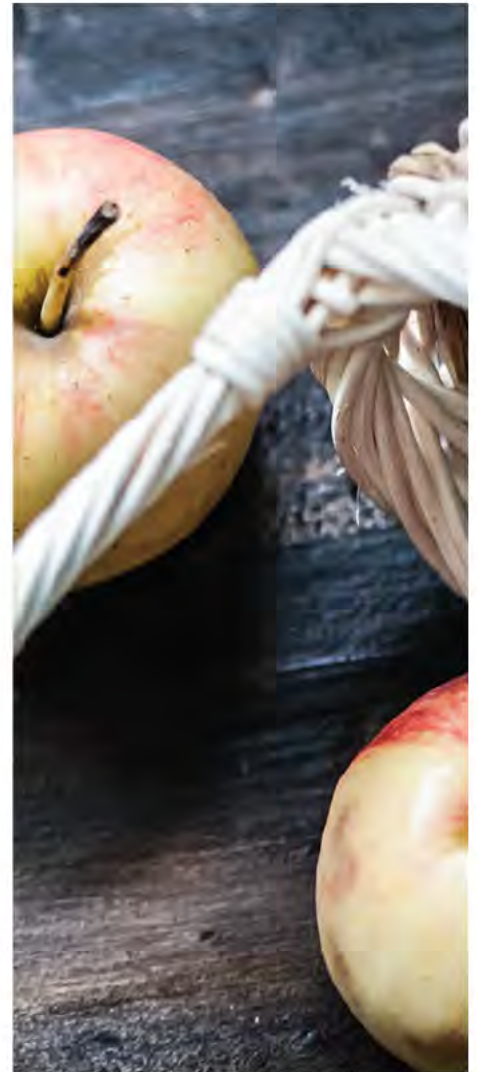
CALLING ALL ARTISTS!

K12'S 13TH ANNUAL ART CONTEST!

All students in kindergarten through 11th grade are invited to step up to the drawing board. Create and submit a work of art illustrating your favorite school subject!

|	
Create Story | What's Your K12 S...	stories.k12.com

2018 K12 ART CONTEST

HIGH SCHOOL COUNSELOR

HIGH SCHOOL COUNSELING WEBSITE - CLICK HERE

MRS. ALLIE SCHEIFER

There is a lot of information coming at our high school students each day and this website was created to be a resource for them to access important information from their high school counselor. Students and learning coaches will find upcoming events as well as information about the 7 Mindsets and our CTE program, career and college resources and general information about our graduation requirements, grad plans and more. We will be updating this site regularly and adding more information throughout the year, so we hope that parents and students will bookmark it and visit it frequently!
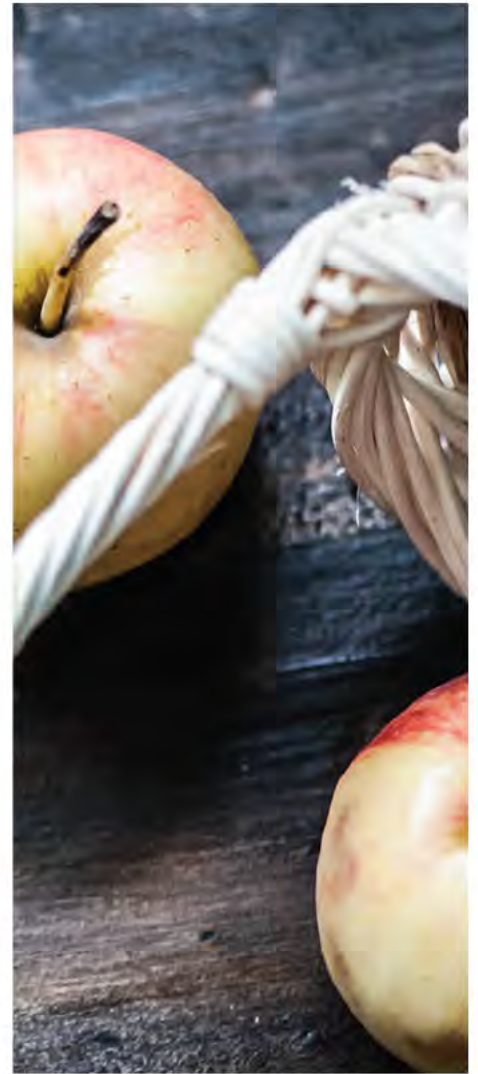
ISPA HIGH SCHOOL COUNSELI... ispahscounse ing.weebly.com
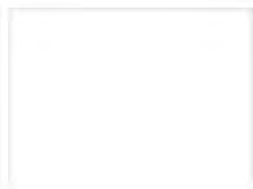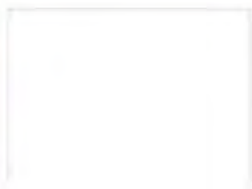
WINTER KEYSTONE EXAMS

Winter Keystone testing will be December 3rd through the 14th.
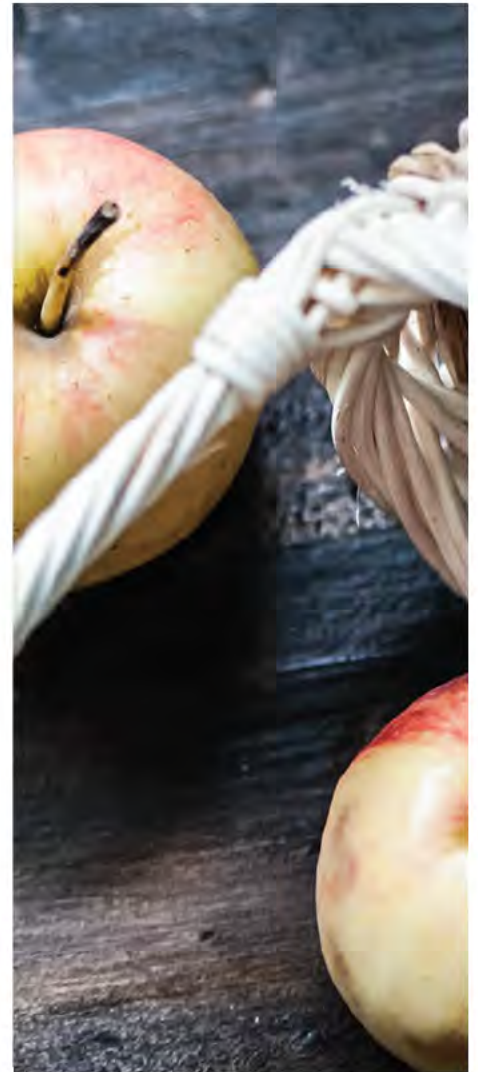
Keystone Exams are for 10th and 11th grade students.

Watch your emails for testing communications with more information

PENNSYLVANIA KEYSTONE EXAMS

FIELD TRIPS

ISPA - ZooAmerica at Hershey Park
September 28th 2018

WE ARE EXCITED TO SHARE OUR UPCOMING FIELD TRIPS!

Please check out the upcoming field trips! This is a great opportunity to meet and mingle with ISPA staff, students and families!

OCTOBER IS MOTION MONTH

AMERICA ON WHEELS MUSEUM

WHEN
SATURDAY, OCT. 27TH, 11:30AM

WHERE
5 NORTH FRONT STREET
ALLENTOWN, PA

MORE INFORMATION
Over-The-Road Transportation Museum
America on Wheels is an over-the-road transportation museum in Allentown, Lehigh County, Pennsylvania in the United States. The 43,000 square feet museum offers over 23,000 square feet of exhibit space divided into three main galleries and several smaller exhibits. The museum houses rotating exhibits on the second floor. Also on the second floor is the HubCap Cafe, and a vehicle art gallery featuring artists such as Bill Bravo.

RSVP - https://goo.gl/forms/7rKpiGV5ig10TYJn1
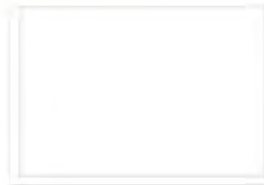
Get Directions

RAILROAD MUSEUM OF PENNSYLVANIA

WHEN
SATURDAY, OCT. 27TH, 11:30AM

WHERE
300 GAP ROAD
RONKS, PA

Get Directions

MORE INFORMATION
The Railroad Museum of Pennsylvania houses one of the most significant collections of historic railroad artifacts in the world. Devoted to preserving and interpreting the broad impact of railroad development on society, the Museum:
Displays 100+ locomotives & cars from the mid-19th & 20th centuries, including the priceless Pennsylvania Railroad Historical Collection.
Has restored many of these unique survivors to original appearance, and pursues a major restoration program.

RSVP - https://goo.gl/forms/fzGesmADGr45bjSf2

BICYCLE HEAVEN

WHEN
SATURDAY, OCT. 27TH, 11:30AM

WHERE
1800 PREBLE AVENUE
PITTSBURGH, PA

Get Directions

MORE INFORMATION
Bicycle Heaven Museum was established in 2011 by Craig & Mindy Morrow. It is the world's largest bicycle museum & shop, as seen in the New York Times and Associated Press. Rated on Trip Advisor as the #1 Pittsburgh Museum and voted top bike shop in Pittsburgh. They have the Bowden Spacelander, the first fiberglass bike made and one of the most sought after bicycles. Only 30 or so to be found, Bicycle Heaven has 17. They have close to 4,000 bicycles vintage to new under one roof. They also have an extensive collection of memorabilia and theme bikes that includes The Beatles, Elvis Presley, Sports and Bobbleheads, local art work, and many other rare items for you to enjoy.

Bring your own bikes for a ride after!

RSVP - https://goo.gl/forms/oPnSKivXhQQ0Ey8e2

NOVEMBER IS GOVERNMENT MONTH

THE PENNSYLVANIA CAPITAL TOUR

WHEN
SATURDAY, NOV. 3RD, 2:30PM

WHERE

Get Directions
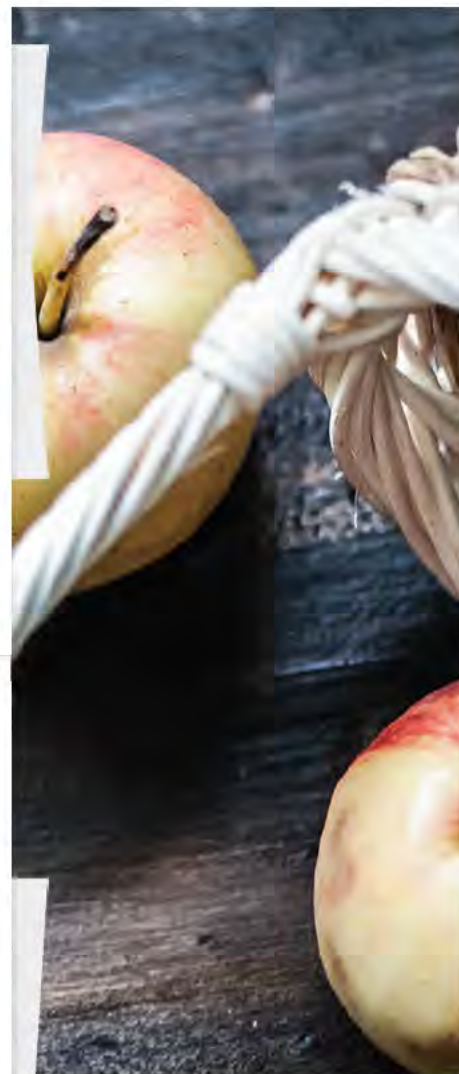
COMMONWEALTH AVENUE
HARRISBURG, PA

MORE INFORMATION

The Pennsylvania State Capitol building is a functional seat of government, where laws are passed and the public policy is set for over 12 million residents of Pennsylvania. In addition to visiting the Interactive Welcome Center and Capitol Gift Shop, we will take part in a 30-minute guided tour of "the handsomest building" President Theodore Roosevelt ever saw. Capitol Tour Guides will point out the architectural and artistic highlights, and make the Capitol's history come alive.

RSVP - https://goo.gl/forms/pfKgGcALisy3E4xy2

CONSTITUTION CENTER TRIP – NOVEMBER 3RD

We are planning and exciting Saturday event at the Constitution Center in center city Philadelphia.

Please join us for an informational assembly Thursday Oct. 11th at 6:00 pm - an optional link will be sent to all students and learning coaches

Here are the details in advance:

TICKETS: $7.50 each, PAID IN ADVANCE BY OCTOBER 22ND
CHECKS MAILED TO AND WRITTEN OUT TO: ISPA

What does this include?

9:30am - 10am – Family arrival time for ticket distribution.
10:30 – "Freedom Rising" show begins. – (17 min long) Reserved seating with our group.
11am – 1pm – Free time to walk through the exhibits with or without classmates:
1. Story of "We the People" – interactive exhibit on the 2nd floor
2. "Signers Hall" – statues of the founding fathers
3. Constituting Liberty – copies of our country's famous documents
4. The visiting exhibit of "Hamilton" – 1st floor – Access is limited to 20 people at a time, so you may need to wait your turn.
Reserved seating all together in the museum lunch room. – Bring your own bagged lunch.
1:30 – 3:00 – Revisit anything you'd still like to see.
3:00 – Officially the event ends.
5:00 – The Constitution Center closes.

CHECK THE ISPA SCHOOL WEBSITE FOR ALL EVENTS

| Events for Enrolled Families | pa.insightschools.net |

| Events for Prospective Families | pa.insightschools.net |

| Log into Facebook | Facebook | www.facebook.com |

Log into Facebook to start sharing and connecting with your friends, family, and people you know.

PHILADELPHIA FAMILIES!

Here is YOUR newsletter of events from our Parent Ambassador for Philadelphia - Tiffany Adams

**Face to Face Time in Philadelphia**   www.smore.com

Face to Face Time in Philadelphia - This event is hosted by ISPA Philadelphia Parent Ambassador by Tiffany Adams | This newsletter was created with Smore, an online tool for creating beautiful newsletters for for educators, nonprofits, businesses and more

CAREER EDUCATION EVENTS

For more information on any of these events, please contact:
Barry King, CTE Administrator
bking@insightpa.org
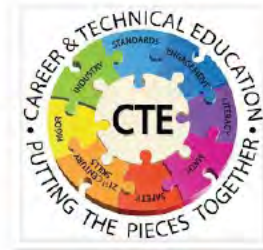
CONSTRUCTION WARS, ASSOCIATION OF BUILDERS AND CONTRACTORS

When: Thursday, October 18, 2018, from 9 to 1
Where: ABC Keystone Training Center
135 Shellyland Road
Manheim, PA 17545
Who: Students in grades 6-8
Website: **https://abckeystone.org/event/construction-wars-a-middle-school-hands-on-career-exploration-event/**

DESTINATION IMAGING (HARRISBURG, PA)

Have you ever wondered how our imaging technologists create impressive images of the human body on a daily basis? Come investigate a career in the field of medical imaging.
Program dates: Saturday, October 27, 2018
Time: 8:30 a.m.-12:30 p.m.
Register: Cheryl Bargo
717-652-5840 (ext. 4202)
cbargo@pinnaclehealth.org

EXTREME NURSE PROGRAM (HARRISBURG, PA)

Have you ever wondered what it would be like to take care of someone who is sick or recovering from surgery or another medical procedure? Come spend the day exploring a career in nursing.
Program dates: Saturday, November 10, 2018
Time: 7:30 a.m.-3 p.m.
Register: Please contact Jacqueline Harner at 717-657-7467

MICROSOFT (STEM GIRLS ONLY)

Thursday, October 18, 2018, 10:00 am–1:00 pm
30 Isabella Street, Suite 202, Pittsburgh, PA 15212
During the tour, you will interact with Microsoft personnel to gain exposure to careers in business and technology, and get an inside look at what it's like to work at Microsoft. Come meet female professionals that will discuss information about technology and business roles. Engage in a thought-provoking exercise when you get to participate with Minecraft Coding using Microsoft's MakeCode platform, and witness interesting Microsoft product demonstrations.
Register: http://www.microsoft.com/digigirlz
Call: 412. 237. 3400

MECCO PARTNERS, LLC (STEM GIRLS ONLY)

Friday, October 19, 2018
10:00 am- 12:45 pm
290 Executive Drive, Suite 200, Cranberry Twp., PA 16066 www.mecco.com
When it comes to manufacturing, we often don't think about what makes up the products that we see every day. For instance, did you know that the average car has about 30,000 parts? It's important that each of these parts are marked with specific information so that they can be identified. This process helps manufacturers prevent issues so that products are as safe as possible. MECCO has been a recognized leader in developing products for permanent marking and traceability for over 128 years. Their team of engineering, operations, and production professionals work to create innovative laser engraving machines for their customers in the automotive, aerospace, oil and gas, and other industries. Come visit Mecco and see a demonstration of a custom-built laser. Plus, use a laser and computer software to customize a pen to take home!

Special notes: Lunch will be provided on this tour.

ALUNG TECHNOLOGIES

Wednesday, October 24, 2018
1:00 pm–3:00 pm
2500 Jane Street, Suite 1, Pittsburgh, PA 15203 https://www.alung.com/
Call: 412. 237. 3400

ALung Technologies is a start-up medical device company that is commercializing artificial lung technology developed at the University of Pittsburgh. ALung designed and now manufactures a revolutionary device, called the Hemolung Respiratory Assist System, which provides lung support for people suffering from forms of severe respiratory failure. During the tour, you'll be able to see how the device is manufactured, tour the test lab where the performance of the device is evaluated, and learn about an exciting clinical trial that is just beginning here in the United States. You'll also learn how to "prime the circuit", when you get the opportunity to set up the actual system. You'll work with a group to connect the circuit to a real catheter that has been inserted into a mannequin, mimicking how the Hemolung device works.

PITTSBURGH LIFE SCIENCES GREENHOUSE

Tuesday, November 13, 2018
1:00 pm- 3:00 pm
2425 Sidney Street, Pittsburgh, PA 15203
https://www.plsg.com/

Are you interested in starting your own company? Do you want to work for a startup company that creates life-saving technologies to improve the health of all humanity? Do you have a bold idea, like the next app that tracks your sleep patterns or heart rate? If so, then come and spend the day with the Pittsburgh Life Sciences Greenhouse to learn about new and exciting life sciences technologies, and learn the process by which an idea becomes a successful product that is ready to be launched into the market. You will have the opportunity to meet with Life Sciences "super-women" who are changing the region and world by improving the health of humanity! You will have a shared lunch with these "super women" and hear about their experiences, and then go on a guided tour into one of our companies' facilities! Over lunch you will have the opportunity to test various prototypes!

Special notes: Lunch will be provided on this tour.

PARENT WORKSHOPS

Workshops for Learning Coaches   www.smore.com

Workshops for Learning Coaches - At ISPA by Sally Krasevic | This newsletter was created with Smore, an online tool for creating beautiful newsletters for for individual educators, schools and districts

PARENT AMBASSADOR PROGRAM

The ISPA Parent Ambassador Program is a volunteer parent organization dedicated to supporting students, families and staff. Parent Ambassadors provide additional opportunities for families to connect, share experiences, and commit to building a better school community. Parent Ambassadors host local activities, promote school spirit, and mentor new families.

Please use the form below to sign up for more information on this program.

Parent Ambassador Sign Up

The form Parent Ambassador Sign Up is no longer accepting responses.
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FROM MS. COUNCIL – YOUR FRC

NATIONAL SAVINGS DAY

Celebrate National Savings Day on October 12, 2018!

Fund My Future is a children's savings program available to all children aged 0-18 in Allegheny County. Each month, $2,500 in prizes is up for grabs to participants of **Fund My Future**. Come out on October 12 to find out more and to enroll, from 10am to 1pm in the lobby of the City-County Building, 414 Grant Street, 15219. Door prizes will be given away. For more information, go to fundmyfuturepgh.org or call 412-440-UWIN (8946).

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Connect with Insight PA Cyber Charter School

Insight PA Cyber is using Smore newsletters to spread the word online.

Follow Insight PA Cyber Charter School   Contact Insight PA Cyber Charter School

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Design beautiful online newsletters and publish instantly.

The days of posting a newsletter around the neighborhood are over.
Smore helps you create amazing pages that you'd be proud to share.

Try it now

smore   Log in   Sign up for free

| Like | | Embed | 1 | 339 |

Learning Coach Support

ISPA FASTEAM

BUSY TIMES

We understand that the role of a Learning Coach is a busy one!

To try and help, we have compiled a list of recorded workshops that were provided to you in the past. We hope you have some time to sit, with a coffee, and learn some tips and tricks.

These are all Blackboard Collaborate sessions. You will not be able to watch on your phones. Please click on the titles to watch the recording.

TLC

TIME FOR LEARNING COACHES

CREATING A UNIQUE ENVIRONMENT

LEARNING COACH CARE

ENJOYING THE LEARNING PROCESS

JUMP STARTING A NEW YEAR

LOOK FORWARD TO A NEW YEAR

GIVING GIFTS THAT MATTER: HANDLING THE HOLIDAYS

COACH VS TEACHER

UNDERSTANDING YOUR WHY

TIME MANAGEMENT

TRIED & TRUE PRACTICES

INTRODUCTION TO ISPA LEADERSHIP 2018

EXERCISE & THE BRAIN

10 WAYS TO MOTIVATE YOUR CHILD IN SCHOOL

BALANCING YOUR FAMILY LEARNING STYLES

SOCIAL MEDIA FOR PARENTS

MANAGING DISTRACTIONS

KEEP ON ROLLING: SUSTAINING MOMENTUM & MOTIVATION

MANAGING MULTIPLE STUDENTS

TRIED & TRUE: LC BEST PRACTICES

HOW TO MENTOR LEARNING

UNDERSTANDING YOUR WHY

CREATING HEALTHY BOUNDRIES

WHY DO I NEED TO ATTEND SCHOOL?

DATING VIOLENCE: WHAT IS A HEALTHY RELATIONSHIP?

COLLEGE PLANNING

SAT/ACT WORKSHOP

EMOTIONAL LEARNING THROUGH MENTORING

GETTING YOUR CLEAN HOUSE BACK: TEACHING LIFE SKILLS

NEED SUPPORT?

Elementary Principal - Mrs. Kelly Bausher, kbausher@insightpa.org
Elementary - Contact your students teacher.

Middle School Principal- Mrs Jessica Wright. jwright@insightpa.org
6th Grade - leller@insightpa.org
7th Grade - arudy@insightpa.org
8th Grade - ssmith@insightpa.org

High School Principal - Mr Beryl Cohen. bcohen@insightpa.org
9th Grade - rstetser@insightpa.org
10th Grade - tjones@insightpa.org
11th Grade - iabdul-aziz@insightpa.org

Orientation Questions: mbriener@insightpa.org
School Nurse: wsmith@insightpa.org
Family Resource Coordinator: dcouncil@insightpa.org

Attendance: attendance@insightpa.org
Student records: dtroutman@insightpa.org

Technical Issues: https://www.help.k12.com/s/
Call: 866-512-2273

👤 Connect with Insight PA Cyber Charter School

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Follow Insight PA Cyber Charter School   Contact Insight PA Cyber Charter School

Aa   Aa   Aa   High Contrast Mode   Translate

Design beautiful online newsletters and publish instantly.

The days of posting a newsletter around the neighborhood are over.
Smore helps you create amazing pages that you'd be proud to share.

Try it now

smore

Log in   **Sign up for free**

Like   Embed   2   256

ISPA News

APRIL, 2018

ISPA MASCOT WINNER!

DRUM ROLL....

ISPA searched for a mascot for its school!

We held a mascot competition where we asked you, as students, to submit your entries for our school mascot. We received so many great drawings and writings and we asked YOU to choose the winner! So, you did! Through an on line art show, students, learning coaches and ISPA school staff voted for their winning mascot entry.

Today we bring to you....

INSPAW THE BULLDOG

KALEENA CAIN - 6TH GRADE

For the mascot competition I drew a bulldog and named it Inspaw The Bulldog.I chose Inspaw because it is a mix between Insight and paws which are what most animals have an there feet. Inspaw has a cap with the Insight PA logo, also on the dog tag there is the Insight logo. Then on legs of Inspaw he has two bracelets, one of them says k12 and the other one says Insight on it. The cap is black and the logo is blue and grey those are also the colors on the dog tag, then the dog's bracelets are blue with black writing on them. Also the dog is white with black spots and has blue eyes and a grey nose. I chose to use blue, black, and white because those colors are the school colors and I used grey because it was a nice complementary color.

KALEENA AND HER FAMILY AT THE EXTON OFFICE FINDING OUT SHE WAS THE WINNER!

CONGRATULATIONS KALEENA!

TO ALL OUR CONTENSTANTS:

You all did an amazing job with your art and your thoughtful write ups, we were so impressed!

Thank you to each and everyone of you that participated!

LEARNING COACH CORNER

LEARNING COACH UNIVERSITY ™ (LCU)

The K12 Learning Coach University™ offers a large selection of live sessions, workshops, and events that provide support for your role as the Learning Coach all year long. When your student enrolled, you received information regarding how to sign up for Learning Coach sessions.

Sample Workshop Topics

- Using K12's Curriculum Effectively
- Managing Your Time
- Using Microsoft/Open Office Tools

- Math and Writing Skills Refresher Series
- School Effectively at Home Series
- Avoiding Burnout
- Preparing for State Testing
- Block Scheduling
- Reading Comprehension

PARENT AMBASSADORS AT ISPA

With the support of school staff, becoming a Parent Ambassador gives you an opportunity to explore the things that are important to you and identify how you would like to make an impact.

Here are just a few ways to get involved:

- **Interest groups:** Help organize activities for groups of students. Parents can put together interest groups around art, music, scouting—even LEGO®!
- **Outings and field trips:** From baseball games to bowling, gym days to museum visits, join us for enrichment, togetherness, and fun.
- **Participation in local fairs and expos:** This is a great chance to meet fellow parents as well as parents interested in online learning. Share your knowledge and your school spirit!
- **Park days and ice cream socials:** These are great opportunities to connect with other families in a fun environment.
- **Co-Ops:** We use the term "co-op" as shorthand for "cooperative group"—parent-led groups where parents work together to plan and organize fun and meaningful group activities for their children who school at home. Co-op parents work together to tap into each other's strengths and provide support for each other in challenging times. Although these parents primarily teach at home, they see the need and the value of their children engaging in some structured group activities. Engage with parents in your school community to connect to existing co-ops, or create one in your neighborhood.

Are you interested? Want more information? Have questions?
Contact our Family Engagement Coordinator: Sally Krasevic at skrasevic@insightpa.org

NATIONAL LEARNING COACH PROGRAMMING

"UNDERSTANDING SNAPCHAT" SNAPCHAT FOR PARENTS

WHEN
TUESDAY, APRIL 10TH, 3PM

WHERE
THIS IS AN ONLINE EVENT.

MORE INFORMATION
Snapchat Link

STRESS REDUCTION WORKSHOP SERIES FOR PARENTS

WHEN
TUESDAY, APRIL 24TH, 1PM

WHERE
THIS IS AN ONLINE EVENT.

MORE INFORMATION
Stress Reduction Link

G.I.T "GET IT TOGETHER" SERIES WITH A FOCUS ON TIME MANAGEMENT, BUILDING A ROUTINE AND CREATING A CATCH-UP PLAN

WHEN
TUESDAY, MAY 1ST, 4PM

WHERE
THIS IS AN ONLINE EVENT.

MORE INFORMATION
G.I.T. (Get It Together):

K12'S ANNUAL POETRY CONTEST IS HERE!

CONTEST STARTS APRIL 2

In honor of National Poetry Month, K12's annual Poetry Contest is here! This year's theme is **Hometown**. Where are you from? Is it the sight of city lights that ignites your soul, or the smell of honeysuckle in the summertime? Are you at home with ocean waves crashing against your skin, or hearing the distant chimes of the old clock tower on Main Street? Wherever you're from, let your hometown be your guide for your contest entry.

K12 STUDENT CLUBS

K12 offers a variety of student clubs where like-minded students can share their areas of interest. These clubs are offered typically two times a month, and last one hour. Browse our 2017–2018 club listings by clicking here, and register for your favorite clubs today!

ONLINE CLUBS

MAKE A SPLASH STEM CONTEST WINNERS

STEM CONTEST WINNERS

This year's MAKE A SPLASH STEM Contest was quite a success! We received many creative Rube Goldberg inspired contraptions from students displaying their scientific abilities. We invite you to view our online collection of participants and see the fantastic submissions we received this year.

PSSA TESTING INFORMATION

Connect with K12 Family Engagement

K12 is using Smore newsletters to spread the word online.

Follow K12 Family Engagement   Contact K12 Family Engagement

Design beautiful online newsletters and publish instantly.

The days of posting a newsletter around the neighborhood are over.
Smore helps you create amazing pages that you'd be proud to share.

Try it now

BoardDocs® Pro

Insight PA Cyber Charter School
Regular Board Meeting - June 17, 2019
7:00pm

INSIGHT PA
CYBER CHARTER SCHOOL

Board Members present: Michael Adler, Aviva Moore, Lowell L. Thomas, Chris Rossi
ISPA Employees: Eileen Cannistraci, CEO, Beth Jones, CFO, Samantha Chacanias, Project Manager
K12 Employees: Michael Frost, Exec. Director; Jaime Salindong, Sr. Finance Manager; Jessica Wright, MS Principal; Kelly Bausher, Elem
Principal, Beryl Cohen, HS Principal, and Marlowe Doman, Dir. of Operations
K12 from HQ: Liz Roth, Deputy VP and Dareen Reed, VP
Attorneys: Alan Kessler

Meeting called to order at 7:01 PM

1. Preliminary
Action, Procedural: A. Roll Call
Board Members present: Aviva Moore, Lowell L Thomas, Michael Adler, Chris Rossi

Action: B. Approve Agenda
Motion to approve the agenda as presented
Motion by Aviva Moore, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Chris Rossi

2. Communications
Information: A. Executive Session
The Board held an Executive Session at 6:30pm this evening to discuss school safety plans.
Additionally, leadership staff presented informational materials to the Board during the Board's annual retreat today.

Procedural: B. General Public Comment
None

Action, Minutes: C. Approval of Board Minutes from May 20, 2019
Motion to approve May 20, 2019 Board meeting minutes.
Motion by Michael Adler, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Chris Rossi

3. Reporting
Information, Reports: A. CEO Report
CEO Updates
1. Comprehensive Plan. Planned during 2018-2019, implementation begins July 1, 2019 and runs through June 30, 2022.
2. Legislative Updates. Four charter reform bills passed the PA House. Now at the PA Senate.
3. Action Items- Bylaw Amendments (providing notice only at this meeting, vote at next meeting), Attendance and Truancy Policy, English
Language Learners Policy, and 2019-2020 Student Handbook.
4. 2019-2020 Board Meeting Calendar - 4th Tuesday of the month at 7pm. Eileen will send Board calendar.
5. Update - charter renewal progress is on track as scheduled, with submission to PDE in September. PDE's deadline is October 1st.

Information, Reports: B. Executive Director Report
1. Registration 2019-2020 progress.
2. 2018-2019 final student enrollment, student demographics, and state standardized testing participation rates shared.

Information, Reports: C. CFO Report
1. May 2019 Financial Reports and Disbursements
2. May 31, 2019 Personnel List
3. Lease Amendment, Renovations, and Furniture
4. 2019-2020 Budget
5. Fund Balance Resolution

4. Action Items
Action: A. May 2019 Financials
Motion to approve the May 2019 Financial Reports and Disbursements
Motion by Michael Adler, second by Aviva Moore.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Chris Rossi

Action: B. Employee List as of May 31, 2019
Motion to approve the May 31, 2019 Employee List as presented
Motion by Michael Adler, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Chris Rossi

Action: C. 2019-2020 Budget Draft, v3
Motion to approve the 2019-2020 School Year Budget as presented.
Motion by Michael Adler, second by Aviva Moore.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Chris Rossi

Action: D. Fund Balance Resolution - Committed Funds
Motion to approve the Fund Balance Resolution to commit projected surplus funds
Motion by Michael Adler, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Chris Rossi

Action: E. Appointments List - Staff and Advisors
Motion to approve the list of appointments as provided
Motion by Michael Adler, second by Aviva Moore.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Chris Rossi

Action: F. Lease Amendment, Renovations, Furniture - 350 Eagleview Boulevard
Motion to approve the Lease Amendment, renovation proposal, and furniture proposal.
Motion by Michael Adler, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Chris Rossi

Action: G. English Language Learners, and Attendance and Truancy Policies
Motion to approve the 2019-2020 Attendance and Truancy Policy, and the English Language Learners Policies.
Motion by Michael Adler, second by Aviva Moore.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Chris Rossi

Action: H. 2019-2020 Student Handbook
Motion to approve the 2019-2020 Student Handbook
Motion by Michael Adler, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Chris Rossi

5. Announcements
Information: A. Board of Trustees' Next Meeting
The next Board Meeting is scheduled for August 27, 2019 at 7pm. There are no July 2019 meetings.

6. Adjournment
Action: A. Meeting Adjournment
Motion to Approve the Adjournment of the Meeting
Motion by Chris Rossi, second by Michael Adler.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Chris Rossi

Insight PA Cyber Charter School
Regular Board Meeting - May 20, 2019
7:00pm

INSIGHT PA
CYBER CHARTER SCHOOL

Board Members present: Michael Adler, Aviva Moore, Lowell L Thomas, Chris Rossi, Alice Solomon
ISPA Employees: Eileen Cannistraci, CEO and Beth Jones, CFO, Samantha Chacanias, Project Manager
K12 Employees: Michael Frost, Exec. Director; Jaime Salindong, Sr. Finance Manager; Jessica Wright, MS Principal; Marlowe Doman, Dir. of Ops; Nikia, Hannon, Dir of Academics, Barry King, Director of CTE, Jen Jennings, Director of Special Education,
K12 from HQ: Liz Roth, Deputy VP
Attorneys: Pat Hennessy

Meeting called to order at 7:01 PM

1. Preliminary
Action, Procedural: A. Roll Call
Michael Adler, Aviva Moore, Lowell L Thomas, Chris Rossi, Alice Solomon
Mrs. Samatha Chacanias, Project Manager for the CEO/CFO, was introduced to the Board.

Action: B. Approve Agenda
Motion to approve the agenda as presented
Motion by Lowell L Thomas, second by Alice Solomon.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon

2. Communications
Information: A. Executive Session
The Board has not held any Executive Sessions since our last meeting.

Procedural: B. General Public Comment
There was no general public comment.

Action, Minutes: C. Approval of Board Minutes from April 15, 2019
Motion to approve April 15, 2019 Board meeting minutes.
Motion by Chris Rossi, second by Alice Solomon.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon

3. Reporting
Reports: A. CEO Report
1. CTE program submission has been made to PDE. Update on Business MOU template from K12.
2. Legislative Updates - 4 charter reform bills moved out of the House Education Committee (ethics, facilities, the application process, dual enrollment)
3. 2019-2020 Employee Handbook Updates
4. Board Retreat Information - June 17, 2019, 3:30-6:30pm F2F in Philadelphia
5. Charter Renewal Application Timeline Updates - Component timelines from May 31st to July 31st with the final version submitted to PDE on September 1st. Draft of sub-sections will be sent to the appropriate committee(s) for review and then send to the full Board final drafts by the end of July. Due to PDE on October 2nd. PDE will schedule a site visit. PDE sets timelines and can adjust them.

Reports: B. Executive Director Report
1. Registration 2019-2020. The process is underway with 43% already confirmed for next school year.
2. PSSA/Keystone Testing - PSSAs are complete. Participation percentage (79%) increased from last year. Keystones are underway.
- Cyber charter CEOs are planning a "testing coordinator summit" once all testing is over to discuss common concerns, the potential for collaboration, and best practices.
3. Enrollment and Demographics. As of May 9th, student enrollment is 2004.

Reports: C. CFO Report
1. April 2019 Financial Reports and Disbursements
2. April 20, 2019 Personnel List
3. Business Insurance Selection
4. 2019-2020 Financial Policies and Procedures Manual
5. 2019-2020 Uniform Grant Guidance (UGG) Manual
6. 2019-2020 Budget Presentation (draft)
- This is the second public sharing of the budget. In accordance with PDE regulations, the budget must be available to the public

for 30 days between the first sharing (April 15, 2019) and the Board's vote on the final budget. The vote is planned for June 17, 2019.

4. Action Items
Action: A. April 2019 Financials
Motion to approve the April 2019 Financial Reports and Disbursements
Motion by Michael Adler, second by Aviva Moore.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon

Action: B. Employee List as of April 30, 2019
Motion to approve the April 30, 2019 Employee List as presented
Motion by Michael Adler, second by Aviva Moore.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon

Action: C. Selection of Business Insurance Policies
Motion to approve recommended insurance policies for the 2019-2020 school year.
Motion by Michael Adler, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon

Action: D. 2019-2020 Manuals
Motion to approve the drafts of the 2019-2020 Financial Policies & Procedures Manual, the 2019-2020 Uniform Grant Guidance (UGG) Manual, and the 2019-2020 Employee Handbook
Motion by Michael Adler, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon

Action: E. Student/Family Internet Service Provider Policy
Motion to approve the Student/Family Internet Service Provider Policy
Motion by Michael Adler, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon

Action: F. Business MOU for Student Internships - vote postponed until June meeting
This MOU is used in conjunction with an individualized student plan that outlines specific expectations.
Board member, Alice Solomon, requested that ISPA have the final say on who is responsible for working with our students and that criteria be set (including specifying the required background checks/clearances) for that individual's background/education in writing.
Motion to approve the Business MOU template
Motion by Michael Adler, second by Lowell L Thomas.
No vote was taken on Motion 1

5. Announcements
Information: A. Board of Trustees' Next Meeting
The next Board Meeting is scheduled for June 17, 2019 at 7pm. This meeting will not be held at the school, it will be held in Philadelphia and the address will be shared publicly in advance of the meeting. This is the Annual Meeting of the Insight PA Board of Trustees.

Information: B. 2019-2020 Budget Draft, v2 Presented

6. Adjournment
Action: A. Meeting Adjournment
Motion to Approve the Adjournment of the Meeting
Motion by Michael Adler, second by Lowell L Thomas.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Chris Rossi, Alice Solomon

Insight PA Cyber Charter School
Regular Board Meeting - April 15, 2019
(Monday, April 15, 2019)

INSIGHT PA
CYBER CHARTER SCHOOL

Board Members present: Aviva Moore, Diana Moninger, Lowell L Thomas, Chris Rossi, Alice Solomon
ISPA Employees: Eileen Cannistraci, CEO and Beth Jones, CFO
K12 Employees: Michael Frost, Exec. Director; Jaime Salindong, Sr. Finance Manager; Kelly Bausher, Elementary Principal; Jessica Wright, MS Principal; Marlowe Doman, Dir. of Ops; Nikia, Hannon, Dir of Academics, Beryl Cohen, HS Principal
K12 from HQ: Liz Roth, Deputy VP
Attorneys: Alan Kessler and Kimberly Colonna

Meeting called to order at 7:01 PM
1. Preliminary
Action, Procedural: A. Roll Call
Aviva Moore (joined at item 2c), Diana Moninger, Lowell L Thomas, Chris Rossi, Alice Solomon

Action: B. Approve Agenda
Motion to approve the agenda as presented
Motion by Diana Moninger, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Diana Moninger, Lowell L Thomas, Chris Rossi, Alice Solomon

2. Communications
A. Executive Session
The Board has not held any Executive Sessions since the last public meeting.

B. General Public Comment
There was no general public comment made.
Public Comment Guidelines
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.

Minutes: C. Approval of Board Minutes from March 18, 2019
(Aviva joined for this item.)
Motion to approve March 18, 2019 Board meeting minutes.
Motion by Chris Rossi, second by Lowell L Thomas.
Final Resolution: Motion Carries
Aye: Aviva Moore, Diana Moninger, Lowell L Thomas, Chris Rossi, Alice Solomon

3. Reporting
Reports: A. CEO Report
1. Special Education Training this evening.
2. CTE Application was submitted to PDE by Barry King (CTE Director) and his team.
3. Act 55 board training will be held at Insight PA on Friday, May 10th from 9am-2pm.

Reports: B. Presentation: Approved Private School Placements for Special Education Students
Kimberly Colonna, from McNees Wallace & Nurick, LLC, presented to the Board on the topic of Approved Private School (APS) Placements for Special Education Students. The presentation included a brief introduction to the IDEA and key special education concepts.
https://www.mcneeslaw.com/people/kimberly-m-colonna/

Reports: C. Executive Director Report
1. Registration 2019-2020
2. PSSA/Keystone Testing
3. Enrollment and Demographics

Reports: D. CFO Report
1. March 2019 Financial Reports and Disbursements
2. Personnel List
3. Business Insurance Broker Selection
4. 2019-2020 Budget Presentation (draft)
This is the first public sharing of the budget. In accordance with PDE regulations, the budget must be available to the public for 30 days between the first sharing and the Board's vote on the final budget. The vote is planned for June 17, 2019.

4. Action Items
Action: A. March 2019 Financials
Motion to approve the March 2019 Financial Reports and Disbursements
Motion by Aviva Moore, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Aviva Moore, Diana Moninger, Lowell L Thomas, Chris Rossi, Alice Solomon

Action: B. Employee List as of March 31, 2019
Motion to approve the Employee List as presented
Motion by Diana Moninger, second by Alice Solomon.
Final Resolution: Motion Carries
Aye: Aviva Moore, Diana Moninger, Lowell L Thomas, Chris Rossi, Alice Solomon

Action: C. Business Insurance Benefits Broker Selection
Motion to approve Trident Risk Advisors as Insight PA's business insurance broker.
Motion by Chris Rossi, second by Lowell L Thomas.
Final Resolution: Motion Carries
Aye: Aviva Moore, Diana Moninger, Lowell L Thomas, Chris Rossi, Alice Solomon

5. Announcements
Information: A. Board of Trustees' Next Meeting
The next Board Meeting is scheduled for May 20, 2019 at 7pm.

Information: B. Board Training
The PA Coalition of Public Charter Schools is hosting a series of Act 55 Board Training programs across PA. Insight PA is hosting one on Friday, May 10th from 9am-2pm. All Insight PA Board members are encouraged to attend. If you can't make this session, visit PCPCS's website for the other dates - https://www.eventbrite.com/e/pcpcs-act-55-board-training-tickets-55075798195. Register for the session you can attend at the link provided. All Insight PA Board members should complete training prior to Insight's submission of our charter renewal application.

Information: C. 2019-2020 Budget Draft Presented
A draft of the 2019-2020 Budget was presented this evening during the CFO's report. This is the first public sharing of the budget. In accordance with PDE regulations, the budget must be available to the public for 30 days between the first sharing and the Board's vote on the final budget. The vote is planned for June 17, 2019.
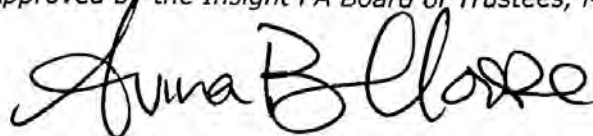
6. Adjournment
Action: A. Meeting Adjournment
Motion to Approve the Adjournment of the Meeting at 8:09pm
Motion by Diana Moninger, second by Alice Solomon.
Final Resolution: Motion Carries
Aye: Aviva Moore, Diana Moninger, Lowell L Thomas, Chris Rossi, Alice Solomon

Approved by the Insight PA Board of Trustees, May 20, 2019

INSIGHT PA
CYBER CHARTER SCHOOL

POWERED BY K12

Regular Board Meeting - March 18, 2019 (Monday, March 18, 2019)
Generated by Beth Jones on Wednesday, March 20, 2019

Members present
Aviva Moore, Diana Moninger, Michael Adler, Chris Rossi, Alice Solomon

Meeting called to order at 7:02 PM

1. Preliminary
Procedural: A. Call the Meeting to Order

Action, Procedural: B. Roll Call. Board Members Present: Aviva Moore, Diana Moninger, Michael Adler, Chris Rossi, Alice Solomon

Action: C. Approve Agenda
Motion to approve the agenda as presented
Motion by Michael Adler, second by Alice Solomon.
Final Resolution: Motion Carries
Aye: Aviva Moore, Diana Moninger, Michael Adler, Chris Rossi, Alice Solomon

Action: D. Resignation of Board member Michele McKeone
Approve the resignation submitted by Board Member Michele McKeone
Motion by Michael Adler, second by Diana Moninger.
Final Resolution: Motion Carries
Aye: Aviva Moore, Diana Moninger, Michael Adler, Chris Rossi, Alice Solomon

2. Communications
Information: A. Executive Session
The Board did not hold any Executive Sessions since our last meeting.

Procedural: B. General Public Comment
No general public comments were provided.

Action, Minutes: C. Approval of Board Minutes from February 25, 2019
Motion to approve February 25, 2019 Board meeting minutes.
Motion by Diana Moninger, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Aviva Moore, Diana Moninger, Michael Adler, Chris Rossi, Alice Solomon

3. Reporting
Information, Reports: A. CEO Report
1. Legislative updates - CTE bill and cyber-reform bills
2. Charter renewal application - Reviewed the topics in the application and provided the plan for sharing the information with the Board as work progresses.
3. Enrollment 2019-2020 - Started March 14, 2019.
4. Next Board Meeting - Monday, April 15th at 7pm.

Information, Reports: B. Executive Director Report
1. Student enrollment and attendance details
2. Enrollment 2019-2020 plans. ISPA asks families to advise the school of their plans for the 2019-2020 school year. Families cannot be required to do so.
3. State testing details (PSSAs and Keystones). ~1000 students in 38 locations in PA for PSSAs. ~500 students in 15-20 sites across PA for Keystone Exams (Bio, Algebra I, and Lit).

Information, Reports: C. CFO Report
1. February 2019 Financial Reports and Disbursements.
2. Personnel List.
3. Timeline for Business Insurance Selection. Anticipate coming to the Board at the April meeting with a recommendation for a new insurance broker for our business and workers compensation policies.

4. Action Items

Action: A. February 2019 Financials
Motion to approve the February 2019 Financial Reports and Disbursements
Motion by Aviva Moore, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Aviva Moore, Diana Moninger, Michael Adler, Chris Rossi, Alice Solomon

Action: B. Employee List as of February 28, 2019
Motion to approve the Employee List as presented
Motion by Michael Adler, second by Diana Moninger.
Final Resolution: Motion Carries
Aye: Aviva Moore, Diana Moninger, Michael Adler, Chris Rossi, Alice Solomon

Action: C. Appointment of Board Secretary
Motion to approve Aviva Moore as the Secretary/Treasurer for the Board of Trustees.
Motion by Michael Adler, second by Diana Moninger.
Final Resolution: Motion Carries
Aye: Aviva Moore, Diana Moninger, Michael Adler, Chris Rossi, Alice Solomon

5. Announcements

Information: A. Board of Trustees' Next Meeting
The next Board Meeting is scheduled for April 15, 2019 at 7pm.

Information: B. Board Training
Register for the Act 55 Board Training. Information is available at http://pacharters.org/register-now-act-55-board-training/.

6. Adjournment

Action: A. Meeting Adjournment
Motion to Approve the Adjournment of the Meeting
Motion by Michael Adler, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Aviva Moore, Diana Moninger, Michael Adler, Chris Rossi, Alice Solomon

Regular Board Meeting - February 25, 2019 (Monday, February 25, 2019)
Generated by Beth Jones on Tuesday, March 12, 2019

Members present
Diana Moninger, Lowell L Thomas, Michael Adler, Michele McKeone, Chris Rossi, Alice Solomon

Meeting called to order at 7:01 PM

1. Preliminary
Procedural: A. Call the Meeting to Order

Action, Procedural: B. Roll Call
Alan, Jaime, Shannon, Nikia, Liz Roth, Kelly B, Marlowe D., Michael F., Beryl, Pat H., Alice S.

Action: C. Approve Agenda
Motion to approve the agenda as presented
Motion by Michael Adler, second by Lowell L Thomas.
Final Resolution: Motion Carries
Aye: Diana Moninger, Lowell L Thomas, Michael Adler, Michele McKeone, Chris Rossi

Action, Procedural: D. New Board Member
Motion to Approve Alice Solomon as new ISPA Board Member.
Motion by Michael Adler, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Diana Moninger, Lowell L Thomas, Michael Adler, Michele McKeone, Chris Rossi

Action, Procedural: E. Swearing-in of Board Members and Resignation of Board Member, Maddie Jane Sobel.
Patricia Hennessey, counsel for the school, will swear-in the new Board member and any Board members who were not in attendance at the December 2018 meeting.
Alice Solomon sworn in. Diana Moninger sworn in. Michele McKeone sworn in.

Accept the resignation of Maddie Jane Sobel, Board Member. ISPA thanks her for her service.
Motion by Michael Adler, second by Diana Moninger.
Final Resolution: Motion Carries
Aye: Diana Moninger, Lowell L Thomas, Michael Adler, Michele McKeone, Chris Rossi, Alice Solomon

2. Communications
Information: A. Executive Session
The Board has not held any Executive Sessions since our last meeting.

Procedural: B. General Public Comment
None

Action, Minutes: C. Approval of Board Minutes from January 28, 2019
Motion to approve January 28, 2019 Board meeting minutes.

Motion by Michael Adler, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Diana Moninger, Lowell L Thomas, Michael Adler, Michele McKeone, Chris Rossi, Alice Solomon

3. Reporting
Information, Reports: A. CEO Report
Legislative Updates - four charter bills being introduced and one CTE bill.
Governor's Budget - includes lower compulsory school age to 6 years, increase in education funding, school safety funding, keep fingers crossed that budget passes on time.
June Board Retreat - June 17th meeting is our annual meeting. F2F meeting with a lunch, reports given, and then the public annual meeting.
Shannon McElwain's resignation, her final day is today. Michael Frost has been appointed by K12 as the Interim Executive Director for the remainder of the school year. A search for a permanent replacement will be conducted by K12 with Eileen meeting candidates and providing approval of the final candidate.

Information, Reports: B. Executive Director Report

School and community events, attendance data, state testing planning, enrollment/withdrawal data, review of Academic Committee Meeting.

Information, Reports: C. CFO Report
January 2019 Financials, Current Employee List, New Copier Agreement

4. Action Items
Action: A. January 2019 Financials
Motion to approve the January 2019 Financial Reports and Disbursements
Motion by Michael Adler, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Diana Moninger, Lowell L Thomas, Michael Adler, Michele McKeone, Chris Rossi, Alice Solomon

Action: B. Employee List as of January 31, 2019
Motion to approve the Employee List as presented
Motion by Michael Adler, second by Diana Moninger.
Final Resolution: Motion Carries
Aye: Diana Moninger, Lowell L Thomas, Michael Adler, Michele McKeone, Chris Rossi, Alice Solomon

Action: C. Office Copier
Motion to approve a new office copier agreement.
Motion by Michael Adler, second by Diana Moninger.
Final Resolution: Motion Carries
Aye: Diana Moninger, Lowell L Thomas, Michael Adler, Michele McKeone, Chris Rossi, Alice Solomon

Action: D. 2019-2020 School Year Calendar
Motion to approve the 2019-2020 School Year Calendar
Motion by Michael Adler, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Diana Moninger, Lowell L Thomas, Michael Adler, Michele McKeone, Chris Rossi, Alice Solomon

Action: E. Student Records Policy
Motion to approve the Student Records Policy and Student Records Retention Schedule
Motion by Michael Adler, second by Diana Moninger.
Final Resolution: Motion Carries
Aye: Diana Moninger, Lowell L Thomas, Michael Adler, Michele McKeone, Chris Rossi, Alice Solomon

5. Announcements
Information: A. Board of Trustees' Next Meeting
Thanks offered to Maddi-Jane Sobel and Shannon McElwain for their efforts as Board Member and Executive Director, respectively. Appreciation for their efforts was shared.

6. Adjournment
Action: A. Meeting Adjournment
Motion to Approve the Adjournment of the Meeting
Motion by Diana Moninger, second by Michael Adler.
Final Resolution: Motion Carries
Aye: Diana Moninger, Lowell L Thomas, Michael Adler, Michele McKeone, Chris Rossi, Alice Solomon

Regular Board Meeting - January 28, 2019 (Monday, January 28, 2019)
Insight PA Cyber Charter School | Board of Trustees Meeting | Exton, PA

Members present
Aviva Moore, Diana Moninger, Lowell L Thomas, Michael Adler, Chris Rossi

Meeting called to order at 7:08PM

1. Preliminary
Procedural: A. Call the Meeting to Order - The meeting was called to order at 7:08pm.

Procedural: B. Roll Call.
Along with Board members, the following school-related personnel were present: ISPA: Eileen
Cannistraci, CEO K12 Corporate: Liz Roth K12 at ISPA: Shannon McElwain, Jaime Salindong, Jen
Jennings, Beryl Cohen, Jessica Wright, Kelly Bausher, Michael Frost, Marlowe Doman, Jessica Wright,
Nikia Hannon

Action: C. Approve Agenda
Motion to approve the agenda as presented
Motion by Chris Rossi, second by Diana Moninger.
Final Resolution: Motion Carries
Aye: Aviva Moore, Diana Moninger, Lowell L Thomas, Michael Adler, Chris Rossi

2. Communications
Procedural: A. Executive Session - The Board has not held any executive sessions since it's
December public meeting.

Procedural: B. General Public Comment - There was none.

Action, Minutes: C. Approval of Board Minutes from December 17, 2018
Motion to approve December 17, 2018 Board meeting minutes.
Motion by Chris Rossi, second by Diana Moninger.
Final Resolution: Motion Carries
Aye: Aviva Moore, Diana Moninger, Lowell L Thomas, Michael Adler, Chris Rossi

3. Reporting
Information, Reports: A. CEO Report
Alice Solomon, a prospective new Board member was introduced and she shared her professional
background.
A recommendation to secure the services of a special education consultant was shared.
Goals for the 2018-2019 school year were shared.

Reports: B. Executive Director Report
Current enrollment, withdrawal, attendance, academic data, Teacher Pulse Check, and student
demographic data were reviewed.

Reports: C. CFO Report, Presented by Jaime Salindong Sr. Finance Manager
Financial and Personnel Report, December 2018. As of December 31, 2018, enrollment at
1,973 students. YTD revenue accrued = $10.7M, YTD expenses accrued = $9.2M. December 2018
end-of-month cash balance = $3.07M. December 2018 disbursements = $3,070,547.89.
Recommended K12 aging invoices disbursement = $1,152,376.24. Forecast end of January
2019 cash flow ending balance of $3.3M. Top 10 AR balances remaining from 2017-2018 = $429K
and 74% of total AR balance. $575K is owed to ISPA in the 2017-2018 reconciliation process, and
ISPA owes $305K to school districts in the reconciliation process for a total remaining net AR of
$270K. Top AR balances for 2018-2019 = $5.5M. Personnel stats as of December 31, 2018 were
reviewed: ISPA currently employees 67 and there are 44 K12 staff dedicated solely to ISPA

4. Action Items
Action: A. December 2018 Financials

Motion to approve the December 2018 Financial Reports and Disbursements
Motion by Chris Rossi, second by Diana Moninger.
Final Resolution: Motion Carries
Aye: Aviva Moore, Diana Moninger, Lowell L Thomas, Michael Adler, Chris Rossi

Action: B. Employee List
Motion to approve the Employee List as presented
Motion by Michael Adler, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Aviva Moore, Diana Moninger, Lowell L Thomas, Michael Adler, Chris Rossi

Action: C. Adopt 2018-2019 ISPA Board Goals
Board Comments.
Moninger: The goals look great.
Rossi: Asked about the current lease for the office and data points for cyber school comparisons.
Motion to adopt the 2018-2019 ISPA Board Goals
Motion by Michael Adler, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Aviva Moore, Diana Moninger, Lowell L Thomas, Michael Adler, Chris Rossi

Action: D. Special Education Consultant
Motion to approve hiring a Special Education consultant to assess the Special Education program and make staffing recommendations.
Motion by Michael Adler, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Aviva Moore, Diana Moninger, Lowell L Thomas, Michael Adler, Chris Rossi

5. Announcements
Next meeting on Monday, February 25, 2109

6. Adjournment
Action, Procedural: A. Meeting Adjourned at 8:06pm
Motion to adjourn the meeting
Motion by Michael Adler, second by Diana Moninger.
Final Resolution: Motion Carries
Aye: Aviva Moore, Diana Moninger, Lowell L Thomas, Michael Adler, Chris Rossi

Regular Board Meeting (Monday, December 17, 2018)
Generated by Beth Jones on Monday, December 17, 2018

Members present
Aviva Moore, Lowell L Thomas, Michael Adler, Michele McKeone, Chris Rossi (after approval)

Meeting called to order at 5:06 PM

1. Preliminary

Procedural: A. Call the Meeting to Order - 7:06pm

Procedural: B. Roll Call
In Attendance: Aviva Moore, Lowell L Thomas, Michael Adler, Michele McKeone

Action: C. Board of Trustees Appointment - Christopher Rossi
Motion to approve the appointment of Christopher Rossi to the Board of Trustees
Motion by Michael Adler, second by Lowell L Thomas.
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Michele McKeone

Procedural: D. Swearing-in of Board Members
All Board members present including Chris Rossi (new member), were sworn in by Pat Hennessy (attorney).

Action: E. Approve Agenda
Motion to approve the agenda as presented
Motion by Michael Adler, second by Aviva Moore.
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Michele McKeone, Chris Rossi

2. Communications

Procedural: A. Executive Session - none.

Procedural: B. General Public Comment - none.

Action, Minutes: C. Approval of Board Minutes from October 15, 2018
Motion to approve October 15, 2018 Board meeting minutes.
Motion by Michael Adler, second by Chris Rossi.
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Michele McKeone, Chris Rossi

3. Reporting
A. CEO Report

B. Executive Director Report
a. Student Family Events
b. Enrollment Update
c. STAR 360 K-8 Benchmark
d. USA Test Prep 9-11 Benchmark
e. Students First Check In/Family Pulse Check

C. CFO Report
1. October and November 2018 Financial Reports and Disbursements
2. Benefits Broker, Payroll/HRIS Service Provider, and 2019 Benefits Selection and Costs
3. Unemployment Insurance Reserve and Stop Loss Insurance
4. 2017-2018 Audit Report
5. Bonus Funds Reallocation

4. Action Items
Action: A. October and November 2018 Financials
Motion to approve the October and November 2018 Financial Reports and Disbursements
Motion by Michael Adler, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Michele McKeone, Chris Rossi

Action: B. Employee List
Motion to approve the Employee List as presented
Motion by Michael Adler, second by Michele McKeone.

Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Michele McKeone, Chris Rossi

Action: C. Employee Benefits Broker, Payroll/HRIS Provider, 2019 Benefits Selection, and Employee Contribution Rates
Motion to approve:
- End co-employer PEO relationship with Paychex as of the end of the day, December 31, 2018,
- BeneServ to serve as ISPA benefits broker,
- Proxus to serve as ISPA payroll and HRIS provider, and
- 2019 Benefits Selection and Employee Contribution Rates as provided in the Board's Executive Summary.
Motion by Michael Adler, second by Aviva Moore.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Michele McKeone, Chris Rossi

Action: D. 2017-2018 Audit Report
Motion to approve the 2017-2018 Audited Financials.
Motion by Michael Adler, second by Aviva Moore.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Michele McKeone, Chris Rossi

Action: E. Unemployment - Tax Paying Employer to Claims Reimbursable Employer
Motion to approve service arrangement with First Nonprofit and Interstate Tax Services (TPA) effective January 1, 2019.
Motion by Michael Adler, second by Michele McKeone.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Michele McKeone, Chris Rossi

Action: F. Conflict Of Interest Policy
Motion to approve the Conflict of Interest Policy
Motion by Michael Adler, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Michele McKeone, Chris Rossi

Action: G. Elimination of Employee Bonus Plan
Motion to reallocate the 5% (of salary) bonus line item of the 2018-2019 budget as follows:
- Approximately 45% of the budgeted bonus amount would be used for an approximate 2% salary increase for ISPA employees
and the 702 category of K12 employees, effective for the 2019-2020 school year.
- Approximately 45% of the budgeted bonus amount would be used to increase the tuition reimbursement benefit amount
available for ISPA employees, effective January 2019.
- The remaining 10% would be set aside to help pay for the PSERS employer contributions related to the increase in salaries.
Motion by Michael Adler, second by Aviva Moore.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Michele McKeone, Chris Rossi
5. Announcements
Information: A. Winter Break

6. Adjournment
Action, Procedural: A. Meeting Adjournment
Motion to adjourn the meeting
Motion by Lowell L Thomas, second by Chris Rossi.
Final Resolution: Motion Carries
Aye: Aviva Moore, Lowell L Thomas, Michael Adler, Michele McKeone, Chris Rossi

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Blackboard Collaborate On-line Meeting Link:
https://sas.elluminate.com/m.jnlp?password=M.AC88147EEC302ECBA7F9AA835C5F37&sid=559

Conference Call Meeting Information:
844-269-9230, extension 4008, passcode 531486.

I. CALL TO ORDER

The meeting was called to order by the Board President at 7:04pm. Public notice was given for this meeting in accordance with Pennsylvania's Sunshine Act (2011, sec. 709).

Member	Present	Absent
Mr. Michael Adler, President	X	
Ms. Maddi-Jane Sobel, Secretary	X	
Ms. Diana K. Moninger	X	
Ms. Michele McKeone	X	
Ms. Aviva Moore	X	
Mr. Lowell Thomas		X

ISPA Administrators Present: Eileen Cannistraci, Chief Executive Officer and Beth Jones, Chief Financial Officer.
K12 Representatives Present: Shannon McElwain, Executive Director. Liz Roth, Deputy Sr. Regional VP of North Region. Michael Frost, Director of Educational Data Systems. Barry King, CTE Academic Administrator. Jen Jennings, Director of Special Education. Mary Markert, Director Northern Region Finance. Nikia Hannon, Director of Academics. Marlowe Doman, Operations Manager. Kelly Bausher, Elementary Principal. Beryl Cohen, High School Principal. Jay Kamau, Director of Student Services.
School Solicitor Present: Alan Kessler of Duane Morris LLP

II. COMMUNICATIONS

1. Public Comment, Non-agenda items. Comments must be made in accordance with the public comment guidelines shared at the beginning of this agenda. Board members will not typically respond to public comment. None.
2. Announcement. Mr. Chris Rossi, the CISO at Rule4 is a guest of the Board at this meeting. He is interested in serving as a Board member as he's been considering opportunities to serve the community.
3. Approval of Board Minutes from August 20, 2018.

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President					X			
Ms. Maddi-Jane Sobel, Secretary	X				X			
Ms. Diana K. Moninger, Vice President					X			
Ms. Aviva Moore, Treasurer					X			
Ms. Michele McKeone		X			X			
Mr. Lowell Thomas								X

Board Comment: None
Public Comment: None

III. REPORTS

1. CEO Report (Eileen Cannistraci)
   a. Enrollment Report. Student enrollment for 2018-2019 as of October 15th. K-12 enrollment = 1741 with 367 enrollments in process. 68% of enrolled students are economically disadvantaged, 20.6% have indicated special education IEP, and students attend from 339 of PA's 500 school districts.

   b. Insight PA will be hosting a *Public School Options* Facebook Live session on November 1st at 12noon.

   c. Items for Action were shared and explained.

   d. Academic Report (Shannon McElwain). Provided an overview of the Attendance Policy for daily attendance and BBC sessions. The target is an 85% daily attendance rate and a 75% BBC participation rate. Upcoming events for students and learning coaches were shared. The professional development from October 9th was reviewed, Suicide Prevention and Crisis Response Plan. Information about the PA Future Ready Index and ESSA requirements were shared.

   e. Special Education Overview (Jen Jennings). Provided information about the department via a general overview, staffing structure review, caseload numbers, disabilities served, and a related services provider summary.

2. CFO Report (Beth Jones)
   a. Updates provided regarding the Annual Audit, Credit Card Limit, and Paychex PEO. The draft audit was received and is favorable, especially considering it was Insight PA's first year of operation. The school credit card limit is not sufficient for the school's needs and a request is being made to increase it to $50K. The school is currently paying for Paychex PEO services. While this was a sufficient solution at start-up and during the initial year of the operations, significant cost savings can be gained by eliminating the PEO co-employer relationship and moving to a benefits broker and payroll/HRIS provider.

   b. Financial and Personnel Report, September 2018. As of September 30, 2018, enrollment at 1,735 students. YTD revenue accrued = $4.763M, YTD expenses accrued = $4.07M. September 2018 end-of-month cash balance = $2.45M. September 2018 disbursements = $1,548,647.22. Recommended K12 aging invoices disbursement = $1,171,586,99. Forecast end of October 2018 cash flow ending balance of $2.43M. Top 10 AR balances remaining from 2017-2018 = $553K and 71% of total AR balance. $778K is owed to ISPA in the 2017-2018 reconciliation process, and ISPA owes $402K to school districts in the reconciliation process for a total remaining net AR of $376K. Personnel stats as of September 30, 2018 were reviewed: ISPA currently employees 58 and there are 38 K12 staff dedicated solely to ISPA.

IV. ACTION ITEMS

1. To approve September 2018 Financial Report and Disbursements

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President					X			
Ms. Maddi-Jane Sobel, Secretary		X			X			
Ms. Diana K. Moninger, Vice President	X				X			
Ms. Aviva Moore, Treasurer					X			
Ms. Michele McKeone					X			
Mr. Lowell Thomas								X

Board Comment: None
Public Comment: None

2. To approve the September 2018 Personnel Report

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President					X			
Ms. Maddi-Jane Sobel, Secretary	X				X			
Ms. Diana K. Moninger, Vice President		X			X			
Ms. Aviva Moore, Treasurer					X			
Ms. Michele McKeone					X			
Mr. Lowell Thomas								X

Board Comment: None
Public Comment: None

3. To approve the ISPA Parent/Family Engagement Policy

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President					X			
Ms. Maddi-Jane Sobel, Secretary		X			X			
Ms. Diana K. Moninger, Vice President	X				X			
Ms. Aviva Moore, Treasurer					X			
Ms. Michele McKeone					X			
Mr. Lowell Thomas								X

Board Comment: None
Public Comment: None

4. To approve the adoption the 2018-2019 Data Reporting Calendar

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President	X				X			
Ms. Maddi-Jane Sobel, Secretary					X			
Ms. Diana K. Moninger, Vice President		X			X			
Ms. Aviva Moore, Treasurer					X			
Ms. Michele McKeone					X			
Mr. Lowell Thomas								X

Board Comment: None
Public Comment: None

5. To approve the increase to the school's credit card limit to $50,000

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President	X				X			
Ms. Maddi-Jane Sobel, Secretary		X			X			
Ms. Diana K. Moninger, Vice President					X			
Ms. Aviva Moore, Treasurer					X			
Ms. Michele McKeone					X			
Mr. Lowell Thomas								X

Board Comment: None
Public Comment: None

V.   **BOARD BUSINESS**

1. Proposals for Next Agenda: None
2. General Public Comment: None
3. Executive Session: There were no executive sessions held during this public meeting or at the adjournment of this public meeting. There was an executive session held prior to this meeting to discuss legal and personnel matters.
4. Announcements:
    a. CEO – Reminder that the Board has training scheduled for BoardDocs on Thursday, October 18, 2018 from 3:30-4:30pm. A link to the training site will be provided. Reminder that the next Board meeting is Monday, November 19th at 7pm.

VI.   **ADJOURNMENT – Meeting Ended at 8:26pm**

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President					X			
Ms. Maddi-Jane Sobel, Secretary	X				X			
Ms. Diana K. Moninger, Vice President		X			X			
Ms. Aviva Moore, Treasurer					X			
Ms. Michele McKeone					X			
Mr. Lowell Thomas								X

INSIGHT PA
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Blackboard Collaborate On-line Meeting Link:
https://sas.elluminate.com/m.jnlp?password=M.AC88147EEC302ECBA7F9AA835C5F37&sid=559

Conference Call Meeting Information:
844-269-9230, extension 4008, passcode 531486.

I.   CALL TO ORDER

The meeting was called to order by the Board President at 7:33pm. Public notice was given for this meeting in accordance with Pennsylvania's Sunshine Act (2011, sec. 709).

Member	Present	Absent
Mr. Michael Adler, President	X	
Ms. Maddi-Jane Sobel, Secretary	X	
Ms. Diana K. Moninger	X	
Ms. Michele McKeone	X	
Ms. Aviva Moore	X	
Mr. Lowell Thomas	X	

ISPA Administrators Present: Eileen Cannistraci, Chief Executive Officer and Beth Jones, Chief Financial Officer.
K12 Representatives Present: Shannon McElwain, Executive Director. Darren Reed, Sr. Regional VP of North Region. Liz Roth, Deputy Sr. Regional VP of North Region. Michael Frost, Director of Educational Data Systems. Barry King, CTE Academic Administrator. Jen Jennings, Director of Special Education. Jaime Salindong, Sr. Finance Manager. Nikia Hannon, Director of Academics. Marlowe Doman, Operations Manager. Kelly Bausher, Elementary Principal. Jessica Wright, Middle School Principal. Beryl Cohen, High School Principal.
School Solicitor Present: Alan Kessler of Duane Morris LLP

II.   COMMUNICATIONS

1. Public Comment, Non-agenda items. Comments must be made in accordance with the public comment guidelines shared at the beginning of this agenda. Board members will not typically respond to public comment. None.
2. Announcement. An executive session of the Board was held on Monday, September 24, 2018 for legal and personnel reasons.
3. Approval of Board Minutes from August 20, 2018.

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President					X			
Ms. Maddi-Jane Sobel, Secretary	X				X			
Ms. Diana K. Moninger					X			
Ms. Michele McKeone					X			
Ms. Aviva Moore		X			X			
Mr. Lowell Thomas					X			

Board Comment: None
Public Comment: None

III.   REPORTS

1. CEO Report (Eileen Cannistraci)
   a. Enrollment Report. Student enrollment for 2018-2019 as of September 18th. K-12 enrollment = 1597 with 642 enrollments in process. 64% of enrolled students are economically disadvantaged, 20% have indicated special education IEP, and students attend from 341 of PA's 500 school districts.

   .

   b. Items for Action were shared and explained.

   c. Academic Report (Shannon McElwain). Analysis of the 2017-2018 school year academic progress was shared with the Academic Committee at their September meeting and an overview was provided to the with the full Board. Darren Reed and Liz Roth from K12 were introduced to the Board.

2. CFO Report (Jaime Salingdong on behalf of Beth Jones)
   a. Financial and Personnel Report, August 2018. As of August 31, 2018, enrollment at 1,448 students. YTD revenue accrued = $2.83M, YTD expenses accrued = $1.41M. August 2018 end-of-month cash balance = $2.32M. August 2018 disbursements = $1,135,657.66. Recommended K12 aging invoices disbursement = $1,120,667.73. Forecast end of September 2018 cash flow ending balance of $1.8M. Top 10 AR balances remaining from 2017-2018 = $499K and 64% of total AR balance. $783K is owed to ISPA in the 2017-2018 reconciliation process, and ISPA owes $398K to school districts in the reconciliation process for a total remaining net AR of $385K. Personnel stats as of July 31, 2018 were reviewed: ISPA currently employees 56 and there are 35 K12 staff dedicated solely to ISPA.

IV.   ACTION ITEMS

1. To approve August 2018 Financial Report and Disbursements

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President					X			
Ms. Maddi-Jane Sobel, Secretary	X				X			
Ms. Diana K. Moninger					X			
Ms. Michele McKeone		X			X			
Ms. Aviva Moore					X			
Mr. Lowell Thomas					X			

Board Comment: None
Public Comment: None

2. To approve the August 2018 Personnel Report

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President	X				X			
Ms. Maddi-Jane Sobel, Secretary					X			
Ms. Diana K. Moninger					X			
Ms. Michele McKeone					X			
Ms. Aviva Moore		X			X			
Mr. Lowell Thomas					X			

Board Comment: None
Public Comment: None

3. To approve the Volunteer Policy and the Fundraising Policy

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President	X				X			
Ms. Maddi-Jane Sobel, Secretary		X			X			
Ms. Diana K. Moninger					X			
Ms. Michele McKeone					X			
Ms. Aviva Moore					X			
Mr. Lowell Thomas					X			

Board Comment: None
Public Comment: None

4. To approve amending the *Confidential Information and Restrictive Covenant Agreement* for employees by removing the non-compete/RCA section of text

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President	X				X			
Ms. Maddi-Jane Sobel, Secretary					X			
Ms. Diana K. Moninger					X			
Ms. Michele McKeone					X			
Ms. Aviva Moore					X			
Mr. Lowell Thomas		X			X			

Board Comment: Lowell Thomas – questioned if other charter school use RCAs with their employees. Response from school administration – typically, no. School have confidentiality requirements, but future employment opportunities are not restricted. A CEO goal is to have collaborative and open employment with faculty and RCA is counter to that goal. This type of agreement also alienates potential new hires.
Public Comment: None

V.   **BOARD BUSINESS**

1. Proposals for Next Agenda: None
2. General Public Comment: None
3. Executive Session: There were no executive sessions held during this public meeting or at the adjournment of this public meeting. There was an executive session held prior to this meeting to discuss legal and personnel matters.
4. Announcements:
   a. Mr. Adler – Reminder that the Board is soliciting applications for new members. Please share with your network and introduce those interested to the Board and CEO. Mr. Adler has solicited two potential new Board members and will invite them to attend the October Board meeting

VI.   **ADJOURNMENT – Meeting Ended at 8:36pm**

Board Member	Motion	Second	Aye	No	Abstain	Absent
Mr. Michael Adler, President	X		X			
Ms. Maddi-Jane Sobel, Secretary		X	X			
Ms. Diana K. Moninger			X			
Ms. Michele McKeone			X			
Ms. Aviva Moore			X			
Mr. Lowell Thomas			X			

INSIGHT PA
CYBER CHARTER SCHOOL
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Blackboard Collaborate On-line Meeting Link:
https://sas.elluminate.com/m.jnlp?password=M.AC88147EEC302ECBA7F9AA835C5F37&sid=559

Conference Call Meeting Information:
844-269-9230, extension 4008, passcode 531486.

I.   CALL TO ORDER

The meeting was called to order by the Board President at 7:02pm. Public notice was given for this meeting in accordance with Pennsylvania's Sunshine Act (2011, sec. 709).

Member	Present	Absent
Mr. Michael Adler, President	X	
Ms. Maddi-Jane Sobel, Secretary	X	
Ms. Diana K. Moninger	X	
Ms. Michele McKeone		X
Ms. Aviva Moore	X	
Mr. Lowell Thomas	X	

ISPA Administrators Present: Eileen Cannistraci, Chief Executive Officer and Beth Jones, Chief Financial Officer.
K12 Representatives Present: Shannon McElwain, Executive Director
School Solicitor Present: Alan Kessler of Duane Morris LLP

II.   BOARD MINUTES

1.   Approval of Board Minutes from June 18, 2018.

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President					X			
Ms. Maddi-Jane Sobel, Secretary	X				X			
Ms. Diana K. Moninger					X			
Ms. Michele McKeone								X
Ms. Aviva Moore		X			X			
Mr. Lowell Thomas					X			

Board Comment: None
Public Comment: None

III.   REPORTS

1. CEO Report (Eileen Cannistraci)
    a. Enrollment Report. Student enrollment for 2018-2019 as of August 15th. K-122 enrollment = 1112 with 622 enrollments in process. 61% of enrolled students are economically disadvantaged, 21% have indicated special education IEP, and students attend from 285 of PA's 500 school districts.

    .

    b.   Items for Action were shared and explained.

c. Academic Report (Shannon McElwain). Over 25 new staff members started the 2018-2019 school year at this week's face-to-face Professional Development. Returning members join the new hires on Wednesday for two days of face-to-face Professional Development. Next week is virtual Professional Development for all. Analysis of the 2017-2018 school year academic progress is underway, and a presentation will be shared with the Academic Committee at their September meeting and an overview with the full Board in September.

d. 2019-2022 PDE Comprehensive Plan overview shared and reviewed: needs assessment process, stakeholder involvement, and action plan goals and strategies.

2. CFO Report (Beth Jones)
a. Financial and Personnel Report, June 2018. Year-end enrollment at 1,250 students. YTD revenue accrued = $10.60M, YTD expenses accrued = $10.46M. June 2018 end-of-month cash balance = $2.6M. June 2018 disbursements = $1,118,252.35. Recommended K12 aging invoices disbursement = $831,296.20. Forecast end of July 2018 cash flow ending balance of $2.13M. Top 10 AR balances = $500K and 38.89% of total AR balance. Personnel stats were reviewed: ISPA currently employees 35 and there are 27 K12 staff dedicated solely to ISPA.

b. Financial and Personnel Report, July 2018 (Jaime Salingdong). As of July 31, 2018, enrollment at 1,040 students. YTD revenue accrued = $1.269M, YTD expenses accrued = $.66M. July 2018 end-of-month cash balance = $2.54M. July 2018 disbursements = $1,156,778.41. Recommended K12 aging invoices disbursement = $799,5880.36. Forecast end of August 2018 cash flow ending balance of $2.44M. Top 10 AR balances remaining from 2017-2018 = $540K and 84% of total AR balance. $1.028M is owed to ISPA in the 2017-2018 reconciliation process, and ISPA owes $385K to school districts in the reconciliation process for a total remaining net AR of $643K. Personnel stats as of July 31, 2018 were reviewed: ISPA currently employees 35 and there are 28 K12 staff dedicated solely to ISPA.

c. The Financial Policies and Procedures Manual, Uniform Grant Guidance Manual, Board Docs Portal purchase, and the need for an address change approval were shared and explained. An update on the 2017-2018 Annual Audit process was provided.

IV.   ACTION ITEMS

1. To approve the proposed agreement with eFileCabinet, pending a final review of agreement terms

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President					X			
Ms. Maddi-Jane Sobel, Secretary	X				X			
Ms. Diana K. Moninger					X			
Ms. Michele McKeone								X
Ms. Aviva Moore		X			X			
Mr. Lowell Thomas					X			

Board Comment: None
Public Comment: None

2. To approve the June 2018 Financial Report and Disbursements

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President					X			
Ms. Maddi-Jane Sobel, Secretary					X			
Ms. Diana K. Moninger					X			
Ms. Michele McKeone		X						X
Ms. Aviva Moore	X				X			
Mr. Lowell Thomas					X			

Board Comment: None
Public Comment: None

3. To approve July 2018 Financial Report and Disbursements

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President					X			
Ms. Maddi-Jane Sobel, Secretary	X				X			
Ms. Diana K. Moninger					X			
Ms. Michele McKeone								X
Ms. Aviva Moore					X			
Mr. Lowell Thomas		X			X			

Board Comment: None
Public Comment: None

4. To approve the Personnel Reports (June 30, 2018 and August 20, 2018)

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President					X			
Ms. Maddi-Jane Sobel, Secretary		X			X			
Ms. Diana K. Moninger	X				X			
Ms. Michele McKeone								X
Ms. Aviva Moore					X			
Mr. Lowell Thomas					X			

Board Comment: None
Public Comment: None

5. To approve 2018 ISPA Financial Policies and Procedures Manual, 2018 ISPA Parent and Student Handbook, and the ISPA 2018 Employee Manual

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President					X			
Ms. Maddi-Jane Sobel, Secretary		X			X			
Ms. Diana K. Moninger					X			
Ms. Michele McKeone								X
Ms. Aviva Moore	X				X			
Mr. Lowell Thomas					X			

Board Comment: None
Public Comment: None

6. To approve the ISPA PDE Comprehensive Plan for 2019-2022

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President					X			
Ms. Maddi-Jane Sobel, Secretary		X			X			
Ms. Diana K. Moninger	X				X			
Ms. Michele McKeone								X
Ms. Aviva Moore					X			
Mr. Lowell Thomas					X			

Board Comment: None
Public Comment: None

7. To approve 2018 ISPA Uniform Grant Guidance (UGG) Manual

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President					X			
Ms. Maddi-Jane Sobel, Secretary	X				X			
Ms. Diana K. Moninger					X			
Ms. Michele McKeone								X
Ms. Aviva Moore		X			X			
Mr. Lowell Thomas					X			

Board Comment: None
Public Comment: None

8. To approve the ISPA PDE Comprehensive Plan

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President					X			
Ms. Maddi-Jane Sobel, Secretary		X			X			
Ms. Diana K. Moninger	X				X			
Ms. Michele McKeone								X
Ms. Aviva Moore					X			
Mr. Lowell Thomas					X			

Board Comment: None
Public Comment: None

9. To approve the change of address for ISPA with the PA Department of State Bureau of Corporations and Charitable Organizations

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President	X				X			
Ms. Maddi-Jane Sobel, Secretary					X			
Ms. Diana K. Moninger		X			X			
Ms. Michele McKeone								X
Ms. Aviva Moore					X			
Mr. Lowell Thomas					X			

Board Comment: None
Public Comment: None

10. To approve the 2018-2019 Annual Notice of Special Education

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President	X				X			
Ms. Maddi-Jane Sobel, Secretary		X			X			
Ms. Diana K. Moninger					X			
Ms. Michele McKeone								X
Ms. Aviva Moore					X			
Mr. Lowell Thomas					X			

Board Comment: None
Public Comment: None

11. To approve the engagement of independent counsel, Patricia Hennessy, Esquire of Conrad O'Brien

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President	X				X			
Ms. Maddi-Jane Sobel, Secretary		X			X			
Ms. Diana K. Moninger					X			
Ms. Michele McKeone								X
Ms. Aviva Moore					X			
Mr. Lowell Thomas					X			

Board Comment: None
Public Comment: Mr. Kessler – reminded the Board that he had recommended selecting an independent counsel at an earlier meeting. Mrs. Cannistraci – advised that Ms. Hennessey can be used to review materials, address charter school law, and charter school pending legislation.

V. **BOARD BUSINESS**

1. Proposals for Next Agenda: None
2. General Public Comment: None
3. Executive Session: There were no executive sessions held during this public meeting, at the adjournment of this public meeting, or between the prior public meeting and this public meeting. Mrs. Cannistraci - An executive session will be needed to discuss the CFO position after receipt of a response from the PDE Charter School Office.
4. Announcements:
   a. Mr. Adler – Reminder that the Board is soliciting applications for new members. Please share with your network and introduce those interested to the Board and CEO.

VI. **ADJOURNMENT – Meeting Ended at 8:16pm**

Board Member	Motion	Second	Aye	No	Abstain	Absent
Mr. Michael Adler, President	X		X			
Ms. Maddi-Jane Sobel, Secretary		X	X			
Ms. Diana K. Moninger			X			
Ms. Michele McKeone						X
Ms. Aviva Moore			X			
Mr. Lowell Thomas			X			

INSIGHT PA
CYBER CHARTER SCHOOL

POWERED BY K12

Blackboard Collaborate On-line Meeting Link:
https://sas.elluminate.com/m.jnlp?password=M.AC88147EEC302ECBA7F9AA835C5F37&sid=559

Conference Call Meeting Information:
844-269-9230, extension 4008, passcode 531486.

I. CALL TO ORDER

The meeting was called to order by the Board President at 7:10pm. Public notice was given for this meeting in accordance with Pennsylvania's Sunshine Act (2011, sec. 709).

Member	Present	Absent
Mr. Michael Adler, President	X	
Ms. Maddi-Jane Sobel, Secretary	X	
Ms. Diana K. Moninger, Vice President	X	
Ms. Michele McKeone		X
Ms. Aviva Moore, Treasurer	X	
Mr. Lowell Thomas	X	

ISPA Administrators Present: Eileen Cannistraci, Chief Executive Officer.
K12 Representatives Present: Michael Frost, Academic Director; Mary Markert, Director North Region Finance; Jaime Salindong, Senior Finance Manager.
School Solicitor Present: Alan Kessler and Barry Steinman of Duane Morris LLP

II. BOARD MINUTES

1. Approval of Board Minutes from Wednesday, May 30, 2018.

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President	X				X			
Ms. Maddi-Jane Sobel, Secretary		X			X			
Ms. Diana K. Moninger					X			
Ms. Michele McKeone								X
Ms. Aviva Moore					X			
Mr. Lowell Thomas					X			

Board Comment: None
Public Comment: None

III. <u>REPORTS</u>

1. CEO Report
   a. School Updates

      i. Career Pathways Advisory Council (CPAC) Summit will take place on July 11, 2018. Board members are encouraged to attend as well as invite community members they believe might be interested in join the CPAC.
      ii. Board of Trustees training will occur on June 28th from 2-5 in Conrad O'Brien Offices in Philadelphia.
      iii. Academic Report- Re-registration numbers were reviewed. 769 students have re-registered, 225 not registering, 59 undecided, and 189 status unknown. ISPA will be offering a virtual summer camp for students from July 10th-August 16th.

   b. Enrollment Report – Student enrollment has remained steady at 1244. 60% of ISPA students are economically disadvantaged, 19% have a special education IEP, and students attend from 318 of PA's 500 school districts.

2. Financial and Personnel Report (Jaime Salindong). Year-end enrollment projected to be approximately 1200 students. YTD revenue accrued = $9.9M. YTD expenses accrued = $9.3M. May 2018 end-of-month cash balance = $2.4M. May 2018 disbursements = $1M. Recommended K12 aging invoices disbursement = $942,760.30. Forecast end of June 2018 cash flow ending balance of $1.9M. Top 10 AR balances = $900K and 42.3% of total AR balance. Personal stats were reviewed: ISPA currently employees 36 and there are 28 K12 staff dedicated solely to ISPA.

3. FY19 Budget Proposal (Mary Markert). 2019 forecast enrollment 1,828. 11th grade is being added, and ISPA projects 97% growth over the 1st year. Expected blended funding rate $10,077.30 for regular education weighted average funding per ADM based on assumed mix of students from districts at current rates. $14,582.03 incremental funding for each Special Education student assuming 15% special education population. Staff/Other budget assumptions funding rates assumed at current levels, increase in average salaries for Instructional Staff of 10%. Health Benefits cost 20% of gross salaries. K12 fees SMIS program integration and customization remains same price as 2017-2018, as well as Financial Services fee will be unchanged form FY18. Program Admin fee increasing based on additional K12 staff supporting ISPA.

IV. ACTION ITEMS

1. To approve the Financial report and Disbursements.

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President	X				X			
Ms. Maddi-Jane Sobel, Secretary					X			
Ms. Diana K. Moninger					X			
Ms. Michele McKeone								X
Ms. Aviva Moore					X			
Mr. Lowell Thomas		X			X			

Board Comment: Michael Adler asked for more information about the disbursement to Therapy Source, one of the related service providers. The CEO and Director of Academics provided details about the types of services provided to student through Therapy Source.

Public Comment: None

2. To approve and accept the personnel report.

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President	X				X			
Ms. Maddi-Jane Sobel, Secretary		X			X			
Ms. Diana K. Moninger					X			
Ms. Michele McKeone								X
Ms. Aviva Moore					X			
Mr. Lowell Thomas					X			

Board Comment: None
Public Comment: None

3. To approve the Insight PA bonus plan for Insight Employees

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President	X				X			
Ms. Maddi-Jane Sobel, Secretary					X			
Ms. Diana K. Moninger		X			X			
Ms. Michele McKeone								X
Ms. Aviva Moore					X			
Mr. Lowell Thomas					X			

Board Comment: None
Public Comment: None

4. To approve the 2018-2019 School Budget

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President	X				X			
Ms. Maddi-Jane Sobel, Secretary					X			
Ms. Diana K. Moninger, Vice President					X			
Ms. Michele McKeone								X
Ms. Aviva Moore, Treasurer		X			X			
Mr. Lowell Thomas					X			

Board Comment: None
Public Comment: None

5. To approve the Frontline agreement for teacher observation and evaluation.

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President	X				X			
Ms. Maddi-Jane Sobel, Secretary					X			
Ms. Diana K. Moninger, Vice President		X			X			
Ms. Michele McKeone								X
Ms. Aviva Moore, treasurer					X			
Mr. Lowell Thomas					X			

Board Comment: Aviva Moore asked if this program includes a professional development program. Michael Frost, Director of Academics, provided details about the professional development component as well as tracking tools available.

Public Comment: None

6. To approve the engagement of McNees, Wallace and Nurick LLC for Special Education Counsel.

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President	X				X			
Ms. Maddi-Jane Sobel, Secretary					X			
Ms. Diana K. Moninger, Vice President		X			X			
Ms. Michele McKeone								X
Ms. Aviva Moore					X			
Mr. Lowell Thomas					X			

Board Comment: Lowell Thomas asked about McNees' expertise in Special education. Eileen Cannistraci, CEO, provided details about McNees special education specialty and the experience of the two attorneys the school would utilize for this counsel.

Public Comment: None

6. To approve the amended Insight PA bylaws

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President	X				X			
Ms. Maddi-Jane Sobel, Secretary		X			X			
Ms. Diana K. Moninger					X			
Ms. Michele McKeone								X
Ms. Aviva Moore					X			
Mr. Lowell Thomas					X			

Board Comment: None
Public Comment: None

7. To approve the 2018-2019 ISPA Board of Trustees meeting calendar

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President	X				X			
Ms. Maddi-Jane Sobel, Secretary		X			X			
Ms. Diana K. Moninger, Vice President					X			
Ms. Michele McKeone								X
Ms. Aviva Moore, Treasurer					X			
Mr. Lowell Thomas					X			

Board Comment: Board members determined that the third Monday of each month at 7:00 works best for all.

Public Comment: None

V. BOARD BUSINESS

1. Proposals for Next Agenda: CEO noted there may be a request for a Special Board meeting in July to handle school business matters.
2. General Public Comment: None
3. Executive Session: There were no executive sessions held during this public meeting, at the adjournment of this public meeting, or between the prior public meeting and this public meeting.

VI. ADJOURNMENT

Board Member	Motion	Second	Aye	No	Abstain	Absent
Mr. Michael Adler, President	X		X			
Ms. Maddi-Jane Sobel, Secretary		X	X			
Ms. Diana K. Moninger, Vice President			X			
Ms. Michele McKeone						X
Ms. Aviva Moore, Treasurer			X			
Mr. Lowell Thomas			X			

Meeting Ended: 8:15 pm

INSIGHT PA
CYBER CHARTER SCHOOL
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Blackboard Collaborate On-line Meeting Link:
https://sas.elluminate.com/m.jnlp?password=M.AC88147EEC302ECBA7F9AA835C5F37&sid=559

Conference Call Meeting Information:
844-269-9230, extension 4008, passcode 531486.

I.   CALL TO ORDER

The meeting was called to order by the Board President at 7:09pm. Public notice was given for this meeting in accordance with Pennsylvania's Sunshine Act (2011, sec. 709).

Member	Present	Absent
Mr. Michael Adler, President	X	
Ms. Maddi-Jane Sobel, Secretary		X
Ms. Kelly Vidovich		X
Ms. Diana K. Moninger	X	
Ms. Michele McKeone	X	
Ms. Aviva Moore		X
Mr. Lowell Thomas	X	

ISPA Administrators Present: Eileen Cannistraci, Chief Executive Officer and Beth Jones, Chief Financial Officer.
K12 Representatives Present: Shannon McElwain, Executive Director; Michael Frost, Academic Director; Mary Markert, Director North Region Finance; Pat Keeney, Director CTE; Jaime Salindong, Senior Finance Manager.
School Solicitor Present: Alan Kessler of Duane Morris LLP

II.   BOARD MINUTES

1. Approval of Board Minutes from Monday, February 26, 2018.

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President					X			
Ms. Maddi-Jane Sobel, Secretary								X
Ms. Kelly Vidovich								X
Ms. Diana K. Moninger	X				X			
Ms. Michele McKeone					X			
Ms. Aviva Moore								X
Mr. Lowell Thomas		X			X			

Board Comment: None
Public Comment: None

III. **REPORTS**

1. CEO Report
    a. School Updates
        i. Career Pathways Advisory Council (CPAC) – Serves as complementary role to the Board regarding the CTE component of ISPA to guide and assist in the development, structure, and implementation of the CTE offering. CPAC members

        will be asked to develop partnerships to lead to internship opportunities.

        ii. Destination Career Academy (With Shannon McElwain). Provides course content, Career Cruising career guidance, test/certification preparation, SkillsUSA membership, CTSO chapter membership, and work-based experiences. Three pathways of content: Business Management & Administration, Health Sciences, and Information Technology. Five strands of programming for students to choose from: Business Management, Medical Billing, Medical Transcription, Programming & Software Development: Python, and Programming & Software Development: Web HTML 5.

    b. Enrollment Report – Student enrollment has increased from February by 135 students to an enrollment number of 1157 students. 61% of ISPA students are economically disadvantaged, 18% have a special education IEP, and students attend from 332 of PA's 500 school districts.

    c. Board of Trustees' Member Classifications – Class I: Michael Adler, Diana Moninger, Maddi-Jane Sobel, and Kelly Vidovich. Class 2: Michele McKeone, Aviva Moore, and Lowell Thomas. Classifications are indicated in the Board's by-laws.

2. Financial and Personnel Report (Mary Markert). Year-end enrollment projected to be approximately 1200 students. YTD revenue accrued = $7.3M, YTD expenses accrued = $5.9M. February 2018 end-of-month cash balance = $1.8M. Working through the process with PDE to change direct deposit to TD Bank account from PNC. February 2018 disbursements = $1.47M. Recommended K12 aging invoices disbursement = $611,867.88. Forecast end of March 2018 cash flow ending balance of $1.9M. Top 10 AR balances = $651K and 48.7% of total AR balance, with note that $198K of Phila SD's balance of $308K was paid on March 15th and will be reflected in next month's report. Personal stats were reviewed: ISPA currently employees 27 and there are 26 K12 staff dedicated solely to ISPA.

3. Auditor Selection Process and Recommendation (Beth Jones). Four firms submitted proposals. The audit firm of Barbacane Thorton is recommended for approval. Rationale: The firm has substantial years of cyber charter experience, their pricing is the second lowest of the four (the pricing of three of the four firms was essentially equivalent, varying only by a few hundred dollars between each proposal), and the CFO and K12 finance staff have worked with the recommended firm and found them to provide competent auditing services. While one proposal was priced slightly less than Barbacane Thorton, that proposal was lacking a timeline for services, despite being specifically requested, and the firm has limited charter auditing experience.

IV. ACTION ITEMS

1. To approve the classifications of Board members as Class I and Class II of the Board of Trustees in accordance with the by-laws.

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President	X				X			
Ms. Maddi-Jane Sobel, Secretary								X
Ms. Kelly Vidovich								X
Ms. Diana K. Moninger		X			X			
Ms. Michele McKeone					X			
Ms. Aviva Moore								X
Mr. Lowell Thomas					X			

Board Comment: None
Public Comment: None

2. To approve the engagement of the audit firm, Barbacane Thornton, to conduct the ISPA annual audit subject of review of the engagement letter by legal counsel.

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President	X				X			
Ms. Maddi-Jane Sobel, Secretary								X
Ms. Kelly Vidovich								X
Ms. Diana K. Moninger					X			
Ms. Michele McKeone					X			
Ms. Aviva Moore								X
Mr. Lowell Thomas		X			X			

Board Comment: None
Public Comment: None

3. To accept and approve the Financial Report and Disbursements

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President	X				X			
Ms. Maddi-Jane Sobel, Secretary								X
Ms. Kelly Vidovich								X
Ms. Diana K. Moninger					X			
Ms. Michele McKeone		X			X			
Ms. Aviva Moore								X
Mr. Lowell Thomas					X			

Board Comment: None
Public Comment: None

4. To accept and approve the Personnel Report

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President	X				X			
Ms. Maddi-Jane Sobel, Secretary								X
Ms. Kelly Vidovich								X
Ms. Diana K. Moninger					X			
Ms. Michele McKeone					X			
Ms. Aviva Moore								X
Mr. Lowell Thomas		X			X			

Board Comment: None
Public Comment: None

5. To approve the development of the Career Pathways Advisory Council (CPAC)

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President	X				X			
Ms. Maddi-Jane Sobel, Secretary								X
Ms. Kelly Vidovich								X
Ms. Diana K. Moninger		X			X			
Ms. Michele McKeone					X			
Ms. Aviva Moore								X
Mr. Lowell Thomas					X			

Board Comment: None
Public Comment: None

6. To approve the appointment of Board members Michele McKeone and Lowell Thomas as Co-Chairpersons of the Career Pathways Advisory Council (CPAC)

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President	X				X			
Ms. Maddi-Jane Sobel, Secretary								X
Ms. Kelly Vidovich								X
Ms. Diana K. Moninger					X			
Ms. Michele McKeone		X			X			
Ms. Aviva Moore								X
Mr. Lowell Thomas					X			

Board Comment: None
Public Comment: None

7. To approve the implementation of the Destinations Career Academy for the 2018-2019 School year.

Board Member	Motion	Second	Board Comment	Public Comment	Aye	No	Abstain	Absent
Mr. Michael Adler, President	X				X			
Ms. Maddi-Jane Sobel, Secretary								X
Ms. Kelly Vidovich								X
Ms. Diana K. Moninger					X			
Ms. Michele McKeone					X			
Ms. Aviva Moore								X
Mr. Lowell Thomas		X			X			

Board Comment: None
Public Comment: None

V. **BOARD BUSINESS**

1. Proposals for Next Agenda: None
2. General Public Comment: None
3. Executive Session: There were no executive sessions held during this public meeting, at the adjournment of this public meeting, or between the prior public meeting and this public meeting.

VI. **ADJOURNMENT**

Board Member	Motion	Second	Aye	No	Abstain	Absent
Mr. Michael Adler, President	X		X			
Ms. Maddi-Jane Sobel, Secretary						X
Ms. Kelly Vidovich						X
Ms. Diana K. Moninger		X	X			
Ms. Michele McKeone			X			
Ms. Aviva Moore						X
Mr. Lowell Thomas			X			

Meeting Ended: 7:58pm

Insight PA Cyber Charter School

Minutes of the Meeting of the Board of Trustees (the "Board") of Insight PA Cyber Charter School (the "School") via Blackboard Collaborate on February 26, 2018.

Public notice was given for this meeting in accordance with Section 1 of the Sunshine Act.

Trustees Present: Michael Adler, Maddi-Jane Sobel, Michele McKeone, Aviva Moore, and Lowell Thomas.

Trustees Absent: Kelly Vidovich and Diana K. Moninger.

Others Present: Eileen Cannistraci, *Chief Executive Officer*, Beth Jones, *Chief Financial Officer*, Shannon McElwain, *Executive Director*, Michael Frost, *Academic Director*, Mary Markert and other representatives of K12 Virtual Schools LLC ("K12"), and Anthony Guida Jr. of Duane Morris LLP.

Mr. Adler called the meeting to order at 7:04 p.m. and welcomed those present at the meeting.

Following a motion made and seconded, the members of the Board present at the meeting unanimously approved the minutes of the meeting of the Board held on January 22, 2018.

Ms. Cannistraci provided the Board with updates regarding the following:

(i)   an introduction of the School's newly hired part-time Chief Financial Officer, Beth Jones;

(ii)   an update on the School's Strategic Planning and Budget Planning; which are in the beginning phases and updates will be given in the March meeting of the Board;

(iii)   an update on the development of the School's Career and Technical Education Program;

(iv)   The School's enrollment to-date; and

(v)   the School's hiring requirements, in which there are 2 School employee offers pending, 8 School positions needed, and 2 K12 positions needed.

Ms. Cannistraci, Mr. Frost, and Ms. Markert then provided the Board with updates regarding an overview of the Academic Program; the 2018-2019 Academic Calendar; and the updated Financial Report, including enrollment projections, financial summary, balance sheet, accounts payable aging, cash flow projections, top ten accounts receivable balances, and bills payable. Following discussions regarding the above and motions made and seconded, the Trustees of the Board present at the meeting unanimously approved the following resolutions:

RECOMMENDED MOTION: That the Board approve the appointment of Lowell Thomas to the Board of Trustees. (Attachment D)

Member	Motion	Aye	No	Abstain	Absent
Mr. Michael Adler, Pres	X	X			
Ms. Maddi-Jane Sobel, Sect		X			
Ms. Kelly Vidovich					X
Ms. Diana K. Moninger					X
Ms. Michele McKeone		X			
Ms. Aviva Moore		X			
Mr. Lowell Thomas		X			

RECOMMENDED MOTION: That the Board accept and approve the Financial Report and Disbursements (Attachment E)

Member	Motion	Aye	No	Abstain	Absent
Mr. Michael Adler, Pres	X	X			
Ms. Maddi-Jane Sobel, Sect		X			
Ms. Kelly Vidovich					X
Ms. Diana K. Moninger					X
Ms. Michele McKeone		X			
Ms. Aviva Moore		X			
Mr. Lowell Thomas		X			

RECOMMENDED MOTION: That the Board approve the 2018-2019 Academic Calendar (Attachement H)

Member	Motion	Aye	No	Abstain	Absent
Mr. Michael Adler, Pres		X			
Ms. Maddi-Jane Sobel, Sect		X			
Ms. Kelly Vidovich					X
Ms. Diana K. Moninger					X
Ms. Michele McKeone		X			
Ms. Aviva Moore		X			
Mr. Lowell Thomas		X			

There being no further business, Mr. Adler adjourned the public meeting at 7:50 p.m.

No executive session was held.

Respectfully submitted,

Angela Decker

Office Administrator, Insight PA Cyber Charter School

Insight PA Cyber Charter School

Minutes of the Meeting of the Board of Trustees (the "Board") of Insight PA Cyber Charter School (the "School") via telephone on September 25, 2017.

Public notice was given for this meeting in accordance with Section 1 of the Sunshine Act.

Directors Present: Michael Adler, Edward P. Kelly, Maddi-Jane Sobel, Kelly Vidovich and Aviva B. Moore.

Others Present: Eileen Cannistraci, *Chief Executive Officer*, Shannon McElwain, *Executive Director*, Mary Markert of K12 Virtual Schools LLC, and Alan Kessler, Anthony Guida Jr., Jessica Priselac and Jed Bergman of Duane Morris LLP.

Mr. Adler called the meeting to order at 7:15 p.m. and welcomed those present at the meeting.

Following a motion duly made and seconded, the members of the Board present at the meeting unanimously approved the minutes of the meeting of the Board held on August 28, 2017.

Mr. Guida then noted that, contrary to what was discussed at the Board's previous meeting, under applicable law, a majority of the Board must approve all contracts of the School whose value is in excess of $100 and, as such, that the Board would be asked to approve all such contracts going forward.

Mr. Guida and Ms. Cannistraci then provided the Board with updates regarding the planned future training session for the Board, the School's efforts to date with respect to hiring a Chief Financial Officer, and the School's current student enrollment.

Mr. Guida, Ms. Cannistraci and Ms. Markert then provided the Board with updates regarding the School's employee handbook, certain proposed service contracts, the revised 2017-2018 school year budget, certain new policies related to the School's Student Handbook and certain proposed new hires of the School. Following discussions regarding the foregoing and motions duly made and seconded, the members of the Board present at the meeting unanimously approved the following resolutions:

Approval of Employee Handbook

> NOW, THEREFORE, BE IT:

> RESOLVED, that the Employee Handbook, in the form attached hereto as Exhibit A, be and hereby is, authorized and approved as the Employee Handbook of the School, with such changes and such other terms and provisions as the proper officers of the School (each an "Authorized Officer" and, collectively, the "Authorized Officers") may deem necessary or desirable, the execution and/or delivery thereof by such Authorized Officer or the Authorized Officers to

conclusively evidence his or her or their approval thereof and authority therefor from the Board and the School; and be it

Approval of the Copier Service Contract

FURTHER RESOLVED, that the School be, and hereby is, authorized to enter into a Standalone Copier Rental Agreement, in a form as may be approved by an Authorized Officer or the Authorized Officers in the name and on behalf of the School, pursuant to which the School shall rent two high volume standalone copiers and receive related services as set forth in Exhibit B attached hereto; and be it

Approval of Facility Security Contract

FURTHER RESOLVED, that the School be, and hereby is, authorized to enter into an agreement with the Protection Bureau, in a form as may be approved by an Authorized Officer or the Authorized Officers in the name and on behalf of the School, pursuant to which the Protection Bureau shall install an electronic security system and provide related services at the School's building facility located in Exton, Pennsylvania, as set forth in Exhibit C attached hereto; and be it

Approval of Revised 2017-2018 School Year Budget

FURTHER RESOLVED, that the Revised 2017-2018 School Year Budget, in the form attached hereto as Exhibit D, be and hereby is, authorized and approved as the budget of the School for the 2017-2018 school year; and be it

Approval of Certain Policies for inclusion in the Student Handbook

FURTHER RESOLVED, that the Positive Behavior Support Policy, the Family Educational Rights and Privacy Act Policy, the McKinney Vento Act, Education for Homeless Youth Policy, the Admissions/Enrollment Policy, the Lottery Policy, the Withdrawal Policy, the Non-Discrimination Policy, the Title IX Policy and the Grievances Policy, in the forms attached hereto as Exhibit E, be and hereby are, authorized and approved as policies of the School and for inclusion in the Student Handbook of the School, with such changes and such other terms and provisions as an Authorized Officer or the Authorized Officers may deem necessary or desirable, the execution and/or delivery thereof by such Authorized Officer or Authorized Officers to conclusively evidence his or her or their approval thereof and authority therefor from the Board and the School; and be it

Approval of New Hires

FURTHER RESOLVED, that the School be, and hereby is, authorized to hire four new teachers; and be it

Omnibus Resolution

FURTHER RESOLVED, that the Authorized Officers be, and hereby are, and each of them with the full authority to act without the others hereby is, in the name and on behalf of the School, authorized, empowered and directed to execute and deliver all such documents, agreements and other instruments relating to or contemplated by the foregoing resolutions or required to consummate the transactions contemplated thereby, in each case, with such changes and such other terms and provisions as the Authorized Officer or Authorized Officers executing and/or delivering the same may deem necessary or desirable, the execution and/or delivery by such Authorized Officer or Authorized Officers to conclusively evidence his or her or their approval thereof and authority therefor from the Board and the School.

Throughout the presentations noted above, the members of the Board raised questions and engaged in multiple discussions regarding each of the matters presented.

There being no further business, Mr. Adler adjourned the meeting at 8:25 p.m.

Respectfully submitted,

Maddi-Jane Sobel
Secretary, Insight PA Cyber Charter School

INSIGHT PA CYBER CHARTER SCHOOL

BOARD MINUTES

August 15, 2017 BOARD MEETING

1.   Call to order at 7:00 pm.

2.   All Board members, with the exception of Ajay Raju, were present.

3.   Upon a motion duly made and seconded, the minutes of the July 31, 2017 meeting were approved by all members of the Board present at the meeting.

4.   The Board was updated and a discussion was had regarding the agreement with Paychex, Board of Trustees training, special education related services contracts, and school enrollment.

5.   The Board had a discussion of immediate action items to be taken, and all of the members of the Board present at the meeting approved the following:

a. Motion made and seconded to approve the appointment of Aviva B. Moore to the Board of Trustees, effective immediately; motion passed.

b. Motion made and seconded to approve the Fiscal Policies and Practices as presented, with such changes and such other terms and provisions as the authorized officer or authorized officers executing and delivering the same may deem necessary or desirable, the execution and delivery by such authorized officer or authorized officers to conclusively evidence their or his or her approval thereof and authority therefor from ISPA; motion passed.

c. Motion made and seconded to approve the budget for the 2017-2018 school year, as presented, with such changes and such other terms and provisions as the authorized officer or authorized officers executing and delivering the same may deem necessary or desirable, the execution and delivery by such authorized officer or authorized officers to conclusively evidence their or his or her approval thereof and authority therefor from ISPA; motion passed.

d. Motion made and seconded to approve the HR Report, including the proposed hires, as presented; motion passed.

e. Motion made and seconded to approve the contract for school insurance with AJ Gallagher Insurance, as presented, with such changes and such other terms and provisions as the authorized officer or authorized officers executing and delivering the same may deem necessary or desirable, the execution and delivery by such authorized officer or authorized officers to conclusively evidence their or his or her approval thereof and authority therefor from ISPA; motion passed.

f. Motion made and seconded to approve the Facility Lease for 350 Eagleview Blvd., Exton, PA, as presented; motion passed.

6.   The Board then went into executive session to discuss legal issues and personnel issues. Then Board then returned from Executive Session.

7.   The Board had a discussion of immediate action items to be taken, and all of the members of the Board present at the meeting approved the following:

a. Motion made and seconded to approve the hiring of Eileen Cannistraci as CEO; motion passed.

b. Motion made and seconded to reconfirm the authority of Board President Michael Adler and VP/Treasury Ed Kelly to enter into contracts on behalf of ISPA; motion passed.

8.   A discussion was had regarding the future establishment of Board subcommittees based on the Trustees' professional/personal backgrounds and interests, with the aim of supporting the work of the CEO.

9.   A motion was made to adjourn, which motion passed.

AGENDA
SPECIAL BOARD MEETING

BOARD OF DIRECTORS
Insight PA Cyber Charter School
Special Meeting
Monday- July 10, 2017
7:00pm
LOCATION
Persons wishing to attend via conference call may do so by calling
the Insight PA Cyber Charter School at 1-215-979-7370 584187#.

INSTRUCTIONS FOR PRESENTATIONS TO
THE BOARD BY PARENTS AND CITIZENS

The Insight PA Cyber Charter School ("School") welcomes your participation at the School's Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of the School in public. We are pleased that you are in attendance and hope that you will visit these 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.   Agendas are available to all audience members by requesting the agenda from the Insight PA Cyber Charter School Office (215-979-1106).

2.   "Requests to Speak" forms are available to all audience members who wish to speak on any agenda items or under the general category of "Oral Communications." Speakers may also request to be placed on "Speakers List" by calling the Insight PA Cyber Charter School (215-979-1106) seventy two hours in advance of the meeting.

3.   The "Oral Communications" portion is set-aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Board can only listen to your issue, not take action. These presentations are limited to three (3) minutes. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item.

4.   With regard to items that are on the agenda, you may specify that agenda item on your request form and you will be given an opportunity to speak for up to three (3) minutes when the Board discusses that item.

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

6.   Citizens may request that a topic related to school business be placed on a future agenda by submitting a written request at least seventy-two (72) hours in advance of any regular meeting. Once such an item is properly agendized and publicly noticed, the Board can respond, interact, and act upon the item.

I. PRELIMINARY

A. CALL TO ORDER

Meeting was called to order by the Board President at _____P.M.

B. ROLL CALL

Member		Present	Absent
Ms. Diana K.Moninger Pres			
Mr. Edward P. Kelly Secty/Treas			
Mr. Ajay Raju			
Ms. Kelly Vidovich			
Ms. Maddi-Jane Sobol			
Ms. Eileen Cannistraci			
Mr. Joseph Jacobsen			
Mr. Michael Adler			

C. FLAG SALUTE

II. COMMUNICATIONS

A. ORAL COMMUNICATIONS: Non-agenda items: no individual presentation shall be for more than three (3) minutes. Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation.

B. Approval of Previous Board Minutes from June 29, 2017 Attachment "A"

Member	Motion	Aye	No	Abstain	Absent
Ms. Diana K. Moninger, Pres					
Mr. Edward P. Kelly Secty/Treas					
Mr. Ajay Raju					
Ms. Kelly Vidovich					
Ms. Maddi-Jane Sobol					
Mr. Michael Adler					
Mr. Joseph Jacobsen					

C. FLAG SALUTE

III. REPORT FROM Board Legal Counsel for Information Only
1. Logo (Attachment)

2. **PDE Charter Checklist –Update**
3. **Website:** www.insightpa.org (Permanent) *Launch July 11, 2017*
4. **Contact email:** smcelwain@insightpa.org (Permanent) New Executive Director Shannon McElwain. (With a copy to Board Counsel until staff in place)
5. **Street address:** Duane Morris 30 South 17th Street Philadelphia PA 19103 (Until we finalize location) (335 Bishop Hollow Road Newton Square PA 19073 –the address on the application was an earlier proposed facility)
6. **Telephone:** TBA
7. **K12 team toured 5 prospective facilities on Friday, July 7, 2017 and will make recommendations.**
8. **Three Year Charter – exploring options for Five Year Charter**

IV. AGENDA ITEMS SCHEDULED FOR ACTION

(Information/Discussion/Action)

1. Resolution to approve Job Descriptions for CEO, CFO and Teachers substantially similar to the attachments (Attachments "B")

Member	Motion	Aye	No	Abstain	Absent
Ms. Diana K. Moninger, Pres					
Mr. Edward P. Kelly Secty/Treas					
Mr. Ajay Raju					
Ms. Kelly Vidovich					
Ms. Maddi-Jane Sobol					
Mr. Michael Adler					
Mr. Joseph Jacobsen					

2. Resolution to file a change with the Department of State, Corporation Bureau for PA Community Partners in Education to D/B/A Insight PA Cyber Charter School.

Member	Motion	Aye	No	Abstain	Absent
Ms. Diana K. Moninger, Pres					
Mr. Edward P. Kelly Secty/Treas					
Mr. Ajay Raju					
Ms. Kelly Vidovich					
Ms. Maddi-Jane Sobol					
Mr. Michael Adler					
Mr. Joseph Jacobsen					

3. Resolution to complete name change to Insight PA Cyber Charter School on all official documents.

Member	Motion	Aye	No	Abstain	Absent
Ms. Diana K. Moninger, Pres					
Mr. Edward P. Kelly Secty/Treas					
Mr. Ajay Raju					
Ms. Kelly Vidovich					
Ms. Maddi-Jane Sobol					
Mr. Michael Adler					
Mr. Joseph Jacobsen					

4. Resolution to use identified address/email and telephone number temporarily till facility is identified and lease is completed as presented.

Member	Motion	Aye	No	Abstain	Absent
Ms. Diana K. Moninger, Pres					
Mr. Edward P. Kelly Secty/Treas					
Mr. Ajay Raju					
Ms. Kelly Vidovich					
Ms. Maddi-Jane Sobol					
Mr. Michael Adler					
Mr. Joseph Jacobsen					

5. Resolution for Board to approve the execution of the Charter and submit same to the PA Department of Education for signature by the Secretary of Education.

Member	Motion	Aye	No	Abstain	Absent
Ms. Diana K. Moninger, Pres					
Mr. Edward P. Kelly Secty/Treas					
Mr. Ajay Raju					

Member	Motion	Aye	No	Abstain	Absent
Ms. Kelly Vidovich					
Ms. Maddi-Jane Sobol					
Mr. Michael Adler					
Mr. Joseph Jacobsen					

6. Resolution to approve the school calendar as presented. (Attachment "C")

Member	Motion	Aye	No	Abstain	Absent
Ms. Diana K. Moninger, Pres					
Mr. Edward P. Kelly Secty/Treas					
Mr. Ajay Raju					
Ms. Kelly Vidovich					
Ms. Maddi-Jane Sobol					
Mr. Michael Adler					
Mr. Joseph Jacobsen					

7. Resolution to approve Michele McKeone as a Trustee to the Board of Trustees.

Member	Motion	Aye	No	Abstain	Absent
Ms. Diana K. Moninger, Pres					
Mr. Edward P. Kelly Secty/Treas					
Mr. Ajay Raju					
Ms. Kelly Vidovich					
Ms. Maddi-Jane Sobol					
Mr. Michael Adler					
Mr. Joseph Jacobsen					

PRESENTATIONS:
Christina L. Moore. Manager Human Resources – The options for Human Resources and Benefits which are outlined in the Charter Application require a decision on a professional services firm that will pay wages and salaries, handle tax reporting and remittances, manage workers compensation, handle compliance issues, and administer employee benefits plans.

Establish Date and Time for Next Board Meeting and Establish Dates for Monthly

Meetings through June 30, 2018:

Proposals for next agenda:

Meeting Ended: ___:____p.m.

ATTACHMENT "A"

INSIGHT PA CYBER CHARTER SCHOOL

BOARD MINUTES

JUNE 29, 2017 BOARD MEETING

1.   Call to order.

2.   Take attendance. All Board members with the exception of Joe Jacobsen and Kelly Vidovich were present.

3.   A discussion of the past history of the application including the Commonwealth Court decision, PDE's decision not to appeal and the issuance of the charter by PDE with an effective date of July 1, 2017.

4.   A discussion of immediate action items to be taken including addition of new Board member, Michael Adler, and a review of job descriptions for CEO, CFO and teachers.

5.   Motion made and seconded to add Michael Adler as a new Board member. Vote was unanimous in favor of adding Michael Adler as a new Board member.

6.   A discussion over the fact that Board meetings are public meetings, open to the public, and requiring appropriate notice.

7.   Discussion of next Board meeting either Thursday, July 6 or week of July 10. A notice will go out accordingly.

8.   Motion made to adjourn, which motion passed.

LOGO
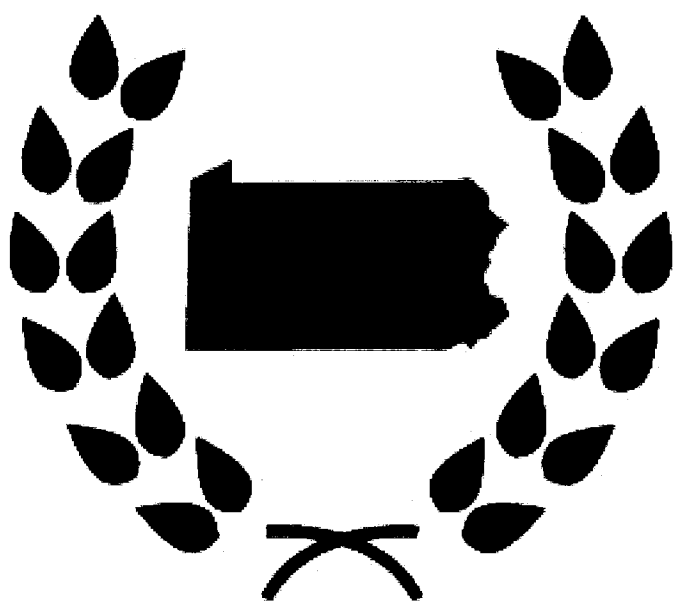
INSIGHT PA
CYBER CHARTER SCHOOL

ATTACHMENT "B"

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PA Cyber Charter School

The position is **Chief Executive Officer.**

The successful Chief Executive Officer (CEO) is an experienced administrative leader who is passionate about improving educational options for children and is able to work effectively with other public school superintendents across the state to make them a reality. The successful candidate must have demonstrated experience in managerial positions preferably running a business and/or a school with a multi-tier management structure, or related experience and be able to effect change through working with cross-functional teams to manage projects and improve processes for the school. The CEO is employed by the Board and reports Insight PA (ISPA) policy and goals data to the Board.

ESSENTIAL FUNCTIONS, DUTIES AND RESPONSIBILITIES: The below statements are intended to describe the general nature and scope of work being performed by this position. This is not a complete listing of all responsibilities, duties and/or skills required; other duties may be assigned. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- School Outreach – Promotes the school throughout the state, focusing on building relationships with PDE and charter school associations. Works closely with K12 teams on enrollment and retention programs. Actively participates in community events.
- Finance – Works with the Chief Financial Officer to oversee budgets and forecasting; Manages the budget and expenditures to meet financial obligations.
- Management – Creates policies and procedures in accordance with the governing board in regards to performance management, succession planning, staffing requirements, etc.; Able to have a working relationship with K12 senior leadership, the staff, and the school's governing board.
- Compliance – Ensures all reporting needs required by the state are met; Responsible for the appropriate administration of grants; Works with the Board to develop educational policy and is responsible for its successful implementation.
- Student Achievement – Responsible for ensuring programs will enable all students and families to be successful and meet their academic goals; Responsible for meeting Annual Yearly Progress (AYP) for the entire school.
- Facilities Management - Establishes procedures that create and maintain attractive, organized functional, healthy, clean, and safe facilities, with proper attention to the visual, acoustic and temperature; Assumes responsibility for the health, safety, and welfare of students, employees and visitors; Develops clearly understood procedures and provide regular drills for emergencies and disasters.

<u>Supervisory Responsibilities:</u> Directly supervises CFO. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include addressing complaints and resolving problems, building relationships with external constituents including parents groups, PDE, and other non-profit entities. Works closely with management provider to support all programs.

MINIMUM REQUIRED QUALIFICATIONS:

- Master's degree AND
- Minimum of five (5) years experience in a managerial position preferably running a business or school including experience with local, state and federal laws and reporting
- Strong organizational and time management skills
- Excellent written and verbal communication skills
- Proficiency in Microsoft Excel, Word and Outlook; experience in using database/Internet research technique for research projects
- Flexible schedule with ability to travel up to 20% of the time
- Ability to pass required background check including fingerprint clearance
- Live in Pennsylvania

DESIRED QUALIFICATIONS:

- Experience in a charter school environment preferred, with an understanding of charter schools not-for-profit governance structure and responsibilities

- Experience leading innovative schools

- Knowledge of Pennsylvania education code, academic and operational accountability, meeting the needs of students with special needs, and the regulations focused on cyber schools

- Experience using student information systems
- Principal or Superintendent Certification desired but not required

INSIGHT PA
CYBER CHARTER SCHOOL

Chief Financial Officer

The mission of Insight PA Cyber Charter is to enable, inspire and prepare students to achieve the highest levels of academic standards so they will make a powerful impact in their communities. Opening in the fall of 2017 by a nonprofit board comprised of members from the greater Philadelphia community, Insight PA Cyber Charter's vision is to ignite a desire for learning in every student and nurture them to understand their goals and create a clear path to achieve them through:

- Setting high expectations for all;
- Identifying and removing barriers that impede student growth;
- Identifying the best individualized learning approach to meet each student's unique needs;
- Engaging in meaningful, direct communication about goals and progress;
- Fostering deep collaborative partnerships among students, parents, community, teachers, staff and administrators;
- Utilizing research-based instruction to ensure mastery for all;
- Respecting that time is a limited commodity that should never be wasted.

SUMMARY

Reporting to the Chief Executive Officer and to the Board of Directors, the Chief Financial Officer will be responsible to assist the Non-Profit Board with fulfilling their fiduciary duties in providing financial over-site for Insight PA.   Including:

- Establishing priorities for the financial management of the school.
- Providing the school's management service provider with the Board's priorities in the development of the budget.
- Reviewing and recommending adoption of the annual school budget.
- Reviewing budget variances on a monthly basis and recommending budget adjustments as needed.
- Contracting External Auditor to prepare yearly review and preparation of annual financial statements.
- Reviewing and approving financial transactions, including accounts payable, accounts receivable, banking, investments and payroll functions.

ESSENTIAL FUNCTIONS, OTHER DUTIES & RESPONSIBILITIES: The below statements are intended to describe the general nature and scope of work being performed by this position. This is not a complete listing of all responsibilities and/or duties required; other duties may be assigned.   Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties.

- Work with the Chief Executive Officer (CEO) and the Board to establish the policies and procedures necessary to meet the legal requirements of operating a school in the commonwealth of Pennsylvania.
- Review and oversee the negotiation of all contracts, MOUs and CEAs of the organization and create standardized terms and conditions that best protect the position and assets of Insight PA.
- Maintain and update fiscal calendar for all PA reporting deadlines including, but not limited to, audit schedule, tax reporting, initiation of annual budget process and monthly close dates.
- Maintain comprehensive understanding of Insight PA annual reports, including operating budget and Annual Financial Report (AFR), capital expenditures and annual payroll.
- Provide leadership and oversight of Insight PA's compliance function assuring that the organization has the
    - o Support to remain compliant with all state and federal requirements.
    - o Establish and maintain sound financial policies, procedures, systems and controls for the organization.
    - o Provide risk management analyses to ensure Insight PA proactively reviews, anticipates and addresses potential risks and oversee the maintenance of appropriate insurance policies.
    - o Report and analyze all financial statements, including statement of activities, fund balance and sources/uses of funds to all stakeholders
    - o Deliver timely reports to the CEO, Finance Committee, Board of Directors, Pennsylvania Department of Education and other agencies.
    - o Assist in management and execution of year-end audits and work with external auditor to ensure clean financial audits with an unqualified opinion.

COMMUNITY

- Work with the CEO and school leadership team on supporting Insight PA to make positive and equitable educational outcomes for all students.
- Work with civic and community organizations to promote school choice, family engagement and the well-being and success of every student across the Commonwealth.

Qualifications

- Master's degree in Business or Education
- Minimum five (5) years related experience and/or training; or
- Comprehensive understanding of financial models for sustainability and efficiency to utilize all available resources including grants management for cash flow cycling;

- Ability to work effectively in a fluid environment and with a wide range of constituents, including board members, school personnel and vendors in order to establish a culture of support, compliance, accountability and performance.
- Valid fingerprint clearance card or background check
- Live in Pennsylvania and work in the Pennsylvania office
- **DESIRED QUALIFICATIONS**:

  - Experience in a charter school environment preferred
  - Experience using student information systems

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PA Cyber Charter School

Job Title:	**Teacher**
FLSA Status:	**Exempt**
Job Level:	**Individual Contributor**
Job Code:	**(Various)**

SUMMARY: The Teacher is a highly qualified, state certified educator responsible for delivering specific course content in an online environment. Teachers provide instruction, support and guidance, manage the learning process, and focus on students' individual needs. Teachers monitor student progress through K12's learning management system, and they actively work closely with students and parents/Learning Coaches to advance each student's learning toward established goals. Teachers typically work from home but must travel occasionally throughout the year to various school functions, for state testing and as may be otherwise required by the school.

ESSENTIAL FUNCTIONS: Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties.

Instructional
- Takes ownership for student's academic progress and attendance, communicating high expectations and showing active interest in student's achievement;
- Prepares students for high stakes standardized tests;
- Conducts live Synchronous Teaching – minimum of 15 hours per week;
- Asynchronously supports objectives, including composing/sending emails, planning course objectives, preparing learning plans, and using data to determine student needs;
- Collaborates with local/regional/ national teams and instructional coaches regarding instruction, resources, interventions and data-driven decision making;
- Makes self open and available to be coached on a regular basis with administrators and instructional coaches;
- Under guidance from principal and coach, augments course content according to prescribed policies and procedures using appropriate asynchronous and synchronous tools;
- Submits grades and required student work ensuring student academic honesty and integrity; Maintains grade book; Makes placement and promotion decisions by generating formal and informal reports regarding student progress, alerting administrators to concerns about student performance and progress.

Relationship Building
- Establishes and maintains positive rapport with families and regularly communicates with students and learning coaches/parents on an ongoing regular basis;
- Elementary and Middle School Teachers support learning coaches/parents with student curricular and instructional issues in a virtual classroom environment, in line with academy policies and procedures;
- Supports students and learning coaches with the set-up and maintenance of their learning environment including basic computer troubleshooting;
- Understands how both diverse and unique characteristics of students and their families impact required support;
- Works collaboratively with other teachers to ensure that all students are successfully progressing through the program, that parents have a central point of contact, and that tasks are distributed among the stakeholders;
- Responds to students, parents and colleagues in timely manner.

Other Essential Functions
- Organizes social and educational activities for students and families, including sponsorship of

virtual clubs, outings, marketing events or other extracurricular activities as required;
- Travels to testing sites to proctor state exams.

Supervisory Responsibilities: This position has no formal supervisory responsibilities.

OTHER DUTIES & RESPONSIBILITIES: The below statements are intended to describe the general nature and scope of work being performed by this position. This is not a complete listing of all responsibilities and/or duties required; other duties may be assigned.

- Builds community;
- Helps staff with any enrollment or retention efforts as directed;
- Participates in committees as required.

MINIMUM REQUIRED QUALIFICATIONS:

- Bachelor's degree AND
- Six (6) months of student teaching experience AND
- Meet requirements for Highly Qualified Teacher (HQT) in subject area under No Child Left Behind (NCLB)

Certificates and Licenses: Appropriate state teaching certification.

OTHER REQUIRED QUALIFICATIONS:

- Pedagogical knowledge of content being taught and ability to apply critical thinking
- Knowledge of state content standards and ability to align those with the K12 curriculum
- Ability to embrace change/ adapt to ensure excellent student outcomes
- Ability to problem solve independently and have a high level of organization
- Understanding of interdependency of deadlines on multiple projects and able to act to preserve integrity on other people's deadlines
- Ability to work independently typically 40+ hours per week
- Ability to maintain a professional home office without distraction during work day, typically 9-5 (or 8-4) or as defined by the school
- Ability to travel as required (on average once per month and/or approximately 10% of the time) for face to face professional development, student testing, and as required by school
- Access to reliable high speed internet
- Proficient in Microsoft Excel, Outlook, Word; PowerPoint;
- Ability to rapidly learn and adapt to new technologies and teaching platforms
- Ability to maintain teacher certification/professional development hours and fluency in K12 systems, programs and curriculum
- Ability to pass required background check

DESIRED QUALIFICATIONS:

- Experience working with proposed age group
- Experience supporting adults and children in the use of technology
- Experience working in a virtual environment
- Experience teaching in an online (virtual) and/or in a brick and mortar environment
- Experience with Blackboard Collaborative or other online platforms

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- This is a home-based position.

The above job is not intended to be an all-inclusive list of duties and standards of the position. Incumbents will follow any other instructions, and perform any other related duties, as assigned by their supervisor. All employment is "at-will" as governed by the law of the state where the employee works. It is further understood that the "at-will" nature of employment is one aspect of employment that cannot be changed except in writing and signed by an authorized officer.

ATTACHMENT "C"

INSIGHT PA CYBER CHARTER SCHOOL

BOARD MINUTES

July 10, 2017 BOARD MEETING

1. Call to order.

2. All Board members, with the exception of Joe Jacobsen and Diana Moninger, were present.

3. Upon a motion duly made and seconded, the minutes of the June 29, 2017 meeting were approved by all members of the Board present at the meeting.

4. The Board was updated and a discussion was had regarding the school's logo, the status of documentation submitted to PDE, the launch of the school's website, the contact information for the school's Executive Director Shannon McElwain, and the search for school facilities.

5. The Board had a discussion of immediate action items to be taken, and all of the members of the Board present at the meeting approved the following:

    a. Motion made and seconded to approve job descriptions for CEO, CFO and teachers; motion passed.

    b. Motion made and seconded to file a change with the Department of State, Corporation Bureau for PA Community Partners in Education to D/B/A Insight PA Cyber Charter School; motion passed.

    c. Motion made and seconded to complete name change to Insight PA Cyber Charter School on all official documents; motion passed.

    d. Motion made and seconded to use identified address/email and telephone number temporarily until facility is identified and lease is completed as presented; motion passed.

    e. Motion made and seconded to approve the execution of the Charter and submit same to the PA Department of Education for signature by the Secretary of Education; motion passed.

    f. Motion made and seconded to approve the school calendar as presented; motion passed.

    g. Motion made and second to approve Michele McKeone as a Trustee of the Board of Trustees; motion passed.

6. Presentation was made for the options for Human Resources and Benefits.

a. Motion made and seconded that the final benefits package and agreement with PEO be preliminarily approved subject to approval by Board Counsel in consultation with Board members Ed Kelly and Michael Adler; motion passed.

7. The Board then went into executive session to discuss legal issues.

8. After the Board concluded executive session, a motion made to adjourn, which motion passed.

INSIGHT PA CYBER CHARTER SCHOOL

BOARD MINUTES

July 31, 2017 BOARD MEETING

1.　　Call to order at 7:15 pm.

2.　　All Board members, with the exception of Joseph Jacobsen and Ajay Raju, were present.

3.　　Upon a motion duly made and seconded, the minutes of the July 10, 2017 meeting were approved by all members of the Board present at the meeting.

4.　　The Board was updated and a discussion was had regarding charter approval by PDE and the facilities options for the school.

5.　　The Board then went into executive session to discuss legal issues and personnel issues, including possible litigation.

6.　　The Board had a discussion of immediate action items to be taken, and all of the members of the Board present at the meeting approved the following:

    a.　Motion made and seconded to approve the resignation of Trustee, Joseph Jacobsen, effective immediately; motion passed.

    b.　Motion made and seconded to approve Michael Adler as President of the Board of Trustees and Maddi-Jane Sobel as Secretary of the Board of Trustees; motion passed.

    c.　Motion made and seconded to approve the HR Report by Shannon McElwain including the Guidance Counselor Job Description, Teacher Salary Scale, Teacher PTO Plan, Teacher/Counselor Hires, and PSERS; motion passed.

    d.　Ed Kelly was made Vice President/Treasurer.

    e.　Motion made and seconded to approve the Comm-Core contract for the telephone system at the school location; motion passed.

    f.　Motion made and seconded that the Board approve the filing with the Commonwealth Court to increase 3 year charter to 5 years.

7.　　Presentations were made regarding:

    a.　Prospective CEO candidates;

b. Insurance options; and

c. Budget issues.

8. A motion made to adjourn, which motion passed.

Insight PA Cyber Charter School

Satisfaction Surveys from Stakeholders

Table of Contents:

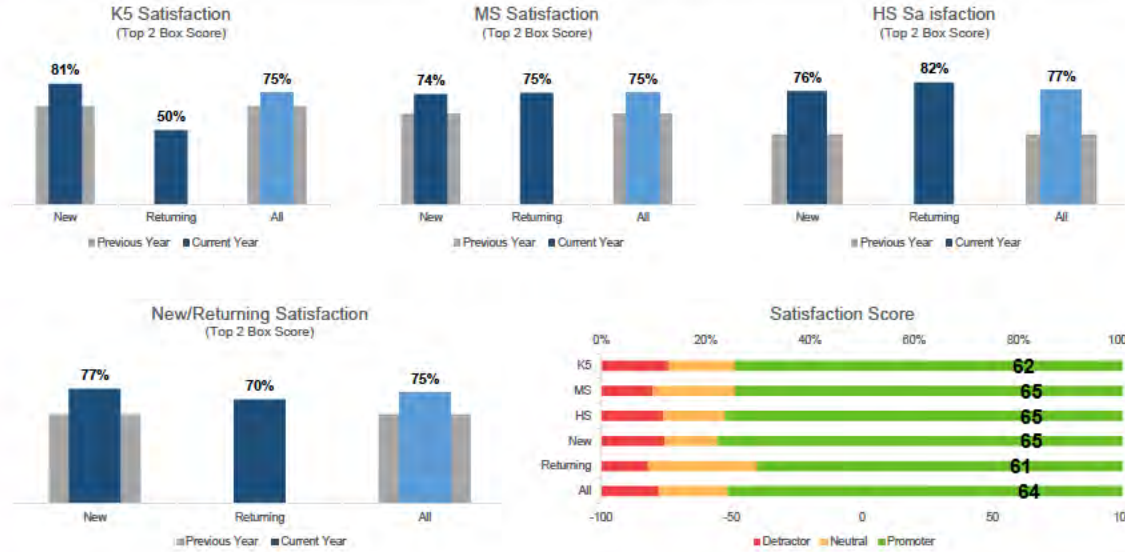**Students First Check In Survey Results** 4/29/2019

School: ISPA

Region: NR Gradeband: All Spec Ed: All

Survey: 7 Status: All In-Year: All

Satisfaction - Survey 7

K5 Satisfaction
(Top 2 Box Score)

81% 50% 75%

New Returning All

Previous Year Current Year

MS Satisfaction
(Top 2 Box Score)

74% 75% 75%

New Returning All

Previous Year Current Year

HS Satisfaction
(Top 2 Box Score)

76% 82% 77%

New Returning All

Previous Year Current Year

New/Returning Satisfaction
(Top 2 Box Score)

77% 70% 75%

New Returning All

Previous Year Current Year

Satisfaction Score

	Score
K5	62
MS	65
HS	65
New	65
Returning	61
All	64

Detractor Neutral Promoter

Survey 1 Running Satisfaction - Week Prior to School Enroll Date

Running Satisfaction

67% 25% 42% 67%

15 4 12 3

3/4 3/11 3/18 3/25 4/1 4/8 4/15 4/22

Week of Monday:
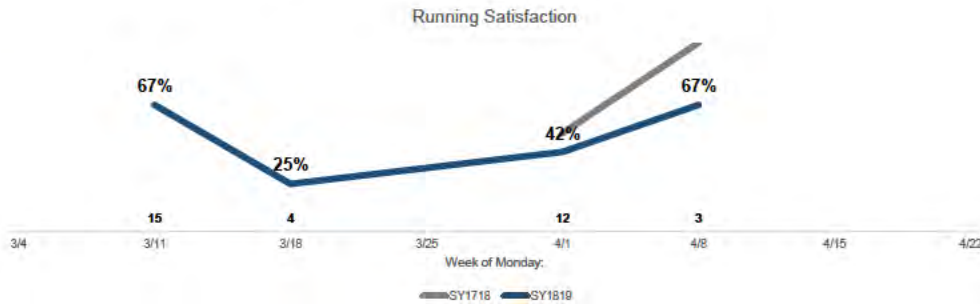
SY1718 SY1819

Satisfaction Top 2 Box Scores - All Surveys Year over Year

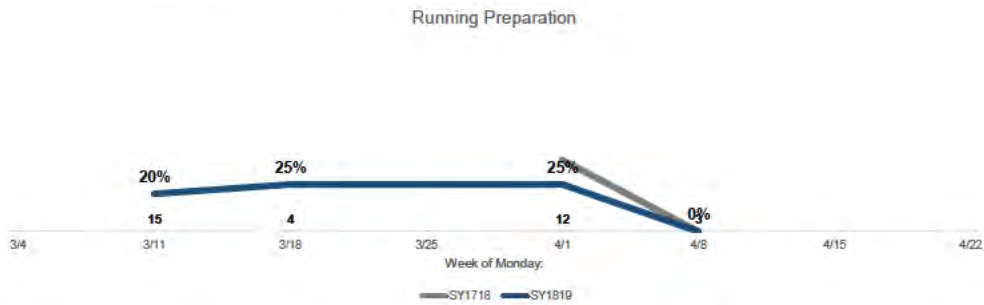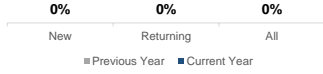|	1	2	3	4	5	6	7	
All School	68%	65%	68%	61%	63%	78%	75%	SY1819
	65%	62%	56%	53%	59%	58%	60%	SY1718
New	68%	66%	70%	63%	63%	78%	77%	SY1819
	65%	62%	56%	53%	59%	58%	60%	SY1718
Returning	66%	61%	64%	55%	63%	78%	70%	SY1819
								SY1718
HS	70%	66%	62%	48%	54%	71%	77%	SY1819
	64%	58%	56%	31%	54%	50%	47%	SY1718
MS	64%	59%	73%	57%	57%	77%	75%	SY1819
	65%	59%	58%	69%	55%	57%	61%	SY1718
K5	70%	68%	67%	71%	76%	82%	75%	SY1819
	66%	68%	53%	54%	64%	62%	66%	SY1718

Note:

Surveys 1 & 2 both display Year-to-Date results, for both current year and prior year. This enables like point-in-time comparisons. Survey 2 will not display for prior year until Survey 2 is administered in the present year.
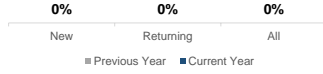
How satisfied are you currently with your overall ISPA experience?

Preparation - Survey 1 - Choose Survey 1-2 to Refresh

K5 Preparation
(Top 2 Box Score)

New	Returning	All
0%	0%	0%

■ Previous Year ■ Current Year

MS Preparation
(Top 2 Box Score)

New	Returning	All
30%	52%	36%

■ Previous Year ■ Current Year

HS Preparation
(Top 2 Box Score)

New	Returning	All
17%	54%	38%

■ Previous Year ■ Current Year

New/Returning Preparation
(Top 2 Box Score)

New	Returning	All
22%	54%	38%

■ Previous Year ■ Current Year

Preparation Score

	Score
K5	0
MS	-7
HS	3
New	-28
Returning	30
All	1

● Detractor ● Neutral ● Promoter

Survey 1 Running Preparation - Week Prior to School Enroll Date

Running Preparation

Week	3/4	3/11	3/18	3/25	4/1	4/8	4/15	4/22
%		20%	25%		25%	0%		
count		15	4		12			

Week of Monday:

■ SY1718 ■ SY1819

Preparation Top 2 Box Scores - All Surveys Year over Year

	1	2	No Preparation Questions After Survey 2	
All School	50%	54%		SY1819
	42%	47%		SY1718
New	48%	54%		SY1819
	42%	47%		SY1718
Returning	57%	57%		SY1819
				SY1718
HS	48%	53%		SY1819
	43%	49%		SY1718
MS	48%	53%		SY1819
	46%	45%		SY1718
K5	53%	56%		SY1819
	39%	48%		SY1718

Note:

Surveys 1 & 2 both display Year-to-Date results, for both current year and prior year. This enables like point-in-time comparisons. Survey 2 will not display for prior year until Survey 2 is administered in the present year.

How well prepared for school do you feel at this point?

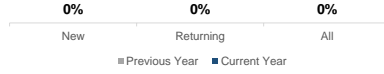**Daily Routine - Survey 1 - Choose Survey 3-5 to Refresh**
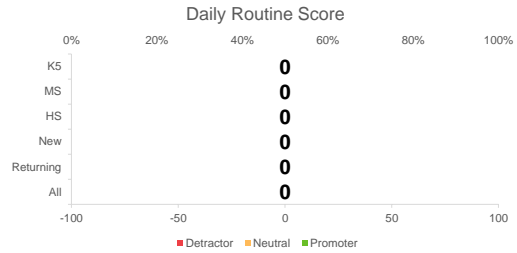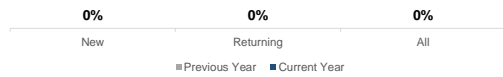
K5 Daily Routine
(Top 2 Box Score)

0%	0%	0%
New	Returning	All

■ Previous Year ■ Current Year

MS Daily Routine
(Top 2 Box Score)

0%	0%	0%
New	Returning	All

■ Previous Year ■ Current Year

HS Daily Routine
(Top 2 Box Score)

0%	0%	0%
New	Returning	All

■ Previous Year ■ Current Year

New/Returning Daily Routine
(Top 2 Box Score)

0%	0%	0%
New	Returning	All

■ Previous Year ■ Current Year

Daily Routine Score

	0%	20%	40%	60%	80%	100%
K5			0			
MS			0			
HS			0			
New			0			
Returning			0			
All			0			

-100   -50   0   50   100

■ Detractor ■ Neutral ■ Promoter

How well are you and your student able to keep up with your daily [School Name] schooling routine?

Perception of Student Success

Perception of Student Success - Survey 7

K5 Perception of Success
(Top 2 Box Score)

- New: 77%
- Returning: 58%
- All: 73%

Previous Year Current Year

MS Perception of Success
(Top 2 Box Score)

- New: 58%
- Returning: 65%
- All: 61%

Previous Year Current Year

HS Perception of Success
(Top 2 Box Score)

- New: 56%
- Returning: 73%
- All: 60%

Previous Year Current Year

New/Returning Perception of Success
(Top 2 Box Score)

- New: 65%
- Returning: 65%
- All: 65%

Previous Year Current Year

Student Success Score

- K5: 62
- MS: 41
- HS: 33
- New: 45
- Returning: 51
- All: 46

Detractor Neutral Promoter
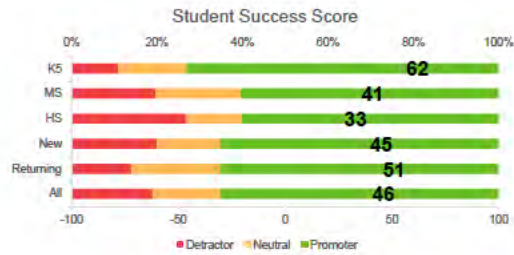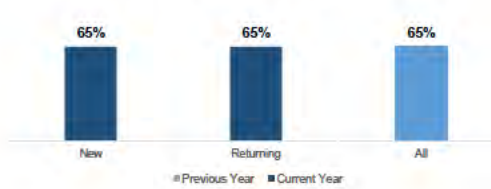
I feel my student is academically successful at [School Name].

Completion time	Email	Name	Please indicate your student's current grade level (if you have multiple students attending ISPA, check all that apply).	Did you attend the Title Programs overview offered in the beginning of the school year?	In which of the following areas does your student need additional help? (Check all that apply)	How would you like to see ISPA use Parent and Family Engagement funds? (Check all that apply)	How would you rate the content and effectiveness of the current Parent and Family Engagement Policy?	Title II deals with preparing, training and recruiting high quality teachers and principals. How would you like to see ISPA spend Title II funds? (Check all that apply).	Did ISPA provide you with assistance in understanding topics such as grade level standards, state and local assessments and how to monitor your child's progress:	Could your student benefit from classes or clubs that focus on social and emotional health?	Are you interested in helping to plan and/or organize Title I family events?	If you answered yes to question 9, please provide your name, your student's name(s) and contact information below.	Are you interested in joining ISPA's schoolwide planning committee?	If you answered yes to question 11, please provide your name, your student's name(s) and contact information below.
6/7/19 11:33:33	oliviaq7049@insightpa.org	Olivia Quinn	Kindergarten;	Yes	English Language Arts;	Other;	Excellent	Other;	Yes	Yes	No		No	
6/7/19 11:37:52	jacwatts@k12.com	Jacob Watts	Kindergarten;	No			Excellent	Teacher Coaches;Teacher recruitment initiatives;	Yes	Maybe	No		No	
6/7/19 11:41:08	zechariahg5056@insightpa.org	Zechariah Guthrie	9th Grade;	Yes	Mathematics;English Language Arts;		Very Good	Other;	Yes	No	No		No	
6/7/19 11:49:02	rachelj6969@insightpa.org	Rachel Jackson	9th Grade;	No	English Language Arts;	Family Math or Literacy Nights;	Good	Teacher mentorship programs ;	Yes	Yes	No		No	
6/7/19 11:51:20	yadymarm8857@insightpa.org	Yadymar Mendez	8th Grade;	No	Mathematics;English Language Arts;Social Studies;	Parent Training: Homework Help;Parent Training: Assessment Help;Family Math or Literacy Nights;Computer Literacy Classes;	Good	Teacher Coaches;	Yes	Maybe	No		No	
6/7/19 12:03:23	jadynns8841@insightpa.org	JadYnn Scalamonti	2nd Grade;	No		Parent Training: Assessment Help;Computer Literacy Classes;Other;	Very Good	Teacher mentorship programs ;	Yes	Yes	No		No	
6/7/19 12:12:41	amarissaa2596@insightpa.org	Amarissa Aguilar	6th Grade;	No	English Language Arts;	Other;	Good	Teacher and Principal training;	Yes	Maybe	No		No	
6/7/19 12:16:29	anonymous		8th Grade;	No	Mathematics;Electives;	Parent Training: Homework Help;Parent Training: Assessment Help;Family Math or Literacy Nights;	Very Good	Teacher Coaches;Teacher and Principal training;Teacher recruitment initiatives;Teacher mentorship programs ;	Yes	Maybe	No		No	
6/7/19 12:19:47	anonymous		11th Grade;	Yes		Parent Training: Homework Help;Family Math or Literacy Nights;Educational Trips;	Very Good	Teacher Coaches;Teacher mentorship programs ;	Yes	Yes	No		No	
6/7/19 12:20:07	anonymous		10th Grade;	No	Mathematics;	Parent Training: Homework Help;Family Math or Literacy Nights;Parenting Books ;	Good	Teacher Coaches;Teacher mentorship programs ;	Yes	No	No		No	
6/7/19 12:25:26	anonymous		9th Grade;	Yes	Mathematics;English Language Arts;	Family Math or Literacy Nights;	Very Good	Teacher Coaches;	Yes	Maybe	No		No	
6/7/19 12:28:19	anonymous		6th Grade;7th Grade;	Yes	Mathematics;English Language Arts;	Computer Literacy Classes;	Excellent	Teacher mentorship programs ;	Yes	Yes	No		No	
6/7/19 12:28:41	anonymous		Kindergarten;	Yes	Electives;	Parenting Books ;	Excellent	Other;	Yes	Yes	No		No	
6/7/19 12:34:02	anonymous		9th Grade;	No	Mathematics;English Language Arts;Science;Social Studies;Electives;		Fair		Yes	Maybe	No		No	
6/7/19 12:36:42	anonymous		9th Grade;	No	English Language Arts;Science;	Family Math or Literacy Nights;Parenting Books ;Educational Trips;Financial Literacy Classes;	Very Good	Teacher and Principal training;Teacher recruitment initiatives;	Yes	Yes	No		No	
6/7/19 12:38:21	anonymous		4th Grade;	Yes	Mathematics;Science;	Parent Training: Homework Help;Parent Training: Assessment Help;Family Math or Literacy Nights;Parenting Books ;	Very Good	Teacher Coaches;Teacher mentorship programs ;	Yes	Yes	No		No	
6/7/19 12:40:00	anonymous		7th Grade;9th Grade;	No	Mathematics;English Language Arts;	Family Math or Literacy Nights;	Good	Teacher Coaches;Teacher and Principal training;	Yes	No	No		No	
6/7/19 12:45:15	anonymous		3rd Grade;	No	English Language Arts;	Parenting Books ;	Excellent	Teacher recruitment initiatives;Teacher mentorship programs ;	No	Yes	No		No	

Timestamp			Grade		Subjects	Activities	Rating	Support				Contact		Notes
6/7/19 12:46:44	anonymous		1st Grade;	No	Mathematics;English Language Arts;	Educational Trips;	Good	Teacher and Principal training;	No	Yes	Yes	Ana Iris Mason Adalee Mason joshcna21@yahoo.com	No	Ana Iris Mason
6/7/19 12:57:53	anonymous		11th Grade;	No	Mathematics;	Educational Trips;	Very Good	Teacher and Principal training;	Yes	No	No		No	
6/7/19 13:12:05	anonymous		10th Grade;	No	English Language Arts;	Parent Training: Homework Help;Parent Training: Assessment Help;Family Math or Literacy Nights;Educational Trips;	Very Good	Teacher Coaches;Teacher mentorship programs ;	Yes	Yes	No		No	
6/7/19 13:12:32	anonymous		8th Grade;	Yes	Mathematics;	Other;	Excellent	Teacher and Principal training;	Yes	Yes	Yes			
6/7/19 13:16:42	anonymous		10th Grade;	No	Mathematics;English Language Arts;	Other;	Fair	Other;	Yes	Maybe	No		No	
6/7/19 13:17:48	anonymous		3rd Grade;	Yes	Mathematics;Social Studies;	Parent Training: Homework Help;	Very Good	Other;	Yes	Yes	No		No	
6/7/19 13:17:54	anonymous		8th Grade;	Yes		Educational Trips;Computer Literacy Classes;Financial Literacy Classes;	Excellent	Other;	Yes	Yes	No		No	explanation-Simon has a 4 year old brother with Down syndrome and my time is very limited.
6/7/19 13:34:50	anonymous		6th Grade;8th Grade;10th Grade;	Yes	Mathematics;Science;Social Studies;Electives;	Other;	Poor	Other;	No	Yes	No		No	
6/7/19 13:44:03	anonymous		11th Grade;	No	English Language Arts;	Computer Literacy Classes;	Very Good	Teacher and Principal training;	Yes	Yes	No		No	
6/7/19 13:52:24	anonymous		5th Grade;	No	Mathematics;English Language Arts;	Family Math or Literacy Nights;	Good	Teacher Coaches;Teacher mentorship programs ;	Yes	Yes	No		No	
6/7/19 13:53:19	anonymous		9th Grade;	No	Mathematics;English Language Arts;Science;Social Studies;Electives;	Educational Trips;Financial Literacy Classes;	Fair	Other;	Yes	No	Yes	Avere Tucker 734.323.4811	No	
6/7/19 13:57:49	anonymous		7th Grade;	No	Mathematics;English Language Arts;	Family Math or Literacy Nights;	Very Good	Teacher recruitment initiatives;	No	Maybe	No		No	
6/7/19 14:00:42	anonymous		9th Grade;	Yes		Family Math or Literacy Nights;Educational Trips;	Very Good	Teacher and Principal training;Teacher recruitment initiatives;	Yes	No	Yes	Leighann Gualtier - Autumn Pierucci - 1(570)861-2379	Yes	Leighann Gualtier - Autumn Pierucci - 1(570)861-2379
6/7/19 14:03:11	anonymous		7th Grade;	No		Educational Trips;	Fair	Teacher Coaches;Teacher and Principal training;Teacher mentorship programs ;	Yes	Maybe	Yes	Parent- Brendaliz Lopez Student- Briana Lee Valentin 4849352020	No	
6/7/19 14:08:37	anonymous		8th Grade;	No	Mathematics;English Language Arts;	Parenting Books ;	Excellent	Other;	Yes	Yes	No		No	
6/7/19 14:14:20	anonymous		10th Grade;	No	Electives;	Computer Literacy Classes;Financial Literacy Classes;	Excellent	Teacher and Principal training;Teacher mentorship programs ;	Yes	Maybe	No		No	
6/7/19 14:17:12	anonymous		10th Grade;	Yes	Mathematics;English Language Arts;Social Studies;	Parent Training: Homework Help;Parent Training: Assessment Help;	Good	Teacher mentorship programs ;	No	Yes	No		Yes	Cenita Richardson ccarmyers@gmail.com; Amaya Cook
6/7/19 14:23:21	anonymous		3rd Grade;10th Grade;	No	Mathematics;	Computer Literacy Classes;		Teacher recruitment initiatives;	Yes	No	No		No	
6/7/19 14:34:45	anonymous		5th Grade;	No	Mathematics;	Parenting Books ;	Good	Teacher mentorship programs ;	Yes	Yes	No		No	
6/7/19 14:42:11	anonymous		9th Grade;	Yes	English Language Arts;	Parent Training: Homework Help;Parent Training: Assessment Help;Educational Trips;	Good	Teacher and Principal training;Teacher recruitment initiatives;Teacher mentorship programs ;	Yes	Maybe	No		No	
6/7/19 14:42:16	anonymous		3rd Grade;	No	Mathematics;	Family Math or Literacy Nights;Educational Trips;Computer Literacy Classes;Financial Literacy Classes;	Very Good	Teacher Coaches;Teacher and Principal training;Teacher recruitment initiatives;Teacher mentorship programs ;	Yes	Yes	No		No	

Timestamp	Name			Grade	Q1	Subjects	Programs	Rating	Teacher Support	Q2	Q3	Q4	Contact Email	Q5	Name/Contact
6/7/19 14:42:26	anonymous			3rd Grade;	No	Mathematics;	Parent Training: Homework Help;Parent Training: Assessment Help;Family Math or Literacy Nights;Parenting Books ;Educational Trips;Computer Literacy Classes;Financial Literacy Classes;	Good	Teacher Coaches;Teacher and Principal training;Teacher mentorship programs ;	No	Yes	Yes	kimberlee128@yahoo.com	Yes	Kim and A'vah Lassiter kimberlee128@yahoo.com
6/7/19 14:50:55	anonymous			Kindergarten;	No	Mathematics;English Language Arts;	Educational Trips;	Good	Teacher and Principal training;Teacher mentorship programs ;	Yes	Maybe	No		No	
6/7/19 14:57:32	anonymous			10th Grade;	No	English Language Arts;	Educational Trips;	Fair	Teacher and Principal training;	Yes	Maybe	No		No	
6/7/19 15:03:10	anonymous			10th Grade;	No	Mathematics;English Language Arts;Science;Social Studies;Electives;	Parent Training: Homework Help;Parent Training: Assessment Help;Parenting Books ;Other;	Fair	Teacher mentorship programs ;	Yes	Yes	No		No	
6/7/19 15:10:48	anonymous			8th Grade;	No	Other;	Other;	Excellent	Other;	Yes	No	No		No	
6/7/19 15:17:28	anonymous			8th Grade;	No	Mathematics;	Parent Training: Assessment Help;	Excellent	Teacher mentorship programs ;	Yes	Maybe	No		No	
6/7/19 15:19:35	anonymous			8th Grade;	Yes	Mathematics;	Educational Trips;	Very Good	Teacher recruitment initiatives;	Yes	Yes	No		No	
6/7/19 15:22:31	anonymous			11th Grade;	No	Mathematics;English Language Arts;Science;Electives;	Other;	Very Good	Teacher recruitment initiatives;Teacher mentorship programs ;	Yes	Maybe	No		No	
6/7/19 15:40:54	anonymous			8th Grade;	Yes	Mathematics;	Parent Training: Homework Help;	Excellent	Teacher Coaches;Teacher and Principal training;Teacher recruitment initiatives;	Yes	Yes	No		No	
6/7/19 15:59:11	anonymous			4th Grade;	Yes	Social Studies;	Family Math or Literacy Nights;Educational Trips;	Fair	Other;	No	Maybe	No		No	
6/7/19 16:04:52	anonymous			5th Grade;	Yes	Mathematics;	Financial Literacy Classes;Other;	Excellent	Teacher Coaches;Teacher and Principal training;	Yes	Maybe	No		No	
6/7/19 16:05:02	anonymous			Kindergarten;	Yes	English Language Arts;	Parenting Books ;	Good	Teacher mentorship programs ;	No	Yes	No		No	
6/7/19 16:15:55	anonymous			Kindergarten;	Yes		Other;	Excellent	Other;	Yes	Yes	Yes	Tiffany Havel Dakota bildhauser-havel 412-537-8112	No	
6/7/19 16:55:29	anonymous			7th Grade;	No	Mathematics;English Language Arts;	Family Math or Literacy Nights;Parenting Books ;	Good	Teacher Coaches;Teacher mentorship programs ;	Yes	Maybe	No		No	
6/7/19 17:01:29	anonymous			Kindergarten;	Yes	English Language Arts;	Family Math or Literacy Nights;	Excellent	Teacher mentorship programs ;	Yes	Yes	No		No	
6/7/19 17:39:57	anonymous			9th Grade;	Yes	Science;	Parent Training: Homework Help;Parent Training: Assessment Help;	Good	Teacher Coaches;Teacher mentorship programs ;	Yes	Yes	Yes	Ashley Wallace Aurora Wallace 724 8771022	Yes	Ashley Wallace Aurora Wallace 724 877 1022
6/7/19 18:02:45	anonymous			7th Grade;	Yes	Mathematics;English Language Arts;	Parent Training: Homework Help;	Good	Teacher recruitment initiatives;	Yes	Maybe	No		No	
6/7/19 18:26:13	anonymous			Kindergarten;	Yes		Parent Training: Homework Help;Parent Training: Assessment Help;Family Math or Literacy Nights;Parenting Books ;Educational Trips;Computer Literacy Classes;Financial Literacy Classes;	Excellent	Teacher Coaches;Teacher and Principal training;Teacher recruitment initiatives;Teacher mentorship programs ;	Yes	Yes	No		No	
6/7/19 18:29:47	anonymous			7th Grade;	Yes	Electives;	Family Math or Literacy Nights;Educational Trips;Computer Literacy Classes;	Very Good	Teacher recruitment initiatives;Teacher mentorship programs ;	Yes	Maybe	No		No	
6/7/19 18:47:26	anonymous			2nd Grade;	Yes	Mathematics;English Language Arts;Science;Social Studies;Electives;	Family Math or Literacy Nights;Computer Literacy Classes;	Excellent	Teacher mentorship programs ;	Yes	Maybe	No		No	

Timestamp	Name			Grade	Yes/No	Subject	Program	Rating	Support	Y/N	Maybe	Y/N	Contact	Y/N	Contact
6/7/19 18:51:49	anonymous			1st Grade;	Yes		Educational Trips;Computer Literacy Classes;	Good	Teacher and Principal training;	Yes	Maybe	No		No	
6/7/19 18:52:13	anonymous			8th Grade;	Yes	Mathematics;	Parenting Books ;	Good	Teacher mentorship programs ;	Yes	Yes	No		No	
6/7/19 18:57:44	anonymous			9th Grade;	No	Electives;	Computer Literacy Classes;Financial Literacy Classes;	Good	Other;	Yes	Maybe	No		No	
6/7/19 18:59:50	anonymous			4th Grade;7th Grade;	Yes	Mathematics;	Parent Training: Homework Help;	Very Good	Teacher Coaches;	Yes	Maybe	No		No	
6/7/19 19:15:51	anonymous			4th Grade;	No	Mathematics;		Excellent	Teacher Coaches;	Yes	Yes	Yes	Maryluz dejesus Zayhdaih Dejesus Dennis 6109698896	Yes	Maryluz dejesus Zayhdaih Dejesus Dennis 6109698896
6/7/19 19:16:24	anonymous			Kindergarten;	No		Parenting Books ;Educational Trips;Computer Literacy Classes;Financial Literacy Classes;	Good	Teacher and Principal training;	Yes	Maybe	No		No	
6/7/19 19:42:15	anonymous			Kindergarten;	Yes	Mathematics;English Language Arts;Science;Social Studies;Electives;	Parent Training: Homework Help;Parent Training: Assessment Help;Family Math or Literacy Nights;Parenting Books ;Educational Trips;Computer Literacy Classes;Financial Literacy Classes;	Very Good	Teacher Coaches;Teacher and Principal training;Teacher recruitment initiatives;	Yes	Yes	Yes	Assetou Doumassi 215-220-5047	Yes	Assetou Doumassi
6/7/19 20:00:49	anonymous			9th Grade;	Yes	Mathematics;English Language Arts;Science;Social Studies;	Parent Training: Homework Help;	Very Good	Teacher Coaches;	Yes	Maybe	No		No	
6/7/19 20:03:36	anonymous			3rd Grade;6th Grade;	Yes	Mathematics;English Language Arts;	Educational Trips;	Excellent	Teacher Coaches;Teacher and Principal training;Teacher recruitment initiatives;Teacher mentorship programs ;	Yes	Maybe	No		No	
6/7/19 20:04:32	anonymous			3rd Grade;6th Grade;	Yes	Science;	Educational Trips;	Excellent	Teacher Coaches;Teacher and Principal training;Teacher recruitment initiatives;Teacher mentorship programs ;	Yes	Maybe	No		No	
6/7/19 20:40:27	anonymous			2nd Grade;4th Grade;	No	Mathematics;English Language Arts;	Educational Trips;	Good	Teacher mentorship programs ;	Yes	Yes	No		No	
6/7/19 21:19:35	anonymous			4th Grade;	No	Mathematics;English Language Arts;Science;Social Studies;Electives;	Other;	Good	Other;	Yes	No	No		No	
6/7/19 21:36:53	anonymous			10th Grade;	No	Electives;	Other;	Good	Other;	No	Maybe	No		No	
6/7/19 21:47:07	anonymous			11th Grade;	No	Mathematics;English Language Arts;	Financial Literacy Classes;	Good	Teacher Coaches;Teacher recruitment initiatives;Teacher mentorship programs ;	No	Maybe	No		No	
6/7/19 22:33:00	anonymous			7th Grade;	No	Mathematics;English Language Arts;Science;	Parenting Books ;Educational Trips;Computer Literacy Classes;	Good	Teacher mentorship programs ;	Yes	Yes	No		No	
6/7/19 23:20:27	anonymous			1st Grade;9th Grade;	No	Mathematics;Social Studies;	Family Math or Literacy Nights;Educational Trips;	Good	Teacher and Principal training;Teacher mentorship programs ;	Yes	Yes	No			
6/8/19 0:09:54	anonymous			8th Grade;	Yes	Mathematics;	Parent Training: Homework Help;Parent Training: Assessment Help;Family Math or Literacy Nights;Parenting Books ;	Fair	Teacher Coaches;	No	Yes	Yes	jessica lenart alexus kulasa 4123166295	Yes	jessica lenart alexus kulasa 4123166295
6/8/19 6:42:44	anonymous			7th Grade;	Yes	English Language Arts;	Other;	Good	Other;	Yes	No	No		No	
6/8/19 9:47:03	anonymous			1st Grade;	No	Mathematics;	Financial Literacy Classes;	Very Good	Teacher Coaches;	Yes	Yes	No		No	

Timestamp	Name		Grade		Subjects	Support	Rating	Initiatives						Contact
6/8/19 9:47:33	anonymous		4th Grade;	Yes	Mathematics;	Educational Trips;	Excellent	Teacher Coaches;Teacher and Principal training;Teacher recruitment initiatives;Teacher mentorship programs ;	Yes	Yes	No		No	
6/8/19 12:53:13	anonymous		8th Grade;	Yes	Mathematics;	Parent Training: Homework Help;Parent Training: Assessment Help;Parenting Books ;	Very Good	Teacher recruitment initiatives;Other;	Yes	Yes	No		No	
6/8/19 13:24:31	anonymous		7th Grade;	Yes	English Language Arts;	Educational Trips;	Good	Teacher Coaches;	Yes	Yes	No		No	
6/8/19 14:05:58	anonymous		Kindergarten;3rd Grade;	Yes	Mathematics;English Language Arts;Social Studies;Electives;	Parent Training: Homework Help;Parent Training: Assessment Help;Financial Literacy Classes;	Very Good	Teacher mentorship programs ;Other;	Yes	Yes	No		Yes	Christopher Williams Nashiera sanders Natasha Williams 267-290-0645
6/8/19 16:25:57	anonymous		7th Grade;	No	Mathematics;Electives;	Parent Training: Homework Help;Educational Trips;Financial Literacy Classes;	Very Good	Teacher and Principal training;Teacher mentorship programs ;	Yes	Maybe	No		No	
6/8/19 18:15:06	anonymous		11th Grade;	No	Mathematics;	Parenting Books ;	Excellent	Teacher and Principal training;	Yes	Yes	No		No	
6/8/19 19:33:14	anonymous		Kindergarten;	No	English Language Arts;	Parenting Books ;	Very Good	Teacher and Principal training;	Yes	Yes	No		No	
6/8/19 21:17:50	anonymous		7th Grade;	No	Mathematics;English Language Arts;Science;Social Studies;	Parent Training: Homework Help;Parent Training: Assessment Help;	Good	Teacher mentorship programs ;	No	Maybe	No		No	
6/8/19 22:23:28	anonymous		9th Grade;	Yes	English Language Arts;	Parent Training: Homework Help;	Very Good	Teacher and Principal training;	Yes	Maybe	No		No	
6/8/19 23:29:23	anonymous		10th Grade;	No		Family Math or Literacy Nights;Computer Literacy Classes;	Very Good	Teacher Coaches;		Yes	No		No	
6/9/19 11:47:56	anonymous		2nd Grade;	No	Mathematics;English Language Arts;	Parent Training: Homework Help;Computer Literacy Classes;Other;	Very Good	Teacher recruitment initiatives;	Yes	Maybe	No		No	
6/9/19 12:04:35	anonymous		11th Grade;	No	Mathematics;Electives;	Educational Trips;Computer Literacy Classes;Financial Literacy Classes;	Very Good	Teacher Coaches;Teacher and Principal training;Teacher recruitment initiatives;Teacher mentorship programs ;	Yes	Maybe	No		No	
6/9/19 15:06:53	anonymous		9th Grade;10th Grade;	No	English Language Arts;Electives;	Family Math or Literacy Nights;	Good	Teacher Coaches;Teacher mentorship programs ;	Yes	No	No		No	
6/9/19 20:03:39	anonymous		8th Grade;	No	English Language Arts;	Other;	Very Good	Other;	Yes	Maybe	No		No	
6/9/19 20:04:30	anonymous		7th Grade;	No	Mathematics;English Language Arts;	Parenting Books ;Other;	Fair	Other;	Yes	No	No		No	
6/9/19 21:06:10	anonymous		2nd Grade;	No	Mathematics;	Family Math or Literacy Nights;Educational Trips;	Very Good	Teacher and Principal training;	Yes	Yes	No		No	
6/10/19 1:11:24	anonymous		8th Grade;	No	Mathematics;	Other;	Very Good	Other;	Yes	No	No		No	
6/10/19 7:18:24	anonymous		2nd Grade;5th Grade;	Yes	English Language Arts;	Family Math or Literacy Nights;Computer Literacy Classes;	Excellent	Teacher Coaches;Teacher recruitment initiatives;Teacher mentorship programs ;	Yes	Maybe	No		No	
6/10/19 7:33:46	anonymous		4th Grade;	Yes	Mathematics;English Language Arts;	Parent Training: Assessment Help;Educational Trips;Computer Literacy Classes;Financial Literacy Classes;	Good	Teacher Coaches;Teacher and Principal training;Teacher recruitment initiatives;Teacher mentorship programs ;	Yes	Yes	No		Yes	

Timestamp			Grade		Subjects	Program Interest	Rating	Support Programs				Referrals	
6/10/19 8:04:36	anonymous		5th Grade;	No	Mathematics;	Other;	Excellent	Teacher Coaches;Teacher and Principal training;Teacher recruitment initiatives;Teacher mentorship programs ;Other;	Yes	Yes	No		
6/10/19 8:04:57	anonymous		10th Grade;	Yes	Science;Social Studies;	Parent Training: Homework Help;Parent Training: Assessment Help;	Very Good	Teacher Coaches;Teacher and Principal training;	Yes	Maybe	No		No
6/10/19 8:11:01	anonymous		Kindergarten;	Yes	Electives;	Parent Training: Homework Help;	Fair	Teacher Coaches;Teacher and Principal training;	Yes	Yes	No		No
6/10/19 8:16:50	anonymous		3rd Grade;	No	English Language Arts;Social Studies;	Parent Training: Homework Help;	Very Good	Teacher and Principal training;	Yes	Yes	No		No
6/10/19 8:20:03	anonymous		8th Grade;	No	Mathematics;	Parent Training: Homework Help;Parent Training: Assessment Help;Family Math or Literacy Nights;Financial Literacy Classes;	Excellent	Teacher and Principal training;Teacher recruitment initiatives;	Yes	Maybe	No		No
6/10/19 8:21:28	anonymous		Kindergarten;	No		Other;	Excellent	Other;	Yes	Maybe	No		No
6/10/19 8:47:21	anonymous		2nd Grade;10th Grade;	Yes	Mathematics;	Other;	Very Good	Teacher Coaches;	Yes	No	No		No
6/10/19 8:48:46	anonymous		7th Grade;	Yes	English Language Arts;	Parenting Books ;Computer Literacy Classes;	Excellent	Teacher Coaches;	Yes	Maybe	No		No
6/10/19 9:13:47	anonymous		8th Grade;	Yes	English Language Arts;	Other;	Excellent	Teacher mentorship programs ;	Yes	Yes	No		No
6/10/19 9:22:08	anonymous		8th Grade;	No	Mathematics;English Language Arts;	Other;	Good	Other;	Yes	No	No		No
6/10/19 9:33:51	anonymous		3rd Grade;	No	Science;	Computer Literacy Classes;	Excellent	Teacher and Principal training;Teacher recruitment initiatives;	Yes	Yes	No		No
6/10/19 9:33:53	anonymous		9th Grade;	No	Mathematics;English Language Arts;Science;Social Studies;		Very Good	Teacher mentorship programs ;	Yes	Yes	No		No
6/10/19 10:04:08	anonymous		9th Grade;	Yes	Mathematics;	Parent Training: Assessment Help;Other;	Very Good	Teacher Coaches;Teacher mentorship programs ;	Yes	Maybe	Yes		No
6/10/19 10:31:20	anonymous		10th Grade;	No	English Language Arts;	Parenting Books ;	Excellent	Teacher and Principal training;	Yes	Maybe	No		No
6/10/19 10:48:23	anonymous		1st Grade;	Yes		Educational Trips;	Excellent		Yes	Maybe	No		No
6/10/19 11:06:57	anonymous		1st Grade;	Yes		Educational Trips;	Very Good	Teacher mentorship programs ;	Yes	Yes	No		No
6/10/19 11:52:33	anonymous		7th Grade;	No	English Language Arts;	Financial Literacy Classes;Other;	Fair	Other;	No	Maybe	Yes	Joan Maldonado Allyson Cellucci	No
6/10/19 12:07:50	anonymous		11th Grade;	No	Mathematics;	Other;	Very Good	Teacher and Principal training;Teacher mentorship programs ;	Yes	Yes	No		No
6/10/19 12:21:19	anonymous		9th Grade;	Yes		Educational Trips;	Good	Teacher Coaches;	Yes	Yes	No		No
6/10/19 12:32:18	anonymous		5th Grade;6th Grade;	No	Mathematics;	Parent Training: Homework Help;Parent Training: Assessment Help;Computer Literacy Classes;	Good	Teacher Coaches;Teacher recruitment initiatives;	Yes	Yes	No		No
6/10/19 14:01:44	anonymous		6th Grade;	No	Mathematics;	Family Math or Literacy Nights;Educational Trips;Computer Literacy Classes;Financial Literacy Classes;	Very Good	Teacher mentorship programs ;	Yes	Yes	No		No
6/10/19 14:45:59	anonymous		6th Grade;	No		Educational Trips;	Excellent	Teacher recruitment initiatives;	Yes	Maybe	No		No
6/10/19 15:07:53	anonymous		Kindergarten;	Yes	English Language Arts;	Parent Training: Homework Help;Parent Training: Assessment Help;Family Math or Literacy Nights;	Good	Teacher and Principal training;Teacher mentorship programs ;	Yes	Maybe	Yes	Sheri Royer (parent) Stefania Smith (student) email- rdmjkrsa_mom@yahoo.com	No

Timestamp	Name			Grade	Yes/No		Subjects	Programs	Rating	Teacher Initiatives				Contact	
6/10/19 17:36:51	anonymous			7th Grade;	Yes		English Language Arts;	Family Math or Literacy Nights;Educational Trips;Other;	Good	Teacher and Principal training;Teacher recruitment initiatives;Other;	Yes	Yes	No		No
6/10/19 23:02:53	anonymous			7th Grade;	Yes		English Language Arts;	Parent Training: Homework Help;	Excellent	Teacher Coaches;Teacher and Principal training;Teacher recruitment initiatives;Teacher mentorship programs ;	Yes	Yes	No		No
6/10/19 23:16:56	anonymous			9th Grade;	No		Mathematics;English Language Arts;Science;Social Studies;Electives;	Parent Training: Homework Help;Parent Training: Assessment Help;	Fair	Teacher Coaches;Teacher and Principal training;Teacher recruitment initiatives;Teacher mentorship programs ;	No	Yes	No		No
6/11/19 9:45:59	anonymous			7th Grade;	No		Electives;	Parent Training: Homework Help;Parent Training: Assessment Help;Family Math or Literacy Nights;Parenting Books ;Computer Literacy Classes;	Good	Teacher Coaches;Teacher mentorship programs ;	Yes	No	No		No
6/11/19 9:59:43	anonymous			Kindergarten;	Yes			Educational Trips;	Excellent	Teacher mentorship programs ;	Yes	Maybe	No		No
6/11/19 10:54:07	anonymous			10th Grade;	Yes			Other;	Poor	Other;	No	No	No		No
6/11/19 11:30:26	anonymous			10th Grade;	No		Mathematics;	Other;	Very Good	Teacher and Principal training;	Yes	Yes	No		No
6/11/19 12:08:00	anonymous			3rd Grade;	Yes		English Language Arts;	Parent Training: Homework Help;Parent Training: Assessment Help;Family Math or Literacy Nights;	Excellent	Other;	Yes	Yes	No		No
6/11/19 13:01:38	anonymous			6th Grade;	Yes		Mathematics;English Language Arts;	Parent Training: Assessment Help;Family Math or Literacy Nights;Educational Trips;	Good	Teacher Coaches;Teacher recruitment initiatives;	Yes	Yes	No		No
6/11/19 13:31:56	anonymous			5th Grade;6th Grade;	No		Mathematics;	Parent Training: Homework Help;Family Math or Literacy Nights;	Fair	Teacher Coaches;	Yes	Maybe	No		No
6/11/19 23:57:45	anonymous			4th Grade;	No		Mathematics;English Language Arts;Science;Social Studies;	Parent Training: Homework Help;Parent Training: Assessment Help;Family Math or Literacy Nights;Parenting Books ;Educational Trips;	Very Good	Teacher Coaches;Teacher and Principal training;Teacher recruitment initiatives;Teacher mentorship programs ;	Yes	Yes	No		No
6/12/19 3:14:09	anonymous			7th Grade;					Excellent	Teacher Coaches;	Yes	Yes	No		No
6/12/19 6:40:12	anonymous			2nd Grade;	Yes		Science;Electives;	Parent Training: Homework Help;Computer Literacy Classes;Financial Literacy Classes;	Good	Teacher Coaches;Teacher recruitment initiatives;Teacher mentorship programs ;	Yes	Yes	No		No
6/12/19 10:35:45	anonymous			11th Grade;	No		English Language Arts;	Parent Training: Homework Help;Parent Training: Assessment Help;	Good	Teacher recruitment initiatives;Teacher mentorship programs ;	Yes	Maybe	No		No
6/12/19 10:39:48	anonymous			8th Grade;	No		Mathematics;	Other;	Very Good	Other;	Yes	Maybe	No		No
6/12/19 11:08:10	anonymous			6th Grade;	No		English Language Arts;Social Studies;	Educational Trips;	Good	Teacher and Principal training;Teacher mentorship programs ;	No	Maybe	Yes	Jessica Steele Hunter Steele 724-787-0765. racefan_jess@hotmail.com 348 Rt 271 Ligonier PA 15658	No
6/12/19 11:15:53	anonymous			8th Grade;	No		Mathematics;English Language Arts;Science;Social Studies;	Parent Training: Homework Help;Parent Training: Assessment Help;Parenting Books ;Educational Trips;Computer Literacy Classes;	Good	Teacher Coaches;Teacher mentorship programs ;Other;	Yes	Maybe	No		No

Timestamp	Name			Grade		Subjects	Programs	Rating	Teacher Support				Contact		Contact
6/12/19 14:09:34	anonymous			Kindergarten;	No		Parent Training: Homework Help;Parent Training: Assessment Help;Family Math or Literacy Nights;Parenting Books ;Educational Trips;Computer Literacy Classes;Other;		Teacher Coaches;Teacher mentorship programs ;Other;	No	Yes	No		No	
6/12/19 15:28:59	anonymous			8th Grade;	No	English Language Arts;	Family Math or Literacy Nights;Computer Literacy Classes;	Good	Teacher Coaches;	Yes	No	No		No	
6/12/19 16:57:26	anonymous			8th Grade;	No	Mathematics;	Parenting Books ;	Very Good	Teacher and Principal training;	Yes	No	No		No	
6/12/19 17:19:24	anonymous			11th Grade;	No	Mathematics;English Language Arts;	Parenting Books ;	Good	Teacher Coaches;	Yes	No	No		No	
6/12/19 20:12:51	anonymous			5th Grade;	No	English Language Arts;	Computer Literacy Classes;Other;	Good	Other;	No	Maybe	No		No	
6/13/19 18:08:22	anonymous			7th Grade;	No	Mathematics;English Language Arts;Social Studies;	Parent Training: Homework Help;	Good	Teacher Coaches;	Yes	Yes	No		No	
6/14/19 8:33:21	anonymous			1st Grade;	No	Science;	Educational Trips;	Excellent	Other;	Yes	No	No		No	
6/14/19 9:10:17	anonymous			8th Grade;	Yes	Mathematics;English Language Arts;Electives;	Parent Training: Homework Help;Parent Training: Assessment Help;	Very Good	Teacher Coaches;	Yes	Yes	No		No	
6/14/19 11:13:28	anonymous			7th Grade;	No	Electives;	Parenting Books ;Educational Trips;	Excellent	Teacher Coaches;Teacher mentorship programs ;	Yes	Maybe	No		No	
6/14/19 15:17:49	anonymous			9th Grade;	No	Mathematics;English Language Arts;Science;Social Studies;	Educational Trips;	Good	Teacher and Principal training;	Yes	Yes	Yes	Felicia Cochrane Ethan Gardner 484-860-8688	Yes	Felicia Cochrane Ethan Gardner 484-860-8688
6/14/19 18:45:18	anonymous			6th Grade;7th Grade;10th Grade;	No	Mathematics;English Language Arts;Science;Social Studies;	Parent Training: Homework Help;	Good	Teacher Coaches;Teacher mentorship programs ;	Yes	Yes	No		No	
6/17/19 10:25:31	anonymous			1st Grade;	No		Computer Literacy Classes;Financial Literacy Classes;	Good	Teacher mentorship programs ;	Yes	Maybe	No		No	
6/18/19 2:45:43	anonymous			11th Grade;	No	Mathematics;	Parent Training: Homework Help;	Fair	Teacher and Principal training;	Yes	No	No		No	
6/18/19 19:20:56	anonymous			7th Grade;	Yes	Mathematics;English Language Arts;	Parent Training: Homework Help;Other;	Very Good	Teacher Coaches;Teacher mentorship programs ;Other;	Yes	Maybe	No		Yes	Amy McCauley email amy101778@hotmail.com student : Connor McCauley
6/20/19 7:26:38	anonymous			7th Grade;	Yes	Mathematics;English Language Arts;Science;Social Studies;	Parenting Books ;	Fair	Teacher recruitment initiatives;	No	Maybe	No		No	
7/8/19 19:18:46	anonymous			9th Grade;	No	Mathematics;Electives;	Parent Training: Homework Help;Parent Training: Assessment Help;	Good	Other;		Maybe	No		No	
8/13/19 12:19:20	anonymous			2nd Grade;	No			Good	Teacher Coaches;	Yes	Yes	No		No	
8/29/19 10:22:28	anonymous			3rd Grade;6th Grade;	No	Mathematics;English Language Arts;	Other;		Teacher mentorship programs ;Other;	Yes	No	Yes	Oh not now but when my children are in higher grades in the event situations still allow for us to still attending ISPA.	Yes	Also not now but when my children are in higher grades in the event situations still allow for us to still attending ISPA.
9/1/19 13:16:36	anonymous			10th Grade;	No	Mathematics;English Language Arts;Science;Social Studies;Electives;	Parent Training: Homework Help;	Excellent			No	No		No	

INSIGHT PA
CYBER CHARTER SCHOOL

Insight PA Cyber Charter School

Parent Meetings

Table of Contents:

Month	Theme	Location		Location		Location			Date
September	Wildlife	Philadelphia Zoo **Philadelphia** (Lisa, Marquise, Dorticia, Danielle, Jay, Tia)		Pittsburgh Zoo **Pittsburgh** (Nicole, Jessica)		Hershey Zoo **Hershey** (Sally, Carolyn, Matt, Tracy)			*Fri, Sept 28, 12n – 4p*
October	Motion	*America on Wheels,* **Allentown** *(Matt)*	*12 and under- free* *Adults- $10 6yr-16- $6*	Railroad Museum **Strasburg** (Carolyn)	**Adults** (ages 12-64) $10 **Youth** (3-11) $8	Bicycle Heaven **Pittsburgh** *(Optional-Bike ride after with own bikes)* (Volunteer)	Free		*Sat, October 27, 12pm – 4pm*
November	Government	Constitution Center **Philadelphia** (Lisa)	Adults- 14.50 Youth- 6- 16yrs 11	The Pennsylvania Capital **Harrisburg** (Sally) 3p tour *Free		Gettysburg Diorama **Gettysburg** (Volunteer)	Adults $10 12yr and below- $7		*Sat, November 3, 12p – 4p*
December	Connection	Deck the Hall Light Show (City Hall) Philadelphia (Volunteer) Dec 15th, 7p		The Waterfront Shopping Center Chanukah Festival Pittsburgh (Volunteer) Dec 4th 5p		PA Christmas & Gift Show Harrisburg (Sally) Sunday 2, Dec 2p (Sally)	$8		
January	Live to Give	Cradles to Crayons **Philadelphia** (Marquise)	TBD	Central PA Foodbank **Williamsport** (Volunteer) January 17th 5.30p – 7.30p		Central PA Foodbank **Harrisburg** (Sally) January 19th 9a - noon			Saturday 1p – 3p
February	Winter Fun	Blue Mountain Resort Tubing Palmerton (Matt)	TBD	Roundtop Mountain Resort Lewisberry (Sally)	$33	Boyce Park Snowshoeing 10-noon (Volunteer)	$10 rental fee		Sat, Feb 9th.

March	Fitness	Fairmount Park Hike Philadelphia (Allie Schleifer)	Mingo Creek County Park Hike Finleyville (Kim Spurgeon)	Wildwood Park Hike Harrisburg (Sally Krasevic)	Tyler State Park Hike (Christina D/Lauren A)	Stroud Preserve Hike West Chester (Lisa Eller)	
April	Testing						
May	Time is Now	Create vision boards and submit for a virtual showing	Create a vision board and develop an action plan. Learn how to prioritize, and be encouraged to take positive and purposeful action toward dreams.				
June	Picnic	TBD					

Learning Coach/Parent Training Topic	GOALs/Scope of training	Timing/Best Month for Training	Person (s) Responsible	Notes
How to Support Your Student's Emotions…and Yours!		Friday April 19th, 3p	Christine	
Cyberbullying	Overview of what is Cyberbullying, special concerns and laws. Will look at signs and symptoms	Saturday, February 9th, 11a	Sally	
Planning for College		Thursday, January 31st 10a	School Counselors	All are welcome to attend
College and Career Workshop		Monday, March 18th, 4p	School Counselors	
Understanding ESY	Explination of what ESY services are and the process by which the IEP team determines eligibility.	May 29th, 3p	Jen Jennings	
Dating Violence	What is dating violence? Know the signes. What is a healthy relationship?	Monday, October 1st, 6.30p	Sally	
Why Do I need to Attend School	Truancy Prevention	Thursday, September 20th, 6.30p	Marquise	September is truancy Awareness plus coincides with the start of the new school year.
Suicide and Youth		Saturday, May 4th 10a	Sally	
Discipline and Boundries		Dec 4th, 4.30p	Lisa E	
Financial Ed.		Monday, June 3rd, 5p	Lisa E	

Insight PA Cyber Charter School

Event Sign Ins

Table of Contents:

Location: ALLENTOWN EOY PICNIC Date: 6/19

Please PRINT:

Parent/LC Name	Grade(s)	Zip Code	Enrolled?	Email	Phone Number
Lisa Perry	██	██		██	██
Jerry Vogel	██	██		██	██
David Barletta/Jennfer	██	██		██	██
Nannette Shaw	██	██		██	██
Trinity Johnson	██	██		██	██
Michelle Briggs	██	██	Y	██	██
Lynn Olivencia	██	██	Y	██	██
Kikilian Rodriguez	██	██	Y	██	██
Miriam Walker	██	██	1	██	██
June Britt	██	██	Y	██	██
Nesly Colon	██	██	Y	██	██
James Ahern	██	██	Y	██	██

By signing in on this sheet you are stating that you have read both the Photo Release form and the Release of Liability form provided to my family. I am signing this document in leau of providing the signed documents that were provided to me.

Location: Date:

Please PRINT:

Parent/LC Name	Grade(s)	Zip Code	Enrolled?	Email	Phone Number
Sherri Mason	2,2,5	18103	Yes	MFamilyM@000@gmail.com	610-400-4964

signing in on this sheet you are stating that you have read both the Photo Release form and the Release of Liability form provided to my family. I am signing this ument in leau of providing the signed documents that were provided to me.

INSIGHT PA
CYBER CHARTER SCHOOL

Location: BLUE Mtn. RESORT Date: 2/9

Please PRINT:

Parent/LC Name	Grade(s)	Zip Code	Enrolled?	Email	Phone Number
Cedar DI-Stefano	███		Yes	███	
Amy Morris			yes		
Aetha Bell			Not yet		
Charlemagne, Keira			Yes		

ning in on this sheet you are stating that you have read both the Photo Release form and the Release of Liability form provided to my family. I am signing this
ient in leau of providing the signed documents that were provided to me.

INSIGHT PA
CYBER CHARTER SCHOOL

Location: Bensalem   Date: 9/18/19

Please PRINT

Student/LC Name	Grade(s)	Zip Code	Enrolled?	Email	Phone Number
███████████	██	19007	Yes	██████████	
		19020	NO		
		19020	In Process		

By signing in on this sheet you are stating that you have read both the Photo Release form and the Release of Liability form provided to my family. I am signing this document in lieu of providing the signed documents that were provided to me.

INSIGHT PA
CYBER CHARTER SCHOOL.

Location: Philadelphia-Parkway Date: 9/16/19
Central Library

Please PRINT

Student/LC Name	Grade(s)	Zip Code	Enrolled?	Email	Phone Number
███████	███	19120	yes	███████	███████
		19132	YES		

By signing in on this sheet you are stating that you have read both the Photo Release form and the Release of Liability form provided to my family. I am signing this document in lieu of providing the signed documents that were provided to me.

INSIGHT PA
CYBER CHARTER SCHOOL

Location: Chester County Library, Exton   Date: 9/20/19

Please PRINT

Student/LC Name	Grade(s)	Zip Code	Enrolled?	Email	Phone Number
▮▮▮▮▮▮	▮	19475	Yes	▮▮▮▮▮	▮▮▮▮▮

Sign In Please

York Picnic Attendance Sheet

Learning Coach's Name:	Do you need help registering today?	Food allergies?	Do we have permission to take pictures?
Michelle Merkel		—	Yes (5 people)
Jennifer Scheuer		—	Yes (5 people)
Katie Hartlaub		—	Yes (5 people)
Imgan Garcia		pineapple, mango, avocado	Yes (5 people)
Tahiti Stayman		No	Yes (3 people)
Marciana Jones		No	Yes 5 people
Nicole Stewart		No	Yes (4 ppl)
Nicole Stewart		No	Yes to pic
Shaney Kanee		No	Yes (4)

September 2018

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3 **SCHOOL CLOSED** *Labor Day*	4 Students First Day	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20 **Workshop 6:30 pm** "Why Do I need to Attend School" Marquise	21 **Focus Friday** High School 8:30 am-9 am 12pm-12:30pm Inshirah	22
23	24	25 **Elementary School 7:30 pm** "LC Support Chats" Carolyn	26	27	28 *Wildlife Zoo Day 12pm-4pm* Philadelphia Zoo Pittsburg Zoo Hershey Zoo	29
30						

Wildlife Zoo Day: *Philadelphia Zoo- Lisa, Marquise, Dorticia, Danielle, Jay, and Tia   *Pittsburg Zoo- Volunteers Needed   *Hershey Zoo- Sally, Carolyn, Matt, and Tracy

October 2018

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8 *SCHOOL CLOSED Columbus Day*	9 *SCHOOL CLOSED Teacher In-Service*	10	11 **Workshop 6:30 pm** "Dating Violence" Sally	12	13
14	15	16	17	18	19 **College Tour 9:45 am-12 pm Cabrini University** Inshirah	20
21	22	23 **Elementary School 7:30 pm** "LC Support Chats" Carolyn	24	25	26	27 *Motion Day 12pm-4pm* Allentown Strasburg Pittsburg
28	29	30	31			

Allentown: *America on Wheels- (12 and under free 6 yr-16-$6)-Matt **Strasburg:** *Railroad Museum (3yr-11yrs $8 12yr-64 $10)-Carolyn **Pittsburgh:** *Bicycle Heaven (Free)- Volunteer

November 2018

SUN	MON	TUE	WED	THU	FRI	SAT
				1	**2**	**3** *Government Day 12pm-4pm* *Philadelphia Harrisburg Gettysburg*
4	**5**	**6**	**7**	**8** *SCHOOL CLOSED Teacher In-Service*	**9** *SCHOOL CLOSED Teacher In-Service*	**10**
11	**12**	**13** **Elementary School** **7:30 pm** **"LC Support Chats"** Carolyn	**14**	**15**	**16** **Focus Friday** **High School** **8:30 am-9 am** **12pm-12:30 pm** Inshirah	**17**
18	**19**	**20**	**21**	**22** *SCHOOL CLOSED Thanksgiving Break*	**23** *SCHOOL CLOSED Thanksgiving Break*	**24**
25	**26**	**27** **Elementary School** **7:30 pm** **"LC Support Chats"** Carolyn	**28**	**29**	**30**	

Philadelphia: *Constitution Center- (Adults $14.50 6 yr-16-$11)-Lisa E.   **Harrisburg**: *The Pennsylvania Capital 3pm tour (Free)-Sally   **Gettysburgh:** *Gettysburg Diorama (Adults $10 12yr and below $7)- Volunteer

December 2018

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2 *PA Christmas & Gift Show 2pm* *Harrisburg Sally (S8)*	3	4 *Chanukah Festival 5pm* *The Waterfront Shopping Center, Pittsburgh Volunteer* **Workshop 4:30 pm "Discipline and Boundaries" Lisa E.**	5	6	7	8
9	10	11 **Elementary School 7:30 pm "LC Support Chats" Carolyn**	12	13	14	15 *Deck The Hall Light Show 7pm* *City Hall, Philadelphia Volunteer*
16	17	18	19	20	21 **HS Poetry Slam 12pm-1pm** **Inshirah** **Half Day of School**	22
23	24 *WINTER BREAK (No School)*	25 *WINTER BREAK (No School)*	26 *WINTER BREAK (No School)*	27 *WINTER BREAK (No School)*	28 *WINTER BREAK (No School)*	29
30	31 *WINTER BREAK (No School)*					

January 2019

SUN	MON	TUE	WED	THU	FRI	SAT
Cradles to Crayons *Date and time TBD* *Philadelphia Marquise*		1 **WINTER BREAK (No School)**	2	3	4	5
6	7	8 **Elementary School 7:30 pm** "LC Support Chats" Carolyn	9	10	11	12
13	14	15	16	17 *Central PA Foodbank 5:30pm-7:30pm* *Williamsport Volunteer*	18	19 *Central PA Foodbank 9am-12pm* *Harrisburg Sally*
20	21 *SCHOOL CLOSED Martin Luther King Jr. Day*	22 **Elementary School 7:30 pm** "LC Support Chats" Carolyn	23	24	25 *SCHOOL CLOSED Teacher In-Service*	26
27	28	29	30	31 **Workshop 10 am** "Planning for College" School Counselors		

February 2019

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2 **Workshop 11 am** "Cyber Bullying" Sally
3	4	5	6	7	8	9 *Winter Fun Day 10am-12pm* *Palmerton Lewisberry Pittsburgh*
10	11	12 **Elementary School 7:30 pm** "LC Support Chats" Carolyn	13	14	15	16
17	18 *SCHOOL CLOSED* *President's Day*	19	20	21	22	23
24	25	26 **Elementary School 7:30 pm** "LC Support Chats" Carolyn	27	28		

Palmerton: *Blue Mountain Resort (Tubing)- (Cost-TBD)-Matt   **Lewisberry:** *Roundtop Mountain Resort ($33)-Sally   **Pittsburgh:** *Boyce Park (Snowshoeing)-($10 rental fee)- Volunteer

March 2019

SUN	MON	TUE	WED	THU	FRI	SAT
	Fitness Day TBD *Philadelphia* *Finleyville* *Harrisburg* *Newtown* *West Chester*				1	2
3	4	5	6	7	8	9
10	11	12 **Elementary School** **7:30 pm** **"LC Support Chats"** Carolyn	13	14	15	16
17	18 **Workshop** **4pm** **"College and Career Workshop"** School Counselors	19	20	21	22	23
24	25	26 **Elementary School** **7:30 pm** **"LC Support Chats"** Carolyn	27	28	29 *Half Day of School*	30
31						

Philadelphia: *Fairmount Park (Hike)-Allie Schleifer   **Finleyville:** *Mingo Creek County Park (Hike)-Kim Spurgeon   **Harrisburgh:** *Wildwood Park (Hike)- Sally   **Newtown:** *Tyler State Park (Hike)- Lauren A. & Christina D.   **West Chester:** *Stroud Preserve (Hike)- Lisa Eller

April 2019

SUN	MON	TUE	WED	THU	FRI	SAT
	1 *SPRING BREAK (No School)*	2 *SPRING BREAK (No School)*	3 *SPRING BREAK (No School)*	4 *SCHOOL CLOSED Teacher In-Service*	5 *SCHOOL CLOSED Teacher In-Service*	6
7	8 PSSA	9 PSSA	10 PSSA	11 PSSA	12 PSSA	13
14	15 PSSA	16 PSSA	17 PSSA	18 PSSA	19 PSSA	20
21	22 *SCHOOL CLOSED*	23 PSSA	24 PSSA	25 PSSA	26 PSSA	27
28	29 PSSA	30 PSSA				

May 2019

SUN	MON	TUE	WED	THU	FRI	SAT
			1　　PSSA	2　　PSSA	3　　PSSA	4
5	6	7	8	9	10	11
12	13	14 **Elementary School 7:30 pm** "LC Support Chats" Carolyn	15	16	17	18
19	20	21	22	23	24	25
26	27 *SCHOOL CLOSED Memorial Day*	28 **Elementary School 7:30 pm** "LC Support Chats" Carolyn	29 **Workshop 3 pm** "Understanding ESY" Jen Jennings	30	31	

June 2019

SUN	MON	TUE	WED	THU	FRI	SAT
	Picnic TBD					1
2	3 **Workshop 5 pm** **"Financial Education"** Lisa E.	4	5	6	7	8
9	10	11 **Elementary School 7:30 pm** **"LC Support Chats"** Carolyn	12	13	14 Last Day of School for Students	15
16	17	18	19	20	21 Last Day of School for Teachers	22
23	24	25	26	27	28	29
30						

July 2019

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2019

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Insight PA Cyber Charter School

2019-2020 Parent Meeting Schedule

2019-2020 Programs:

1. Library Sign-In Sheets – See Exton, Philadelphia, and Bensalem attached. Remaining locations to come.
2. Parent Ambassador Program – a static, ongoing program devoid of specific dates & times
3. Weekly information Sessions (via K12) – Weekly, alternating Mondays (11 AM & 6 PM)
4. Parent Workshops
    a. September: Attendance Awareness – 9/12, 9/19 & 9/26 at 7 PM
    b. October: Managing Homework – 10/24 at 7 PM
    c. November: Academic Motivation – 11/24 at 7 PM
    d. December: Cyberbullying – 12/19 at 7 PM
    e. January: Learning Styles & Multiple Intelligences – 1/23 at 7 PM
    f. February: Importance of Parental Involvement – 2/27 at 7 PM
    g. March: Social & Emotional Development – 3/26 at 7 PM
    h. April: Computer Literacy – 4/16 at 7 PM
    i. May: College & Career Readiness – 5/28 at 7 PM
    j. June: Financial Education/EOY Wrap-Up – 6/9 at 7 PM
5. Parent Helpdesk Sessions
    a. October: 10/29 at 7 PM
    b. November: 11/26 at 7 PM
    c. December: 12/17 at 7 PM
    d. January: 1/21 at 7 PM
    e. February: 2/25 at 7 PM
    f. March: 3/24 at 7 PM
    g. April: 4/14 at 7 PM
    h. May: 5/26 at 7 PM
    i. June: 6/2 at 7 PM
6. Parent & Child Book Club – in its infancy & currently establishing membership, with plans to meet the 2nd Tuesday of each month at 7 PM
7. Monthly Face-to-Face Social Events
    a. October: Harvest Festivals 10/26 Noon – 4 PM
    b. November: American Education Week at Museums 11/22 10 AM – 2 PM
    c. December: Winter Spectaculars 12/13 5 PM – 8 PM
    d. January: Multi-Cultural Celebrations 1/24 1 – 4 PM
    e. February: Tubing, Ice Skating & Fun 2/28 5 – 7 PM
    f. March: Arts Expo 3/27 5 – 7 PM
    g. April: Rhyme Tyme – A Night of Poetry 4/17 6 – 8 PM

h. May: Zoos & Aquariums 5/29 10 – 2 PM
i. June: EOY Celebrations 6/12 Noon – 3 PM

Book	Policy Manual
Section	2000 Students
Title	CHILDREN'S INTERNET PROTECTION ACT (CIPA) POLICY
Code	
Status	Active
Adopted	September 24, 2019

According to the Pennsylvania Department of Education ("PDE"), the Federal Children's Internet Protection Act ("CIPA"), Pub. L. No. 106-554 and 47 USC 254(h), mandates that schools that receive federal technology funds must develop and implement measures and policies to prevent access to "visual depictions" that are determined to be "obscene", "child pornography", or "harmful to minors" as defined herein. PDE has further stated that schools receiving certain E-rate discounts are also mandated by the Neighborhood Children's Internet Protection Act (N-CIPA) to adopt and enforce an Internet Safety Policy (ISP) that addresses harmful or inappropriate online activities. N–CIPA was passed as part of CIPA.

The Board of Trustees of the Insight PA Cyber Charter School ("Charter School") has adopted this Policy in order to establish specific standards to comply with CIPA and N-CIPA requirements.
This Policy is to be read in conjunction with the Charter School's Acceptable Use of Computer Resources Policy and shall supplement, not supplant, the Charter School's Acceptable Use of Computer Resources Policy.
The Chief Executive Officer ("CEO") or his/her designee is directed to include this Policy in the Parent and Student Handbook and the Employee Handbook. Failure to comply with this Policy and/or Internet safety requirements of Charter School shall result in consequences as set forth in the school's Parent and Student Handbook, Code of Conduct or Employee Handbook and/or as allowed by applicable law. Consequences may include, but are not limited to: denial of or restriction to access to technology, suspension, expulsion, notification of authorities, termination, commencement of civil and/or criminal proceedings and/or other consequences available under school policy and/or applicable state and/or federal laws.
This Policy has been adopted after reasonable public notice and at a meeting held open to the public to address this Policy.

Charter School uses computer resources to facilitate the education of students and to aid in matters related to the operations of Charter School. Charter School further places student Internet safety as a primary concern.
It is every computer user's duty to use computer resources, including the Internet, responsibly, professionally, ethically and lawfully. Access to these resources shall be designated a privilege, not a right.
This policy applies to aspects of both adult and student compliance with Internet safety at Charter School.

<u>CIPA/N-CIPA Compliance/Internet Safety</u>

It is the policy of Charter School to:

    (1) Prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, and all other forms of direct electronic communications;

    (2) Prevent unauthorized access and other unlawful online activity;

    (3) Prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and

    (4) Comply with the Children's Internet Protection Act, Pub. L. No. 106-554 and 47 USC 254(h).

To the extent consistent with applicable state and federal laws and reasonably practical, technology protection measures (or "Internet filters") shall be used at Charter School to block or filter Internet, and other forms of electronic communications, and access to inappropriate information. The form and type of technology protection measures used during the 2015 -2016 school year include :

The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:

    (1) Obscene, as that term is defined in section 1460 of title 18, United States Code;

    (2) Child Pornography, as that term is defined in section 2256 of Title 18, United States Code; or

    (3) Harmful to minors. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

        a. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;

        b. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and

        c. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

The terms "sexual act" and "sexual contact" have the meanings given such terms in section 2246 of title 18, United States Code.

As required by the Children's Internet Protection Act (CIPA), blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Technology protection measures shall only be disabled pursuant to the direction of the CEO or his /her designee to the extent allowed by applicable law and regulation, for bona fide research or other lawful purposes of an adult as determined by the CEO or his / her designee. The development of procedures for the disabling or otherwise modifying of any technology protection measures shall be the responsibility of the CEO of Charter School or his or her designee.

The CEO or his /her designee shall take reasonable steps to promote the safety and security of users of the online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

As required by the Children's Internet Protection Act, prevention of inappropriate network usage at Charter School shall include:

    1.Unauthorized access, including so-called 'hacking,' and other unlawful activities; and

    2. Unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

It shall be the responsibility of all members of the Charter School staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and applicable laws, including the Children's Internet Protection Act as well as in accordance with any administrative procedures developed by the CEO in furtherance of this Policy.

In accordance with the "Protecting Children in the 21st Century Act" and its requirement to certify to the Schools and Library Division ("SLD") that the school's Internet Safety Policy includes educating minors about appropriate online behavior, students shall be educated about appropriate online behavior, including cyber-bullying awareness and response and interacting with other individuals on social networking sites and in chat rooms.

With regard to educating minors about appropriate online behavior, the CEO or his / her designee is directed to:

    1. Make such educational opportunities available to students during the school year;

    2. Notify students and their parents about these educational opportunities in advance; and

    3. Maintain documentation of:

        a. educational programs offered;

        b. the dates and locations of such opportunities;

        c. how online safety was taught and what was covered in the programs offered; and

        d. those in attendance at the programs offered.

The CEO or his /her designee is directed to file and/or provide the appropriate certifications evidencing compliance with CIPA and N-CIPA as required by applicable state and/or federal laws and regulations.

The CEO or his /her designee is directed to maintain documentation of compliance with CIPA and N-CIPA certification requirements

including the annual filing of FCC Form 486.

The CEO or his /her designee is directed to ensure that the Charter School employs necessary technology protection measures in accordance with this Policy and shall report to the Board when modifications are needed to technology protection measures at Charter School.

The online activities of students shall be monitored and minors' access to harmful materials shall be restricted to the extent required by applicable laws and regulations.

To the extent not inconsistent with applicable laws and regulations, the following disclaimers apply:

(1) There shall be no expectation of privacy by users of Charter School's Computer Resources;
(2) Charter School does not guarantee the effectiveness of technology protection measures or internet filtering; and
(3) Charter School does not guarantee network functionality or accuracy of online information.

The CEO is directed to implement any procedures that may be necessary to implement this policy as well as to timely submit any forms and paperwork as required by CIPA and N-CIPA and/or applicable state and federal Internet safety laws and regulations.

You can find out more about CIPA or apply for E-rate funding by contacting the Universal Service Administrative Company's (USAC) Schools and Libraries Division (SLD) at www.sl.universalservice.org. SLD also operates a client service bureau to answer questions at 1-888-203-8100 or via email through the SLD website.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL. THIS POLICY IS NOT INTENDED TO CONFLICT WITH CHARTER REQUIREMENTS.
Insert the Specific CIPA-Compliant Tech Protection Measures Used At Charter_School
 Per this paragraph and next few, see mandated requirements for filing and maintenance of documentation and assurance of technology blocking measures.

Cyber-Bullying shall mean bullying that occurs by use of electronic devices through means of e-mail, instant messaging, text messages, blogs, discussion threads, mobile phones, chat messaging, pagers and websites.

TECHNOLOGY ACCEPTABLE USE POLICY

Insight PA Cyber Charter School is committed to student use of technology as a tool to expand learning opportunities and conduct scholarly research. The use of technology facilitates global collaboration- a vital skill for our 21st century learners. Students at Insight PA utilize laptop computers on a wireless network. Laptops are strictly for educational use consistent with the educational goals of Insight PA the Children's Internet Protection Act (CIPA) and the

Protecting Children in the 21st Century Act. This Acceptable Use Policy is designed to give students and their families' clear and concise guidelines regarding the appropriate use of laptops. The underlying premise of this policy is that all members of the Insight PA community must uphold the values of honesty and integrity. The proper use of technology reflects the strength of one's character, as does one's behavior. We expect our students to exercise good judgment and to utilize technology with integrity.

Email
- Students should always use appropriate language in their e-mail messages.
- E-mail services provided by the School are to be used only for the exchange of appropriate information.
- No inappropriate e-mail is allowed including derogatory, obscene, or harassing messages. E- mail messages of an abusive or harassing nature will be regarded as a major violation and will be subject to a disciplinary response.
- Chain letters of any kind and spam are prohibited. Chain letters are defined as any e-mail message asking you to pass information or messages on to other individuals or groups via e- mail.
- Students are prohibited from accessing anyone else's e-mail account without first receiving explicit permission from the account holder.
- E-mail etiquette should be observed. In general, only messages that one would communicate to the recipient in person should be written.
- Only approved mail programs may be used for student mail.
- Only School-related attachments may be sent on the School e-mail system.

Games
- The School reserves the right to remove any game from a School computer that is considered inappropriate or impedes the educational purposes of the laptop program.
- The view and/or playing of electronic games is not permitted during School hours except as part of an assigned in-class activity.
- Games that include violence, adult content, inappropriate language and weapons are not to be installed or "played" on School computers including laptops.
- Screensavers that include gaming components are not allowed.

Laptops
- Student laptops must not be left unattended at any time.

- Laptops must be in a student's possession or secured at all times.
- Do not lend your laptop to other students.
- Do not borrow a laptop from another student.
- No food or beverages should be in vicinity of the laptops.
- Laptops should be handled with respect and care. Inappropriate treatment of School laptops is not acceptable.
- Laptop and laptop cases are not to be written on, to have stickers applied to them or to be defaced in any way.
- Don't remove, move or write on the identification sticker on your laptop.
- Students are not permitted to create any administrative passwords on their laptops.
- Students are not to swap batteries with other students.

Network Access
- Students must not make any attempt to access servers or network information that is not open to the public.
- The utilization of proxy avoidance IP numbers and programs is strictly prohibited.
- Students may not use the School network for personal or private business reasons including but not limited to online ordering and purchasing.
- Students are not to knowingly degrade or disrupt online services or equipment as such activity is considered a crime under state and federal law. This includes tampering with computer hardware or software, vandalizing data, invoking computer viruses, attempting to gain access to restricted or unauthorized network services or violating copyright laws.

File Sharing
- File sharing is the public or private sharing of computer data or space. Any program that creates a point-to-point connection between two or more computing devices for the purpose of sharing data is considered to be file sharing.
- File sharing of any kind is prohibited both on campus and off campus. The only exception to this is when it is a specific assignment given by a faculty member.
- No file sharing software of any kind is to be installed on School computers including laptops.

Deleting Files
- Do not delete any folders or files that you did not create or that you do not recognize. Deletion of certain files will result in a computer failure and will interfere with your ability to complete class work and may affect your grades.

Downloading and Loading of Software
- Students are not permitted to install custom individualized applications that require administrator privileges.
- All installed software must be a legally licensed copy.
- The downloading of music files, video files, games, etc. through the School's network is absolutely prohibited unless it is part of an assigned in-class activity.

- The School reserves the right to remove any software that has been loaded onto the computer that impedes the educational purpose of the laptop program.
- Copyrighted movies may not be "ripped" from DVDs and placed on the laptops nor may copyrighted movies be downloaded to the laptops from the Internet.
- Only commercial videos such as television programs legally purchased at a music store or another like entity may be downloaded to the laptops.
- Shareware and freeware programs such as animated cursors (i.e., Comet Cursor), screen savers and others similar to these automatically open connections to the computers from the outside the Insight PA network. Such connections are Spyware, and they not only monitor the activities on that computer, but they also slow down the operations of the computer and the network connection.

Screensavers
- Inappropriate or copyrighted media may not be used as a screensaver.
- Presence of weapons, pornographic materials, inappropriate language, alcohol, drug, and gang related symbols or pictures will result in disciplinary actions.

Internet Use
- The Internet is a rich and valuable source of information for education. Inappropriate materials are available on the internet and are strictly prohibited. These materials include items of a sexual or pornographic nature, extremist or militant materials, gambling, depictions of violence and images that are intended to be abusive or harassing etc. Students must not access, display or store this type of material.
- Information obtained through the Internet must be properly cited and in compliance with copyright laws. Due to the quickly changing nature of the Internet, a hard copy of referenced material is recommended.
- Students are required to give proper credit to all Internet sources used in academic assignments whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music and text.
- Plagiarism includes the use of any information obtained from the Internet that is not properly cited. Plagiarism of Internet resources will be treated in the same manner as any other incidences of plagiarism.
- If a student accidentally accesses a website that contains obscene, pornographic or otherwise offensive material, he/she is to notify a teacher, the Network Administrator or the Technology Coordinator as quickly as possible so that such sites can be blocked from further access. This is not merely a request, it is a responsibility.

Privacy, Use, and Safety
- Students may not give any personal information regarding themselves or others through e-mail or the Internet including name, phone number, address, passwords, etc. unless they are completely sure of the identity of the person with whom they are communicating. Frequently the identity of someone on the Internet is impossible to confirm. Therefore, contact with such individuals is considered inappropriate and unsafe.

- Students are not to provide the e-mail address or other personal information regarding other students, faculty, or administration to anyone outside of the School without their permission.
- Students must secure and maintain private passwords for network and laptop access. This is important in order to protect the privacy of each student. Do NOT share personal passwords or usernames.
- Insight PA respects the privacy of every student, faculty member and administrator with respect to stored files and e-mail accounts. However, if inappropriate use, including honor code violations or harassment, are suspected the school administration has the right to view these files in order to investigate suspected inappropriate behavior.
- The School will monitor computer activities that take place on School-owned computers including logging website access, newsgroup access, bandwidth and network use.
- Students are prohibited from accessing faculty, administration and staff computers as well as School file servers for any reason without explicit permission from the user or administrator of that computer.
- Students are prohibited from utilizing the command prompt interface. In addition to this, students are prohibited from using any method to obtain control of another person's computer through the use of their own computer.
- Students are prohibited from utilizing peer-to-peer networking or any method of file sharing between computers unless authorized by the technology staff.
- Students are prohibited from using laptops or any computer for acts of cruelty (including mean-spirited e-mails, offensive blogging, etc.).
- Laptops that are provided by the School continue to be the property of the School. Therefore the School has the right to view all content anytime.
- Any electronic device used on the School network, even if privately owned, is subject to all policies and consequences of the Acceptable Use Policy including: the right to view the content of the device at any time; the right to remove content from the device; and the right to return the device in the School's possession if there is an infraction to the Acceptable Use Policy that deserves that consequence

Social Media
Use good judgment
- We expect you to use good judgment in all situations.
- You must know and follow the school's Code of Conduct and Privacy Policy.
- Regardless of your privacy settings, assume that all of the information you have shared on your social network is public information.

Be respectful
- Always treat others in a respectful, positive and considerate manner.

Be responsible and ethical
- If you are approved to represent the school, unless you are specifically authorized to speak on behalf of the school as a spokesperson, you should state that the views expressed in your postings, etc. are your own. Stick with discussing school-related matters that are within your area of responsibility.
- Be open about your affiliation with the school and the role/position you hold.

Be a good listener
- Keep in mind that one of the biggest benefits of social media is that it gives others another way to talk to you, ask questions directly and to share feedback.
- Be responsive others when conversing online. Provide answers, thank people for their comments, and ask for further feedback, etc.
- Always be doing at least as much listening and responding as you do "talking."

Don't share the following:

Confidential information

- Do not publish, post or release information that is considered confidential or not public. If it seems confidential, it probably is. Online "conversations" are never private. Do not use your birth date, address, and cell phone number on any public website.

Private and personal information

- To ensure your safety, be careful about the type and amount of personal information you provide. Avoid talking about personal schedules or situations.
- NEVER give out or transmit personal information of students, parents, or co-workers
- Don't take information you may receive through social networking (such as e-mail addresses, customer names or telephone numbers) and assume it's the most up-to-date or correct.
- Always respect the privacy of the school community members.

Please be cautious with respect to:

Images

- Respect brand, trademark, copyright information and/or images of the school (if applicable).
- You may use photos and video (products, etc.) that are available on the school's website.
- It is generally not acceptable to post pictures of students without the expressed written consent of their parents.
- Do not post pictures of others (co-workers, etc.) without their permission.

Other sites

- A significant part of the interaction on blogs, Twitter, Facebook and other social networks involves passing on interesting content or linking to helpful resources. However, the school is ultimately responsible for any content that is shared. Don't blindly repost a link without looking at the content first.
- Pay attention to the security warnings that pop up on your computer before clicking on unfamiliar links. They serve a purpose and protect you and the school.
- When using Twitter, Facebook and other tools, be sure to follow their printed terms and conditions.

And if you don't get it right…

- Be sure to correct any mistake you make immediately, and make it clear what you've done to fix it.
- Apologize for the mistake if the situation warrants it.
- If it's a MAJOR mistake (e.g., exposing private information or reporting confidential information), please let someone know immediately so the school can take the proper steps to help minimize the impact it may have.

Personal Safety

If you see a message, comment, image, or anything else online that makes you concerned for your personal safety, bring it to the attention of an adult (teacher or staff if you're at school; parent if you're using the device at home) immediately.

- Users should never share personal information, including phone number, address, social security number, birthday, or financial information, over the Internet without adult permission.
- Users should recognize that communicating over the Internet brings anonymity and associated risks, and should carefully safeguard the personal information of themselves and others.

Copyright

- Unauthorized duplication, installation, alteration or destruction of data programs, hardware or software is prohibited.
- Data, programs, hardware, software and other materials including those protected by copyright may not be transmitted or duplicated.

Consequences

- The School reserves the right to enforce appropriate consequences for the violation of any section of the

Acceptable Use Policy. Consequences could include the loss of privileges on a laptop and/or the loss of the use of the computer for an amount of time determined by the administration and members of the Technology Department; possible disciplinary action; and possible legal action.

- Computers with illegal or inappropriate software or materials on them will be reformatted or "re-imaged."
- In the case of repeated laptop abuse and/or damages, the school has the right to revoke the use of the school's laptop.

Internet Hot Spots or Jet Packs
In limited instances, students may be provided internet hot spots if they qualify through a needs-based review process conducted by the Family Resource Coordinator. All parameters of the Acceptable Use policy apply to hot spots in the same manner they apply to student laptops.

Return of Equipment
All laptops and internet Hot Spots are school owned and provided to students for use during their time enrolled with Insight Pennsylvania. Upon withdraw it is expected that all equipment be returned to ISPA. Failure to return equipment could result in fines or legal action.

INSIGHT PA
CYBER CHARTER SCHOOL

POWERED BY K12

Book	Parent and Student Handbook 2019-2020
Section	Policies
Title	Attendance Policy
Code	2004
Status	Active
Last Reviewed	June 17, 2019

Attendance Policy

Regular school attendance is an essential part of your student's education and vital to graduating ready to take on the demands of adult life. Students who are frequently absent may be putting their futures in jeopardy by falling behind in school. Chronic absenteeism is a behavior that is strongly associated with dropping out of school.

By establishing a daily routine for logging-in to the online school, completing course assignments in a timely manner and attending live class connect sessions, students will be able to successfully complete course and graduation requirements. Remember, communicating with teachers is the best way to stay on pace and ensure a successful on- line educational experience at ISPA.

Students are required to follow the school calendar which includes 181 school-days. Attendance only occurs on school-days as listed on the school calendar. Students can complete online work on holidays or weekends in order to maintain course progress, but no attendance credit will be awarded for work completed on non-school days.

In Pennsylvania, compulsory school age refers to the period of a child's life from the time the child enters school as a beginner, which may be no later than eight years of age, until the age of seventeen or graduation from a high school, whichever occurs first. In accordance with the Compulsory School Attendance Law and Pennsylvania State Code uniform rules have been adopted to ensure that students attend school regularly. Students are expected to attend school each day.

Pennsylvania requires all public schools to offer a minimum of one hundred and eighty (180) days of instruction between July 1 and June 30. Additionally, the statute requires all public schools to offer a minimum number of instructional hours by grade level:

Grade Levels	Days	Min. Yearly Hours	Daily Hours
K-6	180	900	5
7-12	180	990	5.5

What counts as Attendance at Insight Pennsylvania?

A student is counted as present for the day when he or she logs into the Online School through the student account, completes work within a course through the student account, attends a Class Connect Session accessed through his or her daily plan, or when course attendance is logged by a Learning Coach.

Logging Attendance

Insight Pennsylvania Systems will automatically capture daily Online School student log-in, course work, and class connect session attendance. In addition, — Insight Pennsylvania requires that each Learning Coach log the time spent working on content in each course each day. Time entered here should reflect the total time spent working on the course that day (both online work in the Online School and off-line work completed by the student). For guidance on how to log attendance in the Online School please see the following video: https://www.help.k12.com/s/article/Attendance

Absences

All absences will be treated as Unlawful (Unexcused) until a parent or guardian submits a written explanation or medical excuse to the Attendance Clerk by emailing attendance@insightpa.org. Please copy your Homeroom Teacher (K-5) or Advisor (6-11) on that email. If parents or guardians fail to submit a written explanation or medical excuse within three (3) days of the absence, the absence would be permanently counted as unlawful (unexcused).

Please send explanation of absence via email to attendance@insightpa.org and copy your K-5 Homeroom teacher and/or your 6th-11th Grade Advisor. Please include the following information in your email:

- Name(s) and Grade Level(s) of Student(s)
- Date(s) of Absences
- Reason for Absence

* Please Note - inability to access the internet is not a valid reason for school absence. Consistent internet access is required for continued enrollment at ISPA. Please ensure that you have a plan in place to access the internet in a secondary location should your home internet be unavailable. If you encounter a personal situation that impacts your ability to maintain consistent internet connection please reach out to your Homeroom Teacher (K-5) or your Advisor (6-11) to make them aware.

Lawful (Excused) Reasons for Absence include the following:

- Student Illness

    - Written explanation must be provided within 3 days of absence
- Medical Appointment

    - Written explanation must be provided within 3 days of absence

- Death in the Immediate Family

    - Written explanation must be provided within 3 days of absence
- Religious Holiday

    - Written request must be submitted 24 hours in advance
- Educational Trip

    - Written request must be submitted 24 hours in advance

A maximum of ten (10) days of cumulative lawful (excused) absences verified by parental notification may be permitted during a school year. All absences beyond ten (10) cumulative days may require an excuse from a physician.

No Internet Access or Power Outage or School-Issued Computer Technical Issues

Students who are unable to log into school or have a power outage must have an alternate plan to go to a library/public location with computer access to do their school work.

If the student does not have a back-up plan and cannot go to the library, the student must notify the Attendance Office of the reason for the absence. Repeated absence due to lack of internet access may result in a FAST referral in order to assess the obstacles and create a plan to overcome the obstacles. Continued lack of access after that plan is created could result in Administrative Review.

Students who are absent due to the school-issued computer technical issues must contact Technical support and notify the Attendance Office with the Technical Support ticket number as the reason for absence. Absences due to Technical issues will not be excused without a tech ticket number.

Educational Leave

Pupils may be excused for family educational trips not sponsored by the school according to 22 Pa Code 11.26. [1]

Please understand that it shall be the applicant's responsibility to contact the Attendance Office to determine what obligations must be met as a result of this proposed absence. Further, understand that:

- No more than ten (10) consecutive days will generally be approved, although administration may approve extended educational leave based upon the situation and current student academic standing.
- No absence shall occur in the last ten (10) days of the school year
- Experience such as long weekends and vacations will not justify any request
- Request must be submitted and approved a minimum of 24 hours prior to the trip using the Educational Request Form or by sending a detailed email to the Attendance Office – no approvals will be made after the trip occurs.

- Requests will not be approved for time off during the state testing window.
- Any out-of-state travel during days that school is in session MUST be reported to the attendance office through an educational trip request form, even if the student will be logging in and attending school while out of the state. If logging in consistently time spent working outside the state of PA will not count as an absence, but completion of the form provides us with the documentation we need regarding student whereabouts. Per state law ISPA students must retain a permanent residence in the state of PA.

What Do I Do If My Child Refuses To Log On or Attend Sessions?

Speak with your child's homeroom teacher or advisor about the issue. The homeroom teacher or advisor can provide initial suggestions and may refer your student to the Family Academic Support Team (FAST) to help obtain additional supports for your student.

Key attendance points
The four critical points about attendance are:

1. Log-in daily (Monday through Friday) and complete work in your online courses
2. Attend scheduled live class connect sessions
3. Notify attendance@insightpa.org, Homeroom Teachers (K-5)/Advisors (6-12) immediately when it is not possible to log-in.
4. Return telephone calls and/or respond to e-mails from school staff regarding attendance and participation.
5. 3 cumulative unexcused absences = Truant, school district notified
6. 6 cumulative unexcused absences = Habitually Truant, school district notified
7. More than 6 unexcused absences = mandatory creation of Student Attendance Improvement Plan, school district notified
8. 10 consecutive unexcused absences = possible withdraw from ISPA
9. School districts have the ability to pursue court proceedings and fines for truancy

Truancy

Pennsylvania's law stipulates that a child of compulsory school age is considered truant when the child has three (3) unlawful (unexcused) absences during the school year.

After three (3) day the chool will notify the parent or guardian in writing that your child i con idered truant and will inform you of the potential consequences if your child becomes habitually truant. The school will invite you to participate in an Attendance Improvement Conference. The conference will be held with or without your involvement, but the best outcomes can be achieved when the family and school work together in collaboration.

If a student continues to have unlawful or unexcused absences after the Attendance Improvement Conference, the school will invite you to participate in the development of a School Based Attendance Improvement Plan (SAIP). The SAIP will be created regardless of your participation, but the best outcomes can be achieved when the family and school work together in collaboration. You can view the SAIP template provided by the Penn ylvania Department of Education here

Habitual Truancy

Pennsylvania's law stipulates that a child of compulsory school age is considered habitually truant when the child has six (6) unlawful (unexcused) absences during the school year.
Once a student's absences reach the level of habitual truancy Pennsylvania law requires that the school must take the following actions:

Students under 15 years of age:

> The school MUST refer the student to either 1.) school based or community attendance improvement plan OR to 2.) the County Children and Youth Agency for ervice or po ible di po ition of the tudent a a dependent child under the Pennsylvania Juvenile Act.

> The school may also initiate the process of filing a citation with the District Magistrate against the person in a parental relation hip with the tudent who re ide in the ame hou ehold a the tudent

Students 15 years of age or older:

> The chool MUST either 1) refer the tudent to a chool ba ed or community ba ed attendance improvement program (note: if the student incurs additional absences after this referral or refuses to attend the school may refer the student to the local County Children and Youth Agency for possible disposition as a dependent child) or 2.) may initiate the filing of a citation against the student or parent with the District Magistrate

Legal 22 PA Code 11.26

1. 22 PA Code 11.26

Insight PA Cyber Charter School

Truancy Communications

Table of Contents:

INSIGHT PA
CYBER CHARTER SCHOOL

Date

LG Name

Address Block

RE: OFFICIAL NOTICE OF TRUANCY

Dear LG NAME,

Pennsylvania Act 138 of 2016 defines truancy as three cumulative unexcused absences. An unexcused absence occurs when there is no student activity within the Online School through the student account, the Learning Coach has not logged attendance through the Learning Coach account, and an approved explanation has not been submitted to the attendance office and/or homeroom teacher/advisor within 3 days of the absence. We are sending this letter to notify you that Student Name accumulated three unexcused absences from school.

Please be advised that continued unexcused absences could carry serious consequences. Under state law any student who accumulates 6 cumulative unexcused absences is deemed "Habitually Truant." This could result in a referral to a school- or community-based attendance improvement program, a referral to the county children and youth services agency (CYS), or possible legal citations and fines imposed upon the student's parent(s) or legal guardian(s) up to $300 per offense, with court costs, for the first offense; (2) up to $500 for the second offense; and (3) up to $750 for a third, along with any and all subsequent offenses. Failure to pay fines may result in jail time.

If your student accumulates 10 consecutive unexcused absences, he/she will be withdrawn from Insight PA, in accordance to its attendance policy as set forth in Insight PA's Student/Parent Handbook for School Year 2019-2020.

If your student is currently enrolled in another school and you did not inform Insight Pennsylvania Cyber Charter School of your intent to withdraw please contact us immediately at Email or Phone ext. XXXX.

Sincerely,

_____

TITLE

Date

LG Name

Address Block

RE: OFFICIAL NOTICE OF HABITUAL TRUANCY

Dear LG NAME,

Pennsylvania Act 138 of 2016 defines truancy as three cumulative unexcused absences. Habitual Truancy is defined as 6 cumulative unexcused absences. An unexcused absence occurs when there is no student activity within the Online School through the student account, the Learning Coach has not logged attendance through the Learning Coach account, and an approved explanation has not been submitted to the attendance office and/or homeroom teacher/advisor within 3 days of the absence. We are sending this letter to notify you that Student Name accumulated 6 or more unexcused absences from school.

Please be advised that continued unexcused absences could carry serious consequences. Under state law any student who accumulates 6 cumulative unexcused absences is deemed "Habitually Truant." This could result in a referral to a school- or community-based attendance improvement program, a referral to the county children and youth services agency (CYS), or possible legal citations and fines imposed upon the student's parent(s) or legal guardian(s) up to $300 per offense, with court costs, for the first offense; (2) up to $500 for the second offense; and (3) up to $750 for a third, along with any and all subsequent offenses. Failure to pay fines may result in jail time.

Additionally, should you continue to accrue unexcused absences beyond this point, a mandatory Student Attendance Improvement Plan (SAIP) will be created. You will be invited to the SAIP conference, however the SAIP will be created regardless of your participation. You are strongly encouraged to attend, as the best outcomes can be achieved when the family and school work together in collaboration.

If your student accumulates 10 consecutive unexcused absences, he/she will be withdrawn from Insight PA, in accordance with its attendance policy as set forth in Insight PA's Student/Parent Handbook for School Year 2019-2020.

If your student is currently enrolled in another school and you did not inform Insight Pennsylvania Cyber Charter School of your intent to withdraw please contact the Attendance Office immediately at Email or Phone ext. XXXX .

Sincerely,

_____

TITLE

Insight PA Cyber Charter School
350 Eagleview Blvd, Suite 350
Exton, PA 19341

September 14, 2019

«GreetingLine»

Consistent attendance at school is essential for student success. Currently, «STUDENTFIRSTNAME» «STUDENTLASTNAME» has accumulated a total of 8 or more absences. It is imperative we meet to discuss your student's attendance and steps to improve it.

Please review ISPA's attendance policy as outlined in our Student Handbook:

ATTENDANCE POLICY

Regular school attendance is an essential part of your student's education and vital to graduating ready to take on the demands of adult life. Students who are frequently absent may be putting their futures in jeopardy by falling behind in school. Chronic absenteeism is a behavior that is strongly associated with dropping out of school.

By establishing a daily routine for logging-in to the online school, completing course assignments in a timely manner and attending live class connect sessions, students will be able to successfully complete course and graduation requirements. Remember, communicating with teachers is the best way to stay on pace and ensure a successful on-line educational experience at ISPA.

Students are required to follow the school calendar which includes 180 school days. Attendance only occurs on school days as listed on the school calendar. Students can complete online work on holidays or weekends to maintain course progress, but no attendance credit will be awarded for work completed on non-school days.

In Pennsylvania, compulsory school age refers to the period of a child's life from the time the child enters school as a beginner, which may be no later than eight years of age, until the age of seventeen or graduation from a high school, whichever occurs first. In accordance with the Compulsory School Attendance Law and Pennsylvania State Code uniform rules have been adopted to ensure that students attend school regularly. Students are expected to attend school each day.

Please call or email me **within 3 days to schedule a conference.**

We look forward to collaborating with you and helping your student succeed.

Sincerely,

Beryl Cohen
High School Principal
bcohen@insightpa.org
1.844.269.9230 x. 2016

Insight PA Cyber Charter School
350 Eagleview Blvd, Suite 350
Exton, PA 19341

INSIGHT PA
CYBER CHARTER SCHOOL

POWERED BY K12

September 14, 2019

«GreetingLine»

Consistent attendance at school is essential for student success. Currently, «STUDENTFIRSTNAME» «STUDENTLASTNAME» has accumulated a total of 8 or more absences. It is imperative we meet to discuss your student's attendance and steps to improve it.

Please review ISPA's attendance policy as outlined in our Student Handbook:

ATTENDANCE POLICY

Regular school attendance is an essential part of your student's education and vital to graduating ready to take on the demands of adult life. Students who are frequently absent may be putting their futures in jeopardy by falling behind in school. Chronic absenteeism is a behavior that is strongly associated with dropping out of school.

By establishing a daily routine for logging-in to the online school, completing course assignments in a timely manner and attending live class connect sessions, students will be able to successfully complete course and graduation requirements. Remember, communicating with teachers is the best way to stay on pace and ensure a successful on-line educational experience at ISPA.

Students are required to follow the school calendar which includes 180 school days. Attendance only occurs on school days as listed on the school calendar. Students can complete online work on holidays or weekends to maintain course progress, but no attendance credit will be awarded for work completed on non-school days.

In Pennsylvania, compulsory school age refers to the period of a child's life from the time the child enters school as a beginner, which may be no later than eight years of age, until the age of seventeen or graduation from a high school, whichever occurs first. In accordance with the Compulsory School Attendance Law and Pennsylvania State Code uniform rules have been adopted to ensure that students attend school regularly. Students are expected to attend school each day.

Please call or email me **within 3 days to schedule a conference.**

We look forward to collaborating with you and helping your student succeed.

Sincerely,

Jessica Wright
Middle School Principal
jewright@k12.com
1.844.269.9230 x. 3065

Insight PA Cyber Charter School
350 Eagleview Blvd, Suite 350
Exton, PA 19341

INSIGHT PA
CYBER CHARTER SCHOOL

POWERED BY K12

September 14, 2019

«GreetingLine»

Consistent attendance at school is essential for student success. Currently, «STUDENTFIRSTNAME» «STUDENTLASTNAME» has accumulated 8 or more total absences. It is imperative we meet to discuss your student's attendance and steps to improve it.

Please review ISPA's attendance policy as outlined in our Student Handbook:

ATTENDANCE POLICY

Regular school attendance is an essential part of your student's education and vital to graduating ready to take on the demands of adult life. Students who are frequently absent may be putting their futures in jeopardy by falling behind in school. Chronic absenteeism is a behavior that is strongly associated with dropping out of school.

By establishing a daily routine for logging-in to the online school, completing course assignments in a timely manner and attending live class connect sessions, students will be able to successfully complete course and graduation requirements. Remember, communicating with teachers is the best way to stay on pace and ensure a successful on-line educational experience at ISPA.

Students are required to follow the school calendar which includes 180 school days. Attendance only occurs on school days as listed on the school calendar. Students can complete online work on holidays or weekends to maintain course progress, but no attendance credit will be awarded for work completed on non-school days.

In Pennsylvania, compulsory school age refers to the period of a child's life from the time the child enters school as a beginner, which may be no later than eight years of age, until the age of seventeen or graduation from a high school, whichever occurs first. In accordance with the Compulsory School Attendance Law and Pennsylvania State Code uniform rules have been adopted to ensure that students attend school regularly. Students are expected to attend school each day.

Please call or email me **within 3 days to schedule a conference.**

We look forward to collaborating with you and helping your student succeed.

Sincerely,

Kelly Bausher
Elementary School Principal
kebausher@insightpa.org
1.844.269.9230 x. 2009

Dear |learningCoach.firstnameLastname|:

According to our records, |student.firstnameLastname| has accumulated a total of 2 days absence as of
_____. You have already been sent an autodialer informing you of this absence. An unexcused absence occurs when there is no student activity within the Online School through the student account, the Learning Coach has not logged attendance through the Learning Coach account, or an approved explanation has not been submitted to the attendance office or homeroom teacher within 3 days of the absence.

Please be advised that continued unexcused absences could carry serious consequences. *If you want to submit an explanation for approval, please submit it to the attendance office (attendance@insightpa.org) and/or your homeroom teacher within 3 days of the absence.*

Sincerely,

_____

TITLE

Dear |learningCoach.firstnameLastname|:

According to our records, |student.firstnameLastname| was given an unexcused absence because |student.heSheTheyString| did not attend school _____. You have already been sent an autodialer informing you of this absence. An unexcused absence occurs when there is no student activity within the Online School through the student account, the Learning Coach has not logged attendance through the Learning Coach account, or an approved explanation has not been submitted to the attendance office or homeroom teacher within 3 days of the absence.

Please be advised that continued unexcused absences could carry serious consequences. If you want to submit an explanation for approval, please submit it to the attendance office (attendance@insightpa.org) and/or your homeroom teacher within 3 days of the absence.

Sincerely,

_____

TITLE

Insight Pa Cyber Charter School
Out of State Travel Form

Revised: 8.20.19

Dates of Travel: From _____ To _____   Total # of School Days: _____

Destination: _____

Is the student going to log into the Online School during their travel? Yes_____ No _____

If the student is planning on being absent during out of state travel, please list specified dates of absences here:

_____

Because of the importance of class attendance, Insight PA Cyber Charter School does not recommend lengthy student absences whether excused or unexcused. The policy for out of state travel is as follows:

- Any **out of state travel on school days MUST be reported** to the attendance office (attendance@insightpa.org) through an **Out of State Travel request form**, even if the student will be logging in and attending school regularly while out of the state. Per state law, ISPA students must retain a permanent residence and be present within in the state of PA. No more than ten (10) consecutive days will generally be approved.

- Any exceptions to this policy due to extenuating circumstances must be approved by Insight PA. Excusal of prolonged absences will be considered on an individual basis.

Student ID: _____ Grade: _____ Student Name: _____

Student ID: _____ Grade: _____ Student Name: _____

Signature of Parent/Legal Guardian: _____ Date: _____

Contact Information (phone number, email, or fax): _____

Insight Pa Cyber Charter School
Out of State Travel Form

Additional Information/Comments (See back of page). *Please use this space to list more students*

Additional Information/Comments (Also list additional students here. Please include: Student ID, Grade, Full name):

Process for Tracking Attendance and Addressing Truancy

Insight PA has documented internal procedures for tracking student attendance and deterring unlawful absences, including providing for penalties for violations of compulsory attendance requirements as set forth by Pennsylvania truancy laws. Please see K12trainings.com to learn how to track attendance in Total View Action.

1) Each day, Attendance Processing Clerks send out an email and autodialer to each Learning Coach (LC) and student that reaches 1 and 2 unexcused cumulative absences. No letter, email, and autodialer are sent for students in special education unless cleared with Special Programs (see Sped Matrix).

2) When a student reaches 3 cumulative unexcused absences, the Clerks send out a letter to the Legal Guardian (LG), and email and autodialer to the student and LC. No letter, email, and autodialer are sent for students in special education until cleared with Special Programs (see Sped Matrix).

3) When a student reaches 6 cumulative unexcused absences, the Clerks send out a letter to the LG, and email and autodialer to the student and LC. No letter, email, and autodialer for students in special education until cleared with Special Programs.
   a. Clerks will refer any 504 student to Guidance Counselor to review for withdrawal
   b. No letter, email, and autodialer are sent for students in special education until cleared with Special Programs (see Sped Matrix).

4) When a student is absent unexcused for the 10 consecutive days, student is withdrawn, as per Student Withdrawal process.
   a. Clerks send email and letter to the family informing it of withdrawal.
   b. Students in Special Education will not be removed after 10 consecutive days.
   c. MKV students at 10 consecutive days absent will not be removed unless SRC approves.

5) If a student reaches 8 cumulative unexcused absences but remains enrolled at Insight PA, the Student Attendance Specialist schedules and holds a Student Attendance Improvement Plan (SAIP).

6) If a student reaches 8 cumulative unexcused absences but remains enrolled at Insight PA, the SAS calls the local school district to find out if the student is attending her local brick-and -mortar school. If the student is not attending her local school, the SAS schedules and holds a conference to create a SAIP. If the student is attending the local school but was still truant for several days before enrolling, a SAIP will be held. The family is invited to join the meeting; if they decline the SAS holds the conference without the family, as per PA truancy laws. The SAIP conference must be completed no later than the student's 20th unexcused absence.

7) SAS will continue to track students who were habitually truant and begin attending school again to ensure they attend school regularly.

8) If a student does not show any improvement in attendance within 1 week of the SAIP conference and remains enrolled at Insight PA, the SAS refers the student's case to the local Children & Youth Services (CYS) agency and follows up with the agency after 1 week to ensure it is taking action to re-engage the family. If the SAS does not receive a response within 1 week, he/she follows up again. If there is no response from CYS after the initial referral and 2 attempted follow-ups, the SAS escalates the case to the Director of Student Services, Director of Academics, and the Head of School.

9) The Head of School, Director of Academics, principals, and FCL meet every 2 weeks to determine which truancy cases to prioritize and decide on next steps to re-engage priority families.

10) Each Monday, the Clerks submit to each principal a list of students that hit 8 cumulative absences in the past week.
   a. On behalf of principals, the Clerks send attendance letters to all families of students who have accumulated 8 absences.
11) All above letters are saved to student's file and all above emails are saved as notes in TV School.

Excusing Absences

The Clerks must excuse absences using TotalView Action (please see K12training.com). When excusing a date or date range, the Clerks must select the exact date(s) for which the student is being excused from school (see "Adjust Attendance" box in TotalView Action below), excuse for 100% of the day(s) in the range, select the corresponding Reason in the drop down menu, and then select the Type of attendance adjustment (either "present" if the student was present, "excused" if the absence is excused, or "exclude from attendance reports" under specific circumstances described below). If the corresponding Reason is not listed in the dropdown menu the Clerks must write the reason in the "Comments" box. If the approval was approved by another school staff member or based upon documentation in keeping with this process, the Clerks must provide these details in the "Comments" box.

The Clerks may excuse students for absences as follows without escalating them to the principals:

• Student Illness - written explanation must be provided within 1 week of absence. The Clerks may excuse a student for up to 10 school days based on medical excuses submitted by a parent. Once a student has accumulated 10 excused absences the parent must submit a doctor's note for any medical absences. If a student gives birth, she may be excused for up to 10 school days.

• Medical Appointment - written explanation must be provided within 1 week of absence.

• Death in the Immediate Family -written explanation must be provided within 1 week of absence.

• Valid Computer/Technical Reason – written explanation must be provided. The Clerks may excuse up to 3 absences based on a technical or computer-related excuse submitted by a parent. Beyond 3 days, the Clerks may only excuse absences for technical reasons if a parent submits evidence of the technical problem (i.e., K12 Customer Support ticket number, proof of power outage in the area). If the student misses more than 5 days for technical reasons the Clerks must submit a FAST referral.

• Religious Holiday - written request must be submitted 24 hours in advance.

• Educational Trip - written request must be submitted 24 hours in advance and approved by the principal. A maximum of 10 days can be excused based on an educational trip request per school year. Educational trip requests apply to any request to travel for educational purposes in PA or outside of PA.

• Parent-Requested Excusal – written explanation must be provided within 1 week of the absence. A Parent-Requested Excusal occurs when a parent vouches for a student's absence but provides an explanation that does not fall under any of the above-permitted categories. A maximum of 10 days can be excused as Parent-Requested Excusals per school year. Any non-educational out-of-state trip request can fall under this type of excusal.

Escalating parental requests for excusals to principals
Any request for an excusal or to be marked as "present" which is outside of the above reasons and their deadlines *may* be escalated to the appropriate principal at the discretion of the Attendance Clerks. Once a student reaches 10 cumulative excused absences, all additional requests for excuses must be accompanied by supporting documentation and escalated to the appropriate principal for approval.

MKV Students
At times during the school year, MKV students may have difficulties attending Insight PA due to housing issues which cause them to lose temporarily access to the internet. The SRC is tasked with helping MKV families secure internet access. If the SRC or Director of Student Services determines an MKV student absence was caused by housing difficulties, they will be excused. When Attendance Clerks receive an excusal that relates to homelessness they will be informed.

Attendance Exclusions for Facility Placement or Special Programs
If a student is housed in a facility, the Clerks will exclude the student from TotalView Action attendance tracking from the date of placement to the date of release. Such exclusions may only be approved by the principals, counselors, Director of Academics or Head of School. Once the student is no longer excluded from the attendance report, the Clerks will excuse the student for days she was unable to attend school as approved by the above staff. Upon receiving notification of placement, the Clerks should forward the communication to the Guidance Counselor(s), the principal, and the SRCs.

At the discretion of Special Programs, students being evaluated to determine whether they require an IEP and students in special education who are absent due to their disabilities will be excluded from attendance tracking:
- The clerks will filter out students marked as "RTI," meaning, Special Programs is reviewing the student to determine whether she needs an IEP or is eligible for more special services.
- The clerks will filter out students marked as "ALP - Enrichable," meaning, Special Programs has excluded the student from truancy action due to her disabilities.

If, after a student review is over, Special Programs determines the student accumulated 3 or more

unexcused absences unrelated to her disabilities, the student will be deemed truant or habitually truant. See Special Education matrix for more information.

<u>Out-Of-State Travel Requests</u>
Out of state travel for non-educational purposes requires the LC or LG to fill out the Out-of-State Travel Form. The Form will ask the LC or LG to inform ISPA whether the student will be absent from school or not. If the student will not be absent from school, the Clerks will not excuse for any days of travel.

Insight Pa Cyber Charter School

Trip Request Form

Dates of Travel/Vacation: From _____ To _____ Total # of School Days: _____

Destination: _____

Is the student going to log into the Online School on each school day during the travel/vacation?
Yes _____ No _____

Because of the importance of class attendance, Insight PA Cyber Charter School does not recommend lengthy student absences whether excused or unexcused. The policy for travel/vacations are as follows:

- Permission for travel/vacation must be requested at least 24 hours, prior to the trip's start date.

- A total of ten days in an academic year may be excused for out of state travel/vacation. Additional absences for travel/vacation will be unexcused.

- Please understand that it shall be the applicant(s) responsibility to contact the teachers to determine what academic obligations must be met as a result of this proposed absence prior to the trip.

- No absence should occur within the first and last ten (10) days of the school year. **All absence requests must be sent to attendance@insightpa.org to be considered for approval.**

- Requests will not be approved for time off during the state testing window.

- Any exceptions to this policy due to extenuating circumstances must be approved by Insight PA. Excusal of prolonged absences will be considered on an individual basis.

Student ID:_____ Grade:_____ Student Name: _____
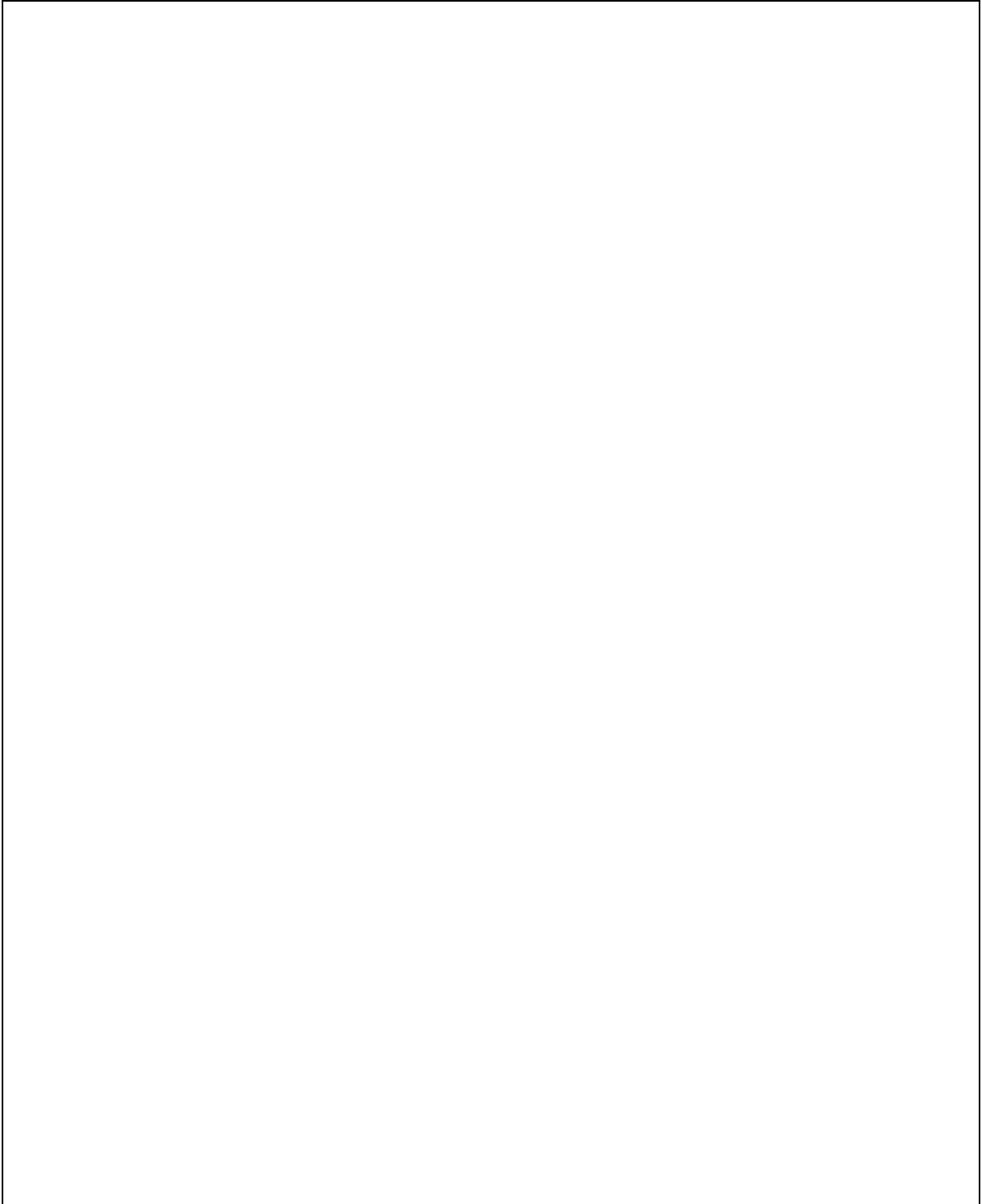
Student ID:_____ Grade:_____ Student Name: _____

Additional Information/Comments: See back of page. **Use this space if you need to list more students.**

Signature of Parent/Legal Guardian:_____ Date: _____

Contact Information (phone number, email, fax): _____

Additional Information/Comments (Also list additional students here. Please include: Student ID, Grade, Full name):

INSIGHT PA
CYBER CHARTER SCHOOL

350 Eagleview Blvd
Suite 350
Exton, PA 19341
Phone: 484-713-4353
Fax: 484-540-9393

Date

LG Name

Address Block

RE: 10 CONSECUTIVE UNEXCUSED ABSENCES - NOTICE OF WITHDRAWAL

Dear LG NAME:

Student Name has accumulated ten (10) consecutive unexcused absences. The consecutive unexcused absences occurred on:

Date Range

Section 11.24 of the Pennsylvania School Code states that students whose names are on the active membership roll, who are absent from school for 10 consecutive school days, shall thereafter be removed from the active membership roll unless one of the following occurs:

1. The district has been provided with evidence that the absence may be legally excused.
2. Compulsory attendance prosecution has been or is being pursued by the School District of Residence.

At the time of issuing this letter, we have not been provided information regarding either of the above criteria.

AS OF THE DATE OF THIS LETTER, STUDENT NAME HAS BEEN REMOVED FROM THE ACTIVE MEMBERSHIP ROLL OF INSIGHT PENNSYLVANIA CYBER CHARTER SCHOOL.

We will notify your local school district regarding your student's withdrawal. If at any time you wish to re-enroll at Insight PA, please call 855.667.4536 to speak with an enrollment consultant. If you have any questions or if you need additional information, please contact Department at **Email** or Phone ext. XXXX.

Sincerely,

_____

TITLE

Involuntary Student Withdrawal Operational Guidelines and Procedures

Guidelines

As per the attendance guidelines set forth by the PA Department of Education, Insight PA Cyber Charter School drops students from its rolls if they fail to attend school for 10 consecutive days and the students' parents fail to provide any lawful excuse for any of the absences. See PA Department of Education Basic Education Circular on "Compulsory School Attendance, Unlawful Absences, and School Attendance Improvement Conferences" (https://www.education.pa.gov/Policy-Funding/BECS/Purdons/Pages/Truancy.aspx). It is important to note that any family that is absent for 10 consecutive days has already been sent several notices of truancy and unlawful absences.

The withdraw date is entered in TotalView School and PowerSchool as the same date as the school enrollment date because the student never attended Insight PA.

Procedures for withdrawing students after being absent for the first 10 consecutive days of school

1. At the beginning of each school day, the Attendance Processing Clerk checks TotalView Action for students who failed to attend school for the 10 consecutive days counting the school enrollment date.

2. If a student has accumulated 10 consecutive unexcused absences the Clerks send an email notification and a letter to the parent or legal guardian stating that the student is being withdrawn for failure to attend Insight PA, as per Insight PA Cyber Charter School procedures. (See email and letter notification attached separately to the Operations Manual.)

3. The Clerk fills out a Teacher Withdrawal Docusign Form with the following infomation:

    a. Name, Grade Level, and Student ID (which can be found in TotalView).

    b. Checks off the following listed reason: "Attendance Issue Withdrawal."

    c. The last date of attendance (i.e. withdraw date, which is the same date as the school enrollment date).

    d. For "What type of school will the student be attending" select "Enrolled but did not show."

4. Once the staff member has provided all information required by the Form, she types her name, clicks "Sign," and signs the form with her electronic signature.

5. The staff member clicks "Finish."

6. The Clerk emails the family a link to the Parent Withdrawal Form, requesting they submit it with their feedback.

Withdrawal Process in TotalView

Once the Registrar receives an email from Docusign informing her a Teacher/Office Withdrawal Form has been completed, she should withdraw the student from TotalView within 24 hours. Please see the Voluntary Withdrawals process for instructions on withdrawing the student from TotalView and PowerSchool.

INSIGHT PA
CYBER CHARTER SCHOOL

350 Eagleview Blvd
Suite 350
Exton, PA 19341
Phone: 484-713-4353
Fax: 717-260-5258

Shenango Area SD

2501 Old Pittsburgh Road

New Castle, PA 16101-6095

Please be advised Landen Gray, 7/10/2006 a student who currently resides in your school district, has been withdrawn from Insight Pennsylvania Cyber Charter School because he/she enrolled in Insight Pennsylvania but did not attend for 10 consecutive days of school.

Student Full Name	Landen Michael Gray
Mailing Address	1931 Morris Street
City, Zip	New Castle, 16102
Phone Number	7247308606
Date of Birth	7/10/2006
Gender	Male
Current Grade Level	7th Grade
PASID	8404237492
Parent/Guardian Name	Christine Oliver Rivera
Parent/Guardian Phone Number	7247308606
Parent/Guardian Email Address	cor_85@yahoo.com
Today's Date	4/4/2019
Withdrawal Date	3/11/2019
Name of New School/Program (if known)	

Office of Student Records

September 25, 2019

«DISTRICTOFRESIDENCE»

«SD_Address»

«SD_City», «SD_State» «SD_Zip»

Please be advised, («STUDENTFIRSTNAME» «STUDENTLASTNAME») (DOB: «BIRTHDAY»), a student who currently resides in your school district, has withdrawn from Insight Pennsylvania Cyber Charter School.

Student Full Name	«STUDENTFIRSTNAME» «STUDENTMIDDLENAME» «STUDENTLASTNAME»
Mailing Address	«MAILINGADDRESS1», «MAILINGADDRESS2»
City, Zip	«MAILINGCITY», «MAILINGZIP»
Phone Number	«STUDENTHOMEPHONE»
Date of Birth	«BIRTHDAY»
Gender	«STUDENTGENDER»
Current Grade Level	«GRADE»
PASID	«SSID»
Parent/Guardian Name	«LGFIRSTNAME» «LGLASTNAME»
Parent/Guardian Phone Number	«STUDENTHOMEPHONE»
Parent/Guardian Email Address	«LGEMAIL»
Withdrawal Date	«WITHDRAWDATE»
Name of New School/Program (if known)	«TRANSFERRINGTO»

Office of Student Records

INSIGHT PA
CYBER CHARTER SCHOOL

350 Eagleview Blvd
Suite 350
Exton, PA 19341
Phone: 484-713-4353
Fax: 717-260-5258

Shenango Area SD

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Parent/Guardian Email Address	cor_85@yahoo.com
Today's Date	4/4/2019
Withdrawal Date	3/11/2019
Name of New School/Program (if known)	

Office of Student Records

Withdrawal Notification Operational Guidelines and Procedures

Insight PA Cyber Charter School provides a notification to school districts when a student withdraws prior to the end of the school year.

Procedure:

Each week the Registrar sends a notification letter to the school district of residence of any students who have withdrawn the previous week.

1. The Registrar pulls the "Withdraw Report" from the school standard reports on the first day of the current school week.
2. The Registrar filters the results to only include students who have withdrawn since the date of the last set of notification letters.
3. These results are exported to CSV format.
4. A Mail Merge is completed in Microsoft Word selecting the exported CSV as the recipient list.
5. The accompanying attachment to this guideline titled "Withdraw Letter with Fields" is pre-formatted with the merging field names and should be used as the "Existing Document" for the Mail Merge.
6. The withdrawal notification letters are either mailed or e-mailed to school districts according to the preferences of the receiving school districts.
7. A copy of the Withdraw Notification Letter is uploaded to the student's cumulative record located in the eFile Cabinet digital repository.

WITHDRAW REASONS – TOP 5

	9/1/19-9/7/19	SY 18-19
1	Lack of socialization (6)	Student not motivated to complete work (172)
2	Student not motivated to complete work (5)	Lack of socialization (129)
3	Too much time commitment for LC (5)	Technical Issues that prevented student from accessing school (72)
4	LC No Longer Available (4)	Moving Out of Area Served by School (63)
5	6-way tie (3)	Pace of program too fast (60)

Voluntary Student Withdrawal Operational Procedures

Families have the option to withdraw from our program at any time. Parents who wish to withdraw their student from ISPA should contact the homeroom teacher or advisor as soon as possible. Reasons for voluntary withdrawal can include moving out of state, returning to brick and mortar, homeschooling, and other possible reasons. Sometimes ISPA's office is notified of the family's intent to withdraw by the school the student will be attending after ISPA.

The withdraw date is the last day of attendance.

Withdrawal Interview and Form

1. Once notified of a family's intent to withdraw, the teacher or staff member (together referred to in this document as "staff member") who received the communication attempts to contact the family by phone and email to conduct a brief phone interview with the family.

2. If the staff member fails to reach the family within 24-48 hours, she emails the Registrar to inform her she was unable to reach the family. The Registrar attempts to contact the family by phone and email to conduct a brief phone interview.

3. If the staff member reaches the family, she asks for information required on the Teacher Withdrawal Docusign Form which will be reported to PA Department of Education. The staff member fills out the following:

    a. Name, Grade Level, and Student ID (which can be found in TotalView).

    b. Check off the listed reason(s) most similar to those expressed by the family. In the field "Please share anything else you would like us to know about this family's decision" type in any more information needed to provide a thorough explanation of the family's decision.

    c. The last date of attendance (i.e. the withdraw date from ISPA).

    d. The type of school the student will be attending after ISPA (public school in PA, private school in PA, home school in PA, school out of PA, school out of the country, enrolled but did not show, left school without transferring or dropped out, received GED, student deceased).

    e. If the student left school without transferring or dropped out, the reason for doing so (academic problems, behavior problems, disliked school, child, married, or pregnant, wanted to work, runaway or expelled, other).

    f. If the student is transferring to a public or private school, the name and state of the school.

4. Once the staff member has provided all information required by the Form, she types her name, clicks "Sign," and signs the form with her electronic signature.

5. The staff member clicks "Finish."

6. She emails the family a link to the Parent Withdrawal Form, requesting they submit it with their feedback to complete the withdrawal process.

7. If the staff member and the Registrar both fail to reach the family, the Registrar fills out the Office Withdrawal Form with as much information as possible. Before filling out the form, the Registrar should request all available information on the student's withdrawal from the staff member who was initially notified as well as the school the student is transferring to (if known). The Registrar also emails the family to request they fill out the Parent Withdrawal Form.

8. The staff member logs a TotalView Note stating the parent/legal guardian requested withdrawal.

Withdrawal Process in TotalView

Once the Registrar receives an email from Docusign informing her a Teacher/Office Withdrawal Form has been completed, she should withdraw the student from TotalView within 24 hours of the withdraw date listed on the form (i.e. date of last attendance). If she receives the Form after the withdraw date has passed, she should withdraw the student from TotalView within 24 hours of receiving the Form. However, if the Form states the student is dropping out without transferring to another school the Registrar cannot withdraw the student without escalating it to the appropriate principal. The principal must contact the family to discuss the student's decision to drop out and to attempt to re-engage the student so that she remains in school. The Registrar may not withdraw the student until the principal informs her the family is unwilling to change their decision.

To withdraw the student from TotalView, the Registrar should do the following:

1. Confirm all necessary information is listed on the form. If the form is not properly filled out, the Registrar must reach out to the staff member who filled it out and request she complete the form again with all required information.

2. Pull the progress report (if student is in K-5th grade) or grade report (if 6th-12th grades) by going to the "Courses & Classrooms" tab in TotalView School and clicking on "Download as Excel":

   a. For column G ("(K8) % Complete, (HS) Average") replace the header with "Percentage of Course Completion" (if K-5th grade) or "Grades" (if 6th-12th grades).

   b. Delete columns B ("Course ID"), C ("Course Code"), F ("YTD Attendance (minutes)"), H ("Report Card: Grademark"), and I ("Report Card: Comment").

   c. If the student is in 6th-11th grades, add the current MS/HS grade scale to the bottom of the spreadsheet.

   d. Type "Insight PA Cyber Charter School" at the bottom of the spreadsheet.

   e. Save the report as a PDF file in the student's digital records folder in eFileCabinet.

3. Go to the "Manage Courses" tab in TotalView and click "Remove All" to remove the student from all her courses:

   a. On the "Remove All Courses" page, mark "School Requested" and for "Reason for Course Removal" mark "N/A."

   b. Click "Remove All."

4. Withdraw student from TotalView:

   a. **Ensure that this withdrawal does not occur before the student's last day or the student will lose access!**

   b. Scroll to the top of the page and click "Withdraw Student."

   c. Use the information listed on the Office/Teacher Withdrawal Form to provide the following information:

      i. The K12 reason for withdrawal.

      ii. Withdrawal date: Last date of school attendance.

      iii. School withdrawal date: Date student is withdrawn from TotalView system.

   iv. Transferring to: include school name and district if possible.

   v. Click "Withdraw."

5. File the Teacher/Office Withdrawal Form and the Parent Withdrawal Form in the student's digital file in eFileCabinet.

6. Log a TotalView Note for each withdrawal, noting the withdraw date and that it was parent-requested.

After the Withdrawal is Submitted:

1. The request is automatically sent to K12 and OLS access is turned off immediately.

2. K12 begins the reclamation process; all inquiries can go to reclamations@k12.com.

3. Families receive their shipping labels electronically at the email address on file.

Withdrawal Process in PowerSchool

When the Registrar withdraws the student from TotalView, she should also mark the student as withdrawn in PowerSchool (the Student Information System). The Registrar should do the following:

1. Conduct a search for the student using the ISPA student ID.

2. Click "Modify Schedule" in the left rail.

  a. Click "Drop All" to drop all courses from the student's schedule.
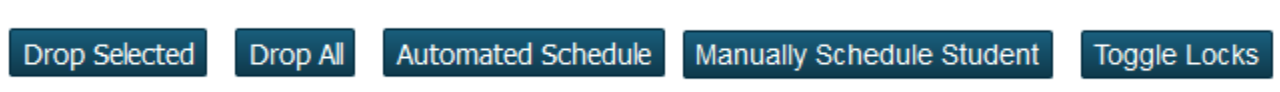
  b. In the "Exit Date" field type the day after the withdraw date.

  c. Click "Drop Classes."

3. Click "Transfer Info" found on the left rail of the page.

a. Click on the date showing under "Current Enrollment."

Current Enrollment		
Entry Date / Code		Exit Date / Code
09/04/2018	E01	06/15/2019

b. In the "Exit Date" field type the day <u>after</u> the withdraw date.

c. Click on the "Exit Code" field and select the appropriate exit code from the dropdown menu. This information can be found in the Teacher/Office Withdrawal Form's field "What type of school will the student be attending?".

d. In the "Full-Time Equivalency" field, select "Full Time."

e. In the "School Enrollment Template Entry Code Override" field select the same code as selected in the "Exit Code" field.

f. In the "Graduation Status Code" field select the code corresponding to the transfer or dropout information provided in the Teacher/Office Withdrawal Form.

    i. If the student transferred to another school, the information can be found in Teacher/Office Withdrawal Form's field "What type of school will the student be attending?).

    ii. If the student dropped out, this information can be found in Teacher/Office Withdrawal Form's field "If the student left school without transferring or dropped out, please provide reason".

g. In the "PIMS Residence Status Code" dropdown menu select "A – Resident."

h. If the student is in Special Education request the information below from the Director of Special Programs or Special Education Administrative Assistant and fill out the following fields:

    i. In the "Special Education Indicator" field, select "Yes."

    ii. In "IEP (not Gifted)" field, select "Yes" or "No."

    iii. In "Challenge Type" field, select the appropriate field for this student.

    iv. Request the above information relating to Special Programs.

i. Click "Submit" at the bottom of the page.

4. Click "Functions" found on the left rail of the page.

a. In "Transfer Comment" field type the reason the student is withdrawing as per the reason(s) checked off on the the Teacher/Office Withdrawal Form.

b. Type the day <u>after</u> the withdraw date in the "Date of Transfer" field.

c. Enter the same "Exit Code" as entered above.

d. Enter the same "Graduation Status Code" as entered above.

e. Click "Submit" at the bottom of the page."

Academic Year: 2019-2020
School Name: Insight Pennsylvania Cyber Charter School
Board Approval: 10/22/2019 Anticipated

Readiness and Emergency Management School Safety

Prevention/Mitigation

Goals: Address possible risks, hazards and threats in social and physical environment

Preparedness

Goals: Work with community partners to develop appropriate emergency management policies, protocols, procedures; Clarify roles and responsibilities; Establish an Incident Command System; Provide training; Conduct drills and exercises

Recovery

Goals: Provide mental health/emotional recovery; Recognize that recovery is an ongoing process; Emphasize the importance of triage and age- and developmentally-appropriate interventions; Provide academic, physical, and business recovery

Response

Goals: Activate the Safety Plan and the Incident Command Team; Utilize effective decision-making; Maintain consistent communication with (911, 400-6000, Region - as necessary) staff, students, families, and media when designated

1

Insight Pennsylvania Cyber Charter School Emergency Operations Plan
August 2019

The information presented in this document is classified as For Official Use Only. This document should be safeguarded, handled, transmitted, and stored in accordance with appropriate district security directives to prevent theft, compromise, inadvertent access, and unauthorized disclosure. The information contained in this document is for official emergency preparedness use only.

Reproduction or distribution of this document, in whole or in part, without prior approval from the Executive Director or Board Member is prohibited.

Point of Contact:

Michael Frost
Executive Director, Insight Pennsylvania Cyber Charter School
350 Eagleview Blvd Suite 350, Exton, PA 19341
Local School Office (toll-free): 844.269.9230
Local School Office (local): 484.713.4353
Email: **mfrost@insightpa.org**

Board Approved _____

Record of Changes:

Each update or change to the plan will be tracked. The record of changes will include: the change number, the date of the change, and the name of the person who made the change. The record of changes will be maintained by the School Crisis Response Team.

Date	Section	Description of Change	Updated By

General Information:

The purpose of the ISPA Safety Plan is to identify and respond to incidents by outlining the responsibilities and duties of ISPA and its employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgably. In addition, the plan educates students/staff, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents/guardians, etc. and other members of the community with assurances that ISPA has established guidelines and procedures to respond to incidents/hazards in an effective way.

The following plan outlines guidelines and procedures for dealing with present and/or potential incidents or hazards facing students and schools. The basic plan and the functional and hazard-specific annexes outline an organized, systematic method to mitigate, prevent, prepare for, respond to, and recover from incidents. Faculty/staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. ISPA regularly schedules in-service training events for faculty and staff.

Main office staff will follow the ISPA building safety plan, but consideration was taken for office needs. The bulk of the plan is designed to be utilized for off-site testing and face to face event coordination.

Lastly, developing, maintaining, and exercising the school safety plan increases ISPA's legal protection. In the past, schools without incident management procedures have been found liable. While no set of policies rules out the potential for legal problems, establishing procedures and guidelines based on common professional practices provides a margin of protection against liability.

Scope of the Plan

The ISPA safety plan outlines the expectations of the faculty/staff, the roles and responsibilities, direction and control systems, internal and external communications plans, training and sustainability plans, and authority and references as defined by local, state, and federal government mandates. It also outlines common and specialized procedures as well as specific hazard vulnerabilities and response/recovery.

School Board Policy Statement

The ISPA SAFETY PLAN operates within the framework of ISPA Board policies. It will be reviewed following emergency events and annually by the ISPA Safety Team.

Situation Overview:

Hazard Analysis Summary

ISPA is exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.

ISPA's high-priority hazards including severe weather, fire, power outages, intruders, bomb threat, report of weapon on site, and medical emergencies including threat of suicide and possible child abuse.

Planning Assumptions and Limitations

Planning Assumptions

Stating the planning assumptions allows ISPA to deviate from the plan if certain assumptions prove not to be true during operations. The ISPA SAFETY PLAN assumes:

- The school community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, as well as lesser hazards and others that may develop in the future.
- A major disaster could occur at any time and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
- A single site incident (e.g., fire, gas main breakage, etc.) could occur at any time without warning and the employees of the school affected cannot and should not wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- There may be a few injuries of varying degrees of seriousness to faculty, visitors, and/or students/staff. Rapid and appropriate response will reduce the number and severity of injuries.
- Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive.
- Proper prevention and mitigation actions, such as creating a safe school environment and conducting fire and safety inspections, will prevent or reduce incident-related losses.
- Maintaining the school EOP and providing frequent opportunities for stakeholders (students/staff, parents/guardians, etc., first responders, etc.) to exercise the plan can improve the school's readiness to respond to incidents.
- A spirit of volunteerism among students/staff and families will result in their providing assistance and support to incident management efforts.

Limitations
- It is the policy of ISPA that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, ISPA can only endeavor to make every reasonable effort to manage the situation with the resources and information available at the time.

Functional Needs, as Well as Deaf, Deaf/Blind and Hard-of-Hearing Population

ISPA is committed to the safe evacuation and transport of students/staff with access and functional needs, as well as deaf, deaf/blind and hard-of-hearing students/staff. The access and functional needs, as well as deaf, deaf/blind and hard-of-hearing population includes students/staff with:

- Limited English proficiency (LEP)
- Blindness or visual disabilities.
- Cognitive or emotional disabilities.
- Deafness or hearing loss.
- Mobility/physical disabilities (permanent and temporary).
- Medically-fragile health (including asthma, diabetes, and severe allergies).
- Translation Services

Many ISPA students may use English as a Second Language (ESL), or English Language Learners (ELL), and may require the following translation services in the event of an emergency:

Translation Services Required
Arabic
Chinese
Japanese
Russian
Spanish

Notification During Summer or Other School Breaks

If a school administrator or other crisis response team member is notified of an emergency during the summer (or other break period), the response usually will be one of limited school involvement. In that case, the following steps will be taken:

- Disseminate information to Crisis Response Team members via email and request a meeting of all available members.
- Notify general faculty/staff and families of students with appropriate information via email, Remind App, and Facebook.
- Schedule a faculty/staff meeting for an update the week before students return to school.
- Be alert for repercussions among students/staff.
- When school reconvenes, institute appropriate support mechanisms and referral procedures, if necessary.

Plan Review and Updates

The basic plan and its annexes will be reviewed annually prior to February (in order to be prepared for Spring Testing) by the school Crisis Response Team, emergency management agencies, and others deemed appropriate by school administration. The Executive Director will establish a schedule for annual review of planning documents.

The school safety plan will be updated based upon deficiencies identified during incident management activities and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.

The Crisis Response Team will meet monthly beginning in January to ensure staff is trained and the plan is sufficient prior to Spring Testing. Discussion Notes and changes will be documented on the school's SharePoint page. Necessary changes will be presented to the Board and tracked in the ISPA Safety Plan.

Insight PA Cyber Charter School VITAL INFORMATION			
CEO:	Eileen Cannistraci	School Phone Number:	844-269-9230
CEO Mobile Number:	215-850-0241	School Fax Number:	610-968-1858
CEO EMAIL:	eicannistraci@insightpa.org		
CEO Designee:	Michael Frost	Designee Cell Phone:	908-433-3749
Operations Manager:	Marlowe Doman	Building Engineer:	The property manager is James J. McNally at J. Lowe Property Management in Malvern, PA
LEARNING NETWORK OFFICE ADDRESS:	350 Eagleview Blvd, Suite 350 Exton, PA 19341	Building Engineer Phone:	484-694-4144
NETWORK OFFICE PHONE:	(Toll-free): 844.269.9230 (Local): 484.713.4353	Name of Person Completing this Form	Michael Frost
School Start Time:	8:00am	School Dismissal Time:	4:00pm
Number of Students	N/A – Students school from home unless at state testing. See state testing plan for test site specific student counts.	Number of Staff	50 (Varies during state testing season)

Communications

Communication is a critical part of incident management. This section outlines ISPA's communication plan and supports its mission to provide clear, effective internal and external communication between the school, students/staff, parents/guardians, etc., responders, and media.

NOTIFICATION/ALERT

*1. Primary Mode: **Verbal command***	*The designated person(s) named below will make the appropriate Emergency Response announcement:*
*2. Secondary Mode: **Remind App***	1. Kathy Moretti – Office Manager
*3. Tertiary Mode: **Email***	2. Marlowe Doman – Operations Manager
*4. Communicating mode for the hearing impaired: **Text***	3. Michael Frost - Executive Director

Internal Notification

Designated Shelter Area(s)	Communication Equipment	Person in Command
1. Central training room	Office Phone	1. Office Manager
2. Central stairwell	Cell Phone	2. Operations Manager

Internal Communications

Communication between Staff/Faculty Members

Faculty and staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:
- E-mail and SMS text message.
- Regularly-scheduled faculty meetings.

Communication with the District Office
The Site Lead will notify the regional Administrator who communicates with the Executive Director as appropriate. The EXECUTIVE DIRECTOR will notify the Insight PA CEO, and K12 Regional and Corporate team as appropriate of the status of all sites and appoint a Site Incident Commander. He/she will designate staff member(s) to monitor all communications.

External Communications
Communicating with the larger school community begins before an incident occurs. Parents/guardians, etc., media, and first responders will require clear and concise messages from ISPA about what is being done, and the safety of the students/staff.

Communication with Parents/Guardians, Etc.
Before an incident occurs, ISPA will:
- Develop a trusting relationship with parents/guardians, etc.
- Educate them on how to access alerts and incident information. (Email, Auto-dialer, Facebook)
- Be prepared with translation services for limited English or non-English-speaking families and students.

In the event of an incident, ISPA will:
- Disseminate information via auto-dialer phone messages, school social media pages, and e-mails to inform parents/guardians, etc., about exactly what is known to have happened.
- Implement a plan to manage phone calls and parents/guardians, etc., who contact the school.
- Describe how the school and school district are handling the situation.
- Provide reunification procedures.
- Provide information regarding possible reactions of their children and ways to talk with them.
- Inform parents/guardians, etc., and students/staff about when and where site event will resume.

Emergency Notification Template	
Time/Date of First Response	
Location/Site Impacted	
Summary of Emergency	
Instructions for Impacted Families/Staff	
Sender Name	
For More Information Contact	Insight Pennsylvania Cyber Charter School Office: 855-337-8243 Facebook Page: Insight Pennsylvania Cyber Charter School

Communication with the Media
In the event of an incident, the EXECUTIVE DIRECTOR will:
- Identify a Communications Point of Contact
- The EXECUTIVE DIRECTOR and Communications Point of Contact will work with the Board CEO, K12 Regional and Media teams to prepare communications.
- Establish an in-office or off-campus briefing area for media representatives as needed.
- Coordinate messages with the key safety team/main office and Policy Group.

ISPA staff members are to refer all questions and requests for information to the main office. The EXECUTIVE DIRECTOR maintains media contacts at the major television, Internet, and radio stations. In the case of an incident, these media contacts will broadcast ISPA's external communications plans, including social media information for regular updates.

Communication with First Responders
The Site Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction.

Communication after an Incident
After the safety and status of students/staff have been assured, and emergency conditions have abated, staff/faculty will assemble to support the restoration of the school's educational programs. Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.

The local and faculty teams will:
- Conduct a comprehensive assessment of the physical and operational recovery needs.
- Assess physical security, data access, and all other critical services.
- Examine information technology assets and personnel resources. Determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document damaged structures, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for state and federal assistance.
- Provide detailed facilities data to the school finance team so temporary space reallocation needs and strategies can be estimated.
- Arrange for ongoing status reports during the recovery activities to:
- Estimate when the educational program can be fully operational.
- Identify special building, equipment, and personnel issues or resources that will facilitate the resumption of office activities or testing as needed.
- Educate students/staff and parents/guardians, etc., on available crisis counseling services.
- Inform the school community of recovery status.
- The Executive Director and Operations Manager will partner to:
  - Identify recordkeeping requirements and sources of financial aid for state and federal disaster assistance.
  - Establish absentee policies for teachers/students after an incident.
  - Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
  - Create a plan for conducting testing or other face to face requirements when facilities are damaged (e.g., alternative sites, half-day sessions).
  - Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

SCHOOL SAFETY TEAM ROSTER

Assignment	Title/Name	ICS Team
Incident Commander (Principal/Designee)	Eileen Cannistraci/ CEO	COMMAND
	Michael Frost/ Executive Director	
Safety Officer (Safety/Evacuation Coordinator)	Marlowe Doman, Operations Manager	COMMAND
	Kathy Moretti, Office Manager	
Liaison Officer (Communications Coordinator)	Eileen Cannistraci/ CEO	COMMAND
	Michael Frost/ Executive Director	
Operations & Planning Officer	Marlowe Doman, Operations Manager	OPERATIONS/ PLANNING
	Kathy Moretti, Office Manager	
Student/Staff Accountability Coordinator	Kathy Moretti, Office Manager	OPERATIONS
	See State Testing Manual (Site specific Testing Coordinator)	
Parent/Child Reunification Coordinator	Kathy Moretti, Office Manager	OPERATIONS
	See State Testing Manual (Site specific Testing Coordinator)	

Building Operations Coordinator (Building Engineer/Designee)	Kathy Moretti, Office Manager	LOGISTICS
	See State Testing Manual (Site specific Testing Coordinator)	
Information Coordinator (Recorder/Scribe)	Christy Ruth, PD Coordinator	PLANNING
	See State Testing Manual (Site specific Testing Coordinator)	

COMMAND TEAM is comprised of the Safety/Evacuation Coordinator, Communications Coordinator & Logistics/Information Coordinator	**OPERATIONS TEAM** manages response personnel, coordinates school response efforts, assists Commander in managing challenges of emergency/crisis.	**LOGISTICS TEAM** identifies, coordinates, and manages, resources, supplies and equipment.	**PLANNING TEAM** tracks available and needed resources, assesses emergent trends, and develops strategic action plans: Update Safety Plan, lead School Safety & Community Policing initiatives, etc.

SITE PLAN

SCHOOL SAFETY PERSONNEL AND EQUIPMENT INVENTORY

1. # of School Police Officers: 0	

2. # of Non-Teaching Assistants (NTAs): 0		
3. # of NTAs Assigned to the Safety Deployment Plan: 0		
4. # of Surveillance Cameras: 0	# of Camera Monitors:	
5. Location of Camera Monitors: n/a		
6. Camera Monitors are staffed by: n/a		
# of SIRIS Machines & Location: n/a		
7. # of Walkie-Talkies: 0		
8. # of Bull Horns & Location: 0		
9. Location of Automated External Defibrillator (AED)	Central hallway	
10. AED contact person in the school:	Mary Manley or Wendy Smith, School Nurses	
11. Total # Classroom Phones: 0	# of Classroom Phones in need of repair: 0	
12. PA System Status: (Is it effective in an emergency?)	N/A	
13. # of Exterior Doors: 2	# of Doors w/ Panic Bars:	# of Doors Designated for Entry & Exit: 2

In a virtual school setting it is important that all staff is well-trained and well-prepared in order to provide appropriate, effective and timely intervention when a crisis arises. A crisis team has been put in place to ensure that in a time of crisis we are able to act quickly and disseminate all pertinent information. The crisis team, their defined roles, and phone numbers are outlined below:

Name	Role	Contact
Jackie Snyder	Direct Intervention (Elementary)	484-713-4353 Ext. 3008
Corinne McGourney	Direct Intervention (Middle School)	484-713-4353 Ext. 3007
Allie Schleifer	Direct Intervention (High School)	484-713-4353 Ext. 3006
Cathy McQuillan	Direct Intervention (High School)	484-713-4353 Ext. 3145
Michael Frost	Whole Community Intervention	484-713-4353 Ext. 2003
Kelly Bausher	Teacher Communication (Elementary)	484-713-4353 Ext. 2009
Jessica Wright	Teacher Communication (Middle School)	484-713-4353 Ext. 3065
Beryl Cohen	Teacher Communication (High School)	484-713-4353 Ext. 2016

In the case of emergency or when immediate help is needed from a counselor or member of the Student Support team, we have established a Blackboard Collaborate (BBC) room strictly to be used in crisis situations. If you are in a situation where you need to meet privately with a student and pull in members of the crisis team, please use this room.

Moderator Link:
https://sas.elluminate.com/site/external/jwsdetect/meeting.jnlp?sid=559&miuid=d1a8d97e1e1c49c9bef930f6acb3e6a5

Guest Link:
https://sas.elluminate.com/site/external/launch/meeting.jnlp?sid=559&password=M.95F2455126976C37E1A7A01E04DD99

SAFETY TEAM MEETINGS

Our School Safety Team will meet **MONTHLY**		
DAY	**TIME**	**LOCATION**
1st Friday	**8:00am EST**	https://sas.elluminate.com/site/external/launch/meeting.jnlp?sid=559&password=M.5B437A5D7B84346208A76300FCFC45

*Schools are required by State (PDE) to hold Safety Team Meeting Once (1) each month

School & Community Problem Solving Meetings	
FALL	**SPRING**
Topic & Specific Details to be Determined based on Needs assessment	Topic & Specific Details to be Determined based on Needs assessment

Training is essential for the successful implementation of the READINESS & EMERGENCY MANAGEMENT SCHOOL SAFETY PLAN. Use this chart below to list your tentative training schedule.

MONTH	TRAINING TOPICS	AUDIENCE		
		Staff	**Students**	**Parents**
SEPT	Suicide Prevention	X	X	
SEPT	Suicide – Prevention and Intervention Mandated Reporting – Child Abuse	X		
OCT	Safety Plan Testing Location (Keystones)			
OCT	Bullying Prevention		X	
NOV	CPR/First Aid Training for State Testing	X		
JAN				
FEB	Safety Plan Testing Location (PSSA & Keystones)	X		
MAR				
APR				
MAY	Mental Health Awareness		X	

SCHOOL FLOOR PLANS		
Each Vital Information Packet must include your building's floor plan indicating the following: **Classroom numbers, gas, main electric, water, and HVAC emergency shutoff locations and procedures:**		
DOES YOUR SCHOOL HAVE AN EMERGENCY GENERATOR?	YES ☐	NO ☐
IF YES, LOCATION OF GENERATOR:		

Open Office | Nurse Office | Student Services | Student Services | Student Services | Dir. Stud. Services | Spec. Ed | Spec. Ed | Spec Ed

Test Supply Area | Hallway | Training Room Space | Lactation Room | Test Coordinator | Spec. Education | Director

Supply Closet | stairwell | Registrar | Spec. Education | Spec Ed

/Copier/Mail Area | Registrar | Child Acctg.

Registrar | Finance Asst | Senior Finance

Reception Area | Doorway | Board Room | Electric Room | Registrar | Reporrting Asst

Server Room | IT OFFICE AND STORAGE | State/Fed Report

Attendance | Dir. Of Operations

Records Room | Attendance | HR Coordinator

Operations | CFO

Huddle Room

Kitchen | Conference Room | Exective Director | Dir data Analysis | Project manager | CEO

SCHOOL STAFF TRAINED TO RENDER FIRST AID, CPR, AND/OR AED							
DOES YOU SCHOOL HAVE AED'S (Automated External Defibrillators)				YES ■	NO ☐		
IF YES, LOCATION OF AEDS		School Nurse office					
NAME & TITLE	First Aid	CPR	AED	NAME & TITLE	First Aid	CPR	AED
Mary Manley, School Nurse	X	X	X				
Wendy Smith, School Nurse	X	X	X				

	SPECIAL NEED STAFF MEMBERS REQUIRING ASSISTANCE			
	Name of Student/ Staff Member	Assistance Required	Person Assigned to Assist	Alternate Person Assigned to Assist
1.	Sevien Smith	Visual	Mary Manley	Wendy Smith
2.	Crystal Collins	Physical	Mary Manley	Wendy Smith
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

How Children Respond to Crisis
(Information to be shared with families in an emergency event.
Their responses fall into four main categories:
1.   Fear of the future
2.   Behavioral regression
3.   Academic regression
4.   Nightmares and/or night terrors

When student emotions go unchecked and unresolved:

- Younger children may become withdrawn--images of the bad events or ideas of revenge may consume their thoughts.
- Adolescents may feel frustrated, irritable, helpless, or unsafe.
- They may imagine themselves as invulnerable and, to cope with this loss of control, increase high-risk activities, such as reckless driving, alcohol/other drug use, and sexual experimentation.
- They may become critical and judgmental of the adults around them and may also become aggressive.

How can we help them?

- Adults can help children feel safe by establishing a sense of normalcy, security, and talking with them about their fear.
- Reassure them that they are safe and that schools are very safe.
- Let them talk about their feelings and validate them--explain that their feelings are okay.
- Make the time to talk to them. They may not readily ask to talk but watch for cues that they are ready.
- Some children may need concrete activities to help them identify and express their feelings--writing, playing music, and doing art projects may provide an outlet for older children. For younger children, drawing, looking at picture books, or imaginative play may assist them in identifying their feelings.
- Keep your explanations developmentally appropriate.
- Identify and review the safety procedures and safeguards in place at home and at school.

- Help children identify at least one adult at school and in the community to whom they can go if they feel threatened or at risk.
- Observe children's emotional state--some children don't verbalize their concerns and show changes in other behaviors, such as appetite and sleep patterns.
- Seek professional help if you are concerned about the severity of their reaction.
- Limit the viewing of these events on the television--check for developmentally inappropriate information for the stage of trauma or the age of the child.
- Be mindful of the content of your conversations with each other in front of or within earshot of children.
- Keep a normal routine--encourage regular sleep, meals, exercise, schoolwork, and extracurricular activities, but don't push them if they seem overwhelmed.
- Invite students to experience a sense of control by helping prepare themselves, their schools, and their communities to respond to crisis.
- Monitor students previously identified as high-risk or those who have been subjected to prior trauma.

School Climate
Crisis situations and emergencies can occur in schools when the mental health needs of individuals are not addressed. Planning teams need to work together to identify and utilize available resources to identify mental health and substance use issues early and help young people get the services they need before crisis situations develop.

ISPA Staff can support students by:
- Establishing a positive connection in a non-intrusive, compassionate manner.
- Enhancing immediate and ongoing safety and providing physical and emotional comfort.
- Calming and orienting those who are emotionally overwhelmed or distraught.
- Helping to identify their immediate needs and concerns and offering practical assistance and information to help address these needs and concerns.
- Empowering individuals to take an active role in their recovery, by acknowledging their coping efforts, strengths, and supporting adaptive coping.
- When appropriate, linking those in need to other relevant school or community resources such as school counseling services, peer support programs, afterschool activities, tutoring, primary care physicians, local recovery systems, mental health services, employee assistance programs, public-sector services, and other relief organizations.

"School climate" describes a range of campus conditions, including safety, relationships/engagement, and the environment, that may influence the climate of the school. ISPA aims to create a positive school climate that supports student learning and well-being by providing:
- A safe environment free of violence, bullying, harassment, and substance use
- Appropriate facilities and physical surroundings
- Supportive academic setting
- Clear and fair disciplinary policies
- Respectful, trusting, and caring relationships throughout the school community
- Available social, emotional, and behavioral supports

- An environment inclusive of and responsive to students of all backgrounds, regardless of race, color, national origin, language, access and functional needs, as well as deaf, deaf/blind and hard-of-hearing students, religion, sex, sexual orientation, or gender identity

Positive Behavioral Interventions and Support

School climate can be enhanced by a data-driven, multi-tiered framework that provides a continuum of behavioral supports and interventions to improve student behavior and achievement. ISPA participates in a multi-tiered approach that includes:

- School-wide or universal interventions and supports focus both on developing expected behaviors and social-emotional competence, and on preventing problem behavior.
- A second tier of interventions targets groups of students who are at elevated levels of risk or exhibiting problem behavior (e.g., bullying). These groups of students can be identified more easily, and their needs or behavior can be addressed more effectively when a school-wide foundation is in place.
- A third tier of interventions targets individual students, including traumatized youths, who are at even more elevated levels of academic and social-emotional behavioral need and risk.
- While interventions for students who are at elevated levels of risk address their needs and problem behaviors, they should also build the skills that support thriving in life and resiliency in crisis. Using an evidence-based, multi-tiered behavioral framework has been found to improve school climate by reducing problem behaviors like bullying, drug abuse, and poor attendance, while making students feel safer and improving academic performance. Implementation of a school-wide framework provides a structure for schools in which to customize and organize the varied practices and programs they need to provide to their students.

SITE PREPARATION

Purpose: Staff should follow these procedures prior to any face to face event in preparation for possible emergency response needs:

General Staff Procedures:
- Communicate in advance where/how notifications of cancellations or information updates will be shared. (Email, Facebook, Auto-Dialer Call)
- Identify potential students of concern in advance including disabilities, translation needs, and severe allergies.
- Determine locations of emergency phones and AED devices on-site.
- Identify emergency evacuation notifications and processes, if posted.
- If no procedure posted, make quick note about the nearest exits or secure spot in the event of emergency.
- Identify any security personnel available on site and how to contact them.
- Make a quick scan of the immediate location to orient yourself in the case of an emergency.
- Create an emergency contact list.
- Create sign in/sign out sheet that includes emergency contact information/LC phone number.
- If an outdoor event, check local weather to determine possible threat of severe weather.
- If eminent threat immediately prior to event, discuss cancellation decisions with local team and Executive Director. Communicate via previous identified cancellation communication plan.

- Take attendance of all participants as they arrive. Make note of emergency contact information/LC phone number.

FIRE AND EMERGENCY EVACUATION

1. Communicate the need to "**EVACUATE**" via verbal announcement.

   - For "**ON-SITE Evacuation**", exit building and proceed to the designated **Rally Points behind the 350 Eagleview building**

     "Attention, attention, this is an evacuation. Attention, attention, this is an evacuation. Staff, evacuate the building immediately and proceed to the designated rally point." (North-central back of parking lot)

   - For "**OFF-Site Evacuation**", exit building and proceed to the designated **Evacuation Site**

     "Attention, attention, this is an evacuation. Attention, attention, this is an evacuation. Staff, we are evacuating to the designated evacuation side." (follow local procedures)

   NOTE: If immediate danger is "OUTSIDE", communicate a "**Reverse Evacuation**" and move students and staff inside as quickly as possible and wait for further instructions

2. Follow "**Incident Notification"** procedures

3. Proceed to designated area

4. Activate the School Safety Team

5. Notify the responding authorities (Fire, Police and/or Executive Director) of the accountability results

6. If necessary, implement **Parent/Guardian/Child Reunification** at the rally point or evacuation site

7. Document the release of any students to an authorized family member or legal guardian

8. Re-enter the building after the "**ALL CLEAR"** is given

ROLES & RESPONSIBILITIES

Secretary/Designee
- Call 911
- Point of contact for assisting and cooperating with School

Teachers/Staff
- Evacuate students; special needs students requiring assistance will be assisted by designated staff
- Take attendance upon arriving at the **"Rally Point" or "Evacuation Site"**
- Document students' emergency status and notify CEO/Designee
- Assist with first aid, if necessary
- Help with communication to parents and reunification of students

Building Engineer
- Help to secure the building
- Report to CEO to provide additional support, if necessary

LOCKDOWN

1. Communicate the need to "**Lockdown"** the building via verbal command

   - *State Testing in Session*

     "Attention, attention, this is a lockdown. Attention, attention, this is a lockdown. At this time secure students in your classrooms and take roll, students must report directly to the nearest room with a staff member. Disregard any fire alarms."

2. Follow "**Incident Notification"** procedures

3. Lock **ALL** doors

4. Activate the School Safety Team

5. Notify the responding authorities (Fire, Police and/or Executive Director) of the accountability results

6. After the "**ALL CLEAR"** is given, communicate the return to normal operations via verbal command

ROLES & RESPONSIBILITIES

Secretary/Designee
- Call 911 and/or School Police Dispatch
- Point of contact for assisting and cooperating with School

Building Engineer
- Help secure the building
- Report to CEO to provide additional support, if necessary

Teachers/Staff
- Clear all students, staff and visitors from hallways into meeting rooms
- Students requiring assistance will be assisted by designated staff.
- Direct students to an area of the room, unobservable from outside and potential lines of fire
- Turn lights off and close and lock all doors and windows (stay away from all doors and windows)
- Report any serious injuries or vital information to the front office
- Account for everyone in the classroom and notify CEO/Designee
- **DO NOT OPEN THE DOOR** until the **"ALL CLEAR"** is given by law enforcement personnel or the lockdown has been lifted by verbal announcement

SHELTER IN PLACE

1. Communicate the need to "**Shelter in Place"** the building via verbal announcement

- *There may be occasions when we will want you to leave your regular work area to improve your safety but do NOT want you to leave the building. For example, if a tornado was five minutes away, we would not want you to be sitting or standing in an area with windows and expose you to flying glass and debris, nor would we want you to evacuate the building and put yourself into the oncoming storm.*

- *In a case like this we would use word of mouth to notify each other of a "Shelter in Place" event. If a Shelter in Place event occurs, there are areas protected from outside windows where you can "hunker down" safely. In our suite a safe area would be the two conference rooms leading to the reception area or if need be the hallway outside the conference rooms – just make sure the office doors are closed to protect you from any flying glass. Outside of our suite you can consider hallways, restrooms and stairwells as generally good areas to be shielded from events occurring outside.*

2. Follow "**Incident Notification**" procedures

3. Activate the School Safety Team

4. Close, lock, and seal **ALL** windows and doors

5. Notify the responding authorities (Fire, Police and/or Executive Director) of the accountability results

6. Follow instructions from the Executive Director and responding emergency personnel until the shelter in place is lifted
7. After the **ALL CLEAR** is given, communicate the return to normal operations via verbal command

ROLES & RESPONSIBILITIES

Secretary/Designee
- Call 911 and School Police Dispatch
- Point of contact for assisting and cooperating with School

Teachers/Staff
- Clear all students, staff and visitors from hallways into designated shelter area
- Move students and staff into the main building from trailers, unless movement is life threatening due to outside environmental contaminations
- Special needs students requiring assistance will be assisted by designated staff
- Close, lock and seal **ALL** windows and doors
- Take attendance and report any missing or extra students to school or responding emergency personnel
- **DO NOT LEAVE SHELTER-IN-PLACE AREA** until the **"ALL CLEAR"** is given by emergency response personnel or the shelter-in-place has been lifted by an announcement via verbal command

Building Engineer
- Complete required **"Emergency Shutdown Procedures"**
- Assist emergency response personnel, if necessary
- Help to secure the building (if necessary)

INCIDENT NOTIFICATION

Step 1   In an Emergency/Crisis, the Principal or Designee will notify:

a. Uwchlan Township Police Department …………………………………………**911***

> **(When a crime is committed, threat of imminent harm, a public safety emergency exists or School District policy dictates.)**

b. Philadelphia School Police Dispatcher ………………………………….**610-363-6947**

- Identify the school and location
- Briefly describe the Emergency/Crisis situation (Who?, What?, When?, Where?, How?)
- Give the name of the person in charge and an open (dedicated) telephone number
- Identify where school personnel will meet responder(s)

Step 2 If it is necessary to send anyone to a hospital by ambulance for a serious injury, send an identified staff member along to serve as a liaison.

Step 3 If the emergency/crisis demands an evacuation or shelter in place; proceed to predetermined site(s):

EVACUATION/RELOCATION SITE(s):
   (Pre-determined location(s) for staff and students to continue instruction)

Primary	North-central rally point behind 350 Eagleview Blvd
Alternate	

SHELTER IN PLACE AREA/LOCATION(s):
   (Pre-determined location(s) to safeguard all staff and students during an emergency occurring outside the building)

Primary	Central training room
Alternate	Central stairwell

OFF-SITE STATE TESTING EMERGENCY PROTOCOL

1. Upon arrival to site on Day One, the site coordinator will verify contact information for the site contact & any other employees that assist him/her.

2. Upon arrival to the site on Day One, the site coordinator will survey the site for emergency exits and a fire or emergency evacuation plan. If there is not one posted, the site coordinator will ask the site contact. The site coordinator will survey the site for what doors lock and do not lock.

3. Prior to testing or on the first day of testing, the site coordinator will review emergency procedures with the test administrators and site staff. The site coordinator will communicate to test administrators and site staff information about emergency exits and planned meeting spots outside of the building.

4. In the event of a fire or need to evacuate, remain calm and the site coordinator will direct the proctors to evacuate students per the evacuation plan posted or discussed with the site contact.

5. In the event the site needs to be locked down, remain calm and the site coordinator will ensure all students and staff are locked safely in the available locking rooms.

6. In the event of a medical emergency for a staff member or student, the site coordinator will remove the staff member or student from the testing room if necessary, remain calm and dial 911. If a student is experiencing a medical emergency, the site coordinator will call the parent or guardian immediately after calling 911.

7. Once the emergency has been handled, and all students and staff members are safe, the site coordinator will call the Site Admin or Testing Coordinator and explain the situation.

ACTIVE VIOLENCE INCIDENT

Purpose: This protocol is used when there is an armed person or trespassing-related incident that could jeopardize the safety of students/staff.

General Staff Procedures:
In the event that an active threat of violence ("active threat") becomes apparent in any school location (internal or external) the threat should be reported immediately (as soon as it is safe to do so).

- Call 9-1-1 AND Notify Site Security or Lead Administrator as applicable.
- Initiate LOCKDOWN procedures, or if safe to evacuate, allow for this.
- If persons must seek a safe refuge, secure all doors and windows as quickly as possible and barricade as many items between persons and the threat as possible (e.g., arm chairs, tables, cabinets, etc.).
- Render first aid to injured persons that may be in or near the area. Do this so long as it is safe to do so. Simple first aid includes applying direct pressure to the wound and elevating, if possible.
- DO NOT attempt to make contact (verbal or physical) with the individual responsible for the threat, unless no other option is available.
- If persons must have contact with the individual posing the threat, attempt to find some cover (e.g., solid objects) to place between them and the individual.
- Be prepared to combat the subject individually to neutralize the threat, if lives are in imminent danger. Active resistance may increase the chance of survival, but this is strictly a personal decision.
- If persons barricade themselves in a room, identify objects that could be used as weapons to deter the threat from pursuing them at that location.
  - Examples may be student desks, keys, shoes, belts, books, cell phones, iPods, book bags, laptops, pens, pencils, scissors, etc., or any item capable of being launched or used against an attacker. Articles of clothing can be used for protection against a knife- wielding attacker.
- If persons are fortunate to be in a group, develop a plan for how they will combat the attacker posing the threat should he/she gain access to the area of refuge. Frequently it is possible to overwhelm an attacker if multiple people resist or attack from different directions at the same time. While this reduces the risk of numerous serious or fatal injuries to the group as a whole, the chances of someone being injured is still present.
- DO NOT leave a secure location during an active threat, even if the fire alarm activates.
- DO NOT open the door for anyone but law enforcement. This includes others seeking refuge, as this may be a ploy by the attacker to gain access.
- DO NOT approach law enforcement officers as they attempt to locate and neutralize the threat. During this time, the officers are trained to seek out and respond to the threat, which could include the use of deadly force. They are not able to assist with the evacuation or provide medical assistance to injured parties. Once the threat has been neutralized, the officers will return immediately to organizing the evacuation of the school and obtaining or providing emergency medical response.

VERBAL/WRITTEN THREAT (Including SUICIDE)

Purpose: This protocol is used when it is necessary to respond to verbal or written threats of students toward self, other students/staff, or the school. Threats could happen online or at a face to face event. Often, students make threats of harm in moments of anger, frustration, or when challenged. Administrators, with the help of student support services personnel--particularly school psychologists--must assess threats, which are classified low, medium, or high level. Each level has specific indicators and responses. Safety of students/staff is always paramount.

IMMEDIATE RESPONSE
Teacher/Staff learns of verbal or written threat of harm to self, others, or property made by student.
- Call Administrator (Grade Level or Site Administrator if at Face to Face Event)
- Administrator immediately determines level of threat with input from the school counselor, psychologist, social worker, and school resource officer, where appropriate. The principal/administrator will consult with school counselors, as needed.

Low Level Threat Determination:
- Is stated in vague or general manner
- Reflects anger, frustration, lack of hope, or distrust
- Does not include a specific target other than self
- Does not specify concrete steps in which it will be carried out
- Is developmentally inappropriate or unrealistic

Administrator consults with school counselor, school psychologist, and/or school social worker regarding:
- Needs of the student
- Involvement of the student's parents
- Identification of appropriate referral resources
- Consultation is provided to school staff regarding strategies for managing low-level threat

Medium Level Threat Determination:
- Is clearly stated, often a function of anger or frustration
- Is uncertain about specific targets of threat
- Is lacking in capacity or resources to act on threat
- Is lacking in concrete steps taken to carry out threat
- Is suggestive of attention-seeking behavior
- Could continue or escalate, if not addressed

Administrator contacts school counselor, school psychologist, and/or school social worker to meet immediately with the student. Based on the student meeting:
- Principal/administrator identifies employee to contact student's parents/guardians, etc.
- Identify and offer appropriate referral resources to parents/guardians, etc.
- Notify parents/guardians, etc., of intended victims, as appropriate
- Disciplinary actions are determined by the principal/administrator
- Principal/administrator may call 9-1-1. Law Enforcement may investigate and provide further referrals

High Level Threat Determination:
- Is clearly stated
- Targeted to specific individuals or property
- Identifies behaviors that can realistically be carried out
- Implies that concrete steps have been taken to carry out threat

Principal/Administrator or Counselor initiates the following:
- Call 9-1-1.
- Notify parents/guardians, etc., of student making threat and request their immediate response to the school.
- Notify parents/guardians, etc., of the threatened student.
- Principal/administrator contacts school counselor, school psychologist, and/or school social worker to conduct emergency assessment of threat of harm to self, others, or property.
- School counselor, school psychologist, and/or school social worker reviews record, conducts necessary assessment, and consults with administrator regarding the threat of harm to self, others, or property.
- Offer appropriate referral resources to parents/guardians, etc.
- Offer follow-up support to intended victim(s).
- Determines disciplinary actions.

STUDENT FLEEING FACE TO FACE LOCATION

If a student has suspected a student has left the building or face to face event unaccompanied,

The Site Lead must:
- Take immediate steps to establish whether the student has left the school grounds or a school approved activity
- Call 9-1-1 if there is a reasonable concern for the safety of the student or others
- Notify the parent or guardian of the student as soon as reasonably possible.
- Depending on the site location, the site coordinator or manager should be contacted to assist with alerts and scanning the local area.
- Staff should immediately notify their administrator so that all reasonable steps can be taken to discharge the duty of care owed to that student. The reasonable steps to be taken will vary and depend on the individual circumstances of the case and the individual student.
- In determining what reasonable steps to take, relevant considerations include the following:
  - The age of the student
  - The location of the site and its proximity to external dangers such as busy roads
  - Whether the student has a disability that may affect their ability to appreciate the risk associated with their behavior and actions
  - The student's prior behavior or previously exhibited vulnerabilities, difficulties or troubles
  - The student's mental state immediately prior to leaving the school grounds or the school approved activity i.e. whether they were highly distressed, whether they were drug or alcohol affected, whether they had indicated an intention to hurt themselves or others
  - The time that has elapsed since the student has left the site
  - Whether other students who are under the care and supervision of the school staff can be appropriately supervised whilst appropriate action is taken to manage the student who has run away from school or the school approved activity.
- Depending on the individual circumstances of the case, the reasonable steps to be taken may include one or more of the following:
  - Contacting local authorities to advise them of the missing student and the age, disability, vulnerabilities, or mental state of the individual student
  - Contacting the parent or guardian of the student to advise them that the student has left the school grounds or school-approved activity and to obtain any additional information and assistance that may assist in locating the student
  - Searching for the student, particularly if there is information available as to the student's potential whereabouts

- Following the student and maintaining visual contact until the student returns to school or school-approved activity or is in the company of the police or their parent or guardian.
- Contacting the student and encouraging them to return to the school grounds or the school approved activity, go to a safe place, stop the behavior that is putting them at risk, or remain in the company of a suitable and responsible adult
- Searching for the student, particularly if there is information available as to the student's potential whereabouts
- Following the student and maintaining visual contact until the student returns to school or school-approved activity or activity or is in the company of the police or their parent or guardian.
- Contacting the student and encouraging them to return to the school grounds or the school approved activity, go to a safe place, stop the behavior that is putting them at risk, or remain in the company of a suitable and responsible adult
- Restraining the student in appropriate circumstances and in accordance with the Restraint policy. For example, where the student is about to step in front of a car or otherwise harm themselves.

After an incident in which a student has run away from the school grounds or school-approved activity, school staff should take the following steps:
- Report the incident to the parent or guardian (if this has not already been done)
- Document the incident and the staff response to the incident
- Consider whether it is appropriate to develop a Behavior Support Plan

BOMB THREAT

Purpose: This protocol is used when there is a bomb threat-related incident that could jeopardize the safety of students/staff. Bomb Threats can happen online or at a face to face event.

General Staff Procedures:
- Any employee of the school who learns of a bomb threat shall immediately inform the Site Coordinator and the Site Administrator who will call 9-1-1 if the Site Coordinator is not located.
- Complete the Bomb Threat Response Report.
- The Report should be submitted to the Executive Director for filing at the Main Office.

Site Administrator
- Immediately call 9-1-1, if not already done.
- Communicate with Executive Director regarding bomb threat condition.
- Executive Director mobilizes the Site Incident Coordinator.
- Limit access to building as applicable.
- Assemble and deploy search teams.
- Search the entire building and grounds.
- DO NOT use any type of radio or cellular communication unless the area has been cleared.

Site Lead/Staff
- Take attendance.
- Make a quick and complete visual scan of the site and any other common areas they have been assigned.
- As staff members scan their test site/location, they should:
  - Divide the room into various search levels. The first sweep covers all objects resting on the floor or built into the walls, up to your waist.
  - Scan the room from waist to chin height.

- o Cover the room from the top of the head to the ceiling, including air ducts, window tops, and light fixtures.
- o Look among the books and on the desks for anything unusual.
- o If anything, unusual is noticed, move people away from the hazard. DO NOT attempt to touch it or tamper with it in any way. Immediately report the location of the object to the principal/administrator.
- DO NOT use any type of radio or cellular communication unless the area has been cleared.

Bomb Threat Assessment

These responses are designed to ensure the school responds to a serious bomb threat in a systematic and orderly manner so panic and miscommunication among police, the school, and parents/guardians, etc., does not occur.

High Risk (Specific and Realistic): A threat that appears to pose an immediate and serious danger to the safety of others.
- Threat is direct, specific, and realistic. May provide names of possible victims.
- The caller (e.g., perpetrator) identifies themselves.
- Threat suggests concrete steps have been taken towards carrying out the threat.
- Perpetrator makes statements indicating they have practiced with a weapon or have had the intended victim under surveillance.

Medium Risk (Increased Level of Realism): A threat that could be carried out, although it may not appear entirely realistic.
- Threat is more direct and more feasible.
- Wording in the threat suggests the perpetrator has given some thought on how the act will be carried out.
- There may be general indications of a possible place and time.
- There is no strong indication the perpetrator has taken preparatory steps, although there may be some indirect reference pointing to that possibility.
- Indication the perpetrator has details regarding the availability of components needed to construct a bomb.
- Increased specificity to the threat: "I'm serious!" or "I really mean this!"

Low Risk (Lacks Realism): A threat that poses a minimum risk to the victim and public safety.
- Threat is vague and indirect.
- Information contained within the threat is inconsistent, implausible, or lacks detail.
- The caller is definitely known and has called numerous times.
- The threat was discovered on the wall and/or the note with the threat was discovered.
- The threat is made by a young child and there is laughter in the background.

Phoned Threat
- Start recording device, if available.
- Signal another staff member to listen in, if possible.
- Transcribe the threat.
- Fill out as much of the Bomb Threat Response Report as possible, during or immediately following the call-in order to best capture all details. This will be submitted to the Executive Director immediately following the call.
- Notify the Site Coordinator and Site Administrator of the threat.
- Complete any unanswered questions on the Bomb Threat Response Report.

Written Threat
- Handle the document as little as possible.
- On a separate piece of paper, re-write the threat exactly as it reads. On this copy, also record:

- Where the document was found.
- The date and time the item was found.
- Any situations or conditions surrounding the discovery.
- Any other person you are aware of who saw the threat.
- Secure the original document. If small, place in a bag or envelope. DO NOT fold, crumple, tear, or mark the item in any way. If on a large object, secure the location.
- Notify the Site Coordinator and Site Administrator of the threat.

Emailed Threat
- Leave the message open on the computer monitor.
- Notify the principal/administrator and the information technology department of the threat.
- Print, photograph, or copy down the message. Include the header of the e-mail.
- Save the e-mail.

Verbal Threat

- Detain the person making the threat, if possible and practical.
- If the person who made the threat leaves, note which direction they are going. If possible and safe, follow them at a discreet distance. Have another staff member notify Principal/Administrator
- Note the description of the person who made the threat:
- Name, if known.
    - Race
    - Sex
    - Age
    - Type and color of clothing
    - Body size
    - Hair color
    - Distinguishing features

- Write down the threat exactly as it was communicated to you:
    - Exact wording
    - Who made the threat?
    - The date and time of the threat
    - Where the person who made the threat is now
- Notify the principal/administrator, if someone else has not already done so.
- If you overhear a rumor about a bomb or explosive device threat or incident, write down exactly what you heard, from whom you heard it, and then report the rumor to the principal/administrator.
- Record, document, and preserve threat information.
- Report threat to school security, police, and the Executive Director. Notify staff as appropriate.
- Assemble School Crisis Response Team.
- Assemble and deploy search teams.
- Teams search assigned areas; teachers and staff search own areas.
- DO NOT TOUCH THE ITEM.
- Person(s) who found the item reports it to the principal/administrator.
- Notify police, fire, EMS, and bomb squad.
- Notify others and terminate search.
- Secure area where item is located, but DO NOT guard it (stay away from the item).
- Notify staff of the situation and direct them to prepare for evacuation.
- Select evacuation routes and assembly areas that are away from the suspicious item.

- Redeploy search teams to clear evacuation routes and assembly areas.
- Meet arriving emergency responders and brief them on the situation, let them speak with the person who found the item, and inform them where the item is located.
- When evacuation routes and assembly areas are cleared, conduct evacuation.
- Law enforcement will assume command of the scene. The Site Incident Commander should remain at the scene to inform and manage evacuees, media, parents/guardians, etc., and others as appropriate.
- Continue with reoccupy or dismiss action, as appropriate.

Bomb Threat Response Report

Describe the Caller:

_____ Male

_____ Female

_____ Unknown

_____ Approximate Age

Type of Phone:

_____ Cellular

_____ Landline

Threat of Language:

_____ Foul

_____ Incoherent

_____ Irrational

_____ Reading

_____ Taped

_____ Well-spoken

_____ Other:

Background Sounds:

_____ Animal Noises

_____ Children

_____ Clear

Factory/Machinery

_____ House Noises

_____ Motor

_____ Office

_____ PA System

_____ Street Noises

_____ Voices

_____ Other:

Suspicious Package:

Location: _____

Description:

_____

Moved? _____

Emotions:

_____ Agitated

_____ Angry

_____ Boastful

_____ Crazed

_____ Distant

_____ Excited

_____ Happy

_____ Matter-of-Fact

_____ Sad

_____ Sincere

Caller's Voice:

_____ Accent (Describe):_____

_____ Clearing Throat

_____ Cracking Voice

_____ Crying

_____ Deep

_____ Deep Breathing

_____ Disguised

_____ Distinct

_____ Excited

_____ Familiar (Who?): _____

_____ Laughing

_____ Lisp

_____ Loud

_____ Nasal

_____ Normal

_____ Ragged

_____ Rapid

_____ Raspy

_____ Soft

_____ Slow

_____ Slurred

_____ Stutter

_____ Other:

When is the bomb going to explode?

_____

Where is it right now? _____

What does it look like? _____

What kind of bomb is it? _____

What will cause it to explode? _____

Did you place the bomb? _____

Why? _____

What is your address? _____

What is your name? _____

What time was call received? _____

Exact Wording/Location of Threat:

MEDICAL EMERGENCY

Purpose: This protocol is used when there is a medical emergency-related incident that could jeopardize the safety of students/staff. Medical Emergencies can happen online and at face to face events.

General Staff Responsibilities
- Stabilize the victim and begin administering first aide immediately.
- Have supporting staff call 9-1-1 as necessary.
- Have additional staff call the Site Administrator.
- Assign an individual to meet and escort the emergency medical responders to the scene.
- Notify the parents/guardians, etc.
- Provide the police/EMS emergency information. Assist as needed.

Allergic Reaction
- Call 9-1-1.
- Notify the Site Administrator ASAP.
- Administer counteractive agent (e.g., EpiPen), if necessary.
- Contact parents/guardians, etc.

CARDIAC EMERGENCY

Purpose: Used when a suspected sudden cardiac arrest incident.

General Staff Responsibilities:
- Assess patient (e.g., airway, breathing and circulation).
- Have staff trained in first aid/CPR respond to the area to assist.
- Begin Administering CPR and assign staff member to locate AED and Call 9-1-1.
- Notify District Office when support becomes available.
- Have staff trained in first aid/CPR respond to the area to assist.
- Assess patient (e.g., airway, breathing, and circulation).
- If AED available, have trained staff member operate AED.
- If no AED or trained staff member, have a staff member trained in First Aid/CPR respond to the area to assist.
- Assign an individual to meet and escort the emergency medical responders to the scene.
- Notify the parents/guardians, etc.
- Provide the police/EMS emergency information.
- Accompany the students/staff to the hospital if the parents/guardians, etc., cannot be there.

Other Non-Emergency On-Site Situations and Response:

Student Refusal to Test at Site:
- If the student has not yet entered the testing room:
  - Attempt to discern the student's concern. If the Learning Coach (LC) is still available, invite them to be a part of the discussion.
  - If the Learning Coach is not available, let the student know you are going to call to let them speak to their LC.
  - If available (room, proctor) offer a separate room.
  - Reschedule testing as schedule allows either at-site, or off-site if necessary.

- If the student is in the testing room:
  - Quietly ask the student to step outside of the room to talk with you. Follow steps above.
  - If the student will not leave the room and is seeming to become agitated, simply ask them to sit quietly during the remainder of the test session. Step outside to call the LC to inform them of the situation and discuss possible next steps.
  - If the student is loud or disruptive and will not leave the test site, ask students to pause their test by closing their computers or collecting answer documents while you encourage the student to step outside of the room so other students can complete their test.
  - If the student become violent, threatens other students or damages equipment, the site lead should respond to the student while another proctor removes the other students immediately. Call the LC if needed or 9-1-1 if additional support is necessary.

Student Attempts to Leave Site with Unknown Person:
- In order to be proactive, ask LC's who will be picking students up at the conclusion of event/testing.
- Remind LC's that they must come in to sign in students to testing and sign them out. Students who may drive themselves need LC permission with the Site Lead prior to testing/ the event.
- Check TotalView for List of Emergency Contacts.
- Call LC for confirmation of pickup before allowing to leave.

Student Argument or Fight at Face to Face:
- If possible, separate the students. Discuss the situation with them individually.
- Contact Site Administrator if you need recommendation for next steps.
- Do not attempt to resolve the issue immediately, rather refer both to their Grade Level Administrator/Counselor at a later date.
- If a physical fight occurs, remove other students from the immediate area.
- Call on-site security if available, find LCs' if on-site or call 9-1-1 if students refuse to stop.
- Send home immediately with LC's and refer to Grade Level Administrator for further discipline action.

Incident Report for Staff

Following any incident outlined in the Emergency Operations Plan, all staff involved should fill out the following Incident Report and submit to the Head of School within 24 hours of the incident.

Name of Staff filling out Incident Report	
Names of other Staff Members at Location	
Date and Time of Incident	
Summary of Incident (Include Bomb Threat Assessment as Needed Separately)	
Name of any Student/s Involved	
Summary of any immediate responses taken. (Removal of student/s, evacuation, etc.)	
Names of Contacts Made (LC's, Site Administrator, 9-1-1, Etc.)	
Additional Concerns/Issues Needing Addressed or Additional Notes	

After Action Report and Debrief Template

The following template is to be used post-emergency with the Administrative and Crisis Response Team to make sure all actions are documented and determine whether adjustments need to be made to the Emergency Operations Plan and/or Training to help circumvent future incidents. The report should be completed within 72 hours of the Emergency and Recovery phases.

Staff Present at Meeting	
Day/Time of After Action Meeting	
Sequence of Events or Summary of Emergency Event	• • • • • • • • • •
Actions Taken in Response to Emergency and by Who	• • • • • • • • • • •

After Action Report and Debrief Template, Cont.

List of Internal Communications and by Who (Include Method, Date, and Time)	Communication To…	How and When?	By Who?
List of External Communications and by Who (Include Method, Date and Time)	Communication To…	How and When?	By Who?
Response Reflection:	- Was the Emergency Response Effective? If NO: - Were there steps outlined in the EOP that were NOT taken? - Were additional steps needed that are not outlined in the EOP? - Were additional outside resources needed that weren't available? - Is staff in need of additional training? - Are students/families in need of additional training? - Does the EOP need adjusted to better prepare for a response in the future?		
Notes:			

Insight Pennsylvania Cyber Charter School

Parent and Student Handbook

2019-2020

TABLE OF CONTENTS

Dear Students and Parents:

It is my pleasure to welcome you to the 2019-2020 school year. Insight PA Cyber Charter School is committed to providing a high quality, innovative, and individualized cyber charter school education, one in which each student is encouraged to achieve academic excellence and to become a life-long learner.

Maintaining open and effective communication between the school, student and parent is one key to a child's academic success. With this in mind, I suggest you become familiar with the policies, procedures, rules, and regulations included within these pages as they contribute to creating a positive and safe learning experience for our students.

It is possible that this handbook may not resolve all situations that may arise during the school year. Should you have a concern not adequately or clearly addressed within this handbook, you may contact your child's principal, counselor, or teacher.

Best wishes for a productive and rewarding school year.

Sincerely,

Eileen Cannistraci – CEO

Dear Students and Parents:

We are honored that you have chosen to embrace the unique potential of online learning by joining our school community! The Insight Pennsylvania team knows that not all students learn in the same way. We believe that by pairing a high-quality online curriculum with effective instruction provided by Pennsylvania-certified teachers and a dedicated student support team (advisors, counselors, and family support staff) we have created a program where all Pennsylvania students can reach their maximum potential.

You can help your student experience success in our program by communicating with teachers often and proactively, ensuring that students attend any required live class sessions, and monitoring course progress and learning time at home. Our staff will work to create an individualized Learning Plan (ILP) for your student as they begin their time with us—your involvement in this process will help to ensure we create a plan that best meets your student's needs.

Before school begins, be on the lookout for information regarding class schedules and orientation information. For tutorials, help getting started, and general FAQs, be sure to check out k12start.com. The Learning Coach University is an excellent resource for new and veteran Learning Coaches!

Welcome to Insight Pennsylvania Cyber Charter School. We are excited to partner with you and your student!

Executive Director

Insight Pennsylvania Cyber Charter School
School Year 2019-2020 Calendar

August
Su	M	Tu	W	Th	F	Sa
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Student Days 0
Teacher Days 9

September
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Student Days 20
Teacher Days 20

October
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Student Days 21
Teacher Days 21

November
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Student Days 17
Teacher Days 18

December
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Student Days 15
Teacher Days 15

January
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Student Days 20
Teacher Days 21

February
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

Student Days 19
Teacher Days 19

March
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Student Days 22
Teacher Days 22

April
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Student Days 16
Teacher Days 18

May
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Student Days 20
Teacher Days 20

June
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Student Days 10
Teacher Days 15

July
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Student Days 0
Teacher Days 0

Total Student Days	180	
Total Teacher Days	198	

Quarter Schedule
Quarter	Date	# Days
Q1	11/7/2019	46
Q2	1/24/2020	43
Q3	4/3/2020	48
Q4	6/12/2020	43

Calendar Key
- First/Last Student Day of School
- First/Last Teacher Day of School
- School is Closed
- Half Day for Teachers and Students
- Teacher In-Service, No School for Students
- 1 Keystone Testing Window
- 2 PSSA Testing Window
- 3 BOU/MOY/EOY Benchmark/Interim Window

Aug. 19 & 21	Teachers Start New (19th), Returning (21st) ISPA Board of Trustees Meeting
Aug. 30 & Sept. 2	Labor Day - School Closed
Sept. 3	Students First Day
Oct. 7 -8	Fall Break - School Closed
Nov. 7	Quarter 1 Ends
Nov. 8	Teacher In-Service, No School for Students
Nov. 11	Veterans Day - School Closed
Nov. 12-15	Parent-Teacher Conference Opportunities
Nov. 28-29	Thanksgiving - No School
Dec. 3-13	Winter Keystone Window 1
Dec. 20	Half Day for Teachers and Students
Dec. 23-Jan. 1	Winter Break
Jan. 6-17	Winter Keystone Window 2
Jan. 20	Martin Luther King Day - No School

Jan. 31	Teacher In-Service, No School for Students
Jan. 27-30	Parent-Teacher Conference Opportunities
Feb. 17	Presidents' Day - School Closed
Apr. 3	Quarter 3 Ends
Apr. 6-7	Teacher In-Service, No School for Students
Apr. 8-10	Spring Break - No School for Students
Apr. 8-10	Spring Break - No School for Teachers
Apr. 13	School Closed
Apr. 20-May 8	PSSA Window
May 11-22	Spring Keystone Window
May 25	Memorial Day - School Closed
Jun. 5	Quarter 4 Ends
Jun. 12	Last Day for Students
Jun. 19	Last Day for Teachers

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350 Eagleview Blvd, Exton, PA 19341
Phone: 484-713-4353   Fax: 484-540-9393

Role	Name	Email
CEO	Eileen Cannistraci	eicannistraci@insightpa.org
Executive Director		
Director of Academics	Nikia Hannon	nhannon@insightpa.org
Elementary Principal	Kelly Bausher	kbausher@insightpa.org
Middle School Principal	Jessica Wright	jwright@insightpa.org
High School Principal	Beryl Cohen	bcohen@insightpa.org
CTE Administrator	Barry King	bking@insightpa.org
Director of Educational Data Systems	Michael Frost	mfrost@insightpa.org
Director of Special Education Compliance	Jen Jennings	jjennings@insightpa.org
Professional Development Coordinator	Christy Ruth	cruth@insightpa.org
Director of Student Services	Jay Kamau	jkamau@insightpa.org
Director of Operations	Marlowe Doman	mdoman@insightpa.org
State Data Reporting and Federal Programs Manager	Johanna Best	jbest@insightpa.org
Child Accounting Coordinator (Change of Address)	Kymberly Outten	koutten@insightpa.org
English Language Development (ELD) Coordinator	Amy Fox	amfox@insightpa.org
High School Counselor	Allison Schleifer	aschleifer@insightpa.org
High School Counselor		
Elementary Counselor	Jacyln Snyder	jsynder@insightpa.org
Middle School Counselor	Corinne McGourney	cmcgourney@insightpa.org
Family Engagement Coordinator		

Registrar	Dawn Trout	studentrecords@insightpa.org
Registrar Coordinator	Andrea Myers	studentrecords@insightpa.org
ES and MS Attendance Processing Clerk	Danielle Gray	attendance@insightpa.org
HS Attendance Processing Clerk	Jamie Drennan	attendance@insightpa.org
Testing Coordinator	Angela Decker	adecker@insightpa.org

Family Compliance Liaison (Attendance Compliance and Truancy)	Marquise Hargrove	mhargrove@insightpa.org
Family Resource Coordinator, MKV Liaison, Foster Care Liaison		
School Nurse	Wendy Smith	wsmith@insightpa.org
School Nurse		

School - Parent and Family Compact

The below outlines how parents, staff, and students will share in the responsibility for improved student academic achievement by building and developing partnerships to help students achieve the state's high standards.

School Commitment

As a school, we are committed to supporting student learning by:
- Providing high-quality curriculum and instruction in a supportive and effective learning environment that enables students served by Title I programs to meet the challenging state academic standards
- Addressing 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;*
  - ✓ *Ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand*
- Treating each student with dignity and respect
- Striving to address the individual needs of the student
- Acknowledging that parents and families are vital to the success of the child and the school
- Providing a safe, positive and healthy learning environment
- Assuring every student has access to quality learning experiences
- Assuring that the school staff communicate clear expectations for performance to both students and parents
- Providing professional development for staff

Parent and Family Commitment

As parents and family members, we are committed to supporting our student's learning by:
- Creating a home atmosphere that supports learning
- Participating, as appropriate, in decisions relating to the education of the student and positive use of extracurricular time
- Attending school functions and meetings
- Communicating with teachers by phone, by email and by attending Title I parent and family workshops
- Being aware of Board policies and school rules
- Monitoring school and class attendance
- Making sure homework and other assignment are completed
- Encouraging students to show respect for all members of the school community and school property
- Reinforcing positive behavior

Student Commitment

The student realizes education is important. He/she is the one responsible for his/her own success. Therefore, he/she agrees to carry out the following responsibilities to the best of his/her ability:
- Logging in to school, on time, every day and attending live Class Connect sessions required by his or her teacher
- Developing a positive attitude toward school
- Being responsible for completing homework on time
- Being cooperative by carrying out the teacher's instructions and asking for help when needed

- Doing daily work that reflects the student's best effort
- Be respectful to all school members and to school property

K12 Customer Support

Available to families 24 hours a day, 7 days a week, 361 days a year

- Telephone at 866-K12-CARE (866-512-2273)
- Web Ticket (webform.k12.com)
- Online at K12.com/Support for Self-Help

Customer Support handles:

Customer Care
Materials – Replace missing, damaged or lost items
Online School Account Setup
Online School and 3rd Party Software Login Assistance
Online School Navigation & Getting Started Inquiries
Reclamation Assistance for Materials and Hardware

Technical Support
Hardware – Troubleshoot student devices and replace K^{12}-provided hardware as necessary
Software – Troubleshoot all K^{12} and 3rd party software (Collaborate, QuickTime, Java, Adobe Flash Player and Reader, etc.)
Identify and troubleshoot software bugs and work with K^{12} IT teams to resolve
Connectivity – Troubleshoot home networking issues and refer to Internet Service Providers as necessary

The fundamental purpose of Insight PA Cyber Charter School (Insight PA) is to enable, inspire and prepare students to achieve the highest levels of academic standards so they will make a powerful impact in their communities. Insight PA's vision is to ignite a desire for learning in every student and nurture them to understand their goals and create a clear path to achieve them.

We believe that students learn in different ways and therefore deserve a school that can adapt to their strengths and gaps. This is why our staff creates an Individual Learning Plan (ILP) in partnership with each and every student and family. The ILP includes targeted individual academic and non-academic goals and matches these with the corresponding actions, pathways and interim benchmarks necessary for success. For some of our students, this may mean a more asynchronous instructional approach. Others, particularly those who struggle academically or with levels of engagement, are likely to follow a more synchronous approach.

We know that engagement is the first prerequisite for success. Consequently, while teachers play the central role in our instructional model we complement them with counselors, family support teams, social workers and other support staff. Our ILP teams look at each student, attempt to understand them as a whole, and in partnership with families create a plan that will lead to across-the-board progress. Our students must be engaged if we hope to succeed.

TEAM SUPPORT OF THE EDUCATIONAL GOALS

The educational goals cannot be achieved without the key members of the team that serve a student. Insight PA believes that students should be surrounded by dedicated leaders, teachers and parent partners or learning coaches. This team is charged to drive instruction but may first need to address and remove some social-emotional barriers before learning takes place. This team of teachers, family support team members, counselors, specialists, community coordinators and parent coordinators is committed to:

- Setting high expectations for all;
- Identifying and removing barriers that impede student growth;
- Identifying the best individualized learning approach to meet each student's unique needs;
- Engaging in meaningful, direct communication about goals and progress;
- Fostering deep collaborative partnerships among students, parents, community, teachers, staff and administrators;
- Utilizing research-based instruction to ensure mastery for all; and
- Respecting that time is a limited commodity that should never be wasted.

Each online classroom offers engaging and relevant curriculum that builds on students' interests and abilities. Student needs, as identified by regular assessment, inform our teaching and guide appropriate and effective intervention services. We offer an enriched learning environment and a comprehensive system of supports to address the needs of the whole child. We aim to be a place where students, some of them previously stuck or stagnated, can grow.

PARENT/LEARNING COACH RESPONSIBILITIES

A Learning Coach is usually the student's parent or another responsible adult who is dedicated to making sure their child receives a quality education. The typical time commitment for a Learning Coach varies depending on the student and the student's grade level. However, typically a Learning Coach can expect to spend the following amount of time:

- Grades K–5: 3 to 6 hours per day
- Grades 6–8: 2 to 4 hours per day
- Grades 9–12: 1 to 2 hour per day

Learning Coach Responsibilities include:

- Track progress
- Log daily attendance
- Check student e-mail daily and communicate to teacher(s) as required
- Ensure students participate with their teacher(s) in any required Class Connect sessions
- Submit student work samples
- Ensure that students participate in mandatory state and benchmark testing
- Ensure active internet connection availability

STUDENT RESPONSIBILITIES

- Log-on daily
- Complete lessons daily
- Attend and actively participate in required Class Connect sessions (live attendance is preferred and may be mandated if student is not making expected progress)
- Check emails daily and respond in a timely manner
- Submit assignments on or before due dates

ATTENDANCE POLICY

Regular school attendance is an essential part of your student's education and vital to graduating ready to take on the demands of adult life. Students who are frequently absent may be putting their futures in jeopardy by falling behind in school. Chronic absenteeism is a behavior that is strongly associated with dropping out of school.

By establishing a daily routine for logging-in to the online school, completing course assignments in a timely manner and attending live class connect sessions, students will be able to successfully complete course and graduation requirements. Remember, communicating with teachers is the best way to stay on pace and ensure a successful on-line educational experience at ISPA.

Students are required to follow the school calendar which includes 181 school days. **Attendance only occurs on school days as listed on the school calendar. Students can complete online work on holidays or weekends in order to maintain course progress, but no attendance credit will be awarded for work completed on non-school days.**

In Pennsylvania, compulsory school age refers to the period of a child's life from the time the child enters school as a beginner, which may be no later than eight years of age, until the age of seventeen or graduation from a high school, whichever occurs first. In accordance with the Compulsory School Attendance Law and Pennsylvania State Code uniform rules have been adopted to ensure that students attend school regularly. Students are expected to attend school each day.

Pennsylvania requires all public schools to offer a minimum of one hundred and eighty (180) days of instruction between July 1 and June 30. Additionally, the statute requires all public schools to offer a minimum number of instructional hours by grade level:

Grade Level	Days	Minimum Yearly Hours	Daily Hours
K-6	180	900	5
7-12	180	990	5.5

What counts as Attendance at Insight Pennsylvania?

A student is counted as present for the day when he or she logs into the Online School through the student account, completes work within a course through the student account, attends a Class Connect Session accessed through his or her daily plan, or when course attendance is logged by a Learning Coach.

Logging Attendance

Insight Pennsylvania Systems will automatically capture daily Online School student log-in, course work, and class connect session attendance. In addition - Insight Pennsylvania requires that each Learning Coach log the time spent working on content in each course each day. Time entered here should reflect the total time spent working on the course that day (both online work in the Online School and off-line work completed by the student). For guidance on how to log attendance in the Online School please see the following video:
https://www.help.k12.com/s/article/Attendance

Absences

All absences will be treated as **Unlawful (Unexcused)** until a parent or guardian submits a written explanation or medical excuse to the Attendance Clerk by emailing attendance@insightpa.org. Please copy your Homeroom Teacher (K-5) or Advisor (6-11) on that email. If parents or guardians fail to submit a written explanation or medical excuse within three (3) days of the absence, the absence would be permanently counted as unlawful (unexcused).

Please send explanation of absence via email to attendance@insightpa.org and copy your K-5 Homeroom teacher and/or your 6th-11th Grade Advisor. Please include the following information in your email:
- Name(s) and Grade Level(s) of Student(s)
- Date(s) of Absences
- Reason for Absence

* Please Note - inability to access the internet is not a valid reason for school absence. Consistent internet access is required for continued enrollment at ISPA. Please ensure that you have a plan in place to access the internet in a secondary location should your home internet be unavailable. If you encounter a personal situation that impacts your ability to maintain consistent internet connection please reach out to your Homeroom Teacher (K-5) or your Advisor (6-11) to make them aware.

Lawful (Excused) Reasons for Absence include the following:
- Student Illness
  - written explanation must be provided within 3 days of absence
- Medical Appointment
  - written explanation must be provided within 3 days of absence

- Death in the Immediate Family
  - written explanation must be provided within 3 days of absence
- Religious Holiday
  - Written request must be submitted 24 hours in advance
- Educational Trip
  - Written request must be submitted 24 hours in advance

A maximum of ten (10) days of cumulative lawful (excused) absences verified by parental notification may be permitted during a school year. All absences beyond ten (10) cumulative days may require an excuse from a physician.

No Internet Access or Power Outage or School-Issued Computer Technical Issues
Students who are unable to log into school or have a power outage must have an alternate plan to go to a library/public location with computer access to do their school work.
If the student does not have a back-up plan and cannot go to the library, the student must notify the Attendance Office of the reason for the absence. Repeated absence due to lack of internet access may result in a FAST referral in order to assess the obstacles and create a plan to overcome the obstacles. Continued lack of access after that plan is created could result in Administrative Review.

Students who are absent due to the school-issued computer technical issues must contact Technical support and notify the Attendance Office with the Technical Support ticket number as the reason for absence. Absences due to Technical issues will not be excused without a tech ticket number.

Educational Leave
Pupils may be excused for family educational trips not sponsored by the school according to 22 Pa Code 11.26 . Please understand that it shall be the applicant's responsibility to contact the Attendance Office to determine what obligations must be met as a result of this proposed absence. Further understand that:
•No more than ten (10) consecutive days will generally be approved, although administration may approve extended educational leave based upon the situation and current student academic standing.
•No absence shall occur in the last ten (10) days of the school year
•Experience such as long weekends and vacations will not justify any request
•Request must be submitted and approved a minimum of 24 hours prior to the trip using the Educational Request Form or by sending a detailed email to the Attendance Office – no approvals will be made after the trip occurs.
•Requests will not be approved for time off during the state testing window.

Any out of state travel during days that school is in session MUST be reported to the attendance office through an educational trip request form, even if the student will be logging in and attending school while out of the state. If logging in consistently time spent working outside the state of PA will not count as an absence, but completion of the form provides us with the documentation we need regarding student whereabouts. Per state law ISPA students must retain a permanent residence in the state of PA.

What Do I Do If My Child Refuses To Log On or Attend Sessions?
Speak with your child's homeroom teacher or advisor about the issue. The homeroom teacher or advisor can provide initial suggestions and may refer your student to the Family Academic Support Team (FAST) to help obtain additional supports for your student.

Key attendance points
The four critical points about attendance are:

1. *Log-in daily (Monday through Friday) and complete work in your online courses*
2. *Attend scheduled live class connect sessions*
3. *Notify attendance@insightpa.org, Homeroom Teachers (K-5)/Advisors (6-12) immediately when it is not possible to log-in.*
4. *Return telephone calls and/or respond to e-mails from school staff regarding attendance and participation.*
5. *3 cumulative unexcused absences = Truant, school district notified*
6. *6 cumulative unexcused absences = Habitually Truant, school district notified*
7. *More than 6 unexcused absences = mandatory creation of Student Attendance Improvement Plan, school district notified*
8. *10 consecutive unexcused absences = possible withdraw from ISPA*
9. *School districts have the ability to pursue court proceedings and fines for truancy*

Truancy

Pennsylvania law stipulates that a child of compulsory school age is considered truant when the child has three (3) unlawful (unexcused) absences during the school year.

After three (3) days the school will notify the parent or guardian in writing that your child is considered truant and will inform you of the potential consequences if your child becomes habitually truant. The school will invite you to participate in an Attendance Improvement Conference. The conference will be held with or without your involvement but the best outcomes can be achieved when the family and school work together in collaboration.

If a student continues to have unlawful or unexcused absences after the Attendance Improvement Conference, the school will invite you to participate in the development of a School Based Attendance Improvement Plan (SAIP). The SAIP will be created regardless of your participation, but the best outcomes can be achieved when the family and school work together in collaboration. You can view the SAIP template provided by the Pennsylvania Department of Education here.

Habitual Truancy

Pennsylvania law stipulates that a child of compulsory school age is considered habitually truant when the child has six (6) unlawful (unexcused) absences during the school year.

Once a student's absences reach the level of habitual truancy Pennsylvania law requires that the school must take the following actions:

Students under 15 years of age:

The school MUST refer the student to either 1.) school based or community attendance improvement plan OR to 2.) the County Children and Youth Agency for services or possible disposition of the student as a dependent child under the Pennsylvania Juvenile Act.

The school may also initiate the process of filing a citation with the District Magistrate against the person in a parental relationship with the student who resides in the same household as the student.

Students 15 years of age or older:

The school MUST either 1.) refer the student to a school-based or community –based attendance improvement program *(note: if the student incurs additional absences after this referral or refuses to attend the school may refer the student to the local County Children and Youth Agency for possible disposition as a dependent child)* or 2.) may initiate the filing of a citation against the student or parent with the District Magistrate

Elementary

We use PA-certified elementary school teachers who teach all core subjects in grades K—5 in a self-contained (online) classroom model. Elementary teachers build relationships and maintain contact with all students and families via telephone, live sessions, face-to-face experiences (such as field trips), conferences and during standardized testing participation. Students will be identified as asynchronous or synchronous learners based upon their needs. Teacher directed lessons will be offered in a synchronous (real-time) environment for students for whom this format is recommended. Students who are engaged and demonstrate proficiency in skills will be able to complete lessons asynchronously, teachers will evaluate and monitor progress and mastery of content and offer synchronous sessions for enrichment. Elementary teachers will use a standards-based (Aligned to PA Core and Academic Standards) report card that will be distributed quarterly. Elementary teachers will develop clear and comprehensive instructional learning paths for each student and monitor progress towards these goals throughout the school year.

Students in grades K-5 will study English/Language Arts, Mathematics, History/Social Studies, Science, Art, Music, PE, and Health. Students will be expected to master PA standards in all disciplines in order to be considered for grade level promotion. For students who are struggling, Insight PA will modify curriculum expectations as appropriate per Pennsylvania Department of Education guidelines.

The elementary model will also include social opportunities that will takes place across the state.

Grading and Reporting in Elementary K-5

PA Academic Standards Based Progress Reports distributed quarterly to include;

- For each covered standard student mastery designation
    - Meets, Progressing, Areas of Concern, Not assessed this quarter
- Qualities of a Learner
- Assessment Completion

Middle School

In an effort to help students prepare for the transition from elementary school to high school and because of specialization in instruction middle school students will take their core classes and electives under the direction of subject- specific teachers. To the extent possible, middle school teachers in the core subjects will work with the same groups of students in a team approach. Middle school students will be assigned an Advisor who will serve as a homeroom teacher and help to coordinate among the teaching staff. Much of the graded work comes directly from content in the Online School as well as essential content from the PA state standards applicable to the student's current grade level. Academic grades (A—F) will be given each quarter and the final grade will be a cumulative grade based on the school year.

Teachers will also provide asynchronous and synchronous support. Teachers will offer synchronous sessions for those students needing direct instruction in a structured environment. Additionally, for those students who are working ahead in a more independent environment, teachers will evaluate and monitor progress and mastery of content, and offer synchronous sessions for enrichment. Formal parent conferences will be offered quarterly and parents are welcome to contact their teacher in order to set up a parent/teacher conference at additional times as needed. Students in Grades 6- 8 will study English/Literature Arts, Mathematics, History/Social Studies, Science, Art , Music, PE, and Health.

Middle School Students will be expected to pass three out of the four courses below in order to be considered for promotion to the next grade level.
•English/Language Arts
•Mathematics
•History
•Science

Promotion decisions will be made with input from the teacher, principal, and parent to ensure that the best decisions are being made for every student. In some cases a subject will be repeated. In others students will be encouraged to complete a credit-recovery course of study during the summer. When possible students may complete that summer course work with Insight Pennsylvania, however in some cases summer work at programs in the students home district may need to be utilized and may be at the expense of the parent.

Grading and Reporting in Middle School 6-8

- Computer Graded and Teacher Graded Assignments including:
    - Online or paper based practice sets
    - Quizzes
    - Exams
    - Threaded Discussions
    - Presentations
- Assessment Grades
- Quarterly Progress Reports including narrative comments for each subject area
- Quarterly Grades Resulting in a Cumulative Final Grade
    - End of Quarter Report cards will only be provided for students enrolled 5 weeks prior to quarter end.
- Students must pass 3 out of 4 core courses with a score of 60% or higher to be promoted to the next grade level

Grade Scale

A = 90%-100%
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = Below 60%

K-8 Course List
http://www.k12.com/virtual-school-offerings/free-online-public-schools/k-8-program-courses.html
Please note not all courses will be available at all times.

High School

Similar to Middle School, Pennsylvania certified and highly qualified teachers will provide differentiated, subject-specific instruction. Teachers will also provide asynchronous and synchronous support. Teachers will offer synchronous sessions for those students needing direct instruction in a structured environment. Additionally, for those students who are working ahead in a more independent environment, teachers will evaluate and monitor progress and mastery of content and offer synchronous sessions for enrichment. Teachers will post announcements and indicate the lessons, activities and assessments to be completed each week on the course calendar.

In cases of course failure or credit deficiency credit recovery courses will also be made available to students who need an opportunity to catch up or make up credits:

- Students must complete the credit recovery course within the 1st quarter (9 weeks) or they will receive an F.
- If they do fail, they can be assigned to the credit recovery course again during the next quarter.
- If they fail the second time, they will then be assigned to a regular semester course (not credit recovery).

These are the general guidelines, but students can discuss options with their guidance counselor if they have concerns or issues with their Credit Recovery courses. Not all courses will be available as credit recovery courses and credit recovery options may require students to work in a more independent fashion with scheduled times for teacher support.

Grading and Reporting in High School 9-12
- Computer Graded and Teacher Graded Assignments including:
    - Online or paper-based practice sets
    - Quizzes
    - Exams
    - Threaded Discussions
    - Presentations
- Assessment Grades
- Quarterly Progress Reports including narrative comments for each subject area
- Quarterly Grades Resulting in a Cumulative Final Grade
    - End of quarter report cards will only be provided for students enrolled 5 weeks prior to quarter end.

GPA Calculations
Total number of quality points earned as compared to total points possible.
Standard Course Quality Points: A=4, B=3, C=2, D=1, F=0
Honors Course Quality Points: A=4.5, B=3.5, C=2.5, D=1.5, F=0
Advanced Placement Course Quality Points: A=5, B=4, C=3, D=2, F=0

Grade Scale	**Credit Scale**
A = 90%-100%	0-5.99 Credits: 9th Grade
B = 80%-89%	6-11.99 Credits: 10th Grade
C = 70%-79%	12-17.99 Credits: 11th Grade
D = 60%-69%	17-24 Credits: 12th
Grade F = Below 60%	

Transfers and Grading

Only grades from courses taken at Insight PA will be included in the calculation of a student's GPA. If prior school records are received courses, grades and credits from previous schools will be included in the Insight PA transcript indicating that the student earned these credits at a previous school.

Pennsylvania state law does not allow ISPA to require a transcript prior to enrollment. However, you are strongly encouraged to provide a transcript to ISPA as early as possible so that ISPA can review previously completed courses and craft the most appropriate course schedule. If you do not provide a transcript/report card at the time of enrollment the ISPA team will use the information you share to place your student in courses. You will be asked to sign a waiver when course placement occurs without a prior report card or transcript. If a student is placed without a prior report card or transcript courses may need to be adjusted once that information is obtained.

High School students enrolling in ISPA late in the semester should be advised that ISPA will only grant full course credit for the semester if semester 1 report card/transcript from prior school is provided. If available, semester 1 grades earned at prior school will be averaged with Semester 2 grades earned at ISPA to determine the final year long grade and amount of credit received.

* Students enrolling in ISPA with less than 12 weeks left in the academic quarter should be advised that they may not receive credit for the semester if in progress grades from prior school are not provided.

☐ If a course is taken for grade improvement, both grades will be used to calculate the GPA but only one (1) credit will be awarded.

Alternate credits for original courses are reported on the official transcript but the grades are not calculated into the GPA

High School Graduation Requirements
- Course Requirements

Subject Area	Credits Required
Math	3
English	4
Social Studies/History	4
Science	3
World Language/Humanities/Electives	4
Math/Science/Technology Education	1
Additional Electives	2.5
Career Planning	.5
PE	1.5
Health	.5
TOTAL CREDITS	**24**

- 12th Grade Graduation Project
- Demonstration of Proficiency or higher in Algebra, Biology, and Literature Keystone Exams or successful completion of Pennsylvania state approved alternative assessment pathway (starting with the class of 2020)

- **High School Course List:** http://www.k12.com/high-school-course-list.html
- Please note not all courses may be available at all times.

State Assessments

Keystone Exams

The Keystone Exams are end-of-course assessments designed to assess proficiency in the subject areas of Algebra I, Literature, and Biology. Each exam contains multiple modules and students must score proficient on each module to score proficient on the overall exam. Students can retake individual modules as needed. Alternative assessment pathways may be available for students who take the exam, participate in remediation, retake the exam and cannot score proficient. At ISPA students normally participate in the Literature and Biology assessments in 9th grade, and in the Algebra Assessment in 9th or 10th grade depending upon course completion. All students must take the Keystones prior to the end of their 11th grade year. Keystone exams are offered multiple times each year. Parent Keystone information sessions will be provided prior to each assessment window. More information about Keystone assessments can be obtained at the Pennsylvania Department of Education website:

https://www.education.pa.gov/K-12/Assessment%20and%20Accountability/Pages/Keystone-Exams.aspx

It is the responsibility of the Learning Coach to ensure that High School students attend mandatory Keystone testing. Failure to attend testing will result in accrual of unexcused absences and could result in truancy action.

PSSAs

The Pennsylvania System of School Assessment, also known as PSSA, measures how well students have mastered academic standards in reading, mathematics, science and writing. The chart below shows the assessments students will take in each grade band. The annual Pennsylvania System School Assessment is a standards-based, criterion-referenced assessment which provides students, parents, educators and citizens with an understanding of student and school performance related to the attainment of proficiency of the academic standards. These standards in English Language Arts, Mathematics, and Science and Technology identify what a student should know and be able to do at varying grade levels. Individual student scores, provided only to their respective schools, can be used to assist teachers in identifying students who may need additional educational opportunities, and school scores provide information to schools and districts for curriculum and instruction improvement discussions and planning.

It is the responsibility of the Learning Coach to ensure that students participate in mandatory state and benchmark testing. Failure to attend testing will result in accrual of unexcused absences and could result in truancy action.

Assessment	Grade Level
ELA	3rd, 4th, 5th, 6th, 7th, 8th
Math	3rd, 4th, 5th, 6th, 7th, 8th
Science	4th, 8th

College Board Tests (SAT, PSAT, ACT)

Students who plan to attend college must take the Scholastic Assessment Test (SAT) or American College Test (ACT). These are standardized college admission exams. The SAT tests students in reading, writing and math. The ACT tests students in English, math, reading, and science. Both exams are offered many times each year.

Local Assessments
STAR360

STAR360 assessments in Math and Reading provide information regarding academic strengths and weaknesses student growth in both subjects. Students in all grades will take the Star360 assessment at the start of the school year and/or upon enrollment and again at several interim points through the year. Each assessment will take about 20-30 minutes. This assessment will be taken virtually. Star 360 is adaptive and adjusts questions to your child's learning level based upon responses. A student report will be sent to each Learning Coach.

USA Test Prep

USA Test Prep is an assessment tool that aligns with Pennsylvania State Academic Standards. USA Test Prep is used for instruction and assessment across subject areas in grades 6-10; the grades for these assignments will be available in your student's Gradebook within the course and are an integral part of the course. Your student can use this program from any computer with web access.

English Language Development (ELD) Program

ISPA welcomes the opportunity to provide educational programs to all students whose dominant language is not English and who are identified as an English Language Learner through Pennsylvania's English Learner Identification Procedure. Title 22, Chapter 4, Section 4.26 of the Curriculum Regulations mandates that all Local Education Agencies provide a program for every student who is an English learner.

The goal of ISPA's English Language Development Program is to facilitate the development and attainment of English proficiency and academic achievement of students whose native or first language is not English. Without instruction in social and academic English and appropriate support for learning academic content, these students are at risk of losing the educational opportunities provided to non-EL students.

Federal Definition:

An English Language Learner is an individual:
(A) Who is age 3 through 21;
(B) Who is enrolled or preparing to enroll in an elementary school or secondary school?
(C) (i) Who was not born in the United States or whose native language is a language other than English;
   (ii) (I) Who is a Native American or Alaska Native, or a native resident of the outlying areas; and
   (iii) Who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
   (iii) Who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
(D) Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—
   (i) The ability to meet the State's proficient level of achievement on State assessments described;
   (ii) The ability to successfully achieve in classrooms where the language of instruction is English; or
   (iii) The opportunity to participate fully in society.

Family Engagement:

Identification Procedures:

Program Definitions & Abbreviations:

English Language Learner (ELL) or English Learner (EL) - English Language Learners are students who are in the process of developing their English language proficiency. ELs are individuals who have been primarily exposed to an additional language other than English and have been identified as requiring instruction within the domains of reading, writing, speaking, or listening to develop their English language proficiency.

English Language Proficiency (ELP) - The five English language proficiency levels outline the progression of language development and acquisition of English as an additional language. Knowing a students' ELP levels assists to determine the expectations of what ELs can do within each domain of the state academic standards. These levels encompass three criteria: linguistic complexity—the amount and quality of speech or writing for a given situation; vocabulary usage—the specificity of words or phrases for a given context; and language control—the comprehensibility of the communication based on the amount and types of errors. are defined as:

Level	Description
6 Reaching	• specialized or technical language reflective of the content area at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to proficient English peers
5 Bridging	• the technical language of the content areas; • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; • oral or written language approaching comparability to that of English proficient peers when presented with grade level material
4 Expanding	• specific and some technical language of the content areas; • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; • oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support
3 Developing	• general and some specific language of the content areas; • expanded sentences in oral interaction or written paragraphs; • oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support
2 Beginning	• general language related to the content areas; • phrases or short sentences; • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support
1 Entering	• pictorial or graphic representation of the language of the content areas; • words, phrases, or chunks of language when presented with one-step commands, directions, WH-questions, or statements with visual and graphic support

English Language Development (ELD) - English Language Development is a systematic instructional model designed to develop the English language proficiency of English language learners. ELD instruction facilitates the development of all four language domains: reading, writing, listening, and speaking through an instructional program incorporating:
- Phonology: the sound system of English
- Morphology: the forms and formation of words, including prefixes, affixes, suffixes, root words, inflections, etc.
- Syntax: the structure of language, including the rules that govern phrases and sentences
- Semantics: the meaning of language, including vocabulary and academic language
- Language functions: the purposes of languages
- Language forms and structures: grammar and language structures
- Pragmatics: situational appropriateness of language use

English Language Development (ELD) Program - Program providing instruction in English across all subject areas. This program accommodates the student's level of English proficiency and builds on the language skills and academic subject knowledge the student has acquired in his or her native language. Students from various linguistic and cultural backgrounds are provided specialized instruction within core content area classrooms as well as within separate support classrooms, as determined by their ELP. ALL instructions is designed to accommodate the students' English proficiency level and facilitate meaningful participation within the academic environment.

Program Descriptions:
Insight PA offers two classifications of English Language Development Programs:

- Mixed Classes with English-only Support
  In this model, English language skills and content are the focus of instruction. The student's native language is not used in either instruction or support. Support is provided within grade-band synchronous class sessions, dependent on students' ELP. Classes are composed of ELs and non-ELs instructed together in the same classroom. Classroom teachers consult with a certified ESL Program Specialists to provide accommodations and modifications that are differentiated for the student's ELD goals. Certified program staff may also "push-in" to synchronous class sessions to provide one-on-one or small group support to ELs within the classroom.

- EL-Specific English-only Instruction
  In this model, the student's native language may be used to support English proficiency acquisition, but most instruction is provided in English only. English language skills and content are the focus of instruction, and proficiency in a student's native language is not a program goal. Support is provided outside of grade-band synchronous class sessions in separately scheduled "pull-out" Support Class Connect sessions. In these sessions, all students are ELs, and students are grouped according to their ELP levels, ELD goals, grade level, and tier placement within K12 curriculum.

If you may have any questions or concerns regarding the English Language Development Program, or to review a complete copy of our ELD Program Manual, contact:

English Language Development (ELD) Coordinator: Amy Fox, amfox@insightpa.org, 844-269-9230 ext. 3015
or
English Language Development Program Inbox: englishsecondlanguagerecords@insightpa.org

Special Education Program

The mission of the Insight PA Cyber Charter School comprehensive Special Education Department is to recognize each student as an individual with strengths, potential and a purpose. The Department strives to equip and empower each student to become a lifelong learner and active member of the community.

The Insight PA Cyber Charter School follows federal guidelines in regard to providing a Free and Appropriate Public Education (FAPE) to students eligible for special education services. Guidance from the Pennsylvania Department of Education serves as a basis for policies and procedures for the Insight PA Special Education Department.

Students who qualify could receive any of the following services as defined by IDEA 34 CFR §300.34 Related services.

Related services means developmental, corrective and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech- language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training.

Parent Engagement

The Insight PA Cyber Charter School views parents as a vital part of the learning process and encourages parents to not only take a leading role in their child's education but to be an active participant in the Individualized Education Program (IEP) process. Insight PA Cyber Charter School staff work to provide parents with the support and tools necessary to ensure that their student is successful in the virtual learning environment.

Parent and Student Rights

Parents and children have many rights under the special education law, Individuals with Disabilities Education Act (IDEA). It is important that parents and children understand their rights to a Free Appropriate Public Education (FAPE). The term "appropriate" is defined as the educational needs of the individual child that are outlined in the Individualized Education Program (IEP). The IEP is deemed a working document created by a team of educators and the family that establishes goals for a child to achieve in order to succeed.

It is the responsibility of the School to provide parents with notice of their rights in an understandable language. Parents also have a responsibility to participate in the education of their children. Parents do

so by participating in meetings and giving consent to allow the School to provide the supports and services that both the parents and School agree are necessary for a child to be successful.

Parents will be provided a copy of the Procedural Safeguards Notice at least once a year and at the following events:

- Parent request
- Initial referral or parental request for evaluation
- Receipt of the first state complaint
- Receipt of the first due process hearing request
- Notification by the School to the parent of a disciplinary removal of a student from School that would constitute a change of placement

Child Find Query
Child Find questions are completed by the parent within the online enrollment portal. These questions are asked again by the Personal Admissions Liaison (PAL) during the enrollment approval and placement process.

Once the school year begins, the assigned general education teacher will again conduct a probe to determine if the student has any academic needs.

Any student for whom a parent answers that they previously or are currently receiving special education services is immediately referred to the Special Education Director or designee.

Evaluations
Parents have the right to request that their child receive a full and complete evaluation to determine whether he/she has a disability and is in need of special education and/or related services. The Parent Rights also state that parents have the right, when an initial evaluation for determination is being conducted, for their child to receive a full and complete evaluation. This includes having the child assessed in all areas of the suspected disability (including but not limited to behavior, academics, communication, social skills and daily living skills).

This evaluation can consist of several sources of information including more than one test. These tests must be given in the language that the child normally uses (native language) unless it is not possible to do so.

Parent Consent
Insight PA is required to obtain informed written consent for any action requested. Parental consent is voluntary and may be revoked at any time. Consent is required for the following actions:

- To conduct an initial evaluation;

- To conduct a reevaluation;

- For the initial provision of special education and related services on the IEP;

- To make a substantial change in special education and related services; and

- Before disclosure of personally identifiable information that is subject to confidentiality.

If a parent questions any proposed actions or changes to the IEP, it is recommended that he or she discuss the concern with the teacher or administrator. Consent for the initial evaluation does not provide consent for initial placement. Consent for the initial evaluation may be given electronically, however the parent must sign in person the electronically signed consent prior to or at the time of the evaluation.

A parent may revoke consent for the receipt of special education and related services once the child is initially provided special education and related services. This revocation of consent must be made in writing and is for all special education and related services, not for individual services.

A notice of educational placement will be issued for the items listed above.

Eligibility
Once the evaluation is completed, the eligibility team, including the parent, will decide whether the student is eligible for special education services. This involves meeting eligibility requirements as well as not having exclusionary criteria that would prevent eligibility. The parent is included on the team and is provided a copy of the evaluation report as well as a copy of the eligibility decision.

In order to be eligible to receive special education services, the student must meet the requirements of one or more of the following categories:

Autism Spectrum Disorder (AUT) Deaf-Blind
(D/B)
Deaf/Hard of Hearing (D/HH) Emotional/Behavioral
Disorder (EBD) Intellectual Disability (ID)
Orthopedic Impairment (OI) Other Health
Impairment (OUI) Specific Learning Disability
(SLD) Speech-Language Impairment (SI)
Traumatic Brain Injury (TBI)
Visual Impairment, including Blindness (VI)

Reevaluation/Redetermination
The purpose of a reevaluation is to review current evaluation information and to consider what additional information might be needed to decide whether the child continues to have a disability and to determine the needs of the child. A reevaluation of the child's needs will be conducted at least once every three (3) years unless the parent and Insight PA agree that a reevaluation is unnecessary. The reevaluation may be conducted at any time if Insight PA feels the needs of the child should be reevaluated or if the child's teacher or parent requests a reevaluation. However, a reevaluation may not occur more than once a year unless the parent and Insight PA agree to more than one (1) a year.

Students who qualify as having an intellectual disability will be re-evaluated every two (2) years.

Finally, parents have the right to be involved in the decision about their child's eligibility and the programs and services the child needs as part of the first evaluation and the reevaluation.

Complaint Process

Parents are encouraged to contact their child's teacher and, if necessary, building level administrators when a concern arises. If concerns cannot be satisfactorily addressed at the school level, parents should contact the School's Special Education Director.

Parents may file a formal complaint with the Pennsylvania Department of Education when they believe a violation of the IDEA has occurred. A formal complaint investigation is a procedure to determine whether Insight PA is complying with federal or state laws and/or regulations regarding the provision of special education and related services to children with disabilities.

In addition to filing a complaint with the Pennsylvania Department of Education, the party filing the complaint must forward a copy of the complaint to the School serving the child. The party filing the complaint will address the complaint with Insight PA in writing and will request a response from the School within ten (10) business days. The parent who filed the complaint will have an opportunity to engage voluntarily in mediation with Insight PA to resolve the dispute.

Accommodations for Students with Disabilities

In addition to the team approach to serving students with disabilities, there may be necessary accommodations for instruction and assessment that will ensure students achieve the Pennsylvania Core Standards. Accommodations will be determined by the IEP team based upon student's disability and needs both in day-to-day progression through the general education curriculum as well as in the testing environment.

Accommodations may include, but are not limited to:

- Presentation accommodations such as digital books, text-to-speech software, large print text, graphic images or manipulatives.
- Response accommodations such as a word processor with voice recognition, graphic organizers or the use of a dictionary or thesaurus.
- Scheduling accommodations such as extended due dates, shorter periods of work time or assignments presented in small chunks.
- In addition to the team approach to serving students with disabilities, there may be necessary accommodations that will ensure that students achieve Pennsylvania Core Standards.

Positive Behavior Support

1. Insight PA recognizes that some students manifest behavior that may interfere with learning for the student and of others. Whenever behavior interferes with the learning of a child or with the learning of others, the IEP team of the child experiencing the behavior shall include in the IEP and as needed, appropriate positive behavioral interventions, strategies and supports to address the behavior.
2. The following principles govern the use of behavior supports and interventions for children with disabilities at Insight PA.
3. Positive, rather than negative, measures will form the basis of behavior support programs to ensure that all students shall be free from demeaning treatment, the use of assertive techniques and the unreasonable use of restraints.

4. Behavior support programs and plans will be based on a Functional Behavior Assessment (FBA) and use of positive behavior techniques.
5. Behavior support programs and plans will include researched-based practices and techniques to develop and maintain skills that will enhance an individual student's opportunity for learning and self - fulfillment.
6. When an intervention is needed to address problem behavior, the types of interventions chosen for a particular student shall be the least intrusive necessary.
7. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques. If applied, restraints shall only be used by trained personnel who are specifically authorized to use physical restraints.
8. Nothing in this policy shall be construed to require the development of a separate behavior support or intervention plan when appropriate positive behavioral interventions, strategies and supports consistent with the requirements of this policy can be incorporated into the body of the IEP.

If you may have any questions or concerns regarding the Special Education Program, would like additional information and/or assistance please contact:
Jennifer Jennings, Special Education Compliance Director
jjennings@insightpa.org 484-713-4353, ext.2005

Student Individualized Learning Plans

The Individualized Learning Plan (ILP) is a student-centered plan which recognizes the students' strengths, challenges and current academic abilities and is customized for the cyber school setting. The ILP process is centered on the idea that all students are unique and serves as the compass for all services and support provided to the student.

Together, the student, the learning coach, the student support team, teacher, counselor, special education teacher and additional specialists, determine the most appropriate academic goals based on the student's instructional needs. These needs are determined through review of student school records, including benchmark assessments, prior PSSA/Keystone test scores, teacher observation and learning coach input.

Students are then monitored and guided as they work through state mandated core standards aligned to the curriculum. They are evaluated throughout the school year and progress is represented in Standards Based Progress Report cards (K-5) and more traditional report cards in grades 6-12.

The Individualized Learning Plan is updated regularly according to student needs.

Confidentiality is one of the rights afforded to parents in the Parent Rights document (procedural safeguards). Confidentiality of educational records is a basic right shared by all children in public schools and their parents.

These fundamental rights are described in the Family Educational Rights and Privacy Act (FERPA) of 1974, which applies to all students, including those with disabilities.

All school personnel (including contracted employees) must comply with confidentiality requirements and will receive annual training and information regarding the law. Written and dated parental consent must be obtained before a student's personally identifiable information can be disclosed to unauthorized individuals, organizations, or agencies (unless otherwise authorized to do so under FERPA).

Personally identifiable information includes the following:

- The name of the student, the student's parent or other family member;
- The student's address;
- Any personal identifier such as the student's social security number or student number; and
- Any personal characteristics or other information that would make it possible to identify the student.

Insight PA Cyber Charter School is permitted to disclose directory information. Directory information includes all information contained in a student's education records that would not generally be considered harmful or an invasion of privacy if disclosed. Information commonly recognized as directory information is the student's name, address, e-mail address, telephone listing, photograph, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended, grade level or year (such as freshman or junior), and enrollment status (undergraduate or graduate; full-time or part-time).

Insight PA Cyber Charter School may disclose student directory information without consent unless the student or student's family objects and requests in writing that the information not be disclosed within thirty (30) days of enrollment in the school. Insight PA Cyber Charter School considers the following information to be student directory information:

student's name
address
e-mail address
telephone listing
	☐Photograph
	☐date and place of birth
	☐participation in officially recognized
	  activities and sports
		●athlete's weight and height dates
		  of attendance
		●diploma and awards received
		  grade level or year
		●enrollment status

Any correspondence, electronic or otherwise, referencing a student will only include the student's first initial, last name and student identification number.

Family Educational Rights and Privacy Act (FERPA) Compliance

Insight PA Cyber Charter School staff adheres to all portions of the Family Educational Rights and Privacy Act (FERPA) with regard to student educational records and personal information.

FERPA affords parents and students over 18 years of age ("eligible student") certain rights with respect to the student's educational records. They are:

1. *The right to inspect and to review the student's educational records within 45 days of the date Insight PA receives a request for access.*

   Parents or eligible students will submit to the Insight PA CEO (or designated school official) a written request that identifies the records) they wish to inspect. The designee will arrange a records inspection for the parent or eligible student.

2. *The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading.*

   Parents or eligible students (age 18 and above) may ask Insight PA to amend a record that they believe is inaccurate or misleading. They should write the CEO, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

   If Insight PA decides not to amend the record as requested by the parent or eligible student, notice will be given to the parent or eligible student of the decision. Information will be given advising him or her of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be included to the parent or eligible student when they are notified of the right to a hearing.

3. *The right to consent to disclosure of personal information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.*

   One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by Insight PA as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Insight PA Charter School Board; a person or company with whom Insight PA has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

   A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

   Upon request, Insight PA will disclose education records without consent to officials of another school in which a student seeks or intends to enroll. (Note: FERPA requires a school district to make a reasonable attempt to notify the student of the records request unless it states in its annual notification that it intends to forward records on request.)

   Another exception involves student information designated as Directory Information. See above for the policy on disclosure of Directory Information.

Families have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Insight PA to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education 600
Independence Avenue, SW Washington, DC
20202-4605

Insight PA maintains records concerning all children enrolled, including students with disabilities. Records containing personally identifiable information about or related to children with disabilities could include, but are not limited to, cumulative grade reports, discipline records, enrollment and attendance records, health records, individualized education programs, notices of recommended assignment, notices of intent to evaluate and to reevaluate, comprehensive evaluation reports, other evaluation reports by public school staff and by outside evaluators, work samples, test data, data entered into the Penn Data system, correspondence between school staff and home, instructional support team documents, referral data, memoranda and other education-related documents.

Records may be maintained electronically, on paper, microfiche, audio and videotape. Records may be located in the central administrative offices of Insight PA, electronic storage systems and in the secure possession of teachers, school administrators, specialists, psychologists, counselors and other school staff with a legitimate educational interest in the information contained therein. All records will be maintained in the strictest confidentiality.

Records will be maintained as long as they remain educationally relevant and as otherwise required by applicable law. The purposes of collecting and maintaining records are to:

- Ensure that the child receives programs and services consistent with his or her IEP;

- Monitor the ongoing effectiveness of programming for the child;

- Document for the public school and the parents that the student is making meaningful progress;

- Satisfy the requirements of state and federal agencies who have an interest in inspecting or reviewing documents concerning particular students or groups of students for purposes of compliance monitoring, complaint investigation and fiscal and program audits; and

- Inform future programming for and evaluations of the child.

When educational records, other than those which must be maintained, are no longer educationally relevant, Insight PA will notify the parents in writing and may destroy the records or, at the request of the parents, must destroy them. Insight PA is not required to destroy records that are no longer educationally relevant unless the parents request so in writing.

ADMISSIONS/ENROLLMENT

All eligible students in the Commonwealth of PA in Grades K-~~12 (K-10 in Year 1, K-11 in Year 2 and K-12 in subsequent years)~~ are eligible to attend Insight PA Cyber Charter School. In education, one size does not fit all and Insight PA is dedicated to providing students and families with an online learning environment that can meet the unique needs of each individual student.

Based on Section 1723-A of the Charter School law, any resident grade K-12 school age student in the Commonwealth is eligible to enroll in Insight PA Cyber Charter School. We will not discriminate in our admission policies or practices on the basis of intellectual ability or athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English Language or any other basis that would be illegal if used by a school district. We will not use achievement tests, entrance examination tests or other means of testing a student's intellectual ability in order to grant or deny admission. We will not judge a student's grade point average in consideration of any student enrollment.

Insight PA Cyber Charter School will require the state mandated documentation for enrollment including;

- Copy of a Birth Certificate/Proof of Age
- Immunization Record
- Proof of Residence (except for homeless students)
- Sworn Statement Regarding Discipline
- Home Language Survey

In addition, <u>while not a condition of enrollment,</u> the School will require parents/students to complete a Release of Records, Student Enrollment Information Form, Instructional Use of Property Form, Family Income Form and PDE Charter School Enrollment Notification Form.

Required Immunizations

Per Pennsylvania state law the following immunizations are required as a condition of attendance:

Vaccination Requirements

Vaccines	Kindergarten & Grades 1-6	Grades 7-11	Grade 12
Tetanus, diphtheria, and acellular pertussis (Usually given as DTaP, DTP, DT, or Td) (1 dose on or after 4th birthday)	4 doses	4 doses	4 doses
Polio (4th dose on or after 4th birthday and at least 6 months after previous dose given)	4 doses (A 4th dose is not necessary if the 3rd dose was administered at age 4 years or older and at least 6 months after the previous dose)	4 doses (A 4th dose is not necessary if the 3rd dose was administered at age 4 years or older and at least 6 months after the previous dose)	4 doses (A 4th dose is not necessary if the 3rd dose was administered at age 4 years or older and at least 6 months after the previous dose)
Measles, Mumps, & Rubella (Usually given as MMR)	2 doses	2 doses	2 doses
Hepatitis B	3 doses	3 doses	3 doses
Varicella (chickenpox)	2 doses or evidence of immunity	2 doses or evidence of immunity	2 doses or evidence of immunity
Tetanus, diphtheria, acellular pertussis (Tdap)	Not applicable	1 dose	1 dose
Meningococcal Conjugate (MenACWY)	Not applicable	1 dose (First dose is given at 11-15 years of age; a second dose is required at age 16 or entry into 12th grade)	1 or 2 doses (If 1st dose of MenACWY was given at 16 years of age or older, that shall count as the 12th grade dose)

For more information on the vaccines your child needs in order to attend school, talk to your healthcare provider, school nurse, or call 1-877-PA-HEALTH for more information.

McKinney Vento Act, Education for Homeless Youth

The McKinney Vento Act is designed to ensure homeless children and youth are provided with a Free and Appropriate Public Education on an equal basis with all other children in the state. Program objectives and activities are intended to remove and/or ease the barriers to enrollment and educational success for homeless children.

Under the Pennsylvania's Education for Children and Youth Experiencing Homelessness Program State Plan, homeless children are defined as: Children living with a parent in a domestic violence shelter; runaway children; children and youth who have been abandoned or forced out of their home by parents or other caretakers; and school district-aged parents living in houses for school district-aged parents if they have no other available living accommodations.

Homeless youth are entitled to immediate enrollments and their families are not required to prove residency regarding school district enrollment. These students will be enrolled at Insight PA without delay.

Responsibilities of Insight PA (or Designated Liaison) for Homeless Children and Youth

1. Identify homeless children and youth with assistance of school personnel and by coordination activities with other entities and agencies.

2. Inform parents or guardians of educational rights and related opportunities available to their children, including Head Start programs (including Early Head Start programs), early intervention services under Part C of the IDEA, other preschool programs administered by the LEA, and provide them with meaningful opportunities to participate in the education of their children.

3. Disseminate public notice of the educational rights of homeless students where children and youths receive services under the McKinney-Vento Act (such as schools, family shelters and food pantries).

4. Mediate enrollment disputes in accordance with the Enrollment Dispute section.

5. Inform the parent or guardian of a homeless child, youth and any unaccompanied youth, of all transportation options, including to the school of origin, and assist in accessing these transportation services.

6. Ensure that unaccompanied youth are immediately enrolled in school pending resolution of disputes that might arise over school enrollment or placement.

7. Assist children and youths who do not have documentation of immunizations or medical records to obtain necessary immunizations or necessary medical documentation.

8. Understand the guidance issued by the Pennsylvania Department of Education (PDE) for the education of homeless students and be ready to explain the BEC related to homeless education to school district staff.

9. Get to know the best resources in their community to assist families with referrals for things such as shelter, counseling, food and transportation.

10. Distribute information on the subject of homeless students and arrange staff development workshops and presentations for school personnel, including office staff.

11. Provide standard forms and information about enrollment procedures and key school programs to each shelter in their district.

12. Become familiar with the various program materials that are available from PDE.

13. Ensure that public notice of the educational rights of homeless students is disseminated in locations frequented by parents and guardians of such children and youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchen, in a manner and form understandable to the parents and guardians and unaccompanied youth.

14. Collaborate with a school district's special education program to ensure that homeless children who need special education and related services are located, identified and evaluated. This is a requirement under the Individual with Disabilities Education Act (IDEA), which mandates that highly mobile children with disabilities, including homeless children, be identified and served.

15. Ensure that homeless youths who have or may have disabilities have a parent or a surrogate parent to make special education or early intervention decisions. In the case of unaccompanied homeless youth, if a student is disabled or may be disabled and the youth does not have a person authorized to make special education decisions, the School will work with the following people as temporary surrogate parents: staff in emergency shelters; transitional shelters; independent living programs; street outreach programs; and state, local educational agency or child welfare agency staff involved in the education or care of the child. This rule applies only to unaccompanied homeless youth.

16. Identify preschool-aged homeless children by working closely with shelters and social service agencies in their area. In addition, the liaison should inquire, at the time they are enrolling homeless children and youths in school, whether the family has preschool-aged children.

17. Identify unaccompanied homeless youth while respecting their privacy and dignity by providing specific outreach to areas where eligible students who are out of school may congregate.

18. Ensure that unaccompanied youths have opportunities to meet the same challenging state academic standards as the state establishes for other children and youths.

Lottery

If applications exceed space available at the end of the enrollment period, Insight PA will conduct a lottery at that time to determine which students will be enrolled in the school. The lottery is blind to disabilities, testing, grades, etc. The lottery will be held once each year. Only applications received at the location designated on the application form and by the lottery deadline will be eligible to participate in the lottery. Completed enrollment packets for applicants selected in the lottery must be received no later than the enrollment deadline. Those not responding by the enrollment deadline will be required to resubmit an application.

After the space allotted in each grade is filled in the order determined by the lottery, the remaining applications in rank order will be placed on a waiting list. Any applications received after the application deadline and after the lottery will be added to the end of the waiting list in the order they were received. As students withdraw from or transfer out of Insight PA, that space will be given to the next person on the waiting list at that grade level. During the enrollment process, preference shall be given to students whose parents has actively participated in the development of the School and to siblings of students presently enrolled in the School.

Withdrawal

In order for students to have a consistent education throughout the school year, it is important that they remain with one program for the duration of the school year. Unfortunately, there are circumstances that occur that will result in a student's withdrawal before the end of the school year. If those circumstances occur, the following policy and procedure will apply:

Notification of Withdrawal
A family may express their intent to withdraw a student by calling the main administrative office or communicating their desire to their teacher. In each case, the office administrator or teacher will be instructed to capture all pertinent information including student name, identification number, reason for withdrawal and effective withdrawal date The school administrative staff or teacher will immediately send the family the School Withdrawal Form to be returned via mail, fax or email.

District Notification
In the event of any student withdrawal, for any reason, Insight PA will notify the district of residence within fifteen (15) days with a copy of the School Withdrawal Form A copy of all withdrawal forms and district of residence notification will be kept in the student's file.

Non-Discrimination
Insight PA will not deny any student admission to the school or deny participation in, deny benefits of or discriminate against any student in any curricular, extracurricular, student services, recreational or other program or activities. No student's rights shall be abridged or impaired because of the person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability as required by state and federal statutes. This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race and national origin) and Section 504 of the Rehabilitation Act of 1973 (handicap).

Title IX
Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 *et seq*., protects students from discrimination based on sex in educational programs or activities that receive Federal financial assistance. Title IX states that: No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by a recipient which receives Federal financial assistance.

<center>No Retaliation</center>

Insight Pennsylvania Cyber Charter School (ISPA) shall not retaliate against any person for opposing an unlawful educational practice or policy, or making charges, testifying or participating in any complaint or action under Title IX.

<center>Basic Rule</center>

In providing any aid, benefit, or service to a student, ISPA shall not, on the basis of sex:

- Treat one person differently from another in determining whether such person satisfies any requirement or condition for the provision of such aid, benefit, or service;
- Provide different aid, benefits, or services or provide aid, benefits, or services in a different manner;
- Deny any person any such aid, benefit, or service;
- Subject any person to separate or different rules of behavior, sanctions, or other treatment;
- Aid or perpetuate discrimination against any person by providing significant assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit or service to students or employees;
- Otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity

The Charter School has appointed a Title IX Coordinator to ensure its compliance with Title XI. The core responsibilities of the Title IX Coordinator will be:

(1)   Coordinate Title IX efforts including the development, implementation, and monitoring of appropriate disclosures, policies, procedures and practices designed to comply with federal and state legislation, regulation, and case law requiring the prompt and equitable resolution of all complaints pursuant to Title IX;

(2)   Provide leadership, direction and supervision for all activities and personnel of the Title IX program including consulting with relevant policy-making bodies and senior personnel for the purpose of advising, clarifying and identifying necessary action to eliminate sex and/or gender-based discrimination in all educational programs and activities, to ensure that access to facilities, opportunities, and resources is gender equitable throughout the district or campus;

(3)   Provide ongoing training, consultation, and technical assistance on Title IX for all students and employees, with specialized training content for hearing officers/boards, investigators, campus law enforcement and appeals officers;

(4)   Develop, implement and coordinate campus and/or school-based strategic efforts aimed at the prevention of sexual violence and other forms of sex and/or gender-based discrimination;

(5)   Develop and disseminate educational materials, including brochures, posters, and web-based materials that inform members of the school or campus community (students, faculty, administers, staff, and parents) of Title IX rights, responsibilities and resources both within and external to school/campus premises;

(6)   Oversee prompt, effective, and equitable intake, investigation, processing, issuing of findings of fact, and timely resolution of all instances of sex/gender discrimination made known to responsible employees and/or reported or filed by students, faculty, employees, third parties, or by members of the broader community;

(7)   Oversee Title IX compliance efforts of other campus/school delegates, departments and offices (e.g., investigators, student conduct/discipline, victim services, public safety, nurse/health services, counseling services, student affairs, human resources, faculty/academic affairs, athletics, etc.);

(8)   Provide appropriate notice of an investigation; determine the extent of an investigation; ensure provision of initial remedial actions; assure compliance with timelines; deliver appropriate notice of charges, notice of hearing, notice of outcome, and remedies, and provide a repository for and source of institutional record-keeping (may also be delegated);

(9)   Provide guidance and assistance to alleged victims of sexual violence and sex/gender discrimination including referral to support resources, notice of right to file internal grievances, notice of the right to grieve to the US Department of Education Office for Civil Rights, and notice of the right to report incidents to law enforcement;

(10)   Monitor institutional compliance with and provide ongoing consultation on Section 504 of the Rehabilitation Act of 1973 and related federal and state laws prohibiting discrimination and harassment against all protected classes;

(11)   Organize and maintain grievance files, disposition reports, and other records regarding Title IX compliance, including annual reports of the number and nature of filed complaints and the disposition of said complaints, data collection, climate assessment, pattern monitoring; and

(12)   Serve as the main contact for government inquiries pursuant to Title IX.

Sexual Harassment

In accordance with U.S. Department of Education's Office of Civil Rights ("OCR") Guidance, a variety of related factors must be considered in order to determine if a hostile environment has been created. It directs the conduct in question to be viewed from both a subjective and an objective perspective. Specifically, OCR's standards require that the conduct be evaluated from the perspective of a reasonable person in the alleged victim's position, considering all the circumstances. The more severe the conduct, the less need there is to show a repetitive series of incidents to prove a hostile environment, particularly if the conduct is physical. A single or isolated incident of sexual violence may create a hostile environment.

Sexual harassment includes, but is not limited to, sexual advances, request for sexual favors, or other verbal or physical acts of a sexual nature when:

(1)   Submission to such conduct is made either explicitly or implicitly a term or condition of a student's success in the workplace;

(2)   Submission to or rejection of such conduct by a student is used as the basis for school decisions affecting such student; or

(3)   Such conduct has the purpose or effect of unreasonably interfering with a student's work performance or creating an intimidating, hostile, or offensive school environment.

Gender-Based Harassment

Title IX's sex discrimination prohibition extends to claims of discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity and OCR accepts such complaints for investigation. Gender-based harassment is another form of sex-based harassment and refers to unwelcome conduct based on an individual's actual or perceived sex, including harassment based on gender identity or nonconformity with sex stereotypes, and not necessarily involving conduct of a sexual nature. Similarly, the actual or perceived sexual orientation or gender identity of the parties does not change ISPA's obligations. Recent court cases have recognized acts of harassment directed at a person because of gender to be sexual harassment, regardless of the intent behind the act. ISPA adopts this interpretation as part of its policy.

<u>Overall</u>

Sexual harassment is a violation of federal and state laws and may expose not only ISPA as a school entity, but individuals employed by ISPA, to significant liability under the law.

When ISPA knows or reasonably should know of possible sex-based harassment, it will take immediate and appropriate steps to investigate or otherwise determine what occurred. If an investigation reveals that the harassment created a hostile environment, ISPA will take prompt and effective steps reasonably calculated to end the harassment, eliminate the hostile environment, prevent the harassment from recurring, and, as appropriate, remedy its effects.

Examples of Prohibited Conduct

The following are examples of acts which violate Title IX. These examples are not to be construed as an all-inclusive list of prohibited acts under the policy:

A.   Physical assaults of a sexual nature, such as:

  (1)   Rape, sexual battery, molestation or attempts to commit those offenses, or committing an act with intent to cause fear in another of immediate bodily harm or death; and

  (2)   Intentional physical contact which is sexual in nature, such as touching, pinching, patting, grabbing, brushing against or poking student's body, or touching of the clothing covering the immediate area of the complainant's intimate body parts.

B.   Unwelcome sexual advances, propositions or other sexual comments such as:

  (1)   Sexually-oriented gestures, sounds, remarks, jokes, or comments about a person's sexuality or sexual experience directed at or made in the presence of any student

  (2)   Preferential treatment or promise of preferential treatment for submitting to sexual conduct, including soliciting or attempting to solicit any student to engage in sexual activity for compensation or reward; and

  (3)   Subjecting or threatening to subject a student to unwelcome sexual attention or conduct, or intentionally making success in school more difficult because of the student's gender.

C.   Display of publications anywhere within ISPA's control such as:

  (1)   Displaying pictures, posters, cartoons, calendars, graffiti, objects, promotional materials, reading materials, music or other materials that are sexually suggestive, sexually demeaning, or pornographic.

            Exceptions will be considered in situations where nudity or sexually explicit language is necessary to convey a message important to public health or safety or are otherwise pedagogically appropriate. Subject to the foregoing exceptions, visual material will be presumed to be sexually suggestive if it depicts a person of either sex who is nude or seminude or who is posed for the obvious purpose of displaying or drawing attention to private portions of his or her body;

(2)   Displaying or publicizing in any virtual classroom environment materials that are sexually revealing, sexually suggestive, sexually demeaning or pornographic; or

(3)   Possession of such material in a manner that it is reasonably foreseeable that they might be seen by others.

D.   Sexual Favoritism:

The granting or withholding of ISPA opportunities and benefits including, but not limited to, assignments, and progress marking and reporting constitute Title IX violations when based on sexual favoritism, and is prohibited.

E.   Other Forms of Title IX Violations:

Other conduct that has the purpose or effect of unreasonably interfering with a student's learning conditions on the basis of gender may also constitute violations, and therefore, is prohibited. Examples of conduct which, when based upon gender, violate Title IX, include:

Assigning disagreeable or unsafe assignments; or not making comparable assignments that would tend to disadvantage a student's development;

(1)   Withholding information, materials, equipment or supplies which are necessary for the efficient performance of an assignment;

(2)   Unreasonably failing to cooperate or assist students with school-related matters;

(3)   Interfering with a studen'ts efforts to satisfactorily complete an assignment

(4)   Maintaining unequal standards of performance;

(5)   Ostracizing students, or otherwise making it known to students that they are not welcome because of their gender; or

(6)   Referring to students by sexually denigrating or insulting names because of their gender.

F.   Retaliation for Title IX complaints. A non-exhaustive list of examples of retaliation may include:

(1)   Arbitrary discipline, threats, unwarranted change of assignments, providing inaccurate information, or failing to cooperate or discuss school related matters with any student because that student has complained about, been a witness to or resisted Title IX prohibited harassment, discrimination or retaliation; and

(2)   Intentionally pressuring, falsely denying, lying about, or covering up or attempting to cover up conduct such as that described in any item above.

Making a Complaint

ISPA will:

(1)   Publish a Notice of Nondiscrimination on the Basis of Sex in its education programs and activities, including that Title IX requires it not to discriminate in such a manner. The notice must state that inquiries concerning the application of Title IX may be referred to ISPA's Title IX Coordinator or to OCR. It will include the name or title, office address, telephone number, and e-mail address for the ISPA's Title IX Coordinator. The notice will be prominently posted on the ISPA's website and at various locations throughout the ISPA's and published in electronic and printed publications of general distribution that provide information to students and employees about the ISPA's services and policies;

(2)   Designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX which include overseeing all Title IX complaints and identifying and addressing any patterns or systemic problems that arise during the review of such complaints. The Title IX Coordinator or designee will be available to meet with students as needed; and

(3)   Prominently post this policy (including the compliant procedures contained in this policy) on the school website; send it electronically to all members of the school community; make it available at the ISPA office; and summarize it or attach it to the school's handbook,

Should the Title IX Compliance Officer be the person accused of the sexual harassment or should the complainant feel that the Title IX Compliance Officer is in some way responsible for the Title IX violation, the complainant may bring his or her concerns directly to the attention of the Chief Executive Officer ("CEO"), who will follow the procedures outlined below.

Complaint Procedures

The student may seek either an informal or formal resolution of his or her complaint:

A.   Informal

The student or his or her parent may request the Title IX Compliance Officer to intervene by notifying the alleged offender that the specific offensive behavior(s) will not be tolerated. In such case the Title IX Compliance Officer must meet with the alleged offender, take a statement with regard to the allegations, and, if warranted, require that the alleged offender participate in non-disciplinary counseling. The alleged offender, if he or she is a student, shall have the right to have his or her parent present during the meeting with the Title IX Compliance Officer. The Title IX Compliance Officer shall document, in writing, all actions taken regarding investigation of the allegations, including statements of other students) and/or school administration/staff/contractor(s) or volunteer(s). The complainant must be notified of the right to end the informal process at any time and begin the formal stage of the complaint process. Moreover, in cases involving allegations of sexual assault, an informal resolution or mediation is <u>not</u> appropriate even on a voluntary basis.

B.   Formal

A student who believes that his or her Title IX rights have been violated may file a complaint requesting a formal investigation into the allegations. Formal complaints shall be taken in writing by the Title IX Compliance Officer and signed by the complainant. A thorough and complete investigation shall be conducted by the Title IX Compliance Officer.

This investigation shall determine: (1) whether or not the conduct occurred; (2) whether the conduct constitutes a violation of Title IX or of this policy, and, (3) if the conduct was a violation, what actions the ISPA will take to end the violation, eliminate any hostile environment, and prevent its recurrence, which may include imposing sanctions on the perpetrator and providing remedies for the complainant

To the extent possible and allowed by law, confidentiality shall be maintained within the confines of the investigation of the alleged prohibited behavior. All parties will be treated with dignity and due process.

C.   Interim Measures

During the pendency of an investigation, ISPA will take reasonable interim measures in order to prevent further possible Title IX issues. These may include taking steps to avoid further contact between the complainant and the alleged perpetrator by removal of the alleged perpetrator from complainant's homeroom/classroom The Title IX Compliance Officer shall provide the complainant with periodic updates on the status of the investigation. The Title IX Compliance Officer shall also ensure that the complainant is aware of his or her Title IX rights and any available student assistance programs and resources, The Title IX Compliance Officer shall also inform the complainant of his or her right to seek outside legal assistance and of his or her right to report a crime to local law enforcement.

Even when a Title IX Compliance Officer has determined that ISPA can respect a complainant's request for confidentiality and therefore may not be able to respond fully to an allegation of sexual violence and initiate formal action against an alleged perpetrator, these interim measures may be taken to protect the complainant while keeping the identity of the complainant confidential.

D.   Confidentiality

   Before a student reveals information that he or she may wish to keep confidential, ISPA should make every effort to ensure that the student understands: (1) ISPA's obligation to report the names of the alleged perpetrator and complainant involved in the alleged sexual violence, as well as relevant facts regarding the alleged incident (including the date, time, and location), to the Title IX Coordinator, other appropriate school officials, local law enforcement and Child Line pursuant to Mandatory Reporter duties
   The student's option to request that ISPA maintain his or her confidentiality, which the Title IX Compliance Officer will consider; and

   (1) The student's ability to share the information confidentially with counseling, advocacy, health, mental health, or sexual-assault-related services. If the student requests confidentiality, the Title IX Compliance Officer should make every effort to respect this request and should evaluate the request in the context of ISPA's responsibility to provide a safe and nondiscriminatory environment for all students

   Procedures for Investigating and Resolving Complaints

A.   Title IX Compliance Officer

The Title IX Compliance Officer shall be capable of conducting a thorough and complete investigation and shall seek advice and assistance from the Board of Trustees if the Title IX Compliance Officer believes that he or she lacks the capacity to conduct a thorough and complete investigation of the alleged misconduct. If the Title IX Compliance Officer or the CEO is the one accused of violating Title IX, the Board will appoint a qualified individual who is not employed by ISPA to conduct the investigation.

B.   Conducting Investigations/Holding Hearings

The Title IX Compliance Officer receiving a Title IX complaint shall take the details of the complaint in writing and have the complainant sign it. All Title IX complaints against a student shall be received, investigated and disposed of in accordance with the procedures set forth in this Policy,

   (1)   The Title IX Compliance Officer shall meet with every complainant to listen and understand the allegations. The complainant may have his or her parent present during any such meeting. The accused, if he or she is a student, shall also have the right to have his or her parents present at any meetings with the Title IX Compliance Officer as well.
   (2)   From these meetings, the Title IX Compliance Officer will conduct an adequate, reliable, and impartial investigation of complaint(s), which includes interviewing and obtaining statements from any witnesses of both the complainant and alleged perpetrator, and the review of all evidence presented. Parties will be provided updates until a determination is made in writing.

   (3)   The complaint will be decided using a preponderance of the evidence standard (i.e., it is more likely than not that sexual harassment or violence occurred).
            Even though FERPA limits disclosure of certain information in disciplinary proceedings, the Title IX Compliance Officer will disclose information to the complainant about the sanction imposed on the perpetrator when the sanction directly relates to the complainant. This includes an order that the perpetrator stay away from the complainant, or that the perpetrator is prohibited from attending school for a period of time, or is transferred to other homeroom/classes in the Charter School building.

(4)   If the Title IX Compliance Officer makes a decision finding that the complainant's allegations are substantiated by a preponderance of the evidence, the appropriate level of discipline consistent with Charter School's strong policy against Title IX misconduct will be determined by the CEO, Title IX Compliance Officer and any other Administration as part of the Charter School's Board approved disciplinary process. If the Title IX Compliance Officer or the CEO believes that the imposition of in school suspension, out of school suspension, or expulsion against an accused student may be appropriate, then an informal or formal hearing shall be held. The formal disciplinary procedures contained in the Charter School's Code of Conduct shall be followed

for such hearings to assure due process protection for the accused. Documents regarding substantiated charges of sexual harassment shall be placed in the accused student's file. Documents regarding unsubstantiated charges shall not be placed in student files, but shall be maintained by the Board of Trustees in a confidential file established expressly for retaining complaints of Title IX complaints against students

(1)   Notice of the right and how to appeal this decision will be included with the Decision to both students and Parents.

C.   Other Reporting Requirements

If the complaint involves sexual assault, rape or conduct of a criminal nature, the local Police Department shall be contacted and a report of the incident made by ISPA. (A report must also be made by any mandatory reporter to Child Line and the Department of Public Welfare in accordance with the Charter School's Board approved Mandatory Reporter Policy. If there is any question of whether the conduct complained of constituted criminal activity, ISPA's Board Solicitor should be contacted immediately. Knowledge of a law enforcement investigation does not relieve ISPA of its independent Title IX obligation to investigate the conduct.

D.   Training

Employees will be trained so that they know to report harassment to appropriate school officials, and so that employees with the authority to address harassment know how to respond properly. Training for employees will include practical information about how to identify types of conduct that constitute sexual harassment or violence, how to identify warning signals that may need attention and how to report sexual harassment and violence. This training will be provided to any employees likely to witness or receive reports of sexual harassment and violence, including teachers, school administrators, school counselors, and health personnel. All persons involved in implementing a recipient's grievance procedures (*e.g.*, Title IX Coordinators, investigators, and adjudicators) must have training or experience in handling complaints of sexual harassment and sexual violence, and with the Charter School's grievance procedures. The training also will include applicable confidentiality requirements. In sexual violence cases, the fact-finder and decision-maker also will have adequate training or knowledge regarding sexual violence.

Additionally, the Charter School will ensure that staff is capable of providing culturally competent counseling to all complainants. It will ensure that its counselors and other staff who are responsible for receiving and responding to complaints of sexual violence, including investigators and hearing board members, receive appropriate training about working with Lesbian/Gay/Bi-sexual/Transgender and gender-nonconforming students and same-sex sexual violence.

ISPA will also ensure that any school reporting forms, information, or training about sexual violence be provided in a manner that is accessible to students and employees with disabilities, for example, by providing electronically-accessible versions of paper forms to individuals with print disabilities, or by providing a sign language interpreter to a deaf individual attending a training.

To ensure that students understand their rights under Title IX, the Charter School will provide age-appropriate training to its students regarding Title IX and sexual violence. Training may be provided separately or as part of the Charter School's broader training on sex discrimination and sexual harassment.

The Charter School may include these education programs in its orientation programs for new students, faculty, staff, and employees, training for student athletes and coaches, and school assemblies and "back to school nights." These programs will include a discussion of what constitutes sexual harassment and sexual violence, the Charter School's policies and disciplinary procedures, and the consequences of violating these policies.

The Charter School also will include such information in their employee handbook and any handbooks that student athletes and members of student activity groups receive.
These materials will include where and to whom students should go if they are victims of sexual violence. These materials also will tell students and school employees what to do if they learn of an incident of sexual violence.

INSIGHT PA TITLE IX COMPLAINT FORM
PURPOSE: The purpose of this Title IX Grievance Form is to gather the essential basic facts of the alleged actions in order that prompt and equitable resolutions of complaints based on sex discrimination, including complaints of sexual harassment or sexual violence, in violation of Title IX of the Education Amendments of 1972 ("Title IX") can be resolved as expediently and appropriately as possible.

This form only applies to complaints alleging discrimination prohibited by Title IX (including sexual harassment and sexual violence).

TITLE IX COMPLAINT FORM

INSTRUCTIONS: Individuals alleging Title IX discrimination and requesting review are required to complete this form and submit it to the appropriate administrator as soon as possible after the occurrence of the alleged discrimination:

1. **Name of Complainant**: _____

Contact information: _____

_____

Home Address City/State/Zip Home Phone

Student Grade: _____

Employee School Office Location: _____

2. **Nature of Grievance**: Please describe the action you believe may be sex discrimination, including complaints of sexual harassment or sexual violence, in violation of Title IX and identify with reasonable particularity any person(s) you believe may be responsible. Please attach additional sheets, if necessary:

_____

_____

_____

_____

_____

_____

_____

3. When did the actions described above occur?

_____

_____

4. Are there any witnesses to this matter? (Please circle) **Yes   No**

If yes, please identify the witnesses:

_____

_____

5. Did you discuss this matter with any of the witnesses identified in Item 4?

(Please circle) **Yes No**

If yes, please identify: Person to whom you have

Spoken:_____**Date:** _____

Method of communication:

_____

_____

_____

1. **Have you spoken to any administrator(s) or other School employee(s) about this matter?** (Please circle) **Yes**

   No If yes, please identify: Person to whom you have

Spoken:_____**Date**: _____

Method of communication:

_____

_____

_____

2. **Please describe the result of the discussion(s) identified in Item 6:**

_____

_____

_____

_____

PLEASE ATTACH ANY STATEMENTS, NAMES OF WITNESSES, REPORTS OR OTHER DOCUMENTS WHICH YOU FEEL ARE RELEVANT TO YOUR COMPLAINT.

I certify that the foregoing information is correct.

_____

Print Name

_____

Signature

_____

Date

EXTRACURRICULAR ACTIVITIES

In addition to their academic needs, Insight PA will serve students' social, emotional and physical needs. Teachers and administrators will strive to engage students in constructive activities that will educate the whole student through frequent opportunities for socialization with fellow Insight PA students including special interest clubs, community- based service projects, leadership training and field trips. Charter school students are also eligible to take part in extra-curricular activities offered by their school district of residence.

STUDENT CODE OF CONDUCT AND DISCIPLINE

ISPA implements disciplinary procedures consistent with the Pennsylvania Code and the Individuals with Disabilities Act. Student offenses dictate the severity of the consequence ISPA will impose. In addition to the specific offenses set forth below, ISPA is within its rights to discipline any student who engages in conduct that threatens the health, safety or welfare of others or disrupts the learning environment. The appropriate consequence will be determined at the sole discretion of the school in accordance with the law. Student rights regarding disciplinary procedures are outlined in the final section of this code. In all disciplinary situations parent and student will be notified by either ISPA's Executive Director, Academic Director, or Principal, and provided with an explanation of the action taken. Appeals can be made to ISPA's Chief Executive Officer (CEO) who will review the merits of case. Suspensions may result in the removal of student access to certain communications and/or technologies within the larger ISPA community.

Discipline Procedures: A student cannot be suspended or expelled and thereby deprived of a free education provided in the public schools without due process. Due process requirements guarantee all students the right to fair notice, fair procedures and a fair hearing. The student and his or her parent or guardian have the responsibility to follow the procedures set forth below in a respectful and timely fashion. A student who is accused of misbehavior or a breach of this Code of Student Conduct will be addressed by the Executive Director or his/her designee (Academic Director, Principal).

Written referral: Violations shall be presented in written form and should be specific, indicating the breach of the Code of Student Conduct for which the referral is being issued.

Student notification: The student will be placed on notice of the violation by the Executive Director or appointed designee and afforded an opportunity to explain.

Initial conference: An initial conference (in person or by tele- or video- conference) shall be conducted by the Executive Director or appointed designee at each level of discipline.

Charges and Evidence: The Executive Director or appointed designee, shall confer with the student, explain the charges and evidence against the student and allow the student an opportunity to present his or her side of the story prior to taking disciplinary action.

Parental Assistance: A good faith effort shall be made by the Executive Director or appointed designee, to employ parental assistance or other alternative measures prior to suspension, except in the case of emergency or disruptive conditions that require immediate suspension or in the case of a serious breach of conduct.

1. **Parental notification: Telephone or Email:** The Executive Director or appointed designee shall attempt to speak with the parent by telephone and/or email to notify them of the student's misconduct and the next steps in the process for determining and implementing a proposed disciplinary action.
2. **By Written Notice:** Regardless of whether there has been communication with the student's parent by telephone or email, the Executive Director or appointed designee shall within twenty-four (24) hours of taking disciplinary action send written (hard copy) notice to the parent describing the disciplinary action imposed and the reasons action was taken.

Violations Leading to Suspension

The following violations may lead to short-term suspension or other low-level disciplinary action. Multiple violations at this level may lead to a long-term suspension or expulsion. [Note: ISPA considers the following violations serious infractions of the student code of conduct]:

Abusive Language or Conduct: The use of, or engagement in, abusive, profane, obscene, vulgar language or conduct in the presence of (electronically or in person) one (1) or more individuals within the ISPA school community or at an ISPA-sponsored event,

Cheating: Any student involvement in the exchange of answers or completed assignments either providing or receiving, using, copying or providing another student with any test answers or answer keys or another person's work, representing it to be their own work.

Disruptive Behavior and/or Minor Infractions: Behavior or conduct that is disruptive to the educational setting, but may not be considered to be a serious breach of conduct. ISPA will determine which violations are considered minor in nature.

Unauthorized Access: Deliberately gaining entry into any component of ISPA's computer- or web- based systems that had been denied by administrators. Please refer to ISPA's Acceptable Use policy for more information.

Falsifying Information: Knowingly and intentionally reporting or producing false/misleading information, in any communication modality, which may serve to benefit the student in any way, or injure another person's character or reputation, or disrupt the orderly process of the school.

Insubordination: Substantially interfering with the educational process by willful disobedience or open defiance of the authority of the school personnel, by violence against persons or property or any other act that interferes with the educational process.

Violation of Dress Code: Students shall dress in accordance with the standards described below when attending school events (testing, social outings, field trips)
- Pants must be worn on the waist so no undergarments are showing
- No halter tops, strapless garments, or garments revealing midriff may be worn to a school event
- No garments that reveal undergarments or that are see through may be worn to a school event
- No hats, stocking caps, doo rags, bandanas may be worn inside buildings at school events
- No clothing that has profanity, drug or offensive slogans may be worn to school events

Possession of Tobacco Products and Paraphernalia: A student may not possess or use any tobacco product, cigarette lighters, matches, rolling papers, pipes, or other such paraphernalia.

Possession of Drugs or Alcohol for Personal Use: Students shall not have, use or be under the influence of any alcohol, drugs, or unauthorized prescription or non- prescription medication.

Vandalism: The intentional destruction, damage, or defacement of any physical or electronic ISPA resource.

Theft: Taking another person's property (whether physical or electronic) belonging to another person, with the intent to permanently deprive the person of such property. Theft is considered a crime in Pennsylvania and may be reported to the proper law enforcement agency.

Robbery: Taking the belonging(s) from another person by the use of force, violence, assault, or threatened use of force or violence. Robbery is considered a crime in Pennsylvania and may be reported to the proper law enforcement agency.

Sexual Harassment: Unwelcome sexual advances, verbal harassment or abuse, pressure for sexual activity, repeated remarks with sexual implications, unwelcome or inappropriate touching, or suggestions or demands for sexual involvement accompanied by implied or explicit threats—either in person or online. This also includes electronic transmission of sexually inappropriate or explicit material. Any alleged crime may be reported to the proper law enforcement agency.

Indecent Exposure or Conduct: The intentional exposure or exhibition of one's sexual organs in the presence of (electronically or in person) one or more individuals within the ISPA community or at an ISPA-sponsored event; also described as explicit behavior that is considered lewd, indecent or obscene. Any alleged crime may be reported to the proper law enforcement agency.

Burglary: Gaining unauthorized entry into a building or property owned or maintained by ISPA with the intent to commit theft, vandalism or some other criminal offense therein. The fact that the premises may be open to the public or that the student may be otherwise authorized to enter or remain will not excuse any other offense, violation, or other breach of conduct committed by that student while therein. Burglary is considered a crime in Pennsylvania, and any alleged crime may be reported to the proper law enforcement agency.

Abusive Language or Conduct Directed at a School Employee or Trustee: The use of or engagement in abusive, profane, obscene or vulgar language or conduct directed at a school employee, Trustee, or other ISPA stakeholder.

Violations Leading to Expulsion

The following violations will lead to expulsion or a review for consideration of more restrictive school placement, following the due process procedures stated above.

Weapons: The display or possession of an object normally considered a weapon (other than a firearm), such as but not limited to a knife or club, while participating in any ISPA-sponsored activity. This particular act may be considered a crime in Pennsylvania, and any alleged crime may be reported to the proper law enforcement agency.

Firearms: The possession of a firearm or any weapon (including a starter gun, pellet gun, B-B gun, air rifle, or air pistol) that is designed to, or may readily be converted to expel a projectile by the action of an explosive or compressed or forced air. It is the expressed policy of the Board of Trustees that, with the exception of law enforcement officers, no person shall have in his or her possession any firearm of any nature, including a firearm used for recreational activities, while on a school property, other property owned or maintained by the school, or property designated for school activities. This particular offense can be considered a crime in Pennsylvania and any alleged crime may be reported to the proper law enforcement agency.

Battery: The intentional striking of another person against the will of the other person or intentionally causing bodily harm to another person. This offense is considered a crime in Pennsylvania and, any alleged crime may be reported to the proper law enforcement agency.

Bomb and Explosive: Possession of a bomb, explosive device, substance or material intended for use as a bomb or explosive device while participating in any ISPA-sponsored activity. This offense is considered a serious crime in Pennsylvania, and any alleged crime may be reported to the proper law enforcement agency.

Arson: A student shall not willfully, by fire or explosion, damage or attempt to damage any building, structure, vehicle, or other property owned or maintained by the school. Any alleged crime may be reported to the proper law enforcement agency.

Threat: Intentionally threatening, by word or act, to strike or cause bodily harm to another person, and cause the other person to have a fear that he or she is about to be harmed or about to suffer bodily harm. Any alleged crime may be reported to the proper law enforcement agency.

Search and Seizure Policy
To maintain order and discipline at school functions and protect the safety and welfare of ISPA students and school personnel, school authorities may search a student, a student's backpack or student automobile in certain circumstances and may seize any illegal or unauthorized materials discovered during the search. ISPA further reserves the right to utilize local law enforcement should the safety of the ISPA authority conducting a search be in question.

Procedures for Suspensions of 3 Days or Less*
Students who are suspended shall be afforded a conference with the Executive Director or designee before being suspended. During the conference, the student shall be:
- Informed of the alleged violation and any of the surrounding circumstances examined;
- Given an opportunity to respond to the accusations if he/she has not already done so;
- Informed of the recommended remedial measure; and
- Informed of the consequences of future infractions.

After the conference with the student, the Executive Director or designee shall implement the recommended remedial measure and send the parent a disciplinary letter to inform them of the student's violation, the length of the suspension, and the day on which the student and parent/guardian are permitted to return to class.

Procedure for Suspensions of More than 3 Days*

Students who are suspended for more than 3 days shall be afforded an informal hearing. Parents of the students must be notified in writing when the suspension is between 3 and 10 days. The notification must afford the parent time to attend the hearing. When the suspension is in regards to health, safety and welfare the student may be suspended immediately. The hearing allows the students to meet with appropriate official to explain why he/she should not be suspended. During the hearing the student will be:

- informed of the alleged violation and any of the surrounding circumstances examined;
- given an opportunity to respond to the accusations if he/she has not already done so;
- informed of the recommended remedial measure; and
- informed of the consequences of future infraction

Procedure for Expulsion*

By definition, expulsion is any exclusion from school for a period of more than 10 days. Written notice describing the misconduct containing specific reference to the rules and the setting the times and place of the hearing must be sent to the student's parent or guardian. A formal hearing must be held and should be private unless requested by the parent or guardian to be public. The student:

- may be represented by an attorney;
- has the right to have the information on the prosecution's witnesses;
- has the right to testify and present witnesses on his own behalf; and
- has the right to appeal to Court of Common Pleas.

State and/or Federal regulations may warrant different protocols for individual students in response to violations of school conduct or when implementing administrative consequences for such acts.

BULLYING/CYBER BULLYING POLICY

Prohibition of Harassment, Intimidation, and Bullying

The School is committed to a safe and positive learning environment for all students, employees, volunteers and parents, free from harassment, intimidation or bullying. All forms of bullying and cyber bullying are hereby prohibited. Anyone engaging in bullying or cyber bullying is in violation of the Policy and shall be subject to appropriate discipline.

"Bullying" shall mean unwelcome verbal, written or physical conduct directed at a student/parent/staff member/employee by another student/parent when the intentional act:

- Physically harms a student or damages the student's property;
- Has the effect of substantially interfering with a student's education;
- Is placing another in reasonable fear of physical, emotional or mental harm;
- Is severe, persistent or pervasive that it creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the school.
- "Cyber bullying" includes, but is not limited to the following misuses of technology: harassing, teasing, intimidation, threatening or terrorizing another student/parent/ staff member/employee by way of any technological tool, such as sending inappropriate or

derogatory emails, instant messages, text messages, pictures or website postings that would include blogs, when the intentional act is physically, emotionally or mentally harming to a student/parent/staff member/employee:

- Substantially interfering with the student's education;

- Placing a student/parent/staff member/employee in reasonable fear of physical, emotional or mental harm;

- Is severe, persistent or pervasive to the extent that it creates an intimidating or threatening educational environment; or

- Has the effect of substantially disrupting the orderly operation of the School.

Nothing in this policy requires the affected student/parent/staff member/employee to possess a characteristic that is a perceived basis for the harassment, intimidation, or bullying or other distinguishing characteristic.

All forms of bullying are unacceptable and when such actions are disruptive to the education process of the Insight PA students offenders shall be subject to appropriate staff intervention which may result in administrative discipline or action.

Harassment, intimidation or bullying can take many forms including slurs, rumors, and jokes, innuendos, demeaning comments, drawing cartoons, pranks, gestures, physical attacks, threats or other written, oral or physical actions. "Intentional acts" refer to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

This policy is not intended to prohibit expression of religious, philosophical or political views provided that the expression does not substantially disrupt the education environment. Many behaviors that do not rise to the level of harassment, intimidation or bullying may still be prohibited by other School policies or building, classroom or program rules. Counseling, corrective discipline and/or referral to law enforcement will be used to change the behavior of the perpetrator and remediate the impact on the victim. This includes appropriate intervention(s), restoration of a positive climate and support for victims and others impacted by the violation. False reports or retaliation for harassment, intimidation or bullying also constitute violations of this policy. The School administrator is authorized to direct the development and implementation of procedures addressing the elements of this policy, consistent with the complaint and investigation.

Glossary of Terms
Bullying shall mean engaging in behavior that prevents or discourages another student from exercising his/her right to education. It is intentional hurtful behavior perpetrated repeatedly over a period of time, in a relationship characterized by an imbalance of power (with regards to gender, physical or mental strength, social acceptance). Such prohibited behavior includes the use of threats, coercion, repeated harassment, abuse, oppression, intimidation against students, school personnel or school visitors or exclusion of anyone physically, psychologically or sexually.

Cyber-Bullying shall mean bullying that occurs by use of electronic devices through means of e-mail, instant messaging, text messages, blogs, discussion threads, mobile phones, chat messaging, pagers and websites.

TECHNOLOGY ACCEPTABLE USE POLICY

Insight PA Cyber Charter School is committed to student use of technology as a tool to expand learning opportunities and conduct scholarly research. The use of technology facilitates global collaboration- a vital skill for our 21st century learners. Students at Insight PA utilize laptop computers on a wireless network. Laptops are strictly for educational use consistent with the educational goals of Insight PA the Children's Internet Protection Act (CIPA) and the Protecting Children in the 21st Century Act. This Acceptable Use Policy is designed to give students and their families' clear and concise guidelines regarding the appropriate use of laptops. The underlying premise of this policy is that all members of the Insight PA community must uphold the values of honesty and integrity. The proper use of technology reflects the strength of one's character, as does one's behavior. We expect our students to exercise good judgment and to utilize technology with integrity.

Email
- Students should always use appropriate language in their e-mail messages.
- E-mail services provided by the School are to be used only for the exchange of appropriate information.
- No inappropriate e-mail is allowed including derogatory, obscene, or harassing messages. E- mail messages of an abusive or harassing nature will be regarded as a major violation and will be subject to a disciplinary response.
- Chain letters of any kind and spam are prohibited. Chain letters are defined as any e-mail message asking you to pass information or messages on to other individuals or groups via e- mail.
- Students are prohibited from accessing anyone else's e-mail account without first receiving explicit permission from the account holder.
- E-mail etiquette should be observed. In general, only messages that one would communicate to the recipient in person should be written.
- Only approved mail programs may be used for student mail.
- Only School-related attachments may be sent on the School e-mail system.

Games
- The School reserves the right to remove any game from a School computer that is considered inappropriate or impedes the educational purposes of the laptop program.
- The view and/or playing of electronic games is not permitted during School hours except as part of an assigned in-class activity.
- Games that include violence, adult content, inappropriate language and weapons are not to be installed or "played" on School computers including laptops.
- Screensavers that include gaming components are not allowed.

Laptops
- Student laptops must not be left unattended at any time.

- Laptops must be in a student's possession or secured at all times.
- Do not lend your laptop to other students.
- Do not borrow a laptop from another student.
- No food or beverages should be in vicinity of the laptops.
- Laptops should be handled with respect and care. Inappropriate treatment of School laptops is not acceptable.
- Laptop and laptop cases are not to be written on, to have stickers applied to them or to be defaced in any way.
- Don't remove, move or write on the identification sticker on your laptop.
- Students are not permitted to create any administrative passwords on their laptops.
- Students are not to swap batteries with other students.

Network Access
- Students must not make any attempt to access servers or network information that is not open to the public.
- The utilization of proxy avoidance IP numbers and programs is strictly prohibited.
- Students may not use the School network for personal or private business reasons including but not limited to online ordering and purchasing.
- Students are not to knowingly degrade or disrupt online services or equipment as such activity is considered a crime under state and federal law. This includes tampering with computer hardware or software, vandalizing data, invoking computer viruses, attempting to gain access to restricted or unauthorized network services or violating copyright laws.

File Sharing
- File sharing is the public or private sharing of computer data or space. Any program that creates a point-to-point connection between two or more computing devices for the purpose of sharing data is considered to be file sharing.
- File sharing of any kind is prohibited both on campus and off campus. The only exception to this is when it is a specific assignment given by a faculty member.
- No file sharing software of any kind is to be installed on School computers including laptops.

Deleting Files
- Do not delete any folders or files that you did not create or that you do not recognize. Deletion of certain files will result in a computer failure and will interfere with your ability to complete class work and may affect your grades.

Downloading and Loading of Software
- Students are not permitted to install custom individualized applications that require administrator privileges.
- All installed software must be a legally licensed copy.
- The downloading of music files, video files, games, etc. through the School's network is absolutely prohibited unless it is part of an assigned in-class activity.

- The School reserves the right to remove any software that has been loaded onto the computer that impedes the educational purpose of the laptop program.
- Copyrighted movies may not be "ripped" from DVDs and placed on the laptops nor may copyrighted movies be downloaded to the laptops from the Internet.
- Only commercial videos such as television programs legally purchased at a music store or another like entity may be downloaded to the laptops.
- Shareware and freeware programs such as animated cursors (i.e., Comet Cursor), screen savers and others similar to these automatically open connections to the computers from the outside the Insight PA network. Such connections are Spyware, and they not only monitor the activities on that computer, but they also slow down the operations of the computer and the network connection.

Screensavers
- Inappropriate or copyrighted media may not be used as a screensaver.
- Presence of weapons, pornographic materials, inappropriate language, alcohol, drug, and gang related symbols or pictures will result in disciplinary actions.

Internet Use
- The Internet is a rich and valuable source of information for education. Inappropriate materials are available on the internet and are strictly prohibited. These materials include items of a sexual or pornographic nature, extremist or militant materials, gambling, depictions of violence and images that are intended to be abusive or harassing etc. Students must not access, display or store this type of material.
- Information obtained through the Internet must be properly cited and in compliance with copyright laws. Due to the quickly changing nature of the Internet, a hard copy of referenced material is recommended.
- Students are required to give proper credit to all Internet sources used in academic assignments whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music and text.
- Plagiarism includes the use of any information obtained from the Internet that is not properly cited. Plagiarism of Internet resources will be treated in the same manner as any other incidences of plagiarism.
- If a student accidentally accesses a website that contains obscene, pornographic or otherwise offensive material, he/she is to notify a teacher, the Network Administrator or the Technology Coordinator as quickly as possible so that such sites can be blocked from further access. This is not merely a request, it is a responsibility.

Privacy, Use, and Safety
- Students may not give any personal information regarding themselves or others through e-mail or the Internet including name, phone number, address, passwords, etc. unless they are completely sure of the identity of the person with whom they are communicating. Frequently the identity of someone on the Internet is impossible to confirm. Therefore, contact with such individuals is considered inappropriate and unsafe.

- Students are not to provide the e-mail address or other personal information regarding other students, faculty, or administration to anyone outside of the School without their permission.
- Students must secure and maintain private passwords for network and laptop access. This is important in order to protect the privacy of each student. Do NOT share personal passwords or usernames.
- Insight PA respects the privacy of every student, faculty member and administrator with respect to stored files and e-mail accounts. However, if inappropriate use, including honor code violations or harassment, are suspected the school administration has the right to view these files in order to investigate suspected inappropriate behavior.
- The School will monitor computer activities that take place on School-owned computers including logging website access, newsgroup access, bandwidth and network use.
- Students are prohibited from accessing faculty, administration and staff computers as well as School file servers for any reason without explicit permission from the user or administrator of that computer.
- Students are prohibited from utilizing the command prompt interface. In addition to this, students are prohibited from using any method to obtain control of another person's computer through the use of their own computer.
- Students are prohibited from utilizing peer-to-peer networking or any method of file sharing between computers unless authorized by the technology staff.
- Students are prohibited from using laptops or any computer for acts of cruelty (including mean-spirited e-mails, offensive blogging, etc.).
- Laptops that are provided by the School continue to be the property of the School. Therefore the School has the right to view all content anytime.
- Any electronic device used on the School network, even if privately owned, is subject to all policies and consequences of the Acceptable Use Policy including: the right to view the content of the device at any time; the right to remove content from the device; and the right to return the device in the School's possession if there is an infraction to the Acceptable Use Policy that deserves that consequence

Social Media
Use good judgment
- We expect you to use good judgment in all situations.
- You must know and follow the school's Code of Conduct and Privacy Policy.
- Regardless of your privacy settings, assume that all of the information you have shared on your social network is public information.

Be respectful
- Always treat others in a respectful, positive and considerate manner.

Be responsible and ethical
- If you are approved to represent the school, unless you are specifically authorized to speak on behalf of the school as a spokesperson, you should state that the views expressed in your postings, etc. are your own. Stick with discussing school-related matters that are within your area of responsibility.
- Be open about your affiliation with the school and the role/position you hold.

Be a good listener
- Keep in mind that one of the biggest benefits of social media is that it gives others another way to talk to you, ask questions directly and to share feedback.
- Be responsive others when conversing online. Provide answers, thank people for their comments, and ask for further feedback, etc.
- Always be doing at least as much listening and responding as you do "talking."

Don't share the following:

Confidential information
- Do not publish, post or release information that is considered confidential or not public. If it seems confidential, it probably is. Online "conversations" are never private. Do not use your birth date, address, and cell phone number on any public website.

Private and personal information
- To ensure your safety, be careful about the type and amount of personal information you provide. Avoid talking about personal schedules or situations.
- NEVER give out or transmit personal information of students, parents, or co-workers
- Don't take information you may receive through social networking (such as e-mail addresses, customer names or telephone numbers) and assume it's the most up-to-date or correct.
- Always respect the privacy of the school community members.

Please be cautious with respect to:

Images
- Respect brand, trademark, copyright information and/or images of the school (if applicable).
- You may use photos and video (products, etc.) that are available on the school's website.
- It is generally not acceptable to post pictures of students without the expressed written consent of their parents.
- Do not post pictures of others (co-workers, etc.) without their permission.

Other sites
- A significant part of the interaction on blogs, Twitter, Facebook and other social networks involves passing on interesting content or linking to helpful resources. However, the school is ultimately responsible for any content that is shared. Don't blindly repost a link without looking at the content first.
- Pay attention to the security warnings that pop up on your computer before clicking on unfamiliar links. They serve a purpose and protect you and the school.
- When using Twitter, Facebook and other tools, be sure to follow their printed terms and conditions.

And if you don't get it right…
- Be sure to correct any mistake you make immediately, and make it clear what you've done to fix it.
- Apologize for the mistake if the situation warrants it.
- If it's a MAJOR mistake (e.g., exposing private information or reporting confidential information), please let someone know immediately so the school can take the proper steps to help minimize the impact it may have.

Personal Safety
If you see a message, comment, image, or anything else online that makes you concerned for your personal safety, bring it to the attention of an adult (teacher or staff if you're at school; parent if you're using the device at home) immediately.
- Users should never share personal information, including phone number, address, social security number, birthday, or financial information, over the Internet without adult permission.
- Users should recognize that communicating over the Internet brings anonymity and associated risks, and should carefully safeguard the personal information of themselves and others.

Copyright
- Unauthorized duplication, installation, alteration or destruction of data programs, hardware or software is prohibited.
- Data, programs, hardware, software and other materials including those protected by copyright may not be transmitted or duplicated.

Consequences
- The School reserves the right to enforce appropriate consequences for the violation of any section of the

Acceptable Use Policy. Consequences could include the loss of privileges on a laptop and/or the loss of the use of the computer for an amount of time determined by the administration and members of the Technology Department; possible disciplinary action; and possible legal action.

- Computers with illegal or inappropriate software or materials on them will be reformatted or "re-imaged."
- In the case of repeated laptop abuse and/or damages, the school has the right to revoke the use of the school's laptop.

Internet Hot Spots or Jet Packs

In limited instances, students may be provided internet hot spots if they qualify through a needs-based review process conducted by the Family Resource Coordinator. All parameters of the Acceptable Use policy apply to hot spots in the same manner they apply to student laptops.

Return of Equipment

All laptops and internet Hot Spots are school owned and provided to students for use during their time enrolled with Insight Pennsylvania. Upon withdraw it is expected that all equipment be returned to ISPA. Failure to return equipment could result in fines or legal action.

INTERNET REIMBURSEMENT POLICY

Consistent Internet access is a requirement for enrollment in the School. When Internet verification provided by a student's parent/guardian, a portion of the costs associated with Internet access is provided by a supplement for students enrolled in the School each semester.
Requirements
Families with students in Grades K -8:

• The School will reimburse a single student family $10 per month towards the partial costs associated with their student's Internet access. Families with multiple K-8 children schooling with the School will be reimbursed $20 per month. The reimbursement period is from September through May.

Families with at least one High School student or High School and any combination of Grades K-8:

• The School will reimburse families with at least one enrolled high school student a maximum of $30 per month towards the partial costs associated with their student's high-speed Internet access. The reimbursement period is September through May.

Note:
Additional students do not result in increased reimbursement. No family, regardless of the number of students, will receive more than $30 per month.

Each family will receive the actual cost of the Internet service up to, and not to exceed, the reimbursement.

Families must have current enrollment forms, including proof of residence and health forms. In addition students must participate in the Online School, as well as have compliant, consistent attendance throughout the semester as described in the Parent and Student Handbook, in order to qualify for the Internet Reimbursement Supplement.

Families must submit their Internet invoice online within 2 weeks of the end of the semester.
Invoices should be emailed to ISP@insightpa.org. In addition, an ISP reimbursement request must be completed via survey. The school will email families the survey link at the end of each semester. Instructions can be found on the school website.

If the invoice is not submitted within 2 weeks of the end of the semester, the family will not be reimbursed for that semester.

The address on the billing statement must match the current mailing address on the School record for the student(s).

Internet Reimbursement Supplement payments are mailed twice each year:
• Within six weeks after the last day of Semester 1
▢ Within six weeks after the last day of Semester 2.
• Late enrollment will result in pro-rated/partial reimbursement.
• Students must be enrolled through the end of the semester in order to be eligible for reimbursement for that semester

GRIEVANCES

• All concerns and issues should first be directed to the student's teacher. If an Insight PA teacher cannot resolve the issue (e.g., materials and computer issues), he or she will direct the parent/responsible adult to the appropriate contact for assistance. The Insight PA teacher will monitor the concern to ensure resolution.

- If the issue or concern is about the Insight PA teacher, parents are advised to contact ~~the Lead Teacher for that particular teacher or~~ the Academic Administrator for that grade level (i.e. principal of elementary, middle, or high school).

- If the concern is not resolved at the teacher, ~~lead teacher~~ or Academic Administrator level, students and parent(s)/responsible adults, custodian(s) or legal guardian(s) should address any concern or grievance in writing to the Chief Executive Officer. The Chief Executive Officer will respond within ten (10) working days.

- If the concern or grievance is not resolved by the Chief Executive Officer, the parent(s), custodian(s), or legal guardian(s) may, within ten (10) working days of the Chief Executive Officer's response, request a meeting (via phone or in person) with the Chief Executive Officer to discuss the concern or grievance. The meeting request must be in writing. The Chief Executive Officer shall investigate and respond within ten (10) working days.

- If the family's concern is not resolved at the meeting with the Chief Executive Officer, the family may file a complaint with the Insight PA Board of Trustees. The Insight PA Board of Trustees may address the complaint directly, or the family may file a complaint in writing with the Charter School Office rat the Pennsylvania Department of Education.

After receiving the complaint, the Department will determine if it merits referral to an existing complaint procedure (e.g., special education, professional employee misconduct). If the complaint cannot be referred under existing procedures, the redacted written complaint, (or paraphrased oral complaint), will be forwarded to Insight PA for a response. Insight PA will have ten (10) business days to issue a written response. After receipt of the Insight PA response the Department will determine if the complaint is resolved or if further investigation is required.

By signing parents and students confirm that they understand and agree to the contents of this page.
Please visit the following link to electronically complete the signature page:
https://tinyurl.com/ISPAHandbookSignature

I understand and agree that the cooperation and partnership of the Learning Coach, student, teacher, and other school staff is necessary for student success in our virtual environment and is rooted in the commitments contained in the School-Parent and Family Compact.

I understand and agree that I must provide a safe learning environment for my student that includes a reliable internet connection.

I understand and agree that I must review email daily and respond to email and telephone messages daily.

I understand and agree that my child must log into the Online School each school day and complete the lessons assigned.

I understand and agree that failure to log in and complete course work daily may result in ISPA pursuing truancy action as allowable under PA law.

I understand and agree that when my student is invited to a live class session marked as required it is because the teacher has determined that additional academic support is needed, and I further understand and agree that non-attendance at these sessions may result in decreased academic success or progress which may impact grade level promotion

I understand and agree that my child must participate in a variety of teacher directed online and offline activities and assessments.

I understand and agree that state testing (PSSA, Keystone) will require me to transport my student to a physical testing site. ISPA will work to ensure that testing sites are within an hour of the home whenever possible but depending upon my location I understand and agree that I may have to travel farther at my own expense.

I understand and agree that for ISPA to appropriately craft an instructional program for my student I must supply all relevant student records including past report cards, transcripts, testing scores, and any special education documentation as quickly as possible. I understand that ISPA will reach out to prior schools for this information but may also need my assistance in obtaining documents that cannot be obtained from the prior school.

I understand that public school enrollment includes compliance with state health requirements and all other Pennsylvania Department of Education requirements relevant to cyber charter schools.

I have read and understand ISPA policies for all addressed topics found in the Handbook.

We have read and reviewed the Handbook. In signing, we indicate an awareness and understanding of the school practices and procedures set forth herein.

Book	Employee Handbook 2019
Section	Policies
Title	Certification, Licensing and Other Regulations
Code	3003
Status	Active
Last Reviewed	May 20, 2019

CERTIFICATION, LICENSING AND OTHER REQUIREMENTS

•Professional employees must at all times maintain their certifications with the Pennsylvania Department of Education.

•All employees, and independent contractors and volunteers that have contact with children, must have valid child abuse and criminal background clearances (Act 168 of 2014 FORM, PDE 6004 Arrest and Conviction Certification Form, DHS Child Abuse History Clearance, PA State Police Request for Criminal Records Check and Federal Criminal History Record Information. New background checks and clearances are required every five years.

•All employees at any time during employment with Insight PA are required to report any new arrests or convictions for an offense that would create a ban on employment with children to an administrator in writing within seventy-two (72) hours. (PDE FORM 6004) 24 P.S. 1-111.

•School employees, independent contractors and volunteers shall make a report of suspected child abuse if they have reasonable cause to suspect that a child is the victim of child abuse under any of the following circumstances :

1. Employee, independent contractor or volunteer comes into contact with the child in the course of employment, occupation and the practice of a profession through a regularly scheduled program, activity or service.
2. Employee, independent contractor or volunteer is directly responsible for the care, supervision, guidance or training of the child.
3. A person makes a specific disclosure to a school employee, independent contractor or volunteer that an identifiable child is the victim of child abuse.
4. An individual fourteen (14) years or older makes a specific disclosure to an employee, independent contractor or volunteer that s/he has committed child abuse.

Call ChildLine (1-800-932-0313) or report electronically through the PA Department of Human Services.
http://dhs.pa.gov/provider/childwelfareservices/childlineandabuseregistry

Legal	24 P.S. 1-111
Cross References	Please see stand-alone Mandated Reporter policy for more information.

INSIGHT PA
CYBER CHARTER SCHOOL

POWERED BY K12

Book	Policy Manual
Section	6000 Operations
Title	Suicide Awareness, Prevention and Response Policy
Code	6019
Status	Active
Last Reviewed	October 1, 2017

SUICIDE AWARENESS, PREVENTION AND RESPONSE POLICY

Purpose

The School is committed to protecting the health and welfare of its students and maintaining a safe school environment. ISPA shall work diligently to educate school personnel and students on how to reduce the risk of suicide, recognize warning signs and implement appropriate response and intervention.

Definitions

At-Risk for Suicide shall mean any youth with risk factors or warning signs that increase the likelihood of suicidal behavior.
Chief School Administrator shall mean the chief executive officer of ISPA.

Crisis Response Team shall include, but not be limited to, the administrators, guidance counselors, the school nurse, social worker and school resource officers and/or members of the Student Assistance Program (SAP), as designated, and may include other members as deemed appropriate bye the Chief School Administrator. Community mental agency resources may be called for assistance to be a part of the team.

Expressed Suicidal Thoughts or Intentions shall mean a verbal or nonverbal communication that an individual intends to harm him/herself with the intention to die but has not acted on the behavior.

Prevention refers to efforts that seek to reduce the factors that increase the risk for suicidal thoughts and behaviors and increase the factors that help strengthen, support and protect individuals from suicide.

Protective Factors shall refer to characteristics (biological, psychological and social) that reduce risk and the likelihood of the individual developing a mental illness.

Resilience shall refer to an individual s innate ability to persevere in the face of adversity and reduce the risk of unhealthy outcomes.
Risk Factors shall refer to the personal or environmental characteristics that are associated with suicide. People affected by one or more of these risk factors have a greater probability of suicidal behavior. These can include, but are not limited to the following:

- Behavioral Health Issues/Disorder:

    - Depression.
    - Substance abuse or dependence.
    - Previous suicide attempts.
    - Self-Injury.
- Personal Characteristics:

    - Hopelessness/Low self-esteem.
    - Loneliness/Social alienation/Isolation/Lack of belonging.
    - Poor problem-solving or coping skills.
    - Impulsivity/Risk-taking/Recklessness.

- Adverse/Stressful Life Circumstances:

    - Interpersonal difficulties or losses.
    - Disciplinary or legal problems.

- Bullying (victim or perpetrator.
- School or work issues.
- Physical, sexual or psychological abuse.
- Exposure to peer suicide.
- Family Characteristics:

  - Family history of suicide or suicidal behavior.
  - Family mental health problems.
  - Divorce/Death of a parent/guardian.
  - Parent-child relationship.

School Connectedness shall mean the belief by students that adults and peers in the school care about their learning as well as about them as individuals.
School Personnel shall refer to all individuals having an active responsibility for care and supervision of students as well as those individuals serving in a supporting role, in the school, including but not limited to, administrators, teachers, support personnel and office staff.

Suicide shall refer to death caused by self-directed injurious behavior with an intent to die as a result of the behavior.

Suicide Act or Suicide Attempt shall mean a potentially self-injurious behavior for which there is evidence that the person probably intended to kill him/herself; a suicidal act may result in death, injuries or no injuries.

Warning Signs are evidence-based indicators that someone may be in danger of suicide, either immediately or in the very near future. These can include but are not limited to the following:

- Talking about or making plans for suicide.
- Expressing hopelessness about the future.
- Displaying severe/overwhelming emotional pain or distress.
- Showing worrisome behavioral cues or marked changes in behavior, particularly in the presence of the warning signs above. Specifically, this includes significant:

  - Withdrawal from or changing in social connections/situations.
  - Recent increased agitation or irritability.
  - Anger or hostility that seems out of character or out of context.
  - Changes in sleep (increase or decrease).

Suicide Awareness
Education of All School Personnel

All school personnel as defined above, including the Crisis Response Team, shall receive information about the school s protocols for suicide awareness, prevention and response, including, in particular information about recognizing students exhibiting suicidal ideation or the risk factors or warning signs for suicide and responsibility and procedures for reporting students at risk.

As part of the school s professional development plan, professional educators who serve students in grades K-12 shall participate in four (4) hours of youth suicide awareness and prevention training every five (5) years.

Additional professional development in risk assessment and crisis intervention shall be provided to administrators, guidance counselors, school social workers and family coaches.

Education of Students
Students in grades K-12 shall receive age-appropriate lessons in health education or other classes as applicable on the importance of safe and healthy choices, coping strategies, as well as help-seeking strategies for self and others.

Student grades 6-12 education may include, but is not limited to the following:

- Information about suicide awareness and prevention.
- Help-seeking behaviors that promote a climate encouraging peer referral and school connectedness.
- Addressing the problems that can lead students to suicidal ideation, including bullying and cyberbullying, depression, substance abuse and other mental health issues.

Suicide Prevention
Reporting Students At-Risk

A Suicide Prevention coordinator shall be designated. Administration shall notify the employee of his/her appointment and provide a list of associated duties. His/her identity and contact information shall be published to all school personnel, students and parents/guardians.

All school personnel as described above shall be responsible for reporting any student deemed at risk for suicide to the appropriate school authority as per identified crisis procedure. A student at risk of suicide may be identified through a threat of, or through any attempt of self-harm that is written, drawn, spoken or otherwise communicated.

The student s parents/guardians shall be contacted by the suicide Prevention Coordinator or his/her designee. In the event the student s parents/guardians cannot be reached, emergency responders will be contacted. No student who has been reported as at risk for suicide shall be promised confidentiality.

If any school personnel become aware of a student at risk for suicide after regular school hours, the school personnel must first contact the National suicide Prevention Hotline at 1-800-273-8255 and send a written report to the Suicide Prevention Coordinator on the following school day.

Suicide Intervention

Risk Assessment

When a student is reported as at risk for suicide, the suicide Prevention Coordinator or a Principal or their respective designee to whom the report was made, may take the following alternative actions as appropriate:

- Begin the risk assessment process.
- Contact the student s parents/guardians who shall agree to arrange further risk assessment and intervention.
- Discuss with the parents/guardians the development of an emotional or mental health safety plan for the student at risk for suicide.
- Provide the parents/guardians with contact information for mental health service providers in the community to whom students can be referred for further assistance and/or risk assessment, including, but not limited to, hospital emergency departments, psychiatric hospitals and facilities, community mental health centers, psychiatrists, psychologists, social workers and primary care health providers.

Intervention

In compliance with state regulations (22 Pa. Code 12.12), information received n confidence from a student may be revealed to the student s parents/guardians, school administrators or other appropriate authority when the health, safety or welfare of the student or other persons is at risk.

In no case shall a Student Safety Contract, No Harm Contract, or similar document be the sole intervention.

Documentation

Documentation of the intervention alternatives adopted shall be communicated to the Suicide Prevention Coordinator or his/her designee within 48 hours. If the student is determined to be a danger to him/herself or others, medical documentation may be required for return to regular school activities.

Response to Suicide or Suicide Attempt

The first school personnel to be made aware of a student suicide or suicide attempt must follow the school s crisis response procedures and shall immediately notify the Principal or his/her designee.

The school Principal or his/her designee shall immediately notify the parents/guardians of the affected student.

SUICIDE AWARENESS AND PREVENTION RESOURCES

A comprehensive list of resources related to Youth Suicide Awareness and Prevention is available on the Department of Education website at www.education.pa.gov. AND http://www.education.pa.gov/Documents/K-12/Safe%20Schools/Act%2071/Youth%20Suicide%20Education%20Awareness%20and%20Prevention%20Curriculum.pdf

Other resources include:

PA Youth Suicide Prevention Initiative:
http://payspi.org/

Oct. 2014 Dear Colleague Letter related to peer harassment of students with disabilities:
http://www2.ed.gov/about/offices/list/ocr/publications.html#Section504

Suicide Prevention Resource Center:
http://www.sprc.org/

American Foundation for Suicide Prevention:
http://www.afsp.org/

ATTACHMENT: 3.3-10

Safe Schools ACS and LEA Profile

LEA: Insight PA Cyber CS
School Year: 2018-2019

Enrollment	1,626	Incidents Involving Local Law Enforcement	0
Incidents	1	Total Arrests	0
Offenders	1	Assignments to Alternative Education	0

Misconduct Categories

Misconduct Type	Incidents Associated with the Misconduct	Percent of Total Incidents	Incidents per 100 Students
Student Code of Conduct	1	100.00%	0.06

* Categories with zero values are not shown on this report.

Safe Schools ACS and LEA Profile

LEA: Insight PA Cyber CS
School Year: 2018-2019

Weapon Detection

Weapon Detection Method	Incidents Associated with the Weapon Detection Method	Percent of Total Incidents	Incidents per 100 Students

* Categories with zero values are not shown on this report.

Safe Schools ACS and LEA Profile

LEA: Insight PA Cyber CS
School Year: 2018-2019

Offender Demographics

Age	Offenders	Percent of Total Offenders
13	1	100.00%
Summary	**1**	

Grade	Offenders	Percent of Total Offenders
Grade 8	1	100.00%
Summary	**1**	

Gender	Offenders	Percent of Total Offenders
Male	1	100.00%
Summary	**1**	

* Categories with zero values are not shown on this report.

Safe Schools ACS and LEA Profile

LEA: Insight PA Cyber CS
School Year: 2018-2019

Race / Ethnicity / Status Category

Race or Ethnicity	Offenders	Percent of Total Offenders
White	1	100.00%
Summary	**1**	

Offender Status	Offenders	Percent of Total Offenders
Student with IEP	1	100.00%
Summary	**1**	

* Categories with zero values are not shown on this report.

Safe Schools ACS and LEA Profile

LEA: Insight PA Cyber CS
School Year: 2018-2019

Incident Place and Time

Incident Place	Incident Time Frame	Total
Internet/online		1

Sanctions

School Sanction Type	Total
Out of school suspension	1

Adjudication

Adjudication	Total

* Categories with zero values are not shown on this report.

Safe Schools ACS and LEA Profile

LEA: Insight PA Cyber CS
School Year: 2018-2019

Remedial Programs

Remedial Program	Total

School Security Staff

School Security Staff	Total

Parental Involvement

Type of Parental Involvement	Total

Injuries

Injury Severity	Injury Code	Total
Victim did not sustain physical injury	1	1

School Security Staff from District Fact

No Data Available

* Categories with zero values are not shown on this report.

Safe Schools ACS and LEA Profile

LEA: Insight PA Cyber CS
School Year: 2018-2019

Expulsions by Grade
No Data Available

Expulsions by Race
No Data Available

Expulsions by Gender
No Data Available

* Categories with zero values are not shown on this report.

Safe Schools ACS and LEA Profile

LEA: Insight PA Cyber CS
School Year: 2018-2019

Out-of-School Suspensions by Grade
No Data Available

Out-of-School Suspensions by Race
No Data Available

Out-of-School Suspensions by Gender
No Data Available

* Categories with zero values are not shown on this report.

LEA: Insight PA Cyber CS
School Year: 2018-2019

Habitual Truancy by Grade

	Total	Truancy Rate
001	40	2.46
002	27	1.66
003	27	1.66
004	43	2.64
005	52	3.20
006	64	3.94
007	94	5.78
008	93	5.72
009	194	11.93
010	147	9.04
011	52	3.20
Kindergarten	43	2.64
Total	**876**	**53.87**

Habitual Truancy by Race

	Total	Truancy Rate
American Indian / Alaskan Native	9	0.55
Asian (not Hispanic)	6	0.37
Black / African American (not Hispanic)	342	21.03
Hispanic (any race)	148	9.10
Multi-Racial	2	0.12
Native Hawaiian or other Pacific Islander (not Hispanic)	1	0.06
White / Caucasian (not Hispanic)	368	22.63
Total	**876**	**53.87**

Habitual Truancy by Gender

Gender	Total	Truancy Rate
Female	440	27.06
Male	436	26.81
Total	**876**	**53.87**

* Categories with zero values are not shown on this report.

Safe Schools ACS and LEA Profile

LEA: Insight PA Cyber CS
School Year: 2018-2019

AUN	LEA	Count of Locations (excluding 9999)	Number of Locations (excluding non-school location 9999) with AEDs	Total Number of AEDs reported in the LEA (includes AEDs reported for non-school location 9999)	Number of Locations (excluding non-school location 9999) without AEDs
124152637	Insight PA Cyber CS	2	0	0	2

Safe Schools ACS and LEA Profile

School Year: 2018-2019
LEA: Insight PA Cyber CS

PA Department of Education
Office for Safe Schools
333 Market Street, 5th Floor
Harrisburg, PA 17126-0333
Primary email: ra-edsafeschoolsrep@pa.gov

Due Date: July 31, 2019

Local law enforcement agency with jurisdiction over the school entity: _____
NOTE: IF MULTIPLE LOCAL LAW ENFORCEMENT (LLE) AGENCIES HAVE JURISDICTION OVER THE SCHOOL ENTITY, IN THIS CASE YOU ARE REQUIRED TO SUBMIT A SCHOOL-LEVEL ACS FOR EACH SCHOOL CERTIFIED BY THE APPROPRIATE LLE WITH JURISDICTION.

Data Contact Person:
Name: *Johanna Best*
Email: *jbest@insightpa.org*
Phone: *484.713.4353 ext 2013*
Fax:

_JB_ Initial to indicate data and associated validation reports were reviewed

IT Contact Person:
Name: *Johanna Best*
Email: *jbest@insightpa.org*
Phone: *484.713.4353 ext 2013*
Fax:

_JB_ Initial to indicate all batch details were reviewed and all messages were addressed as necessary
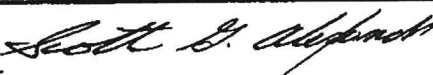
I certify that in accordance with 24 PS 13-1303-A, I have reviewed the Safe Schools – School Report for the school entity listed above and that the information provided on the files and summarized on the above School Safety Report is correct and true to the best of my knowledge and was prepared in accordance with the Pennsylvania Information Management System (PIMS).

I certify that in accordance with 24 PS 13-1303-A, I have reviewed the Safe Schools – School Report for the school entity listed above and that the information provided on the files and summarized on the above School Safety Report is correct and true to the best of my knowledge and was prepared in accordance with the Pennsylvania Information Management System (PIMS).

[ ] Check this box if there is more than one local Enforcement Agency with jurisdiction in your district. The signed individual School's ACS are attached.

Chief LEA Administrator's Signature	Date:
Printed name:	

I certify that in accordance with 24 PS 1303-A (B.1), I have reviewed the Safe Schools – School Report for the school entity listed above, that the school entity listed above is in my department's jurisdiction, and that the information provided on the files and summarized on the above School Safety Report accurately reflects our police incident data.

Chief Law Enforcement Officer Signature: *Scott G. Alexander*	Date: *08/08/19*
Printed name: *Scott G. Alexander*	
Police department: *Uwchlan Township Police Department*	
Contact Information: Telephone: *610-363-6947*	
Email: *salexander@uwchlan.com*	

[ ] Check this box if the Local Law Enforcement Agency fails to review and provide notification of the accuracy of its incident data to the above report as required by 24 PS 1303-A (B.1).

Chief LEA Administrator's Signature *Eileen Cannistraci*	Date: *8/29/19*
Printed name: *Eileen Cannistraci*	

Note: This Signature is not Required If you Have Multiple Law Enforcement Agencies And Each Individual School ACS is attached.

Safe Schools ACS and School Profile

LEA: Insight PA Cyber CS
School: Insight PA Cyber CS - 8394
School Year: 2018-2019

Enrollment	1,626	Incidents Involving Local Law Enforcement	0
Incidents	1	Total Arrests	0
Offenders	1	Assignments to Alternative Education	0

Misconduct Categories

Misconduct Type	Incidents Associated with the Misconduct	Percent of Total Incidents	Incidents per 100 Students
Student Code of Conduct	1	100.00%	0.06

* Categories with zero values are not shown on this report.

Safe Schools ACS and School Profile

LEA: Insight PA Cyber CS
School: Insight PA Cyber CS - 8394
School Year: 2018-2019

Weapon Detection

Weapon Detection Method	Incidents Associated with the Weapon Detection Method	Percent of Total Incidents	Incidents per 100 Students

* Categories with zero values are not shown on this report.

Safe Schools ACS and School Profile

LEA: Insight PA Cyber CS
School: Insight PA Cyber CS - 8394
School Year: 2018-2019

Offender Demographics

Age	Offenders	Percent of Total Offenders
13	1	100.00%
Summary	**1**	

Grade	Offenders	Percent of Total Offenders
Grade 8	1	100.00%
Summary	**1**	

Gender	Offenders	Percent of Total Offenders
Male	1	100.00%
Summary	**1**	

* Categories with zero values are not shown on this report.

Safe Schools ACS and School Profile

LEA: Insight PA Cyber CS
School: Insight PA Cyber CS - 8394
School Year: 2018-2019

Race / Ethnicity / Status Category

Race or Ethnicity	Offenders	Percent of Total Offenders
White	1	100.00%
Summary	**1**	

Offender Status	Offenders	Percent of Total Offenders
Student with IEP	1	100.00%
Summary	**1**	

* Categories with zero values are not shown on this report.

Safe Schools ACS and School Profile

LEA: Insight PA Cyber CS
School: Insight PA Cyber CS - 8394
School Year: 2018-2019

Incident Place and Time

Incident Place	Incident Time Frame	Total
Internet/online		1

Sanctions

School Sanction Type	Total
Out of school suspension	1

Adjudication

Adjudication	Total

* Categories with zero values are not shown on this report.

Safe Schools ACS and School Profile

LEA: Insight PA Cyber CS
School: Insight PA Cyber CS - 8394
School Year: 2018-2019

Remedial Programs

Remedial Program	Total

Parental Involvement

Type of Parental Involvement	Total

School Security Staff

Location ID	Assignment Code	Total

Injuries

Injury Severity	Injury Code	Total
Victim did not sustain physical injury	1	1

* Categories with zero values are not shown on this report.

<u>Safe Schools ACS and School Profile</u>

LEA: Insight PA Cyber CS
School: Insight PA Cyber CS - 8394
School Year: 2018-2019

Expulsions by Grade
No Data Available

Expulsions by Race
No Data Available

Expulsions by Gender
No Data Available

* Categories with zero values are not shown on this report.

Safe Schools ACS and School Profile

LEA: Insight PA Cyber CS
School: Insight PA Cyber CS - 8394
School Year: 2018-2019

Out-of-School Suspensions by Grade
No Data Available

Out-of-School Suspensions by Race
No Data Available

Out-of-School Suspensions by Gender
No Data Available

* Categories with zero values are not shown on this report.

Safe Schools ACS and School Profile

LEA: Insight PA Cyber CS
School: Insight PA Cyber CS - 8394
School Year: 2018-2019

Habitual Truancy by Grade

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Safe Schools ACS and School Profile

LEA: Insight PA Cyber CS
School: Insight PA Cyber CS - 8394
School Year: 2018-2019

AUN	LEA	Count of Automatic External Defibrillators at this location
124152637	Insight PA Cyber CS	0

Safe Schools ACS and School Profile

School Year: 2018-2019
LEA: Insight PA Cyber CS
School: Insight PA Cyber CS - 8394

Due Date: July 31, 2019

Local law enforcement agency with jurisdiction over the school entity: _____
NOTE: IF MULTIPLE LOCAL LAW ENFORCEMENT (LLE) AGENCIES HAVE JURISDICTION OVER THE SCHOOL ENTITY, IN THIS CASE YOU ARE REQUIRED TO SUBMIT A SCHOOL-LEVEL ACS FOR EACH SCHOOL CERTIFIED BY THE APPROPRIATE LLE WITH JURISDICTION.

Data Contact Person:
Name: _Johanna Best_
Email: _jbest@insightpa.org_
Phone: _484.713.4363_
Fax:

_____ Initial to indicate data and associated validation reports were reviewed

IT Contact Person:
Name: _Johanna Best_
Email: _jbest@insightpa.org_
Phone: _484.713.4363_
Fax:

_____ Initial to indicate all batch details were reviewed and all messages were addressed as necessary

I certify that in accordance with 24 PS 13-1303-A, I have reviewed the Safe Schools – School Report for the school entity listed above and that the information provided on the files and summarized on the above School Safety Report is correct and true to the best of my knowledge and was prepared in accordance with the Pennsylvania Information Management System (PIMS).

School Administrator's Signature _Eileen Cannistra_	**Date:** 8/29/19
Printed name: Eileen Cannistraci	

I certify that in accordance with 24 PS 13-1303-A, I have reviewed the Safe Schools – School Report for the school entity listed above and that the information provided on the files and summarized on the above School Safety Report is correct and true to the best of my knowledge and was prepared in accordance with the Pennsylvania Information Management System (PIMS).

Chief LEA Administrator's Signature _Eileen Cannistra_	**Date:** 8/29/19
Printed name: Eileen Cannistraci	

I certify that in accordance with 24 PS 1303-A (B.1), I have reviewed the Safe Schools – School Report for the school entity listed above, that the school entity listed above is in my department's jurisdiction, and that the information provided on the files and summarized on the above School Safety Report accurately reflects our police incident data.

Chief Law Enforcement Officer Signature: _Scott G. Alexander_	**Date:** 08/08/19
Printed name: Scott G. Alexander	
Police department: Uwchlan Township Police Department	
Contact information: Telephone: 610-363-6947	
Email: salexander@uwchlan.com	

[ ] Check this box if the Local Law Enforcement Agency fails to review and provide notification of the accuracy of its incident data to the above report as required by 24 PS 1303-A (B.1).

Student Records Policy

Purpose

Insight PA Cyber Charter School recognizes the need for a records retention system to manage charter school records. The Board recognizes that the orderly and managed retention and destruction of charter school records promote efficiency, conserves financial and physical resources, and promotes the orderly day-to-day execution of charter school business.

The educational interest of students requires the collection, retention, and use of data and information about individuals and groups of students while ensuring the individual's right to privacy. The charter school will maintain educational records as they are defined herein for students for legitimate educational purposes.

The Board recognizes its responsibility for compilation, retention, disposition and security of student records. The Board also recognizes the legal requirement to maintain the confidentiality of student records.

Definitions

Eligible Student: A student who has reached the age of eighteen (18) or older or is attending a post-secondary education institution. Eligible students can access their own educational records. Once a student becomes an eligible student, all parental rights under FERPA fully transfer to the student.

Parent: Includes a biological parent, a guardian who can be either an individual or agency having educational rights, an individual acting as a parent in the absence of a parent or guardian, or a foster parent who can show that s/he has educational rights. Where no individual or agency acting as a parent can be located, an appointed and approved surrogate parent. The charter school reserves the right to require documentation or other proof that an individual meets the definition of parent under FERPA prior to disclosing information.

Authority

This policy shall be interpreted in accordance with and consistent with the following laws and corresponding regulations: the Family Educational Rights and Privacy Act (FERPA); the Individuals with Disabilities Education Act (IDEA); the No Child Left Behind Act of 2001 (NCLB); the Health Insurance Portability and Accountability Act (HIPAA); the Pennsylvania School Code and Regulations of the State Board of Education, and any other applicable laws and regulations. Only educational records mandated by federal and state statutes and regulations, or permitted by the Board, may be compiled by charter school staff.

This Policy supplements the charter school's Annual Student Records Notice. That Notice is issued annually and published in the Student Code of Conduct and the school website.

Delegation of Responsibility

The CEO or designee shall be responsible for developing and implementing a plan for the maintenance, retention and destruction of records of regular students and students with disabilities that meets the requirements of all state and federal statutes and regulations and is approved by the Board.

Guidelines

The charter school's plan for compilation, retention, disclosure and security of student records shall provide for the following:

1. Informing parents/guardians and eligible students of their rights and the procedures to implement those rights.
2. Permitting appropriate access by authorized persons and officials, describing procedures for access, and listing copying fees.

3. Enumerating and defining the types, locations and persons responsible for student records maintained by the school.

4. Establishing guidelines for disclosure of information and data in student records.

5. Maintaining a record of access and release of information for each student's records.

6. Assuring appropriate retention and security of student records.

7. Transferring education records and appropriate disciplinary records to other schools.

Electronic Records

All student records will be maintained in digital form in secure electronic databases. Access to those records will be strictly limited to authorized officials pursuant to FERPA (see below). All physical records received by the school will be scanned and maintained in electronic databases, and later destroyed in keeping with the records destruction policy shown below.

Directory Information and Other Types of Records

Directory Information -

Information from a student's education record the release of which is generally not considered an invasion of a student's privacy. A school can disclose those items it designates as directory

information from a student's education record without prior parental consent unless a parent objects in writing. The school has designated the following as directory information: student's name, address, telephone listing, date and place of birth, grade level, most recent school attended, enrollment status, dates of attendance, honor rolls, and awards received. All parents and eligible students may refuse consent for the general disclosure of directory information by completing the school's Form to Request To Withhold Directory Information. Pursuant to the NCLB, the school is required to release student directory information to military recruiters. Any parent or eligible student may notify the school in writing of their refusal for this information to be released by returning the school's form. Questions about either form should be directed to:

CONTACT INFORMATION

Copies of a student's current IEP, most recent multi-disciplinary team evaluation report, current service agreement or accommodation plan, and instructional support or child study team data and action plan shall be maintained:

1. In a secure file in the records room together with other special education records that remain relevant to the education of the particular child or the design and provision of educational programs in general or essential to the protection of the legal interests of the charter school.

Records on Discipline and Violent Acts -

The school shall maintain updated records of all incidents of violence, incidents involving possession of a weapon and convictions or adjudications of delinquency for acts committed on school property by students enrolled therein on both a school-wide and school-by-school basis. When written verification of current enrollment or an intention to enroll is received, these records shall be forwarded to a school where the student transfers or seeks to enroll without prior parental consent.

Test Protocols under the IDEA -

To preserve the integrity of psychological and other testing, students' test protocols, where they are maintained, will be maintained separately from other education records in confidential files and are not part of a student's main educational record. Pursuant to the IDEA, parents may request an opportunity to review and discuss specific testing results with an evaluator. During such a meeting, testing materials can be reviewed and explained.

Requests for Inspection of Records

Except as provided in the relevant law, student records shall not be disclosed or released without prior, written consent from the Parent or, where applicable, the eligible student. Any parent or eligible student shall have the right to inspect all education records maintained by the school.

Parents may only review the education records in their own child's file, and eligible students may only review their own educational records. Records containing personally-identifiable information regarding more than one student, such as disciplinary records and incident reports, shall be redacted prior to review by the parent or eligible student. Parents and eligible students do not have a right to copies of educational records, however, copies may be provided at the discretion of the school and/or upon a parent's documented claim that s/he is unable, due to physical disability or illness, to review the records at the school. The school may charge a fee of fifteen (15) cents per page for the copy of educational records. Upon a parent's showing of financial hardship, copies may be provided free of charge.

The school will comply with a request to review records within forty-five (45) calendar days from the date of the written request. Written requests shall be submitted to the student program principal. A principal or designee may be present during a parent or eligible student's inspection of educational records at a school administrative office.

Parents of students receiving special education services may designate an individual to review his/her student's education records. The charter school must be provided with written consent signed by the student's parent for this to occur.

Transcripts

Students may request copies of transcripts. Students will not be assessed a fee for copies of transcripts requested prior to July 1 of the calendar year in which the student graduates. After that time, a small fee will be charged for each transcript requested.

Request for Disclosure

All disclosures requiring written parental/eligible student consent shall be made only once the consent has been received by the program principal or records custodian and will be maintained with a Record of Release for the file. The written consent must contain: a date and any time limit for release, the records to be disclosed, the purpose of the disclosure and the specific person to whom the records shall be released.

Disclosures Made Where Prior Consent is Not Required

Educational records may be disclosed by an authorized official of the school WITHOUT prior parental consent in accordance with FERPA including to:

1. Other school officials who have been determined by the school to have legitimate educational interests. All school employees or subcontractors involved in the supervision of a student (academic or non-academic) who have a legitimate educational interest in information contained in educational records. This means that information from educational records may be shared among school administrators, teachers,

guidance counselors, nurses, support staff, intermediate unit personnel, and other employees or contractors who are working with the school. Volunteers working directly with students shall also be considered to be "school officials" under this Policy.

2. Officials of other schools, including post-secondary schools, in which the student seeks or intends to enroll, upon condition that the student's parents be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record;

3. Authorized representatives of federal, state or local government;

4. In connection with a student's application for, or receipt of, financial aid;

5. Organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction, if such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than representatives of such organizations and such information will be destroyed when no longer needed for the purpose for which it is conducted;

6. Accrediting organizations in order to carry out their accrediting functions;

7. In connection with an emergency, appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons. It shall be the policy of this school to utilize this exception to the consent requirement only where the health and safety emergency is imminent, the threat serious and the need for information immediate; and

8. Pursuant to a subpoena or judicial order. In most cases, the school will seek to contact the parents of the student to notify them of the release of information in advance of compliance with the subpoena/order. However, in some specific types of judicial proceedings in which a parent is involved, such notice may not be provided to the parent, pursuant to FERPA.

9. A caseworker or other representative of a State or local child welfare agency or tribal organization authorized to access a student's case plan ''when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student.''

The charter school may disclose group scholastic achievement data from which the individual cannot be identified.

<u>Challenges to the Content of a Student's Educational Record</u>

A parent or eligible student has the right to request amendment of a student's educational file if it is believed that any information is inaccurate or in violation of a student's rights. Requests for amendment of a student's file should be directed to the:

Chief Executive Officer
Eileen Cannistraci
350 Eagleview Blvd, Suite 350
Exton, PA 19341

This school shall decide within a reasonable time whether to amend the record. If the school does not amend the educational record, it shall notify the parent/eligible student of the right to and arrange an informal hearing. Additional information regarding the hearing will be provided to the parent or eligible student when notified of the right to request a hearing.

The written decision on whether or not to amend the educational record will be provided to the parent/eligible student who requests the hearing within a reasonable time after the date of the hearing, but no longer than sixty (60) school days. If a complaint cannot be satisfactorily resolved by the school, a Parent can file a complaint at the following federal office: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue S.W., Washington, D.C. 20202-4605.

If, as a result of the hearing, the charter school decides that the information is inaccurate, misleading or in violation of the privacy rights of the student, it shall (i) amend the record and (ii) inform the parent of the amendment in writing.

If, as a result of the hearing, the charter school decides that the information in the education record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why s/he disagrees with the decision of the charter school, or both.

Destruction of Educational Records

The school may destroy educational records when they are no longer needed to provide educational services to a student. Non-core physical files are destroyed at the end of each year if not claimed by the student or legal guardian. The Registrar will send written notice of the destruction of those physical records to the legal guardian at least 60 days in advance of destroying the records. The student or legal guardian may request records by contacting the Registrar at studentrecords@insightpa.org or calling the main office number for Insight PA.

Core physical files will be maintained for 12 years after the student graduates or withdraws from the school (see the attached Retention Schedule for more information).

Records that include core data, consisting of student's name; last known address of parents/guardian; birth date; attendance data (general, not specific); and transcripts; otherwise known as a student's cumulative file, shall be maintained in the Electronic File Depository until the student is 30 years of age.

Electronic records maintained by the school as educational records for a regular education student shall be maintained for12 years beyond the student's graduation date. If the student does not graduate from the charter school, the records shall be maintained until the student's 30th birthday.

<u>Confidentiality of Records</u>

Notice for Directory Information -

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that the charter school, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the charter school may disclose appropriately designated "directory information" without written consent, unless you have advised the charter school to the contrary in accordance with charter school procedures. The primary purpose of directory information is to allow the charter school to include this type of information from your child's education records in certain school publications. Examples include:

- Honor roll or other recognition lists.

- Graduation programs.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two (2) federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Act of 1965 (ESEA) to provide military recruiters, upon request, with three (3) directory information categories – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want the charter school to disclose directory information from your child's education records without your prior written consent, you must notify the charter school in writing within 30 days of student's enrollment date.

<u>Students Records Policy</u>

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over eighteen (18) years of age ("eligible students") certain rights with respect to the student's education records.

These rights are:

The right to inspect and review the student's education records within forty-five (45) days of the day the school receives a request for access. Parents or eligible students should submit to the building principal or director of student services a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent of eligible student of the time and place where the records may be inspected.

The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate. Parents or eligible students may ask the school to amend a record that they believe is inaccurate. They should write the school principal or director of student services and clearly identify the part of the record they want changed, and specify why it is inaccurate. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent the FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school has contacted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility. Upon request, the charter school may disclose education records without consent to officials of another public school entity in which a student seeks or intends to enroll.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the charter school to comply with the requirements of FERPA. The name and address of the office that administers FERPA are: Family Policy Compliance Office, U.S. Dept. of Education, 400 Maryland Ave. SW, Washington, DC 20202-4605.

The records of each student with exceptionality (special education) are reviewed at the end of each school year. Information the charter school no longer deems necessary to provide appropriate programming is discarded. Parents may claim discarded records by contacting the Chief Executive Office at 484-713-4353, ext. 2001, prior to June 1 each school year. Copies are available at a cost of ten (10) cents per page.

Insight Pennsylvania Cyber Charter School

Health and Safety Requirements Manual

2019-2020

Table of Contents:

INSIGHT PA
CYBER CHARTER SCHOOL

POWERED BY K12

Book	Policy Manual
Section	2000 Students
Title	Anti-Hazing Policy
Code	2047
Status	Active
Last Reviewed	October 1, 2017

ANTI-HAZING POLICY

Purpose:
The School is committed to maintaining a safe, positive environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school and are always prohibited.

Definitions:
Hazing is defined by any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a person or which willfully destroys or removes public or private property for initiation or admission into or affiliation with, or as a condition of continued membership in, any organization. The term shall include but not be limited to:

- Any brutality of a physical nature such as whipping, beating, branding.
- Forced calisthenics.
- Exposure to elements.
- Forced consumption of any food, liquor, drug or other substance.
- Any other forced physical activity which could adversely affect the physical health and safety of the individual, and shall include any activity which would subject the individual to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct which is intended to or could result in humiliation, extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual.
- Any willful destruction or removal of public or private property.

Authority:
The School prohibits hazing in connection with any student activity or organization, regardless of whether the conduct occurs on or off school property or outside of school hours. No student, parent, guardian, coach, sponsor, volunteer or school employee shall engage in, condone or ignore any form of hazing. The School encourages students who have been subjected to hazing to promptly report such incidents to the Principal.

Delegation of Responsibility:
Students, parents/guardians, coaches, sponsors, volunteers and School employees shall be alert to incidents of hazing and shall report such conduct to the Principal immediately. School administrators shall investigate promptly all complaints of hazing and administer appropriate discipline to any individual or student activity or organization found in violation of this policy.

Guidelines:
In addition to posting this policy on the School website, the school shall annually inform students, parents/guardians, sponsors, volunteers and School employees that hazing is prohibited, by means of:

1. Distribution of Written Policy.
2. Publication in Parent and Student handbooks.
3. Verbal Instructions at the Start of a Program

Complaint Process:
When a student believes that s/he has been subject to hazing, the student shall promptly report the incident, orally or in writing, to the Principal. The Principal shall conduct a timely, impartial, thorough and comprehensive investigation of the alleged hazing. The Principal shall prepare a written report summarizing the investigation and recommending disposition of the complaint. The School shall document the corrective action taken.

Consequences for Violations:

If the investigation results in a substantiated finding of hazing, the Principal shall recommend appropriate disciplinary action up to and including expulsion, as circumstances warrant, in accordance with the Code of Student Conduct. Additionally, the student may be subject to disciplinary action by removing the student from a school-sponsored activity.

The Principal shall take such disciplinary action for violations of this policy as appropriate and within their authority, as set forth in the Code of Student Conduct. In addition to other authorized discipline (probation, suspension, dismissal or expulsion), the Principal shall have the authority, after providing the student or students with an informal hearing, to impose a fine of up to Fifty Dollars ($50.00) on each student determined to have engaged in hazing in violation of this policy.

When recommended disciplinary action results in a formal hearing before the Board, in addition to other authorized disciplinary consequences, the Board may also impose a fine of up to One Hundred Fifty Dollars ($150) on each student determined to have engaged in hazing in violation of this policy.

When fines have not been paid, the School administrator shall have the authority to direct that student diplomas and/or transcripts be withheld until payment in full is made or a payment plan is agreed upon. In cases of economic hardship, the School administrator shall consider whether diplomas and/or transcripts should be released despite an unpaid fine.

If a School sponsored activity or organization authorizes hazing in blatant disregard of this policy or other applicable School rules, penalties may also include rescission of permission for that School sponsored activity or organization to otherwise operate under the sanction or recognition of the School.

Any person who causes or participates in hazing may also be subject to criminal prosecution.

INSIGHT PA
CYBER CHARTER SCHOOL

POWERED BY K12

Book	Policy Manual
Section	2000 Students
Title	Bullying and Cyber Bullying Policy
Code	2049
Status	Active
Last Reviewed	June 17, 2019

Bullying and Cyber Bullying Policy

Prohibition of Harassment, Intimidation, and Bullying
The School is committed to a safe and positive learning environment for all students, employees, volunteers and parents, free from harassment, intimidation or bullying. All forms of bullying and cyber bullying are hereby prohibited. Anyone engaging in bullying or cyber bullying is in violation of the Policy and shall be subject to appropriate discipline.

"Bullying" shall mean unwelcome verbal, written or physical conduct directed at a student/parent/staff member/employee by another student/parent when the intentional act:

- Physically harms a student or damages the student's property;
- Has the effect of substantially interfering with a student's education;
- Is placing another in reasonable fear of physical, emotional or mental harm;
- Is severe, persistent or pervasive that it creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the school.

"Cyber bullying" includes, but is not limited to the following misuses of technology: harassing, teasing, intimidation, threatening or terrorizing another student/parent/ staff member/employee by way of any technological tool, such as sending inappropriate or derogatory emails, instant messages, text messages, pictures or website postings that would include blogs, when the intentional act is physically, emotionally or mentally harming to a student/parent/staff member/employee:

- Substantially interfering with the student's education;
- Placing a student/parent/staff member/employee in reasonable fear of physical, emotional or mental harm;
- Is severe, persistent or pervasive to the extent that it creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the School?

Nothing in this policy requires the affected student/parent/staff member/employee to possess a characteristic that is a perceived basis for the harassment, intimidation, or bullying or another distinguishing characteristic.

All forms of bullying are unacceptable and when such actions are disruptive to the education process of the Insight PA students' offenders shall be subject to appropriate staff intervention which may result in administrative discipline or action.

Harassment, intimidation or bullying can take many forms including slurs, rumors, and jokes, innuendos, demeaning comments, drawing cartoons, pranks, gestures, physical attacks, threats or other written, oral or physical actions. "Intentional acts" refer to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

This policy is not intended to prohibit expression of religious, philosophical or political views provided that the expression does not substantially disrupt the education environment. Many behaviors that do not rise to the level of harassment, intimidation or bullying may still be prohibited by other School policies or building, classroom or program rules. Counseling, corrective discipline and/or referral to law enforcement will be used to change the behavior of the perpetrator and remediate the impact on the victim. This includes appropriate intervention(s), restoration of a positive climate and support for victims and others impacted by the violation. False reports or retaliation for harassment, intimidation or bullying also constitute violations of this policy. The School administrator is authorized to

direct the development and implementation of procedures addressing the elements of this policy, consistent with the complaint and investigation.

Glossary of Terms

<u>Bullying</u> shall mean engaging in behavior that prevents or discourages another student from exercising his/her right to education. It is intentional hurtful behavior perpetrated repeatedly over a period of time, in a relationship characterized by an imbalance of power (with regards to gender, physical or mental strength, social acceptance).

Such prohibited behavior includes the use of threats, coercion, repeated harassment, abuse, oppression, intimidation against students, school personnel or school visitors or exclusion of anyone physically, psychologically or sexually.

<u>Cyber-Bullying</u> shall mean bullying that occurs by use of electronic devices through means of e-mail, instant messaging, text messages, blogs, discussion threads, mobile phones, chat messaging, pagers and websites.

INSIGHT PA
CYBER CHARTER SCHOOL

POWERED BY K12

Book	Policy Manual
Section	2000 Students
Title	Student Code of Conduct and Discipline
Code	2018
Status	Active
Last Reviewed	June 17, 2019

STUDENT CODE OF CONDUCT AND DISCIPLINE

ISPA implements disciplinary procedures consistent with the Pennsylvania Code and the Individuals with Disabilities Act. Student offenses dictate the severity of the consequence ISPA will impose. In addition to the specific offenses set forth below, ISPA is within its rights to discipline any student who engages in conduct that threatens the health, safety or welfare of others or disrupts the learning environment. The appropriate consequence will be determined at the sole discretion of the school in accordance with the law. Student rights regarding disciplinary procedures are outlined in the final section of this code. In all disciplinary situations parent and student will be notified by either

ISPA's Executive Director, Academic Director, or Principal, and provided with an explanation of the action taken. Appeals can be made to ISPA's Chief Executive Officer (CEO) who will review the merits of case. Suspensions may result in the removal of student access to certain communications and/or technologies within the larger ISPA community.

Discipline Procedures: A student cannot be suspended or expelled and thereby deprived of a free education provided in the public schools without due process. Due process requirements guarantee all students the right to fair notice, fair procedures and a fair hearing. The student and his or her parent or guardian have the responsibility to follow the procedures set forth below in a respectful and timely fashion. A student who is accused of misbehavior or a breach of this Code of Student Conduct will be addressed by the Executive Director or his/her designee (Academic Director, Principal).

Written referral: Violations shall be presented in written form and should be specific, indicating the breach of the Code of Student Conduct for which the referral is being issued.

Student notification: The student will be placed on notice of the violation by the Executive Director or appointed designee and afforded an opportunity to explain.

Initial conference: An initial conference (in person or by tele- or video- conference) shall be conducted by the Executive Director or appointed designee at each level of discipline.

Charges and Evidence: The Executive Director or appointed designee, shall confer with the student, explain the charges and evidence against the student and allow the student an opportunity to present his or her side of the story prior to taking disciplinary action.

Parental Assistance: A good faith effort shall be made by the Executive Director or appointed designee, to employ parental assistance or other alternative measures prior to suspension, except in the case of emergency or disruptive conditions that require immediate suspension or in the case of a serious breach of conduct.

1. **Parental notification: Telephone or Email:** The Executive Director or appointed designee shall attempt to speak with the parent by telephone and/or email to notify them of the student's misconduct and the next steps in the process for determining and implementing a proposed disciplinary action.
2. **By Written Notice:** Regardless of whether there has been communication with the student's parent by telephone or email, the Executive Director or appointed designee shall within twenty-four (24) hours of taking disciplinary action send written (hard copy) notice to the parent describing the disciplinary action imposed and the reasons action was taken.

Violations Leading to Suspension

The following violations may lead to short-term suspension or other low-level disciplinary action. Multiple violations at this level may lead to a long-term suspension or expulsion. [Note: ISPA considers the following violations serious infractions of the student code of conduct]:

Abusive Language or Conduct: The use of, or engagement in, abusive, profane, obscene, vulgar language or conduct in the presence of (electronically or in person) one (1) or more individuals within the ISPA school community or at an ISPA-sponsored event,

Cheating: Any student involvement in the exchange of answers or completed assignments either providing or receiving, using, copying or providing another student with any test answers or answer keys or another person's work, representing it to be their own work.

Disruptive Behavior and/or Minor Infractions: Behavior or conduct that is disruptive to the educational setting but may not be considered a serious breach of conduct. ISPA will determine which violations are considered minor in nature.

Unauthorized Access: Deliberately gaining entry into any component of ISPA's computer- or web- based systems that had been denied by administrators. Please refer to ISPA's Acceptable Use policy for more information.

Falsifying Information: Knowingly and intentionally reporting or producing false/misleading information, in any communication modality, which may serve to benefit the student in any way, or injure another person's character or reputation, or disrupt the orderly process of the school.

Insubordination: Substantially interfering with the educational process by willful disobedience or open defiance of the authority of the school personnel, by violence against persons or property or any other act that interferes with the educational process.
Violation of Dress Code: Students shall dress in accordance with the standards described below when attending school events (testing, social outings, field trips)

- Pants must be worn on the waist so no undergarments are showing
- No halter tops, strapless garments, or garments revealing midriff may be worn to a school event
- No garments that reveal undergarments or that are see through may be worn to a school event
- No hats, stocking caps, doo rags, bandanas may be worn inside buildings at school events
- No clothing that has profanity, drug or offensive slogans may be worn to school events

Possession of Tobacco Products and Paraphernalia: A student may not possess or use any tobacco product, cigarette lighters, matches, rolling papers, pipes, or other such paraphernalia.

Possession of Drugs or Alcohol for Personal Use: Students shall not have, use or be under the influence of any alcohol, drugs, or unauthorized prescription or non- prescription medication.

Vandalism: The intentional destruction, damage, or defacement of any physical or electronic ISPA resource.

Theft: Taking another person's property (whether physical or electronic) belonging to another person, with the intent to permanently deprive the person of such property. Theft is considered a crime in Pennsylvania and may be reported to the proper law enforcement agency.

Robbery: Taking the belonging(s) from another person by the use of force, violence, assault, or threatened use of force or violence. Robbery is considered a crime in Pennsylvania and may be reported to the proper law enforcement agency.

Sexual Harassment: Unwelcome sexual advances, verbal harassment or abuse, pressure for sexual activity, repeated remarks with sexual implications, unwelcome or inappropriate touching, or suggestions or demands for sexual involvement accompanied by implied or explicit threats—either in person or online. This also includes electronic transmission of sexually inappropriate or explicit material. Any alleged crime may be reported to the proper law enforcement agency.

Indecent Exposure or Conduct: The intentional exposure or exhibition of one's sexual organs in the presence of (electronically or in person) one or more individuals within the ISPA community or at an ISPA-sponsored event; also described as explicit behavior that is considered lewd, indecent or obscene. Any alleged crime may be reported to the proper law enforcement agency.
Burglary: Gaining unauthorized entry into a building or property owned or maintained by ISPA with the intent to commit theft, vandalism or some other criminal offense therein. The fact that the premises may be open to the public or that the student may be otherwise authorized to enter or remain will not excuse any other offense, violation, or other breach of conduct committed by that student while therein. Burglary is considered a crime in Pennsylvania, and any alleged crime may be reported to the proper law enforcement agency.

Abusive Language or Conduct Directed at a School Employee or Trustee: The use of or engagement in abusive, profane, obscene or vulgar language or conduct directed at a school employee, Trustee, or other ISPA stakeholder.

Violations Leading to Expulsion

The following violations will lead to expulsion or a review for consideration of more restrictive school placement, following the due process procedures stated above.

Weapons: The display or possession of an object normally considered a weapon (other than a firearm), such as but not limited to a knife or club, while participating in any ISPA-sponsored activity. This particular act may be considered a crime in Pennsylvania, and any alleged crime may be reported to the proper law enforcement agency.

Firearms: The possession of a firearm or any weapon (including a starter gun, pellet gun, B-B gun, air rifle, or air pistol) that is designed to, or may readily be converted to expel a projectile by the action of an explosive or compressed or forced air. It is the expressed policy of the Board of Trustees that, with the exception of law enforcement officers, no person shall have in his or her possession any firearm of any nature, including a firearm used for recreational activities, while on a school property, other property owned or maintained by the school, or property designated for school activities. This particular offense can be considered a crime in Pennsylvania and any alleged crime may be reported to the proper law enforcement agency.

Battery: The intentional striking of another person against the will of the other person or intentionally causing bodily harm to another person. This offense is considered a crime in Pennsylvania and, any alleged crime may be reported to the proper law enforcement agency.

Bomb and Explosive: Possession of a bomb, explosive device, substance or material intended for use as a bomb or explosive device while participating in any ISPA-sponsored activity. This offense is considered a serious crime in Pennsylvania, and any alleged crime may be reported to the proper law enforcement agency.

Arson: A student shall not willfully, by fire or explosion, damage or attempt to damage any building, structure, vehicle, or other property owned or maintained by the school. Any alleged crime may be reported to the proper law enforcement agency.

Threat: Intentionally threatening, by word or act, to strike or cause bodily harm to another person, and cause the other person to have a fear that he or she is about to be harmed or about to suffer bodily harm. Any alleged crime may be reported to the proper law enforcement agency.

Search and Seizure Policy

To maintain order and discipline at school functions and protect the safety and welfare of ISPA students and school personnel, school authorities may search a student, a student's backpack or student automobile in certain circumstances and may seize any illegal or unauthorized materials discovered during the search. ISPA further reserves the right to utilize local law enforcement should the safety of the ISPA authority conducting a search be in question.

Procedures for Suspensions of 3 Days or Less*

Students who are suspended shall be afforded a conference with the Executive Director or designee before being suspended. During the conference, the student shall be:

- Informed of the alleged violation and any of the surrounding circumstances examined;
- Given an opportunity to respond to the accusations if he/she has not already done so;
- Informed of the recommended remedial measure; and
- Informed of the consequences of future infractions.

After the conference with the student, the Executive Director or designee shall implement the recommended remedial measure and send the parent a disciplinary letter to inform them of the student's violation, the length of the suspension, and the day on which the student and parent/guardian are permitted to return to class.

Procedure for Suspensions of More than 3 Days*

Students who are suspended for more than 3 days shall be afforded an informal hearing. Parents of the students must be notified in writing when the suspension is between 3 and 10 days. The notification must afford the parent time to attend the hearing. When the suspension is in regard to health, safety and welfare the student may be suspended immediately. The hearing allows the students to meet with appropriate official to explain why he/she should not be suspended. During the hearing the student will be:

- informed of the alleged violation and any of the surrounding circumstances examined;
- given an opportunity to respond to the accusations if he/she has not already done so;
- informed of the recommended remedial measure; and
- informed of the consequences of future infraction

Procedure for Expulsion*

By definition, expulsion is any exclusion from school for a period of more than 10 days. Written notice describing the misconduct containing specific reference to the rules and the setting the times and place of the hearing must be sent to the student's parent or guardian. A formal hearing must be held and should be private unless requested by the parent or guardian to be public. The student:

- may be represented by an attorney;
- has the right to have the information on the prosecution's witnesses;
- has the right to testify and present witnesses on his own behalf; and
- has the right to appeal to Court of Common Pleas.

*State and/or Federal regulations may warrant different protocols for individual students in response to violations of school conduct or when implementing administrative consequences for such acts.

INSIGHT PA
CYBER CHARTER SCHOOL

POWERED BY K12

Book	Policy Manual
Section	2000 Students
Title	Education for Homeless Youth - McKinney Vento Act
Code	2051
Status	Active
Last Reviewed	June 17, 2019

McKinney Vento Act, Education for Homeless Youth

The McKinney Vento Act is designed to ensure homeless children and youth are provided with a Free and Appropriate Public Education on an equal basis with all other children in the state. Program objectives and activities are intended to remove and/or ease the barriers to enrollment and educational success for homeless children.

Under the Pennsylvania's Education for Children and Youth Experiencing Homelessness Program State Plan, homeless children are defined as: Children living with a parent in a domestic violence shelter; runaway children; children and youth who have been abandoned or forced out of their home by parents or other caretakers; and school district-aged parents living in houses for school district-aged parents if they have no other available living accommodations.

Homeless youth are entitled to immediate enrollments and their families are not required to prove residency regarding school district enrollment. These students will be enrolled at Insight PA without delay.

Responsibilities of Insight PA (or Designated Liaison) for Homeless Children and Youth

1. Identify homeless children and youth with assistance of school personnel and by coordination activities with other entities and agencies.
2. Inform parents or guardians of educational rights and related opportunities available to their children, including Head Start programs (including Early Head Start programs), early intervention services under Part C of the IDEA, other preschool programs administered by the LEA, and provide them with meaningful opportunities to participate in the education of their children.
3. Disseminate public notice of the educational rights of homeless students where children and youths receive services under the McKinney-Vento Act (such as schools, family shelters and food pantries).
4. Mediate enrollment disputes in accordance with the Enrollment Dispute section.
5. Inform the parent or guardian of a homeless child, youth and any unaccompanied youth, of all transportation options, including to the school of origin, and assist in accessing these transportation services.
6. Ensure that unaccompanied youth are immediately enrolled in school pending resolution of disputes that might arise over school enrollment or placement.
7. Assist children and youths who do not have documentation of immunizations or medical records to obtain necessary immunizations or necessary medical documentation.
8. Understand the guidance issued by the Pennsylvania Department of Education (PDE) for the education of homeless students and be ready to explain the BEC related to homeless education to school district staff.
9. Get to know the best resources in their community to assist families with referrals for things such as shelter, counseling, food and transportation.
10. Distribute information on the subject of homeless students and arrange staff development workshops and presentations for school personnel, including office staff.
11. Provide standard forms and information about enrollment procedures and key school programs to each shelter in their district.
12. Become familiar with the various program materials that are available from PDE.
13. Ensure that public notice of the educational rights of homeless students is disseminated in locations frequented by parents and guardians of such children and youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchen, in a manner and form understandable to the parents and guardians and unaccompanied youth.

14. Collaborate with a school district's special education program to ensure that homeless children who need special education and related services are located, identified and evaluated. This is a requirement under the Individual with Disabilities Education Act (IDEA), which mandates that highly mobile children with disabilities, including homeless children, be identified and served.

15. Ensure that homeless youths who have or may have disabilities have a parent or a surrogate parent to make special education or early intervention decisions. In the case of unaccompanied homeless youth, if a student is disabled or may be disabled and the youth does not have a person authorized to make special education decisions, the School will work with the following people as temporary surrogate parents: staff in emergency shelters; transitional shelters; independent living programs; street outreach programs; and state, local educational agency or child welfare agency staff involved in the education or care of the child. This rule applies only to unaccompanied homeless youth.

16. Identify preschool-aged homeless children by working closely with shelters and social service agencies in their area. In addition, the liaison should inquire, at the time they are enrolling homeless children and youths in school, whether the family has preschool-aged children.

17. Identify unaccompanied homeless youth while respecting their privacy and dignity by providing specific outreach to areas where eligible students who are out of school may congregate.

18. Ensure that unaccompanied youths have opportunities to meet the same challenging state academic standards as the state establishes for other children and youths.

INSIGHT PA
CYBER CHARTER SCHOOL
POWERED BY K12

Book	Policy Manual
Section	2000 Students
Title	Required Immunizations
Code	2003
Status	Active
Last Reviewed	June 17, 2019

Required Immunizations

Per Pennsylvania state law the following immunizations are required as a condition of attendance:

Vaccines	Kindergarten & Grades 1-6	Grades 7-11	Grade 12
Tetanus, Diphtheria, and Acellular Pertussis (Usually given as DTaP, DTP, DT, or TD) (1 dose on or after 4th birthday)	4 Doses	4 Doses	4 Doses
Polio (4th dose on or after 4th birthday and at least 6 months after previous dose given)	4 Doses (A 4th dose is not necessary if the 3rd dose was administered at age 4 years or older at least 6 months after the previous dose)	4 Doses (A 4th dose is not necessary if the 3rd dose was administered at age 4 years or older and at least 6 months after the previous dose)	4 Doses (A 4th dose is not necessary if the 3rd dose was administered at age 4 years or older and at least 6 months after the previous dose)
Measles, Mumps, & Rubella (Usually given as MMR)	2 Doses	2 Doses	2 Doses
Hepatitis B	3 Doses	3 Doses	3 Doses
Varicella (Chicken Pox)	2 Doses or evidence of immunity	2 Doses or evidence of immunity	2 Doses or evidence of immunity
Tetanus, Diphtheria, Acellular Pertussis (Tdap)	N/A	1 Dose	1 Dose
Meningococcal Conjugate (MenACWY)	N/A	1 Dose (First dose is given at 11-15 years of age; a second dose is required at age 6 or entry into 12th grade)	1 or 2 Doses (if 1st dose of MenACWY was given at 16 years of age or older, that shall count as the 12th grade dose)

For more information on the vaccines your child needs in order to attend school, talk to your healthcare provider, school nurse, or call 1-877-PA-Health for more information.

INSIGHT PA
CYBER CHARTER SCHOOL

POWERED BY K12

Book	Policy Manual
Section	2000 Students
Title	Suicide Awareness, Prevention and Response Policy
Code	2002
Status	Active
Last Reviewed	October 1, 2017

SUICIDE AWARENESS, PREVENTION AND RESPONSE POLICY

Purpose
The School is committed to protecting the health and welfare of its students and maintaining a safe school environment. ISPA shall work diligently to educate school personnel and students on how to reduce the risk of suicide, recognize warning signs and implement appropriate response and intervention.

Definitions
At-Risk for Suicide shall mean any youth with risk factors or warning signs that increase the likelihood of suicidal behavior.
Chief School Administrator shall mean the chief executive officer of ISPA.

Crisis Response Team shall include, but not be limited to, the administrators, guidance counselors, the school nurse, social worker and school resource officers and/or members of the Student Assistance Program (SAP), as designated, and may include other members as deemed appropriate bye the Chief School Administrator. Community mental agency resources may be called for assistance to be a part of the team.

Expressed Suicidal Thoughts or Intentions shall mean a verbal or nonverbal communication that an individual intends to harm him/herself with the intention to die but has not acted on the behavior.

Prevention refers to efforts that seek to reduce the factors that increase the risk for suicidal thoughts and behaviors and increase the factors that help strengthen, support and protect individuals from suicide.

Protective Factors shall refer to characteristics (biological, psychological and social) that reduce risk and the likelihood of the individual developing a mental illness.

Resilience shall refer to an individual s innate ability to persevere in the face of adversity and reduce the risk of unhealthy outcomes.
Risk Factors shall refer to the personal or environmental characteristics that are associated with suicide. People affected by one or more of these risk factors have a greater probability of suicidal behavior. These can include, but are not limited to the following:

- Behavioral Health Issues/Disorder:

    - Depression.
    - Substance abuse or dependence.
    - Previous suicide attempts.
    - Self-Injury.
- Personal Characteristics:

    - Hopelessness/Low self-esteem.
    - Loneliness/Social alienation/Isolation/Lack of belonging.
    - Poor problem-solving or coping skills.
    - Impulsivity/Risk-taking/Recklessness.

- Adverse/Stressful Life Circumstances:

    - Interpersonal difficulties or losses.
    - Disciplinary or legal problems.

- Bullying (victim or perpetrator.
- School or work issues.
- Physical, sexual or psychological abuse.
- Exposure to peer suicide.
- Family Characteristics:

  - Family history of suicide or suicidal behavior.
  - Family mental health problems.
  - Divorce/Death of a parent/guardian.
  - Parent-child relationship.

School Connectedness shall mean the belief by students that adults and peers in the school care about their learning as well as about them as individuals.
School Personnel shall refer to all individuals having an active responsibility for care and supervision of students as well as those individuals serving in a supporting role, in the school, including but not limited to, administrators, teachers, support personnel and office staff.

Suicide shall refer to death caused by self-directed injurious behavior with an intent to die as a result of the behavior.

Suicide Act or Suicide Attempt shall mean a potentially self-injurious behavior for which there is evidence that the person probably intended to kill him/herself; a suicidal act may result in death, injuries or no injuries.

Warning Signs are evidence-based indicators that someone may be in danger of suicide, either immediately or in the very near future. These can include but are not limited to the following:

- Talking about or making plans for suicide.
- Expressing hopelessness about the future.
- Displaying severe/overwhelming emotional pain or distress.
- Showing worrisome behavioral cues or marked changes in behavior, particularly in the presence of the warning signs above. Specifically, this includes significant:

  - Withdrawal from or changing in social connections/situations.
  - Recent increased agitation or irritability.
  - Anger or hostility that seems out of character or out of context.
  - Changes in sleep (increase or decrease).

Suicide Awareness
Education of All School Personnel

All school personnel as defined above, including the Crisis Response Team, shall receive information about the school s protocols for suicide awareness, prevention and response, including, in particular information about recognizing students exhibiting suicidal ideation or the risk factors or warning signs for suicide and responsibility and procedures for reporting students at risk.

As part of the school s professional development plan, professional educators who serve students in grades K-12 shall participate in four (4) hours of youth suicide awareness and prevention training every five (5) years.

Additional professional development in risk assessment and crisis intervention shall be provided to administrators, guidance counselors, school social workers and family coaches.

Education of Students
Students in grades K-12 shall receive age-appropriate lessons in health education or other classes as applicable on the importance of safe and healthy choices, coping strategies, as well as help-seeking strategies for self and others.

Student grades 6-12 education may include, but is not limited to the following:

- Information about suicide awareness and prevention.
- Help-seeking behaviors that promote a climate encouraging peer referral and school connectedness.
- Addressing the problems that can lead students to suicidal ideation, including bullying and cyberbullying, depression, substance abuse and other mental health issues.

Suicide Prevention
Reporting Students At-Risk

A Suicide Prevention coordinator shall be designated. Administration shall notify the employee of his/her appointment and provide a list of associated duties. His/her identity and contact information shall be published to all school personnel, students and parents/guardians.

All school personnel as described above shall be responsible for reporting any student deemed at risk for suicide to the appropriate school authority as per identified crisis procedure. A student at risk of suicide may be identified through a threat of, or through any attempt of self-harm that is written, drawn, spoken or otherwise communicated.

The student s parents/guardians shall be contacted by the suicide Prevention Coordinator or his/her designee. In the event the student s parents/guardians cannot be reached, emergency responders will be contacted. No student who has been reported as at risk for suicide shall be promised confidentiality.

If any school personnel become aware of a student at risk for suicide after regular school hours, the school personnel must first contact the National suicide Prevention Hotline at 1-800-273-8255 and send a written report to the Suicide Prevention Coordinator on the following school day.

Suicide Intervention

Risk Assessment

When a student is reported as at risk for suicide, the suicide Prevention Coordinator or a Principal or their respective designee to whom the report was made, may take the following alternative actions as appropriate:

- Begin the risk assessment process.
- Contact the student s parents/guardians who shall agree to arrange further risk assessment and intervention.
- Discuss with the parents/guardians the development of an emotional or mental health safety plan for the student at risk for suicide.
- Provide the parents/guardians with contact information for mental health service providers in the community to whom students can be referred for further assistance and/or risk assessment, including, but not limited to, hospital emergency departments, psychiatric hospitals and facilities, community mental health centers, psychiatrists, psychologists, social workers and primary care health providers.

Intervention

In compliance with state regulations (22 Pa. Code 12.12), information received n confidence from a student may be revealed to the student s parents/guardians, school administrators or other appropriate authority when the health, safety or welfare of the student or other persons is at risk.

In no case shall a Student Safety Contract, No Harm Contract, or similar document be the sole intervention.

Documentation

Documentation of the intervention alternatives adopted shall be communicated to the Suicide Prevention Coordinator or his/her designee within 48 hours. If the student is determined to be a danger to him/herself or others, medical documentation may be required for return to regular school activities.

Response to Suicide or Suicide Attempt

The first school personnel to be made aware of a student suicide or suicide attempt must follow the school s crisis response procedures and shall immediately notify the Principal or his/her designee.

The school Principal or his/her designee shall immediately notify the parents/guardians of the affected student.

SUICIDE AWARENESS AND PREVENTION RESOURCES

A comprehensive list of resources related to Youth Suicide Awareness and Prevention is available on the Department of Education website at www.education.pa.gov. AND http://www.education.pa.gov/Documents/K-12/Safe%20Schools/Act%2071/Youth%20Suicide%20Education%20Awareness%20and%20Prevention%20Curriculum.pdf

Other resources include:

PA Youth Suicide Prevention Initiative:
http://payspi.org/

Oct. 2014 Dear Colleague Letter related to peer harassment of students with disabilities:
http://www2.ed.gov/about/offices/list/ocr/publications.html#Section504

Suicide Prevention Resource Center:
http://www.sprc.org/

American Foundation for Suicide Prevention:
http://www.afsp.org/

INSIGHT PA
CYBER CHARTER SCHOOL

POWERED BY K12

Book	Policy Manual
Section	2000 Students
Title	Terrorist Threats Policy
Code	2018.2
Status	Active
Last Reviewed	October 23, 2017

TERRORISTIC THREATS POLICY

The School recognizes the danger that terroristic threats by students present to the safety and welfare of School students, staff and community. The School acknowledges the need for an immediate and effective response to a situation involving such a threat.

Definitions

Communicate shall mean to convey in person or by written or electronic means, including telephone, electronic mail, Internet, facsimile, telex and similar transmissions.
Terroristic Threat shall mean a threat communicated either directly or indirectly to commit a crime of violence with the intent to terrorize another; to cause evacuation of a building, place of assembly or facility of public transportation; or to otherwise cause serious public inconvenience, or cause terror or serious public inconvenience with reckless disregard of the risk of causing such terror or inconvenience.

Authority

The School prohibits any School student from communicating terroristic threats directed at any student, employee, Board member, community member or property owned, leased or used by the School.

In the case of a student with a disability, including a student for whom an evaluation is pending, the School shall take all steps required to comply with state and federal laws and regulations.

Delegation of Responsibility

The School administrator or designee shall react promptly to information and knowledge concerning a possible or actual terroristic threat. Such action shall be in compliance with state law and regulations.

Guidelines

Staff members and students shall be made aware of their responsibility for informing the Principal regarding any information or knowledge relevant to a possible or actual terroristic threat. The Principal shall immediately inform the School administrator after receiving a report of such a threat.

The School administrator or designee may report incidents involving terroristic threats on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the School.

The School administrator or designee shall notify the parent/guardian of any student directly involved in an incident involving a terroristic threat as a victim or suspect immediately, as soon as practicable. The School administrator or designee shall inform the parent/guardian whether or not the local police department that has jurisdiction over the School has been or may be notified of the incident and shall document attempts to reach the parent/guardian.

In accordance with state law, the School administrator shall annually, by July 31, report all incidents of terroristic threats to the Office of Safe Schools on the required form.

Any person who communicates terroristic threats may also be subject to criminal prosecution.

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)

July 2019
(Date)

I.   Joint Statement of Concern

A. Parties

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

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

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

Insight PA Cyber Charter School

350 Eagleview Blvd., Exton, PA 19341

B. The purpose of this Memorandum is to establish procedures to be followed when certain specific incidents - described in Section II below - occur on school property, at any school sponsored activity or on any public conveyance providing transportation to or from a school or school sponsored activity, including but not limited to a school bus.

C. It is further the purpose of this Memorandum to foster a relationship of cooperation and mutual support between the parties hereto as they work together to maintain the

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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).

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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,

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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).

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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.

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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

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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.

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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
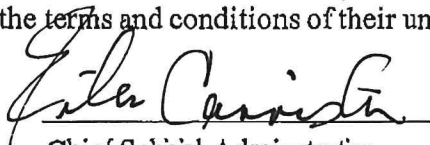
A. Release of information
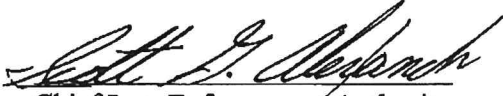
1. The release of information concerning incidents reportable to the Law Enforcement Authority pursuant to the terms of this Memorandum shall be coordinated between the Law Enforcement Authority and the School Entity.
2. The parties shall release as much information as is allowable by law with due deliberation 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.
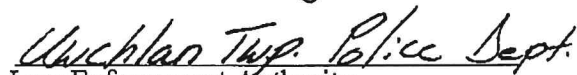
AND NOW, this day of **July, 2019**, the parties hereby acknowledge the foregoing as the terms and conditions of their understanding.

Chief School Administrator

School Entity   _Insight PA Cyber Charter School_

Chief Law Enforcement Authority

Law Enforcement Authority   _Uwchlan Twp. Police Dept._

Building Principal

School Building   _Insight PA Cyber-Charter School_

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INSIGHT PA
CYBER CHARTER SCHOOL

POWERED BY K12

Book	Policy Manual
Section	3000 Employees
Title	Employee Safety and Health
Code	3005
Status	Active
Last Reviewed	May 20, 2019

EMPLOYEE SAFETY AND HEALTH

It is the policy of Insight PA to provide its employees a safe and healthy work place and to follow procedures aimed at safeguarding all employees. Accident prevention and efficiency in production go together; neither should be given priority over the other.

Safety is everyone's responsibility. Everyone is expected to devote the time and effort necessary to ensure the safety of employees at all times. Insight PA expects and encourages employees to report any working conditions that they believe may be unsafe to the CEO, Executive Director, their supervisor or Human Resources.

INSIGHT PA
CYBER CHARTER SCHOOL
POWERED BY K12

Book	Policy Manual
Section	3000 Employees
Title	Guidelines for Appropriate Conduct
Code	3017
Status	Active
Last Reviewed	May 20, 2019

GUIDELINES FOR APPROPRIATE CONDUCT

As an Insight PA team member, you are expected to accept certain responsibilities, follow acceptable business principles in matters of conduct, and exhibit a high degree of integrity at all times. All employees are, consequently, encouraged to observe the highest standards of professionalism at all times.

When an employee's personal conduct impairs performance on the job, affects another employee, or reflects adversely on the School, it is a matter of great concern to Insight PA. To assure orderly operation and to provide a safe and productive work environment for all, certain general conduct rules have been established as guidelines for all employees. While this list is not meant to be all-inclusive, the following are examples of unacceptable conduct, which may result in disciplinary action up to, and including termination of employment:

- Dishonesty, false, fraudulent or misleading statements, actions or omissions involving another employee, a parent or student, or any records or information provided to the School or on behalf of the School (whether oral or written), including but not limited to employment applications, time and pay records, education records, claims pertaining to injuries occurring on the School's premises or while on School business, and claims for any benefits provided by Insight PA;
- Violation of the School's policies or procedures, including but not limited to the policies addressing Equal Employment Opportunity, Anti-Harassment, Anti- Retaliation, conflicts of interest, use of electronic communications and resources;
- Soliciting or accepting gratuities from government officials, contractors, customers or clients;
- Misappropriation of funds;
- Excessive absenteeism or tardiness;
- Excessive, unnecessary, or unauthorized use of Insight PA property and supplies, particularly for personal purposes;
- Reporting to work under the influence of drugs or alcohol, and the illegal manufacture, possession, use, sale, distribution or transportation of drugs; bringing or using alcoholic beverages on the Insight PA property or using alcoholic beverages while engaged in Insight PA business off the School's premises, except where authorized; or any other violation of Insight PA's Drug-Free Workplace policy;
- Threatened or actual violence, including but not limited to fighting, or using obscene, violent, hostile, abusive, intimidating or threatening language or gestures (whether or not the behavior is unlawful).
- Failure to cooperate with students, parents or members of the public with whom you interact in the course of your job responsibilities;
- Unauthorized use of, removal of, theft or damage to property of Insight PA, co-workers, customers, students or parents, or any property on Insight PA premises or owned or leased by Insight PA at any time;
- Unauthorized possession of firearms or any other weapon on Insight PA premises or while on Insight PA business;
- Failure to maintain a neat, well-groomed appearance and appropriate dress;
- Engaging in horseplay, practical jokes and/or gambling while on School time or property;
- Disregarding safety or security rules, procedures or regulations;
- Insufficient or careless work performance, neglect of duties, or repeated unsatisfactory work performance;
- Failure to abide by School policies, rules and procedures as well as specific instructions of your supervisor;
- Failing to maintain the confidentiality of student information and education records, and any other violation of the Confidential Information Policy;
- Failure to comply with all compliance, certifications and licensure policies, procedures and guidelines; and
- Failure to comply with all federal, state and local laws as well as accrediting, licensing and regulatory authorities.

Disciplinary action is exclusively at Insight PA's discretion and may call for any of four steps – verbal warning, written warning, suspension with or without pay, or termination of employment – depending on the severity of the problem and the number of

occurrences. Insight PA wants you to be successful in your job and will provide you with the necessary tools, guidance and support. There are times when it is appropriate for progressive employee discipline. Progressive discipline provides supervisors with a consistent and fair process for handling disciplinary issues and protects the legal rights of the employee and employer.

Important Note: There may be circumstances when disciplinary action is initiated at an intermediary level and/or one or more steps prior to termination of employment are bypassed that remain in the sole discretion of Insight PA.

Circumstances which may impact on such a decision include, but are not limited to:

- The severity of and conditions under which substandard attendance/performance/conduct occurred;
- Whether the attendance/performance/conduct at issue violated more than one rule, policy or procedure;
- Your position with Insight PA;
- The quality of your overall job attendance/performance/conduct; and
- Your demonstrated willingness to make improvements in attendance/performance/conduct as needed.

The progressive discipline process discussed above will **NOT** be followed:

- When management is of the opinion that remedial efforts are unlikely to be successful; or
- When you have engaged in conduct or performance which falls so far below the expectations of Insight PA that Insight PA concludes that your employment cannot be continued.

Book	Policy Manual
Section	3000 Employees
Title	Weapons Policy
Code	3017.1
Status	Active
Last Reviewed	May 20, 2019

WEAPONS

It is the intent of Insight PA to provide a safe and secure workplace for employees, clients, clients' customers, visitors and others with whom we do business. Insight PA expressly forbids the possession of weapons on Insight PA property. Weapons, for purposes of this policy, include but are not limited to any firearm, explosive device, other dangerous or hazardous devices or substances, or ammunition. Insight PA property includes but is not limited to all school facilities, vehicles, and equipment, whether leased or owned by Insight PA or its client. In addition, firearms in employee-owned vehicles parked on School property are strictly forbidden.

The possession of weapons on Insight PA property may because for discipline up to and including immediate termination of employment. In enforcing this guideline, Insight PA reserves the right to require inspections of any employee, their work area and their personal effects, including personal vehicles, while on Insight PA premises. Any employee who refuses to allow inspection will be subject to the same disciplinary action as being found in possession of unauthorized weapons.

Employees within the School share the responsibility of identifying violators of this guideline. An employee who witnesses or suspects another individual of violating this guideline should immediately report this information to their on-site supervisor.

Book	Policy Manual
Section	3000 Employees
Title	Workplace Violence Prevention Policy
Code	3048
Status	Active
Last Reviewed	May 20, 2019

WORKPLACE VIOLENCE PREVENTION POLICY

It is the intent of Insight PA to provide a safe workplace for employees and to provide a comfortable and secure atmosphere for customers and others with whom we do business. Insight PA has zero tolerance for violent acts or threats of violence, and weapons in its workplace (see the Weapons policy located in this Handbook).

Insight PA expects you to conduct yourself in a non-threatening manner at all times. No direct, conditional or veiled threat of harm to any employee or school property will be considered acceptable behavior. Acts of violence or intimidation of others will not be tolerated. Employees are expected to refrain from fighting, "horseplay," or other conduct that may be dangerous to others. Any employee, who commits or threatens to commit a violent act against any person while on Insight PA premises, will be subject to immediate termination of employment. Likewise, conduct that threatens to harm, intimidates or coerces another employee, a customer or a member of the public at any time, including off- duty periods, will not be tolerated. This prohibition includes any and all threats of a violent act, all acts of harassment based on an individual's sex, race, age or any other characteristic protected by federal, state or local law.

Insight PA employees share the responsibility in identification and alleviation of threatening or actually violent behaviors. Any employee who is subjected to or threatened with violence, both direct and indirect, or who is aware of another individual who has been subjected to or threatened with violence, should immediately report this information to their supervisor or a member of management. This includes threats by employees, as well as threats by customers, vendors, solicitors, or other members of the public. When reporting a threat of violence, you should be as specific and detailed as possible.

Employees must assume that any threat is serious. If you as an individual feel threatened and need protection, do not hesitate to report the situation to a supervisor. All suspicious individuals or activities should also be reported as soon as possible to a supervisor. Do not place yourself in peril. If you see or hear commotion or disturbance near your work station, do not try to intercede or see what is happening.

Any threat reported to a supervisor should be brought to the attention of management. All reports will be carefully investigated, and employee confidentiality will be maintained to the extent possible. In order to maintain workplace safety and the integrity of its investigation, Insight PA may suspend employees, either with or without pay, pending investigation.

Anyone determined to be responsible for threats of (or actual) violence or other conduct that is in violation of these guidelines will be subject to prompt disciplinary action up to and including termination of employment.

Insight PA encourages employees to bring their disputes or differences with other employees to the attention of their supervisors or the Human Resources Department before the situation escalates into potential violence. Insight PA is eager to assist in the resolution of employee disputes and will not unlawfully retaliate against employees for raising concerns.

ATTACHMENT: 3.3-Events

Month	Theme	Location		Location		Location			Date
September	Wildlife	Philadelphia Zoo **Philadelphia** (Lisa, Marquise, Dorticia, Danielle, Jay, Tia)		Pittsburgh Zoo **Pittsburgh** (Nicole, Jessica)		Hershey Zoo **Hershey** (Sally, Carolyn, Matt, Tracy)			*Fri, Sept 28, 12n – 4p*
October	Motion	*America on Wheels,* **Allentown** *(Matt)*	*12 and under-free* *Adults-$10 6yr-16-$6*	Railroad Museum **Strasburg** (Carolyn)	**Adults** (ages 12-64) $10 **Youth** (3-11) $8	Bicycle Heaven **Pittsburgh** *(Optional-Bike ride after with own bikes)* (Volunteer)	Free		*Sat, October 27, 12pm – 4pm*
November	Government	Constitution Center **Philadelphia** (Lisa)	Adults-14.50 Youth-6-16yrs 11	The Pennsylvania Capital **Harrisburg** (Sally) 3p tour *Free		Gettysburg Diorama **Gettysburg** (Volunteer)	Adults $10 12yr and below-$7		*Sat, November 3, 12p – 4p*
December	Connection	Deck the Hall Light Show (City Hall) Philadelphia (Volunteer) Dec 15th, 7p		The Waterfront Shopping Center Chanukah Festival Pittsburgh (Volunteer) Dec 4th 5p		PA Christmas & Gift Show Harrisburg (Sally) Sunday 2, Dec 2p (Sally)	$8		
January	Live to Give	Cradles to Crayons **Philadelphia** (Marquise)	TBD	Central PA Foodbank **Williamsport** (Volunteer) January 17th 5.30p – 7.30p		Central PA Foodbank **Harrisburg** (Sally) January 19th 9a - noon			Saturday 1p – 3p
February	Winter Fun	Blue Mountain Resort Tubing Palmerton (Matt)	TBD	Roundtop Mountain Resort Lewisberry (Sally)	$33	Boyce Park Snowshoeing 10-noon (Volunteer)	$10 rental fee		Sat, Feb 9th.

Month	Theme					
March	Fitness	Fairmount Park Hike Philadelphia (Allie Schleifer)	Mingo Creek County Park Hike Finleyville (Kim Spurgeon)	Wildwood Park Hike Harrisburg (Sally Krasevic)	Tyler State Park Hike (Christina D/Lauren A)	Stroud Preserve Hike West Chester (Lisa Eller)
April	Testing					
May	Time is Now	Create vision boards and submit for a virtual showing	Create a vision board and develop an action plan. Learn how to prioritize, and be encouraged to take positive and purposeful action toward dreams.			
June	Picnic	TBD				

ISPA

Planning			Estimates		Estimated YTD Attendance	1500
	Face to Face	9				
	Online Clubs	0			Estimated Costs	$ -
	Online Meet	1	Actuals		Actual Attendance YTD	0
	In Person Ble	0			Actual Costs YTD	$ -
	Blended Prog	0				

Planning							
School	School Year	Activity Description	Event Category	Grade Levels Served	Eligibility	Date of Event (List every date as a new row for reoccuring events)	Recurrence
f2f	SY19-20	Open House	Academic and Socialization	K-12		TBD	None
	SY19-20	Harvest Fest	Socialization	K-12		TBD	None
	SY19-20	American Education Week	Academic and Socialization	K-12		TBD	None
	SY19-20	Winter Spectacular Meet-ups	Socialization	K-12		TBD	None
	SY19-20	Multi-Cultural Celebration Extraorinaire	Socialization	K-12		TBD	None
	SY19-20	Night at the Movies	Socialization	K-12		TBD	None
	SY19-20	Arts Expo	Academic and Socialization	K-12		TBD	None
	SY19-20	Rhyme Tyme: A Day of Poetry	Academic and Socialization	K-12		TBD	None
	SY19-20	Students Choice	Socialization	K-12		TBD	None
	SY19-20	End of Year Picnics	Socialization	K-12		TBD	None

Location	Type of Even	Estimated C	Estimates				Actuals	
			Estimated number of participants	Estimated Resources needed	Estimate Notes		Actual Student Attendance	Actual Costs
TBD	Online Meet	TBD	150					
TBD	Face to Face	TBD	150					
TBD	Face to Face	TBD	150					
TBD	Face to Face	TBD	150					
TBD	Face to Face	TBD	150					
TBD	Face to Face	TBD	150					
TBD	Face to Face	TBD	150					
TBD	Face to Face	TBD	50					
TBD	Face to Face	TBD	100					
TBD	Face to Face	TBD	300					

While specific locations are yet to be determined, such events would be held at several locations statewide in order to serve the greatest amount of our stud

ents (locales chosen based on 2019-2020 heat map).

INSIGHT PA
CYBER CHARTER SCHOOL

Student Incident Report Form

Reported by (Name, Role): Jessica Wright - MS Principal   Date of Report: 10/22/2018

Student Incident Information

Student Name: ▮▮▮▮▮   Student Grade Level: 8th Grade

Date of Incident: 10/18/18   Time of Incident: 2:10 pm

Location: Blackboard Collaborate Classroom

Additional Staff Members Involved (Name and Role):

Corinne McGourney   School Counselor

Anne Hopkins   History Teacher

Incident Description:
While observing a live history lesson, a student (not ▮▮▮) wrote "I wanna kill myself" in the chat box. We (myself, teacher and school counselor) immediately followed crisis intervention protocol. During the protocol, we were informed by the student that ▮▮▮ had "hacked" into his computer and logged in as him. He reported that ▮▮▮ is the one who wrote that statement in the chatbox. ▮▮▮ then messaged the student via discord (online app) and told him he had been pranked. The student provided us with snapshots of the messages that ▮▮▮ sent to him admitting he had been the one to write that statement and hack into his account.

Code of Conduct Violation(s):

_____ Abusive Language or Conduct	_____ Cheating	_____ Disruptive Behavior
_*_ Unauthorized Access	_*_ Falsifying Information	_*_ Insubordination
_____ Dress Code	_____ Possession of Tobacco Products or Paraphernalia	
_____ Possession of Drugs or Alcohol	_____ Theft/Robbery	_____ Sexual Harassment
_____ Indecent Exposure	_____ Abusive Language	_____ Possession of a Weapon/Firearm
_____ Battery	_____ Arson	_____ Threat

Resulting Action:

__*__ **Parent Student Conference Held**

Conference Date: 10/22/18

List Conference Attendees: Lousi▮▮ (Father and Learning Coach), Jenn Jennings (Director of Special Education), Jessica Wright (Middle School Principal)

__*__ **Suspension**

Suspension Start Date: 10/24/18 Suspension End Date: 10/26/18 Suspension Length: 3 Days

Note –Suspensions may range from 1-10 days, if longer than 3 days an Informal Hearing Must be Held

_____ **Expulsion**

Expulsion Start Date: _____ Expulsion End Date: _____ Expulsion Length: _____

Note – Expulsion is exclusion from school for more than 10 days. Written notice must be sent to parent/ guardian and a formal hearing must be held.

Administrator Name and Signature: Jessica Wright *Jessica Wright* Date: 10/22/18

Parent Name and Signature: _____ Date: _____

Student Name and Signature: _____ Date: _____

Good Afternoon Mr. ███,

Thank you for taking the time to meet with Ms. Jennings and myself today. We appreciate the support you are offering in resolving this matter and helping Jacob to be successful in this model.

To recap, ███ is facing a three day suspension for violating the following codes in our student code of conduct handbook:

- **Unauthorized Access**
- **Falsified Information**
- **Insubordination**

The full copy of our handbook, including an explanation of the above codes, can be found at:

https://www.k12.com/content/dam/schools/ispa/files/InsightPAStudentandParentHandbookSY18.19.pdf

On Thursday, October 18th, during History class, ███ logged in as another student (**Unauthorized Access**). He then posted a message in the public chatbox that read: "I wanna kill myself" (**Falsified Information**). His actions caused a crisis response intervention and hindered the learning of others in the classroom (**Insubordination**). After a thorough investigation, we discovered that ███ admitted to "hacking" into another student's account and making those statements in the chatbox. He messaged the student via discord, an online app. ███ told the student what he had done and stated "You just got pranked". ███ also wrote a message stating that he would teach the other student how to log into other accounts. The student took pictures of the above messages and we have them on file.

███'s three day suspension will start on Wednesday, October 24th, 2018. During the suspension period (10/24-10/26), ███ is permitted to work on class assignments. However, he is not permitted to attend class connect sessions.

Additionally, per your request, we will provide an additional project for ███ to complete during his suspension. I will work with the school counselor to create a relevant assignment.

Finally, I have attached a copy of the Incident Report. Please print, sign, and email back to me. Let me know if you do not have printing capabilities; I would be happy to mail a copy to your home.

Thank you again for your support, Mr. ███. We look forward to moving past this infraction and helping Jacob to be successful here at ISPA.

Please let me know if you have any questions.

Take Care,

Jessica Wright

Middle School Principal

1-844-269-9230 x. 3065

Links to Attachment(s):

- [Student Incident Report Form ISPA_█████ 2435461.pdf](#)