INSIGHT PA CYBER CS

Charter School Annual Report | 2024 - 2025

School Profile

LEA Name
Insight PA Cyber CS

AUN
124152637

Address 1
350 Eagleview Blvd

Address 2
Suite 350

City
Exton

State
PA

Zip Code
19341

Chief Administrator Name
Mrs Eileen M Cannistraci

Chief Administrator Email
eicannistraci@insightpaschool.org

Chief Administrator Phone
(484) 713-4353 - 3139

Extension

Charter School Principal

Principal Name
Julie Jaszcar

Principal Email
jujaszcar@insightpaschool.org

Principal Phone
7134844353

Extension
3191

Authorizing District(s)

Cyber Charter - PDE is Authorizing Entity (CHECKED)

Upload a summary of the Wellness Check Data collected from the previous school year (pdf only)
PC Report for 24-25 SY_Wellness check_all.pdf

Upload Current Charter (PDF only)
Charter Renewal 2023.pdf

Governance and Staff

Board of Trustees Members

Name	Office	Check if New Member
Lowell Thomas		
Bill Ferrara		
Darletta Berry-Johnson		**(CHECKED)**
Ed Knittel		
Tamara Campbell		
Alice Solomon		

Explanation of Board of Trustees Changes

Darletta Berry-Johnson joined the Board of Trustees as a member on April 29, 2025. Chris Rossi resigned from the Board of Trustees as Board President and as a member on June 17, 2025.

Upload the Act 55 training certificates for all Board Members (pdf only)

Bill Ferrara (Insight PA Cyber CS) Certificate Act 55.pdf

Alice Solomon - Certificate of Completion_Advanced Governance Training on 06.07.23.pdf

Christopher Rossi - Certificate of Completion_Advanced Governance Training on 06.07.23.pdf

Lowell Thomas - Certificate of Completion_Advanced Governance Training on 06.07.23.pdf

Tamara Campbell - Certificate of Completion_Advanced Governance Training on 06.07.23.pdf

Edward Knittel - Certificate of Completion_Advanced Governance Training on 06.07.23.pdf

Board of Trustees Meeting Schedule

Location	Date	Time
https://zoom.us/j/2072011459	2024-08-27	7.00pm
https://zoom.us/j/2072011459	2024-09-24	7.00pm
https://zoom.us/j/2072011459	2024-10-29	7.00pm
https://zoom.us/j/2072011459	2024-11-26	7.00pm
https://zoom.us/j/2072011459	2025-01-28	7.00pm
https://zoom.us/j/2072011459	2025-02-25	7.00pm
https://zoom.us/j/2072011459	2025-03-25	7.00pm
https://zoom.us/j/2072011459	2025-04-29	7.00pm
https://zoom.us/j/2072011459	2025-05-27	7.00pm
https://zoom.us/j/2072011459	2025-06-17	7.00pm

Upload Board Minutes

2024-2025 Insight PA Board Meeting Mintutes FINAL.pdf

Leadership Team

Name	Title/Position	Check if New Member
Eileen Cannistraci	Other	

Julie Jaszcar	Chief Academic Officer	
Beth Jones	Other	
Michael Frost	Other	
Kevin Corcoran	Fiscal Management Officer	

There were no Leadership Changes (CHECKED)

Upload of Professional Staff Member Roster (PDE-414 Form)
PDE 414 - 6.25.25.pdf

Quality of Teaching and Other Staff

	# of Staff per Category	# of Staff Appropriately Certified	# of Staff Promoted	# of Staff Transferred	# of Staff Terminated	# of Staff Contracted for Following Year
Chief Executive Officer	1	1	0	0	0	1
Chief Administrative Officer	1	1	0	0	0	1
Principal	3	3	0	0	0	3
Assistant Principal	7	7	0	0	3	7

Classroom Teacher (including Master Teachers)	208	202	0	2	14	208
Specialty Teacher (including Master Teachers)	14	14	0	0	0	14
Special Education Teacher (including Master Teachers)	69	69	1	0	5	69
Special Education Coordinator	13	13	2	0	1	13
Counselor	22	22	0	0	1	22
Psychologist	7	7	0	0	0	7
School Nurse	3	3	0	0	0	3
IT Director	1	1	0	0	0	1
Business Administrator	1	1	0	0	0	1
ISD, Curriculum Developers, Tech Support	10	10	4	0	1	10
HR Manager	1	1	0	0	0	1
Student Support Manager, Facilities Manager	4	4	0	0	0	4
Business Office, Administrative Support Staff,	124	123	3	7	12	124

Teaching Assistants						
Other	76	75	1	1	7	76
Totals	565	557	11	10	44	565

Explanation of Substantial Differences

increased focus on supporting staff in getting proper certifications

Fiscal Matters

Major Fundraising Activities

NA

Fiscal Solvency Policies

The school board adopts an annual budget in June prior to the upcoming fiscal year. All purchasing and expense allocation throughout the fiscal year must align with the budget. The administration and board monitors fiscal activity, as related to the annual budget, on a monthly basis. Monthly reviews also include accounts receivable, accounts payable, and all disbursements and deposits.

Accounting System

Sage Intacct

Preliminary Statements of Revenues, Expenditures & Fund Balances

attached

Upload Statements of Revenues, Expenditures & Fund Balances
Charter-Annual-Report_Statement-of-Revenues-and-Expenditures 2025.pdf

Financial Audit Basics

Audit Firm
Barbacane Thornton & Company

Date of Last Audit
2024-06-30

Fiscal Year Last Audited
FY 23-24

Explanation of the Report

See file attached.

Upload Financial Audit Document(s)
InsightPA_Cyber_CS_FS_063023.pdf

Financial Audit Citations

Financial Audit Citations Description	Response
Insight PA did not receive any citations	NA

Federal Programs Consolidated Review

Federal Programs Consolidated Review Document(s)
Yes

Upload Available Federal Programs Consolidated Review Document(s)
Grant Content SY 24-25 Title I.pdf

Grant Content SY 24-25 Title II.pdf

Grant Content SY 24-25 Title IV.pdf

Title I Status
Yes

Title I First Year Status
No

Date of Last Federal Programs Consolidated Review
2025-04-01

School Years Reviewed
SY 24-25

Federal Programs Consolidated Review Report
124152637_Assessment_74865360_Reviewed.pdf

124152637_NOCAVLetter_5740_Draft.pdf

124152637_Assessment_60450382_Reviewed.pdf

Consolidated Review/Annual Report

Fiscal and program monitioring complete with no findings.

Federal Programs Consolidated Review Citations

Findings	Corrective Action(s) Taken
None	None

Special Education

Special Education Support Services

Position Title	Building(s) Name and Location for Charter Schools	Caseload	Low Age	High Age
Director of Student Services	Insight Pa Cyber Charter School	1.0	5	21
Assistant Director of Student Services	Insight Pa Cyber Charter School	1.0	5	21
Supervsior of Special Education	Insight Pa Cyber Charter School	1.0	14	21
Supervisor of Special Education	Insight Pa Cyber Charter School	1.0	14	21
Supervisor of Special Education	Insight Pa Cyber Charter School	1.0	5	12
Supervisor of Special Education	Insight Pa Cyber Charter School	1.0	11	15
Special Education Project Manager	Insight Pa Cyber Charter School	1.0	5	21
Transition Coordinator	Insight Pa Cyber Charter School	1.0	14	21
Transition Coordinator	Insight Pa Cyber Charter School	1.0	14	21
Transition Coordinator	Insight Pa Cyber Charter School	1.0	14	21
Transition Coordinator	Insight Pa Cyber Charter School	1.0	14	21
Supervisor of Paraprofessionals	Insight Pa Cyber Charter School	1.0	5	21
Special Education Compliance Coordinator	Insight Pa Cyber Charter School	1.0	5	12

Special Education Compliance Coordinator	Insight Pa Cyber Charter School	1.0	5	12
Special Education Compliance Coordinator	Insight Pa Cyber Charter School	1.0	11	15
Special Education Compliance Coordinator	Insight Pa Cyber Charter School	1.0	14	21
Administrative Assistant	Insight Pa Cyber Charter School	1.0	5	21
Administrative Assistant	Insight Pa Cyber Charter School	1.0	5	21
Instructional Coach	Insight Pa Cyber Charter School	1.0	5	12
Instructional Coach	Insight Pa Cyber Charter School	1.0	11	15
Instructional Coach	Insight Pa Cyber Charter School	1.0	14	21
Instructional Coach	Insight Pa Cyber Charter School	1.0	14	21
Special Education Compliance Coordinator	Insight Pa Cyber Charter School	1.0	5	21
Supervisor of Related Services	Insight Pa Cyber Charter School	1.0	5	21
Related Services Coordinator	Insight Pa Cyber Charter School	1.0	5	21
Related Services Coordinator	Insight Pa Cyber Charter School	1.0	5	21
Related Services Coordinator	Insight Pa Cyber Charter School	1.0	5	21

Related Services Coordinator	Insight Pa Cyber Charter School	1.0	5	21

Special Education Contracted Services

Title	Amt. of Time per Week in Days or Hours	Operator	# of Students
Speech Therapy	33	Above and Beyond Speech Therapy; LLC	25
Speech Therapy	21	Acheive Rehab Services; LLC	17
Speech Therapy	1	Amber A Wunder dba Remarkable Minds; LLC	1
Speech Therapy	9	Bright Beginnings Therapeutic Services LLC	12
Speech Therapy	15	BST Live; LLC	8
Speech Therapy	14	Communicate Clearly; LLC	6
Speech Therapy	13	Connective Intervention Services; LLC	8
Speech Therapy	64	Creative Therapy Solutions; LLC	38
Speech Therapy	3	Easterseals Western and Central PA	3
Speech Therapy	6	Ellingsen & Associates; Inc.	9

Speech Therapy	1	Enable My Child; Ltd.; DBA Hello Hero	1
Speech Therapy	59	Enablr Therapy; LLC	53
Speech Therapy	31	Garnet Educational Services LLC	19
Speech Therapy	2	Inventive SLP; LLC	2
Speech Therapy	32	Kidmunicate LLC	17
Speech Therapy	12	LETS Therapy	10
Speech Therapy	1	Liberty Therapy Solutions	2
Speech Therapy	1	My Childs Therapy	1
Speech Therapy	20	Opening Doors Therapy Inc.	25
Speech Therapy	13	Patricia Scapellati	13
Speech Therapy	20	Sarah Margaret King	7
Speech Therapy	30	Stride National Related Services Team	22
Speech Therapy	15	The Stepping Stones Group (EBS Healthcare; LLC)	16
Speech Therapy	46	The Therapy Spot	47

Speech Therapy	45	Therapy Source Inc.	39
BCBA	19	Amber A Wunder dba Remarkable Minds; LLC	14
BCBA	10	Bright Beginnings Therapeutic Services LLC	4
BCBA	5	Connecting the Pieces; LLC	1
BCBA	4	Pair With ABA LLC	2
BCBA	6	Stride National Related Services Team	3
BCBA	13	The Stepping Stones Group (EBS Healthcare; LLC)	2
Behavior Specialist	85	Amber A Wunder dba Remarkable Minds; LLC	14
Behavior Specialist	17	Connecting the Pieces; LLC	8
Behavior Specialist	39	Julie Jennings	2
Behavior Specialist	19	Stride National Related Services Team	3
Behavior Therapy	34	Amber A Wunder dba Remarkable Minds; LLC	7
Behavior Therapy	21	Bright Beginnings	4

		Therapeutic Services LLC	
Behavior Therapy	54	Stride National Related Services Team	6
Behavior Therapy	43	The Stepping Stones Group (EBS Healthcare; LLC)	3
Occupational Therapy	15	Bright Beginnings Therapeutic Services LLC	5
Occupational Therapy	9	Connective Intervention Services; LLC	12
Occupational Therapy	22	Creative Therapy Solutions; LLC	30
Occupational Therapy	33	E-Therapy Intermediate Inc.	21
Occupational Therapy	6	Ellingsen & Associates; Inc.	9
Occupational Therapy	16	Enablr Therapy; LLC	17
Occupational Therapy	68	Garnet Educational Services LLC	46
Occupational Therapy	43	Imani R. Stepney	45
Occupational Therapy	1	LETS Therapy	1
Occupational Therapy	7	Liberty Therapy Solutions	8
Occupational Therapy	1	My Childs Therapy	1

Occupational Therapy	46	Opening Doors Therapy Inc.	10
Occupational Therapy	14	Patricia Scapellati	9
Occupational Therapy	7	Stacey Ann Dalby	2
Occupational Therapy	4	Stride National Related Services Team	5
Occupational Therapy	9	The Stepping Stones Group (EBS Healthcare; LLC)	15
Occupational Therapy	27	The Therapy Spot	32
Occupational Therapy	27	Therapy Source Inc.	28
Occupational Therapy	3	Walk N' Roll Pediatrics; LLC	2
Occupational Therapy	2	WeeTalk Speech & Language Services; LLC	1
Physical Therapy	1	Bright Beginnings Therapeutic Services LLC	1
Physical Therapy	2	E-Therapy Intermediate Inc.	7
Physical Therapy	7	Enablr Therapy; LLC	13
Physical Therapy	1	Garnet Educational Services LLC	3

Physical Therapy	4	The Therapy Spot	9
Physical Therapy	20	Therapy Source Inc.	6
Physical Therapy	1	Walk N' Roll Pediatrics; LLC	2
School Social Work	56	Bright Beginnings Therapeutic Services LLC	47
School Social Work	25	Enablr Therapy; LLC	7
Social Skills	12	Bright Beginnings Therapeutic Services LLC	4
Social Skills	2	Connecting the Pieces; LLC	3
Social Skills	13	Emperical Pediatric Therapy	6
Social Skills	1	Garnet Educational Services LLC	1
Social Skills	1	Liberty Therapy Solutions	1
Social Skills	39	Therapy Source Inc.	39
Reading Specialist	30	Chester County Intermediate Unit	19
Reading Specialist	10	Connecting the Pieces; LLC	7
Reading Specialist	5	Therapy Source Inc.	4

Teacher of the Hearing Impaired	1	Chester County Intermediate Unit	3
Teacher of the Visually Impaired	6	LETS Therapy	1
Augmentative and Alternative Communication Services Consultation	0	Communicate Clearly; LLC	1
Counseling	29	Connecting the Pieces; LLC	29
Counseling	2	Creative Therapy Solutions; LLC	1
Counseling	8	E-Therapy Intermediate Inc.	14
Counseling	108	Garnet Educational Services LLC	98
Counseling	52	Julie Jennings	46
Counseling	28	LETS Therapy	13
Counseling	40	Liberty Therapy Solutions	16
Counseling	5	Opening Doors Therapy Inc.	8
Counseling	76	The Stepping Stones Group (EBS Healthcare; LLC)	66
Counseling	91	Therapy Source Inc.	47
Instructional Aide	61	Connecting the Pieces; LLC	4

Instructional Aide	18	Creative Therapy Solutions; LLC	1
Instructional Aide	69	Garnet Educational Services LLC	5
Instructional Aide	243	Liberty Therapy Solutions	19
Instructional Aide	42	Opening Doors Therapy Inc.	4
Instructional Aide	105	WeeTalk Speech & Language Services; LLC	5
Reading Specialist	30	Chester County Intermediate Unit	19
Reading Specialist	10	Connecting the Pieces; LLC	7
Reading Specialist	5	Therapy Source Inc.	4
Tutoring	36	Connecting the Pieces; LLC	25
Tutoring	22	Garnet Educational Services LLC	13
Tutoring	46	Garrison Educational Consulting Solutions; Inc	20
Tutoring	77	Liberty Therapy Solutions	36
Tutoring	39	Opening Doors Therapy Inc.	22

Tutoring	10	The Stepping Stones Group (EBS Healthcare; LLC)	8
Tutoring	36	Therapy Source Inc.	11
Tutoring	31	Tse Enrichment LLC	15

Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring

2024-11-04

Upload Executive Summary (pdf only)

Insight_PA_Cyber_Executive_Summary_CS_2024.pdf

Upload the policy and procedures surrounding IEP development (pdf only)

Copy of NEW HS_Annotated IEP_9.23.22.docx.pdf

Did you receive a corrective action report?

Yes

Upload Corrective Action report (pdf only)

CAV_Final.pdf

Special Education Personnel Development

Autism

Description of Training	
CTP - Autism Training	
Lead Person/Position	**Year of Training**

Lisa Kowalski - CTP		2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Who Participated (Audience)**
1 hour	1	CTP	Special Education Teachers and Team

Training Date Complete

2025-04-15

Austism Spectrum Disorder.pdf

Autism Training with CTP_Lisa Kowalski (Responses) - Form Responses 1.pdf

BehaviorSupport

Description of Training			
UWill			
Lead Person/Position		**Year of Training**	
Bailey Smith - UWill Representative		2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Who Participated (Audience)**
1 hour	1	UWill	LEAP, School Counselors

Training Date Complete

2025-03-05

Umatch.pdf

UWill Training with Bailey Smith on 3_5_2025 (Responses) - Form Responses 1.pdf

Training Date Complete

2025-04-21

Screenshot 2025-07-08 122310.pdf

LEAP Attendance Overview_4_21_2025 (Responses) - Form Responses 1.pdf

Training Date Complete

2024-11-01

11.1.24 PBSP Presentation.pdf

Attendance - SE First Friday PD (Responses) - Form Responses 1.pdf

Paraprofessional

Training not offered.

Transition

Description of Training
Smartfutures

Lead Person/Position		Year of Training	
Elizabeth Habbyshaw, Christina Sowa and Caryn Decker (Transition Coordinators)		2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Who Participated (Audience)**
1	1	Insight PA	Special Education Staff

Training Date Complete
2025-02-07
Smartfutures_457f086e.pdf
Attendance_ SmartFutures for SE Team (Responses) - Form Responses 1.pdf

ScienceofLiteracy

Training not offered.

ParentTraining

Description of Training			
Related Services Information			
Lead Person/Position		**Year of Training**	
Lisa Mays/Related Services Specialist		2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Who Participated (Audience)**
0.5	1	Insight PA	Parents of Special Education Students

Training Date Complete
2024-09-10
FAMILY LEARNING CAFE - Attendance Strategies (Responses) - Form Responses 1.pdf
RS Parent Training - Agenda.pdf
Training Date Complete
2024-10-08
Special Education Process.pdf
Special Education 101_Attendance.pdf
Training Date Complete
2024-12-10
Medical.pdf
Medical Assistance - Attendance.pdf
Training Date Complete

2025-03-05
State Testing PASA_Agenda.pdf
State Testing PASA - Attendance.pdf
Training Date Complete
2025-05-11
State Testing_Agenda.pdf
State Testing - Attendance.pdf
Training Date Complete
2025-04-08
Navigating the NOREP_Agenda.pdf
Navigating the NOREP - Attendance.pdf
Training Date Complete
2025-05-13
Autism_Behaviors_Agenda.pdf
Autism_Behaviors -Attendance.pdf
Training Date Complete
2024-10-22
What Is OVR_Agenda.pdf
Transition - OVR - Attendance.pdf

IEPDevelopment

Description of Training			
LRE Decision Making			
Lead Person/Position		**Year of Training**	
Mary Mack - Special Education Supervisor		2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Who Participated (Audience)**
2 hours	1	Insight PA Cyber Charter School	SE Team, Compliance, Transition, Kristin Salamone, Sean Hollingsworth

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Training Date Complete
2025-04-04
Storytime.pdf
Attendance - SE First Friday PD April (Responses) - Form Responses 1.pdf
Training Date Complete
2025-05-02
AI.pdf

Attendance - SE First Friday PD May (Responses) - Form Responses 1.pdf

Training Date Complete

2025-06-06

Review of Diamond.pdf

Attendance - SE First Friday PD June (Responses) - Form Responses 1.pdf

Training Date Complete

2024-11-12

LEA Agenda.pdf

Attendance_ LEA - Understanding the Evaluation Process (Responses) - Form Responses 1.pdf

Training Date Complete

2024-11-04

Attendance_ LEA - Understanding RS in the IEP (Responses) - Form Responses 1.pdf

LEA Training_ Related Services_11.04.24_Agenda.pdf

Training Date Complete

2024-10-21

10.21.24 LEA Training_ LEA Basics Part One (Responses) - Form Responses 1.pdf

LEA Basics-Part One 2024.pptx.pdf

Training Date Complete

2024-10-31

LEA Basics 2.pdf

Attendance_ New LEA - LEA Basics Pt. 2 (Responses) - Form Responses 1_18915f09.pdf

Special Education Program Profile

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
59	Elementary	Full-time (1.0)	07/30/2025 05:23 PM

Building Name	
Insight PA Cyber CS	
Support Type	
Speech And Language Support	
Support Sub-Type	
Speech And Language Support	
Level of Support	**Case Load**

Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 9
Age Range Justification		**FTE %**
		0.02

Building Name		
Insight PA Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 12
Age Range Justification		**FTE %**
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
71	Elementary	Full-time (1.0)	06/19/2025 09:59 AM

Building Name		
Insight PA Cyber CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		41
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	6 to 12
Age Range Justification		**FTE %**
Age range is strictly for case load management and not classroom.		0.63

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
69	Elementary	Full-time (1.0)	06/19/2025 09:58 AM

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

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

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 10
Age Range Justification		**FTE %**
Age range is strictly for case load management and not classroom.		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
36	Secondary	Full-time (1.0)	06/19/2025 09:55 AM

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 16
Age Range Justification		**FTE %**
		0.02

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 18
Age Range Justification		**FTE %**
		0.1

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	**Classroom Location**	**Age Range**

School District	Secondary	14 to 19
Age Range Justification		**FTE %**
Age range is strictly for case load management and not classroom.		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
14	Elementary	Full-time (1.0)	06/19/2025 09:54 AM

Building Name		
Insight PA Cyber CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 8
Age Range Justification		**FTE %**
		0.03

Building Name		
Insight PA Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 9
Age Range Justification		**FTE %**
Age range is strictly for case load management and not classroom.		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
46	Secondary	Full-time (1.0)	06/19/2025 09:52 AM

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

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 19
Age Range Justification		**FTE %**
		0.1

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 17
Age Range Justification		**FTE %**
		0.1

Building Name
Insight PA Cyber CS
Support Type

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 19
Age Range Justification		**FTE %**
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
13	Elementary	Full-time (1.0)	06/19/2025 09:51 AM

Building Name		
Insight PA Cyber CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	6 to 8
Age Range Justification		**FTE %**
		0.03

Building Name		
Insight PA Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 9
Age Range Justification		**FTE %**
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
15	Secondary	Full-time (1.0)	06/19/2025 09:50 AM

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

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 18
Age Range Justification		**FTE %**
		0.12

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**

School District	Secondary	16 to 16
Age Range Justification		**FTE %**
		0.05

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
12	Elementary	Full-time (1.0)	06/19/2025 09:50 AM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 11
Age Range Justification		**FTE %**
		0.08

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

Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 11
Age Range Justification		**FTE %**
		0.4

Building Name		
Insight PA Cyber CS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 11
Age Range Justification		**FTE %**
		0.04

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
67	Secondary	Full-time (1.0)	06/19/2025 09:47 AM

Building Name		
Insight PA Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	19 to 19
Age Range Justification		**FTE %**
		0.05

Building Name
Insight PA Cyber CS
Support Type

Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
29	Secondary	Full-time (1.0)	06/19/2025 09:48 AM

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

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

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

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

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
53	Secondary	Full-time (1.0)	06/19/2025 09:48 AM

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 16

Age Range Justification	FTE %
	0.06

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

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

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 17
Age Range Justification		**FTE %**
		0.1

Building Name

Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	**Classroom Location**	**Age Range**
Intermediate Unit	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
62	Secondary	Full-time (1.0)	06/19/2025 09:46 AM

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	19 to 19
Age Range Justification		**FTE %**
		0.02

Building Name		
Insight PA Cyber CS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		0
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 16
Age Range Justification		**FTE %**

	0

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	18 to 21
Age Range Justification		**FTE %**
		0.14

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	17 to 19
Age Range Justification		**FTE %**
		0.25

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
11	Elementary	Full-time (1.0)	06/19/2025 09:48 AM

Building Name	
Insight PA Cyber CS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	**Case Load**
Itinerant (20% or Less)	3

Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		**FTE %**
		0.06

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

Building Name		
Insight PA Cyber CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 11
Age Range Justification		**FTE %**
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
21	Secondary	Full-time (1.0)	06/19/2025 09:45 AM

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

Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 14
Age Range Justification		**FTE %**
		0.1

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

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

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
39	Secondary	Full-time (1.0)	06/19/2025 09:45 AM

Building Name
Insight PA Cyber CS

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

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 18
Age Range Justification		**FTE %**
		0.16

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

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

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 17
Age Range Justification		**FTE %**
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
42	Secondary	Full-time (1.0)	06/19/2025 09:45 AM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	17 to 18
Age Range Justification		**FTE %**
		0.08

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 19
Age Range Justification		**FTE %**
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
10	Elementary	Full-time (1.0)	06/19/2025 09:45 AM

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

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
30	Secondary	Full-time (1.0)	06/19/2025 09:44 AM

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

Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 15
Age Range Justification		**FTE %**
		0.04

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 16
Age Range Justification		**FTE %**
		0.45

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

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 14

Age Range Justification	FTE %
	0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
16	Secondary	Full-time (1.0)	06/19/2025 09:44 AM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 16
Age Range Justification		**FTE %**
		0.02

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

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

Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 16
Age Range Justification		**FTE %**
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
43	Secondary	Full-time (1.0)	06/19/2025 09:43 AM

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

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

Building Name
Insight PA Cyber CS
Support Type
Emotional Support

Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 16
Age Range Justification		**FTE %**
		0.05

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 18
Age Range Justification		**FTE %**
		0.4

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
9	Elementary	Full-time (1.0)	06/19/2025 09:43 AM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 11
Age Range Justification		**FTE %**
		0.08

Building Name

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

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 11
Age Range Justification		**FTE %**
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
49	Secondary	Full-time (1.0)	06/19/2025 09:42 AM

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

	0.02

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

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 18
Age Range Justification		**FTE %**
		0.14

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 19
Age Range Justification		**FTE %**
		0.25

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**

41	Secondary	Full-time (1.0)	06/19/2025 09:42 AM

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

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 18
Age Range Justification		**FTE %**
		0.14

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 19
Age Range Justification		**FTE %**
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
26	Secondary	Full-time (1.0)	06/19/2025 09:43 AM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		11
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 14
Age Range Justification		**FTE %**
		0.22

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 16
Age Range Justification		**FTE %**
		0.3

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

School District	Secondary	14 to 14
Age Range Justification		**FTE %**
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
65	Secondary	Full-time (1.0)	06/19/2025 09:53 AM

Building Name		
Insight PA Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 21
Age Range Justification		**FTE %**
Age range is strictly for case load management and not classroom		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8	Elementary	Full-time (1.0)	06/19/2025 09:41 AM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 10
Age Range Justification		**FTE %**
		0.12

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 10
Age Range Justification		**FTE %**
		0.15

Building Name		
Insight PA Cyber CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	9 to 10
Age Range Justification		**FTE %**
		0.17

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 10
Age Range Justification		**FTE %**
		0.05

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
45	Secondary	Full-time (1.0)	06/19/2025 09:55 AM

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

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 21
Age Range Justification		**FTE %**
Age range is strictly for case load management and not classroom.		0.18

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
22	Secondary	Full-time (1.0)	06/19/2025 09:40 AM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 13
Age Range Justification		**FTE %**
		0.14

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 13
Age Range Justification		**FTE %**
		0.2

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

School District	Secondary	13 to 13
Age Range Justification		**FTE %**
		0.02

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
54	Secondary	Full-time (1.0)	06/19/2025 09:40 AM

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

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

Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 17
Age Range Justification		**FTE %**
		0.1

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 19
Age Range Justification		**FTE %**
		0.18

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

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

Age Range Justification	FTE %
	0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7	Elementary	Full-time (1.0)	06/19/2025 09:39 AM

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

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 11
Age Range Justification		**FTE %**
		0.25

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

Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	10 to 10
Age Range Justification		**FTE %**
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
23	Secondary	Full-time (1.0)	06/19/2025 09:38 AM

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

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 14
Age Range Justification		**FTE %**
		0.25

Building Name
Insight PA Cyber CS
Support Type
Emotional Support

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
51	Secondary	Full-time (1.0)	06/19/2025 09:37 AM

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

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 19
Age Range Justification		**FTE %**
		0.18

Building Name

Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
40	Secondary	Full-time (1.0)	06/19/2025 09:39 AM

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

Building Name		
Insight PA Cyber CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 16
Age Range Justification		**FTE %**

	0.02

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 17
Age Range Justification		**FTE %**
		0.04

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

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 17
Age Range Justification		**FTE %**
		0.55

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**

57	Secondary	Full-time (1.0)	06/19/2025 09:36 AM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 19
Age Range Justification		**FTE %**
		0.14

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 19
Age Range Justification		**FTE %**
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
33	Secondary	Full-time (1.0)	06/19/2025 09:36 AM

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

Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 14
Age Range Justification		**FTE %**
		0.15

Building Name		
Insight PA Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	11 to 13
Age Range Justification		**FTE %**
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
6	Elementary	Full-time (1.0)	06/19/2025 09:37 AM

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

Building Name
Insight PA Cyber CS

Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 11
Age Range Justification		**FTE %**
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
64	Secondary	Full-time (1.0)	06/19/2025 09:53 AM

Building Name		
Insight PA Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 19
Age Range Justification		**FTE %**
Age range is strictly for case load management and not classroom		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
50	Secondary	Full-time (1.0)	06/19/2025 09:35 AM

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

Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 19
Age Range Justification		**FTE %**
		0.12

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
34	Secondary	Full-time (1.0)	06/19/2025 09:35 AM

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

Building Name
Insight PA Cyber CS

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
37	Secondary	Full-time (1.0)	06/19/2025 09:34 AM

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 16
Age Range Justification		**FTE %**
		0.02

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 19
Age Range Justification		**FTE %**
		0.18

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
61	Secondary	Full-time (1.0)	06/19/2025 09:55 AM

Building Name		
Insight PA Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 19
Age Range Justification		**FTE %**
Age range is strictly for case load management and not classroom.		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
18	Elementary	Full-time (1.0)	06/19/2025 09:34 AM

Building Name

Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	11 to 13
Age Range Justification		**FTE %**
		0.14

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	11 to 13
Age Range Justification		**FTE %**
		0.3

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
63	Secondary	Full-time (1.0)	06/19/2025 09:33 AM

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

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

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.45

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
44	Secondary	Full-time (1.0)	06/19/2025 09:33 AM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 18
Age Range Justification		**FTE %**
		0.1

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
17	Elementary	Full-time (1.0)	06/19/2025 09:32 AM

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

Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	11 to 13
Age Range Justification		**FTE %**
		0.08

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
70	Secondary	Full-time (1.0)	06/19/2025 09:32 AM

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	17 to 18
Age Range Justification		**FTE %**
		0.04

Building Name
Insight PA Cyber CS
Support Type

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

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
55	Secondary	Full-time (1.0)	06/19/2025 09:32 AM

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 17
Age Range Justification		**FTE %**
		0.04

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

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 19
Age Range Justification		**FTE %**
		0.18

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 17
Age Range Justification		**FTE %**
		0.25

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
68	Secondary	Full-time (1.0)	06/19/2025 09:30 AM

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

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	17 to 18
Age Range Justification		**FTE %**
		0.08

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 18
Age Range Justification		**FTE %**
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5	Elementary	Full-time (1.0)	06/19/2025 09:33 AM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 10
Age Range Justification		**FTE %**
		0.1

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 10
Age Range Justification		**FTE %**
		0.65

Building Name		
Insight PA Cyber CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Full-Time (80% or More)		1
Identify Classroom	**Classroom Location**	**Age Range**

School District	Elementary	9 to 9
Age Range Justification		**FTE %**
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
38	Secondary	Full-time (1.0)	06/19/2025 09:30 AM

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 17
Age Range Justification		**FTE %**
		0.04

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 19
Age Range Justification		**FTE %**
		0.1

Building Name
Insight PA Cyber CS
Support Type
Speech And Language Support
Support Sub-Type
Speech And Language Support

Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 16
Age Range Justification		**FTE %**
		0.02

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 14
Age Range Justification		**FTE %**
		0.05

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 16
Age Range Justification		**FTE %**
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
31	Secondary	Full-time (1.0)	06/19/2025 09:31 AM

Building Name
Insight PA Cyber CS
Support Type

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 14
Age Range Justification		**FTE %**
		0.06

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 15
Age Range Justification		**FTE %**
		0.55

Building Name		
Insight PA Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 14
Age Range Justification		**FTE %**
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
47	Secondary	Full-time (1.0)	06/19/2025 09:54 AM

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	17 to 17
Age Range Justification		**FTE %**
Age range is strictly for case load management and not classroom		0.02

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 19
Age Range Justification		**FTE %**
Age range is strictly for case load management and not classroom		0.14

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 17
Age Range Justification		**FTE %**
		0.4

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
4	Elementary	Full-time (1.0)	06/19/2025 09:28 AM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 8
Age Range Justification		**FTE %**
		0.06

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 9
Age Range Justification		**FTE %**
		0.5

Building Name		
Insight PA Cyber CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 7
Age Range Justification		**FTE %**
		0.05

Building Name		
Insight PA Cyber CS		
Support Type		
Physical Support		
Support Sub-Type		
Physical Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	8 to 8
Age Range Justification		**FTE %**
		0.02

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
60	Secondary	Full-time (1.0)	06/19/2025 09:27 AM

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 16
Age Range Justification		**FTE %**
		0.02

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 19

Age Range Justification	FTE %
	0.1

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 16
Age Range Justification		**FTE %**
		0.1

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	**Classroom Location**	**Age Range**
Intermediate Unit	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
19	Elementary	Full-time (1.0)	06/19/2025 09:26 AM

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

Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	12 to 12
Age Range Justification		**FTE %**
		0.1

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	11 to 13
Age Range Justification		**FTE %**
		0.2

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	11 to 12
Age Range Justification		**FTE %**
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
35	Secondary	Full-time (1.0)	06/19/2025 09:27 AM

Building Name
Insight PA Cyber CS
Support Type
Emotional Support

Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 17
Age Range Justification		**FTE %**
		0.1

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 19
Age Range Justification		**FTE %**
		0.12

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	14 to 18
Age Range Justification		**FTE %**
		0.45

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
3	Elementary	Full-time (1.0)	06/19/2025 09:27 AM

Building Name

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

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	7 to 8
Age Range Justification		**FTE %**
		0.5

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
32	Secondary	Full-time (1.0)	06/19/2025 09:25 AM

Building Name		
Insight PA Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 13
Age Range Justification		**FTE %**
		0.05

Building Name		
Insight PA Cyber CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	12 to 14
Age Range Justification		**FTE %**
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
20	Elementary	Full-time (1.0)	06/19/2025 09:23 AM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**

School District	Elementary	11 to 12
Age Range Justification		**FTE %**
		0.04

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

Building Name		
Insight PA Cyber CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	12 to 12
Age Range Justification		**FTE %**
		0.08

Building Name		
Insight PA Cyber CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		2
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	13 to 13
Age Range Justification		**FTE %**
		0.03

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
58	Secondary	Full-time (1.0)	06/19/2025 09:24 AM

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

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

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

School District	Secondary	15 to 19
Age Range Justification		**FTE %**
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
2	Elementary	Full-time (1.0)	06/19/2025 09:24 AM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		16
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	6 to 8
Age Range Justification		**FTE %**
		0.32

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	6 to 7
Age Range Justification		**FTE %**
		0.15

Building Name
Insight PA Cyber CS
Support Type
Speech And Language Support
Support Sub-Type
Speech And Language Support

Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	6 to 6
Age Range Justification		**FTE %**
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
48	Secondary	Full-time (1.0)	06/19/2025 09:24 AM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	17 to 19
Age Range Justification		**FTE %**
		0.16

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 16
Age Range Justification		**FTE %**
		0.3

Building Name
Insight PA Cyber CS
Support Type

Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		1
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	18 to 18
Age Range Justification		**FTE %**
		0.08

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

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		0
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 15
Age Range Justification		**FTE %**
		0

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
28	Secondary	Full-time (1.0)	06/19/2025 09:21 AM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		9
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 14
Age Range Justification		**FTE %**
		0.18

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

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

FTE ID	**Classroom Location**	**Full-time or Part-time Position?**	**Revised**
56	Secondary	Full-time (1.0)	06/19/2025 09:56 AM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	16 to 19
Age Range Justification		**FTE %**
		0.14

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
52	Secondary	Full-time (1.0)	06/19/2025 09:20 AM

Building Name
Insight PA Cyber CS
Support Type
Life Skills Support
Support Sub-Type
Life Skills Support (Grades 7-12)

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	15 to 18
Age Range Justification		**FTE %**
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1	Elementary	Full-time (1.0)	06/19/2025 09:21 AM

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		17
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	5 to 7
Age Range Justification		**FTE %**
		0.34

Building Name		
Insight PA Cyber CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		5
Identify Classroom	**Classroom Location**	**Age Range**
School District	Elementary	6 to 7
Age Range Justification		**FTE %**
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
27	Secondary	Full-time (1.0)	06/19/2025 09:18 AM

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

Building Name		
Insight PA Cyber CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		**Case Load**
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	**Classroom Location**	**Age Range**
School District	Secondary	13 to 16
Age Range Justification		**FTE %**
		0.4

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
24	Secondary	Full-time (1.0)	06/19/2025 09:54 AM

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

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

Building Name		
Insight PA Cyber CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		**Case Load**
Itinerant (20% or Less)		4
Identify Classroom	**Classroom Location**	**Age Range**

School District	Secondary	13 to 13
Age Range Justification		**FTE %**
		0.08

Facilities and Agreements

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

Fixed Asset Description	Location	Capital Expenditure
NA	NA	NA

Facility Plans and Other Capital Needs

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

Insight PA has developed a plan to pilot the school's first satellite location where services can be provided directly to our students and their families. In accordance with PA Charter School Law, we will *not* be providing instruction at this site. The site is leased and located in an area of Philadelphia where over 350 families are concentrated. Rationale - rather than require our families to come to us or come to rented off-site locations for activities and services, we are bringing the site to their community.

Memorandum of Understanding

Organization	Purpose
Drexel University	Student teaching, practicums, and field placements
PA College of Technology	Advanced Manufacturing Pre-Apprenticeship Training Services
Robert Morris University	Dual Enrollment
St. Joseph's University	Student teaching, practicums, and field placements
Uwchlan Township Police Department	School safety
College of William and Mary	Student teaching, practicums, and field placements

Jobs for American's Graduates PA (JAG-PA)	In school program for high-risk HS students

**Upload of Memorandum of Understanding Document(s)
Do not include MOUs already reported in the Safe Schools Reports.**
RMU in the HS MOU - 2024-25 - Fully Signed (5).pdf

Drexel and Insight PA Cyber CS MOU 03.31.2023 (3).pdf

William & Mary - MOU Partnership Agreement Insight PA Cyber School 2028_REVISED.pdf

PA College of Technology - 2025 03-11, TSA, AMP, Insight PA Cyber Charter School executed (2).pdf

JAG PA and Insight PA Cyber Charter School MOU - fully executed.pdf

Uwchlan Township Police Department - MOU_Doc. signed 5.31.23 (1).pdf

St Joseph's - MOU InsightPAcyberCS_Fall23.docx - Saint Josephs University (1).pdf

Articulation Agreements

Partnering Institution
Robert Morris University

Agreement Type

Program/Course Area
High school dual enrollment

Upload Articulation Agreement
RMU in the HS MOU - 2024-25 - Fully Signed (1).pdf

Management Survey

Charter School Management Survey

Charter School Name
Insight PA Cyber CS

Point of Contact Name
Eileen Cannistraci

Point of Contact Telephone Number
7134844353

Extension
3139

Point of Contact Email
eicannistraci@insightpaschool.org

Management Organization Information

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

Is/was the Management Organization a:

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

Management Organization Name
Stride

Federal EIN (Employer Identification Number)
26-2833180

Address 1
1172 Plaza American Drive, Suite 900

Address 2

City
Reston

State
VA

Zip Code
20190

Plus 4 Code
3203

Additional Comments

Educational Products and Services agreement with Stride ends June 30, 2025. Insight PA will not continue with any Stride educational products or services after June 30, 2025.

Signatures and Affirmations

Upload Board Affirmation Statement
Board Affirmative Statement 2024-2025 signed LT.pdf

Date of Approval
2025-08-01

Charter School Annual Report Affirmation

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

Chief Administrator
Eileen Cannistraci

Charter School Law Affirmation

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

Chief Administrator
Eileen Cannistraci

Ethics Act Affirmation

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

Chief Administrator
Eileen Cannistraci

Charter School Annual Background Check Affirmation

Board President

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

Chief Administrator

Eileen Cannistraci

Charter Annual Administrative Certification Affirmation

Board President

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

Chief Administrator

Eileen Cannistraci

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

Board President

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

Chief Administrator

Eileen Cannistraci

Insight PA Cyber Charter School Wellness Check Data SY24-25 - Method 1 (Log Notes)

Grade_Level	Student_Number	Months (Entry_Date)	Count of Present_On_Camera
2	[redacted]	Jan	3
2	[redacted]	Feb	4
2	[redacted]	Mar	4
2	[redacted]	Apr	3
2	[redacted]	May	3
2	[redacted]	Jun	1
2	[redacted]	Oct	1
2	[redacted]	Nov	2
2	[redacted]	Dec	2
2	[redacted]	Nov	1
3	[redacted]	Jan	1
3	[redacted]	Nov	1
4	[redacted]	Mar	1
4	[redacted]	May	1
4	[redacted]	Apr	1
4	[redacted]	Jan	1
4	[redacted]	Jan	1
4	[redacted]	Feb	1
4	[redacted]	Mar	1
5	[redacted]	Apr	1
5	[redacted]	Oct	1
5	[redacted]	Nov	1
5	[redacted]	Dec	1
5	[redacted]	Jan	1
5	[redacted]	Oct	1
5	[redacted]	Apr	1
5	[redacted]	Apr	1
5	[redacted]	Jan	1
5	[redacted]	Mar	1
5	[redacted]	Nov	1
5	[redacted]	Jan	2
5	[redacted]	Dec	2
5	[redacted]	Feb	1
6	[redacted]	Mar	1
6	[redacted]	Jan	1
6	[redacted]	Mar	1
6	[redacted]	Apr	1
6	[redacted]	May	1
6	[redacted]	May	1
6	[redacted]	Nov	1
6	[redacted]	Sep	1
6	[redacted]	Feb	1
6	[redacted]	Feb	1
6	[redacted]	Mar	1
7	[redacted]	Jan	1
7	[redacted]	Nov	1
7	[redacted]	Jan	1
7	[redacted]	Jan	1
7	[redacted]	Feb	1
7	[redacted]	Mar	1
7	[redacted]	Apr	1
7	[redacted]	May	1
7	[redacted]	Jan	1
7	[redacted]	Nov	1
7	[redacted]	Jan	1
7	[redacted]	Feb	1

8	[redacted]	Jan 1
8	[redacted]	Apr 1
8	[redacted]	Mar 1
8	[redacted]	May 1
8	[redacted]	Jan 1
8	[redacted]	Nov 1
8	[redacted]	Apr 1
8	[redacted]	Jan 2
8	[redacted]	Mar 3
8	[redacted]	May 1
8	[redacted]	Oct 2
8	[redacted]	Nov 4
8	[redacted]	Dec 1
8	[redacted]	Jan 1
8	[redacted]	Oct 1
8	[redacted]	Jan 1
8	[redacted]	Jan 1
8	[redacted]	Nov 1
8	[redacted]	May 1
8	[redacted]	Jan 1
8	[redacted]	Jan 1
8	[redacted]	Dec 1
8	[redacted]	May 1
9	[redacted]	Dec 1
9	[redacted]	Dec 1
9	[redacted]	Dec 1
9	[redacted]	Dec 1
9	[redacted]	Feb 1
9	[redacted]	Jan 3
9	[redacted]	Feb 2
9	[redacted]	Mar 2
9	[redacted]	Apr 3
9	[redacted]	May 3
9	[redacted]	Oct 1
9	[redacted]	Dec 1
9	[redacted]	Apr 1
9	[redacted]	Oct 1
9	[redacted]	Apr 1
9	[redacted]	May 1
9	[redacted]	Jan 2
9	[redacted]	Feb 1
9	[redacted]	Mar 1
9	[redacted]	Apr 1
9	[redacted]	May 1
9	[redacted]	Oct 1
9	[redacted]	Nov 2
9	[redacted]	Dec 1
9	[redacted]	Jan 1
9	[redacted]	Feb 1
9	[redacted]	Mar 2
9	[redacted]	Jan 1
9	[redacted]	May 1
9	[redacted]	Feb 3
9	[redacted]	Mar 4
9	[redacted]	Apr 2
9	[redacted]	Dec 1
9	[redacted]	Oct 1
9	[redacted]	Feb 9
9	[redacted]	Mar 3

9	[redacted] Jun	1
10	[redacted] Dec	1
10	[redacted] Jan	1
10	[redacted] Jan	1
10	[redacted] Feb	1
10	[redacted] Mar	1
10	[redacted] Jan	1
10	[redacted] Mar	2
10	[redacted] Apr	1
10	[redacted] Nov	2
10	[redacted] Dec	1
10	[redacted] Dec	1
10	[redacted] Dec	1
10	[redacted] Jan	1
10	[redacted] Jan	1
10	[redacted] Dec	1
10	[redacted] Dec	1
10	[redacted] Jan	1
10	[redacted] Feb	2
10	[redacted] Mar	2
10	[redacted] Apr	1
10	[redacted] May	2
10	[redacted] Dec	1
10	[redacted] Dec	1
10	[redacted] Feb	1
10	[redacted] Mar	2
10	[redacted] Apr	1
10	[redacted] Dec	1
10	[redacted] Jan	1
10	[redacted] Nov	1
10	[redacted] Feb	1
10	[redacted] Mar	2
10	[redacted] Apr	1
10	[redacted] Feb	1
10	[redacted] Apr	1
10	[redacted] Jan	1
10	[redacted] Jan	1
11	[redacted] Jan	1
11	[redacted] Nov	1
11	[redacted] Nov	1
11	[redacted] Feb	1
11	[redacted] Jan	1
11	[redacted] Dec	1
11	[redacted] Jan	3
11	[redacted] Mar	3
11	[redacted] Apr	2
11	[redacted] Oct	2
11	[redacted] Nov	3
11	[redacted] Dec	2
11	[redacted] Jan	3
11	[redacted] Feb	3
11	[redacted] Mar	4
11	[redacted] Apr	1
11	[redacted] May	1
11	[redacted] Dec	2
11	[redacted] Oct	1
11	[redacted] Oct	1
11	[redacted] Nov	1
11	[redacted] Oct	1

11	[redacted]	Oct	1
11	[redacted]	Oct	1
11	[redacted]	Feb	1
11	[redacted]	May	1
11	[redacted]	Nov	1
11	[redacted]	Dec	1
11	[redacted]	Jan	1
11	[redacted]	Dec	1
11	[redacted]	Jan	1
11	[redacted]	Feb	1
11	[redacted]	Mar	4
11	[redacted]	Mar	1
11	[redacted]	Nov	1
12	[redacted]	Nov	1
12	[redacted]	Oct	1
12	[redacted]	Sep	1
12	[redacted]	Oct	2
12	[redacted]	Mar	1
12	[redacted]	Jan	2
12	[redacted]	Feb	4
12	[redacted]	Mar	1
12	[redacted]	Apr	1
12	[redacted]	Dec	3
12	[redacted]	Sep	1
12	[redacted]	Oct	1
12	[redacted]	Feb	1
12	[redacted]	Nov	1
12	[redacted]	Jan	3
12	[redacted]	Feb	4
12	[redacted]	Mar	2
12	[redacted]	Apr	3
12	[redacted]	Nov	1
12	[redacted]	Dec	3
12	[redacted]	Jan	2
12	[redacted]	Mar	1
12	[redacted]	Dec	1
12	[redacted]	Mar	1
12	[redacted]	Jan	1
12	[redacted]	Oct	1
12	[redacted]	Nov	1
12	[redacted]	Jan	2
12	[redacted]	Mar	3
12	[redacted]	Apr	1
12	[redacted]	Nov	1
12	[redacted]	Dec	1
12	[redacted]	Nov	1
12	[redacted]	Sep	1
12	[redacted]	Jan	2
12	[redacted]	Feb	3
12	[redacted]	Mar	4
12	[redacted]	May	1
12	[redacted]	Oct	2
12	[redacted]	Nov	3
12	[redacted]	Dec	2
12	[redacted]	Oct	1
12	[redacted]	Oct	1
12	[redacted]	Feb	1
12	[redacted]	Oct	1
12	[redacted]	Nov	1

12	[redacted]	Oct	1
12	[redacted]	Sep	1
12	[redacted]	Feb	1
12	[redacted]	Jan	1
12	[redacted]	Apr	1
12	[redacted]	Oct	1
12	[redacted]	Dec	1
12	[redacted]	Sep	1
12	[redacted]	Sep	1
12	[redacted]	Jan	2
12	[redacted]	Feb	2
12	[redacted]	Mar	2
12	[redacted]	Apr	1
12	[redacted]	Nov	1
12	[redacted]	Dec	1
12	[redacted]	Sep	1
12	[redacted]	Jan	3
12	[redacted]	Mar	1
12	[redacted]	Apr	1
12	[redacted]	Nov	1
12	[redacted]	Dec	1
12	[redacted]	Oct	2
12	[redacted]	Sep	1
12	[redacted]	Nov	1
12	[redacted]	Jan	1
12	[redacted]	Feb	1
12	[redacted]	Dec	1
12	[redacted]	Dec	1
12	[redacted]	Feb	1
12	[redacted]	Nov	1
12	[redacted]	Dec	1
12	[redacted]	Feb	1
12	[redacted]	Dec	1
12	[redacted]	Jan	1
12	[redacted]	Nov	2
12	[redacted]	Dec	1
12	[redacted]	Oct	1
12	[redacted]	Nov	1
12	[redacted]	Dec	1
12	[redacted]	Feb	1
12	[redacted]	Mar	1
12	[redacted]	Apr	1
12	[redacted]	May	1
12	[redacted]	Dec	1
12	[redacted]	Mar	1
12	[redacted]	Jan	1
12	[redacted]	Jan	1
12	[redacted]	Oct	1
12	[redacted]	Nov	1
12	[redacted]	Dec	2
12	[redacted]	Feb	1
12	[redacted]	Mar	1
12	[redacted]	Nov	1
12	[redacted]	Dec	1
12	[redacted]	Sep	1
12	[redacted]	Sep	1
12	[redacted]	Oct	1
12	[redacted]	Jan	1
12	[redacted]	Feb	1

12	[redacted]	Mar	1
12	[redacted]	Apr	1
12	[redacted]	May	2
12	[redacted]	Dec	2
12	[redacted]	Feb	1
12	[redacted]	Mar	1
12	[redacted]	Mar	1
12	[redacted]	Nov	2
12	[redacted]	Dec	1
12	[redacted]	Sep	1
12	[redacted]	Feb	1
12	[redacted]	Jan	2
12	[redacted]	Mar	1
12	[redacted]	May	2
12	[redacted]	Oct	1
12	[redacted]	Nov	2
12	[redacted]	Dec	1
12	[redacted]	Mar	1
12	[redacted]	Jan	2
12	[redacted]	Feb	1
12	[redacted]	Apr	1
12	[redacted]	Oct	1
12	[redacted]	Nov	1
12	[redacted]	Apr	1
12	[redacted]	Oct	1
12	[redacted]	Nov	3
12	[redacted]	Oct	1
12	[redacted]	Apr	1
12	[redacted]	May	1
12	[redacted]	Sep	1
12	[redacted]	Sep	1
12	[redacted]	Nov	1
12	[redacted]	Jan	1
12	[redacted]	Feb	4
12	[redacted]	Mar	4
12	[redacted]	Apr	2
12	[redacted]	May	1
12	[redacted]	Nov	1
12	[redacted]	Dec	1
12	[redacted]	Jan	1
12	[redacted]	May	1
12	[redacted]	Sep	1
12	[redacted]	Oct	1
12	[redacted]	Jan	1
12	[redacted]	Nov	1
12	[redacted]	Feb	1
12	[redacted]	Jan	4
12	[redacted]	Feb	3
12	[redacted]	Mar	4
12	[redacted]	Apr	3
12	[redacted]	May	3
12	[redacted]	Dec	1
12	[redacted]	Apr	1
12	[redacted]	May	1
12	[redacted]	Oct	1
12	[redacted]	Nov	1
12	[redacted]	Dec	1
12	[redacted]	Nov	1
12	[redacted]	Feb	1

12	[redacted] Jan	1
12	[redacted] Feb	1
12	[redacted] Mar	1
Grand Total		**498**

Insight PA Cyber Charter School Wellness Check Data SY24-25 - Method 2 (PowerSchool Code)

Grade	StudNum	Months (Date)	Sum of Pts
0	[redacted]	Jan	19
0	[redacted]	Sep	60
0	[redacted]	Oct	36
0	[redacted]	Nov	16
0	[redacted]	Dec	10
0	[redacted]	Jan	11
0	[redacted]	Feb	24
0	[redacted]	Mar	13
0	[redacted]	Apr	11
0	[redacted]	May	17
0	[redacted]	Sep	30
0	[redacted]	Oct	13
0	[redacted]	Nov	3
0	[redacted]	Dec	8
1	[redacted]	Jan	18
1	[redacted]	Feb	15
1	[redacted]	Mar	49
1	[redacted]	Apr	22
1	[redacted]	May	35
1	[redacted]	Oct	9
1	[redacted]	Nov	6
1	[redacted]	Dec	15
1	[redacted]	Jan	60
1	[redacted]	Feb	58
1	[redacted]	Mar	95
1	[redacted]	Apr	59
1	[redacted]	May	80
1	[redacted]	Sep	56
1	[redacted]	Oct	28
1	[redacted]	Nov	34
1	[redacted]	Dec	27
1	[redacted]	Jan	60
1	[redacted]	Feb	58
1	[redacted]	Mar	94
1	[redacted]	Apr	62
1	[redacted]	May	79
1	[redacted]	Sep	57
1	[redacted]	Oct	29
1	[redacted]	Nov	35
1	[redacted]	Dec	27
1	[redacted]	Jan	52

1	[redacted]	Feb	57
1	[redacted]	Mar	73
1	[redacted]	Apr	48
1	[redacted]	May	68
1	[redacted]	Sep	55
1	[redacted]	Oct	35
1	[redacted]	Nov	27
1	[redacted]	Dec	18
1	[redacted]	Jan	20
1	[redacted]	Feb	13
1	[redacted]	Mar	6
1	[redacted]	Apr	4
1	[redacted]	May	5
1	[redacted]	Sep	56
1	[redacted]	Oct	45
1	[redacted]	Nov	18
1	[redacted]	Dec	22
1	[redacted]	Jan	13
1	[redacted]	Feb	58
1	[redacted]	Mar	96
1	[redacted]	Apr	60
1	[redacted]	Sep	57
1	[redacted]	Oct	69
1	[redacted]	Nov	49
1	[redacted]	Dec	35
1	[redacted]	Jan	39
1	[redacted]	Feb	35
1	[redacted]	Sep	62
1	[redacted]	Oct	67
1	[redacted]	Nov	35
1	[redacted]	Dec	32
1	[redacted]	Jan	18
1	[redacted]	Feb	14
1	[redacted]	Mar	12
1	[redacted]	Apr	20
1	[redacted]	May	13
1	[redacted]	Sep	78
1	[redacted]	Oct	48
1	[redacted]	Nov	22
1	[redacted]	Dec	20
1	[redacted]	Jan	57
1	[redacted]	Feb	60
1	[redacted]	Mar	84
1	[redacted]	Apr	49

1	[redacted]	May	65
1	[redacted]	Sep	64
1	[redacted]	Oct	49
1	[redacted]	Nov	39
1	[redacted]	Dec	28
1	[redacted]	Jan	29
1	[redacted]	Feb	64
1	[redacted]	Mar	61
1	[redacted]	Apr	35
1	[redacted]	May	46
1	[redacted]	Sep	21
1	[redacted]	Oct	62
1	[redacted]	Nov	48
1	[redacted]	Dec	43
1	[redacted]	Jan	60
1	[redacted]	Feb	48
1	[redacted]	Mar	80
1	[redacted]	Apr	47
1	[redacted]	May	54
1	[redacted]	Sep	59
1	[redacted]	Oct	99
1	[redacted]	Nov	74
1	[redacted]	Dec	56
1	[redacted]	Jan	45
1	[redacted]	Feb	68
1	[redacted]	Mar	85
1	[redacted]	Apr	48
1	[redacted]	May	57
1	[redacted]	Sep	57
1	[redacted]	Oct	85
1	[redacted]	Nov	62
1	[redacted]	Dec	54
1	[redacted]	Jan	28
1	[redacted]	Feb	84
1	[redacted]	Mar	92
1	[redacted]	Apr	71
1	[redacted]	May	78
1	[redacted]	Sep	95
1	[redacted]	Oct	82
1	[redacted]	Nov	63
1	[redacted]	Dec	48
1	[redacted]	Jan	35
1	[redacted]	Feb	73
1	[redacted]	Mar	89

1	[redacted]	Apr	62
1	[redacted]	May	75
1	[redacted]	Sep	56
1	[redacted]	Oct	103
1	[redacted]	Nov	61
1	[redacted]	Dec	46
1	[redacted]	Jan	31
1	[redacted]	Feb	50
1	[redacted]	Mar	65
1	[redacted]	Apr	42
1	[redacted]	May	55
1	[redacted]	Sep	79
1	[redacted]	Oct	72
1	[redacted]	Nov	47
1	[redacted]	Dec	42
1	[redacted]	May	13
1	[redacted]	Sep	34
1	[redacted]	Oct	9
1	[redacted]	Jan	28
1	[redacted]	Feb	77
1	[redacted]	Mar	67
1	[redacted]	Apr	32
1	[redacted]	May	64
1	[redacted]	Sep	7
1	[redacted]	Oct	64
1	[redacted]	Nov	40
1	[redacted]	Dec	31
1	[redacted]	Jan	36
1	[redacted]	Feb	69
1	[redacted]	Mar	72
1	[redacted]	Apr	37
1	[redacted]	May	49
1	[redacted]	Sep	77
1	[redacted]	Oct	98
1	[redacted]	Nov	66
1	[redacted]	Dec	48
1	[redacted]	Jan	42
1	[redacted]	Feb	57
1	[redacted]	Mar	68
1	[redacted]	Apr	48
1	[redacted]	May	56
1	[redacted]	Sep	90
1	[redacted]	Oct	98
1	[redacted]	Nov	57

1	[redacted]	Dec	49
1	[redacted]	Jan	48
1	[redacted]	Feb	55
1	[redacted]	Mar	82
1	[redacted]	Apr	47
1	[redacted]	May	55
1	[redacted]	Sep	51
1	[redacted]	Oct	77
1	[redacted]	Nov	61
1	[redacted]	Dec	52
1	[redacted]	Jan	17
1	[redacted]	Feb	21
1	[redacted]	Mar	36
1	[redacted]	Apr	19
1	[redacted]	May	21
1	[redacted]	Sep	24
1	[redacted]	Oct	22
1	[redacted]	Nov	17
1	[redacted]	Dec	19
1	[redacted]	Jan	11
1	[redacted]	Feb	6
1	[redacted]	Mar	7
1	[redacted]	May	2
1	[redacted]	Sep	21
1	[redacted]	Oct	27
1	[redacted]	Nov	13
1	[redacted]	Dec	31
1	[redacted]	Jan	47
1	[redacted]	Feb	52
1	[redacted]	Mar	75
1	[redacted]	Apr	44
1	[redacted]	May	53
1	[redacted]	Sep	49
1	[redacted]	Oct	81
1	[redacted]	Nov	59
1	[redacted]	Dec	53
1	[redacted]	Jan	51
1	[redacted]	Feb	29
1	[redacted]	Mar	30
1	[redacted]	Apr	41
1	[redacted]	May	58
1	[redacted]	Sep	26
1	[redacted]	Oct	48
1	[redacted]	Nov	65

1	[redacted]	Dec 60
1	[redacted]	Jan 13
1	[redacted]	Feb 27
1	[redacted]	Mar 31
1	[redacted]	Apr 22
1	[redacted]	May 37
1	[redacted]	Nov 5
1	[redacted]	Dec 17
1	[redacted]	Feb 3
1	[redacted]	Mar 48
1	[redacted]	Apr 25
1	[redacted]	May 48
2	[redacted]	Jan 51
2	[redacted]	Feb 55
2	[redacted]	Mar 70
2	[redacted]	Apr 29
2	[redacted]	May 62
2	[redacted]	Sep 66
2	[redacted]	Oct 67
2	[redacted]	Nov 46
2	[redacted]	Dec 50
2	[redacted]	Feb 2
2	[redacted]	Mar 41
2	[redacted]	Apr 18
2	[redacted]	May 15
2	[redacted]	Jan 28
2	[redacted]	Feb 52
2	[redacted]	Mar 81
2	[redacted]	Apr 61
2	[redacted]	May 45
2	[redacted]	Sep 87
2	[redacted]	Oct 100
2	[redacted]	Nov 72
2	[redacted]	Dec 45
2	[redacted]	Jan 8
2	[redacted]	Feb 9
2	[redacted]	Apr 15
2	[redacted]	May 17
2	[redacted]	Sep 21
2	[redacted]	Oct 49
2	[redacted]	Nov 48
2	[redacted]	Dec 30
2	[redacted]	Jan 16
2	[redacted]	Feb 8

2	[redacted]	Mar	7
2	[redacted]	Apr	4
2	[redacted]	May	1
2	[redacted]	Sep	14
2	[redacted]	Oct	24
2	[redacted]	Nov	2
2	[redacted]	Dec	20
2	[redacted]	Jan	10
2	[redacted]	Feb	4
2	[redacted]	Mar	5
2	[redacted]	Apr	3
2	[redacted]	May	13
2	[redacted]	Sep	5
2	[redacted]	Oct	4
2	[redacted]	Nov	12
2	[redacted]	Dec	7
2	[redacted]	Jan	49
2	[redacted]	Feb	45
2	[redacted]	Mar	60
2	[redacted]	Apr	21
2	[redacted]	May	42
2	[redacted]	Sep	37
2	[redacted]	Oct	48
2	[redacted]	Nov	41
2	[redacted]	Dec	43
2	[redacted]	Jan	46
2	[redacted]	Feb	67
2	[redacted]	Mar	85
2	[redacted]	Apr	50
2	[redacted]	May	56
2	[redacted]	Sep	57
2	[redacted]	Oct	89
2	[redacted]	Nov	55
2	[redacted]	Dec	27
2	[redacted]	Sep	5
2	[redacted]	Jan	3
2	[redacted]	Feb	2
2	[redacted]	Mar	5
2	[redacted]	Apr	3
2	[redacted]	May	22
2	[redacted]	Sep	5
2	[redacted]	Oct	3
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Grand Total			**100000**

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION

November 10, 2022

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

Dear Ms. Cannistraci,

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

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

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

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

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

Sincerely,



Eric Hagarty
Acting Secretary of Education

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PENNSYLVANIA DEPARTMENT OF EDUCATION

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

Decision to Renew Charter

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

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

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

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

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

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

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

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



Eric Hagarty
Acting Secretary of Education

Date Mailed: November 10, 2022

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APPENDIX A

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

Insight must be prepared to provide information and documentary evidence to the Department during any future Department review of the cyber charter school's operations that demonstrates that the cyber charter school operates in compliance with all applicable requirements. Additionally, as described below, Insight must be prepared to provide the Department with information and documentary evidence as to how it addressed or is working to address each of the areas identified below:

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

Insight Cyber School must improve its assessment and accountability program.

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

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

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

Additionally, Insight's three-year average growth rate, as reported in the Pennsylvania Value Added Assessment System (PVASS), showed significant evidence that students did not meet the academic growth standard. Specifically, Insight's three-year average of academic growth on both the PSSAs and Keystone Exams for every measure of growth for 2017-18 and 2018-19 was either Below or Well Below target scores.
As Insight is a relatively young school, there is not a lot of data regarding its 4 and 5-year combined cohort graduation rates. The first year data was available was 2020, with only 37.35% of Insight's students attaining graduation. This is well below the averages of other cybers (59.8%), brick-and-mortar charters (86.7%), and traditional public schools (90.3%). Under

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

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

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

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

Insight must take certain action related to finance and operations.

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

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

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

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

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

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

1) Insight Cyber Charter School's Board of Trustees shall operate the cyber charter school in accordance with the provisions of 24 P.S. §§ 17-1741-A – 17-1751-A, any amendments thereto enacted during the term of this Charter and any regulations or standards applicable to cyber charter schools;

2) If Insight Cyber Charter School becomes designated for Comprehensive School Improvement (CSI) at any time, Insight Cyber Charter School may not expand its enrollment beyond a 10% increase of its highest enrollment as of the year of CSI designation. The Pennsylvania Department of Education will calculate the enrollment parameter and will communicate the enrollment parameter to Insight Cyber Charter School. Such enrollment parameter may not be surpassed during any period Insight Cyber Charter School retains the accountability designation of CSI or until a written amendment, which reflects a mutual agreement of Insight Cyber Charter School and the Pennsylvania Department of Education, modifies this enrollment parameter;

3) The granting of this Charter is specifically contingent upon operation of the cyber charter school in strict adherence to the terms of the Renewal Application, submitted by the Board of Trustees on September 27, 2019, any previous application(s) approved by the Pennsylvania Department of Education, and the enrollment parameter stated herein, if such enrollment parameter becomes applicable. Said Renewal Application and previous application(s) are incorporated by reference as if fully set forth herein;

4) This Charter constitutes a legally binding agreement for the term set forth above and the terms of said agreement cannot be changed absent a written amendment to this Charter;

5) This Charter may be renewed for additional periods of five-year durations and upon any such renewal, a new charter shall be executed by the parties;

6) The Pennsylvania Department of Education reserves the right to continue to assess and review Insight Cyber Charter School's operation of the cyber charter school and notify Insight Cyber Charter School of any violation of this Charter or other applicable requirements and seek correction of the violation, and to take action against the Insight Cyber Charter School, if necessary, including revocation or nonrenewal of this Charter

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

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

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

ATTEST:

BOARD OF TRUSTEES

Board President, Alice Solomon

Board Secretary,

Board Member, Lowell Thomas

Board Member, Michael E. Adler

Board Member, Chris Rossi

Board Member, Kathleen M McGeehan

ATTEST:

Kari Worley

PENNSYLVANIA DEPARTMENT OF EDUCATION

Eric Hagarty
Acting Secretary of Education

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

Document History

SENT	**12 / 01 / 2022** 17:30:02 UTC	Sent for signature to Alice Solomon (asolomon@ispacyber.net), Ed Knittel (eknittel@ispacyber.net), Lowell Thomas (lthomas@ispacyber.net), Michael Adler (madler@ispacyber.net), Chris Rossi (crossi@ispacyber.net) and Katie McGeehan (kmcgeehan@ispacyber.net) from sbirdsall@insightpa.org IP: 162.196.188.189
VIEWED	**12 / 01 / 2022** 18:27:06 UTC	Viewed by Michael Adler (madler@ispacyber.net) IP: 198.8.32.61
SIGNED	**12 / 01 / 2022** 18:28:20 UTC	Signed by Michael Adler (madler@ispacyber.net) IP: 198.8.32.61
VIEWED	**12 / 01 / 2022** 18:53:52 UTC	Viewed by Ed Knittel (eknittel@ispacyber.net) IP: 73.230.168.226

Dropbox Sign

Audit trail

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

Document History

SIGNED	**12 / 01 / 2022** 18:55:04 UTC	Signed by Ed Knittel (eknittel@ispacyber.net) IP: 73.230.168.226
VIEWED	**12 / 01 / 2022** 19:23:49 UTC	Viewed by Katie McGeehan (kmcgeehan@ispacyber.net) IP: 68.81.209.67
SIGNED	**12 / 01 / 2022** 19:25:10 UTC	Signed by Katie McGeehan (kmcgeehan@ispacyber.net) IP: 68.81.209.67
VIEWED	**12 / 01 / 2022** 19:27:03 UTC	Viewed by Alice Solomon (asolomon@ispacyber.net) IP: 73.233.211.133
SIGNED	**12 / 01 / 2022** 19:30:43 UTC	Signed by Alice Solomon (asolomon@ispacyber.net) IP: 73.233.211.133
VIEWED	**12 / 01 / 2022** 19:44:36 UTC	Viewed by Chris Rossi (crossi@ispacyber.net) IP: 72.94.151.152

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

Document History

SIGNED	**12 / 05 / 2022** 19:41:57 UTC	Signed by Chris Rossi (crossi@ispacyber.net) IP: 72.94.151.152
VIEWED	**12 / 06 / 2022** 13:46:57 UTC	Viewed by Lowell Thomas (lthomas@ispacyber.net) IP: 173.49.171.207
SIGNED	**12 / 06 / 2022** 13:48:29 UTC	Signed by Lowell Thomas (lthomas@ispacyber.net) IP: 173.49.171.207
COMPLETED	**12 / 06 / 2022** 13:48:29 UTC	The document has been completed.

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

Document History

SENT	**12 / 06 / 2022** 14:04:40 UTC	Sent for signature to Sarah Birdsall (sbirdsall@insightpa.org) and Eileen Cannistraci (eicannistraci@insightpa.org) from sbirdsall@insightpa.org IP: 162.196.188.189
VIEWED	**12 / 06 / 2022** 14:23:34 UTC	Viewed by Eileen Cannistraci (eicannistraci@insightpa.org) IP: 107.77.204.211
SIGNED	**12 / 06 / 2022** 14:23:59 UTC	Signed by Eileen Cannistraci (eicannistraci@insightpa.org) IP: 107.77.204.211
VIEWED	**12 / 06 / 2022** 15:00:19 UTC	Viewed by Sarah Birdsall (sbirdsall@insightpa.org) IP: 162.196.188.189
SIGNED	**12 / 06 / 2022** 15:01:14 UTC	Signed by Sarah Birdsall (sbirdsall@insightpa.org) IP: 162.196.188.189
COMPLETED	**12 / 06 / 2022** 15:01:14 UTC	The document has been completed.

CERTIFICATE Of COMPLETION

Tamara Campbell

has completed a Pennsylvania Department of Education-approved Act 55 Advanced training program for Returning Charter School Board Members in the State of Pennsylvania. This program was developed and presented by:

PENNSYLVANIA COALITION OF PUBLIC CHARTER SCHOOLS



PRESENTED BY: *Cheryl Johnson Watts, Project Director*

ON THIS DAY: *6/7/2023*

CERTIFICATE Of COMPLETION

Alice Solomon

has completed a Pennsylvania Department of Education-approved Act 55 Advanced training program for Returning Charter School Board Members in the State of Pennsylvania. This program was developed and presented by:

PENNSYLVANIA COALITION OF PUBLIC CHARTER SCHOOLS

PRESENTED BY: *Cheryl Johnson Watts, Project Director*

ON THIS DAY: *6/7/2023*

CERTIFICATE Of COMPLETION

Bill Ferrara

has completed a Pennsylvania Department of Education-approved Act 55 training program for New Charter School Board Members in the State of Pennsylvania. This program was developed and presented by:

PENNSYLVANIA COALITION OF PUBLIC CHARTER SCHOOLS



PRESENTED BY: *Cheryl Johnson Watts, Project Director*

ON THIS DAY: *7/12/2024*

CERTIFICATE Of COMPLETION

Lowell Thomas

has completed a Pennsylvania Department of Education-approved Act 55 Advanced training program for Returning Charter School Board Members in the State of Pennsylvania. This program was developed and presented by:

PENNSYLVANIA COALITION OF PUBLIC CHARTER SCHOOLS



PRESENTED BY: *Cheryl Johnson Watts, Project Director*

ON THIS DAY: *6/7/2023*

CERTIFICATE Of COMPLETION

Christopher Rossi

has completed a Pennsylvania Department of Education-approved Act 55 Advanced training program for Returning Charter School Board Members in the State of Pennsylvania. This program was developed and presented by:

PENNSYLVANIA COALITION OF PUBLIC CHARTER SCHOOLS



PRESENTED BY: *Cheryl Johnson Watts, Project Director*

ON THIS DAY: *6/7/2023*

CERTIFICATE Of COMPLETION

Edward Knittel

has completed a Pennsylvania Department of Education-approved Act 55 Advanced training program for Returning Charter School Board Members in the State of Pennsylvania. This program was developed and presented by:

PENNSYLVANIA COALITION OF PUBLIC CHARTER SCHOOLS



PRESENTED BY: *Cheryl Johnson Watts, Project Director*

ON THIS DAY: *6/7/2023*

August 27th Board Meeting (Tuesday, August 27, 2024)
Generated by Sarah Birdsall on Wednesday, August 28, 2024
Members present
Chris Rossi, Alice Solomon, Edward Knittel, Tamara Campbell, Bill Ferrara
Meeting called to order at 7:04 PM
1. Preliminary
Procedural: A. Call to Order

Procedural: B. Roll Call

Information: C. Mission and Vision
Mission: Empower, nurture, and engage students with innovative tools and the mindset to cultivate a culture of continuous learning, inclusivity, and respect. By fostering an environment that meets each student where they are and values each individual's unique contributions, we aim to inspire students to overcome obstacles, thrive academically and personally and make meaningful impacts within their communities and beyond.

Vision: Insight PA is a technologically innovative cyber-charter school that provides equitable educational opportunities geared towards igniting a lifelong passion for learning. We strive to cultivate intentional community partnerships while focusing on global and digital citizenship to create clear pathways for our students to achieve their goals.

2. Communications

Procedural: A. General Public Comment

Procedural: B. Executive Session
he Board held an Executive Session on June 18th to review the Annual School Safety Report and no Executive Sessions were held in the month of July.

Action, Minutes: C. Approval of the June Board Meeting Minutes
Motion to approve the June Board Meeting Minutes. There was no meeting held in July.

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

3. Reporting

Discussion: A. Board President Report
Employee Recognition
Mission/Vision

Discussion: B. CEO Report
August PD & Back to School
Committee Meeting Reviews/Action Items
Next Board Meeting is September 24th, 2024 at 7.00pm

Discussion: C. CAO Report
CSI Plan Overview

Discussion: D. CFO Report
June 2024 Financials
Budget & Audit Updates

Discussion: E. Foundation Report
Review of 2024/2025 Strategic Plan & Initiatives

4. Action Items

Action: A. Employee Changes
Motion to approve the 7/24/24 and 8/22/24 Employee Changes Reports.

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

Action: B. June & July Financials & Disbursements
Motion to approve the June & July Financial Reports and Disbursements.

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

Action: C. CEO Evaluation
Motion to approve the CEO's 23-24 Evaluation.

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

Action: D. CEO Compensation

Motion to approve the CEO's 24-25 Compensation and Bonus.

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

Action: E. CSI Plan
Motion to approve the 2024/2025 CSI Plan.

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

Action: F. Title IX Policy
Motion to approve the Title IX Policy.

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

Action: G. Wellness Check Policy
Motion to approve the Wellness Check Policy.

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

5. Announcements

Information: A. Next Board Meeting - September 24th, 2024 at 7:00pm
Next Board Meeting - September 24th, 2024 at 7:00pm

September 24, 2024 Board Meeting (Tuesday, September 24, 2024)
Generated by Sarah Birdsall on Friday, October 4, 2024
Members present
Lowell L Thomas, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Tamara Campbell, Bill Ferrara
Meeting called to order at 7.00 PM
1. Preliminary
Procedural: A. Call to Order

Procedural: B. Roll Call

Information: C. Mission and Vision
Mission: Empower, nurture, and engage students with innovative tools and the mindset to cultivate a culture of continuous learning, inclusivity, and respect. By fostering an environment that meets each student where they are and values each individual's unique contributions, we aim to inspire students to overcome obstacles, thrive academically and personally and make meaningful impacts within their communities and beyond.

Vision: Insight PA is a technologically innovative cyber-charter school that provides equitable educational opportunities geared towards igniting a lifelong passion for learning. We strive to cultivate intentional community partnerships while focusing on global and digital citizenship to create clear pathways for our students to achieve their goals.

2. Communications

Procedural: A. General Public Comment

Procedural: B. Executive Session
The Board held an Executive Session on August 19, 2024 to review the CEO evaluation and discuss compensation.

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

Motion by Edward Knittel, second by Bill Ferrara.

Final Resolution: Motion Carries
Aye: Lowell L Thomas, Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Tamara Campbell, Bill Ferrara

3. Reporting

Discussion: A. Board President Report

Discussion: B. CEO Report
Committee Meeting Reviews/Action Items
Next Board Meeting is October 29, 2024 at 7.00pm

Discussion: C. Director of Communications Report
Back to School Picnics - Friday September 20th
Highlight of upcoming events
Restructuring of Community Advisory Council

Discussion: D. CTIO Report
Technology & Innovation Board Updates

Discussion: E. CFO Report

4. Action Items

Action: A. June Board Meeting Minutes
Motion to approve the amended June Board Meeting Minutes.

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

Action: B. Employee Changes
Motion to approve the 9/19/24 Employee Changes Reports.

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

Action: C. Student Agreement
Motion to ratify the 190-24 student agreement.

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

Action: D. Moment of Silence/Flag Displays Policy
Motion to approve the Moment of Silence/Flag Displays Policy.

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

Action: E. August Financials & Disbursements
Motion to approve the August Financial Reports and Disbursements.

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

5. Announcements

Information: A. Next Board Meeting - October 29, 2024 at 7:00pm

Next Board Meeting - October 29, 2024 at 7:00pm. This meeting will be held on the Diligent Community platform but with the same Board of Trustees Zoom link.

6. 6. Adjournment

Action: A. Motion to adjourn meeting
Motion to approve the 9/24/24 Board of Trustees' meeting.

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

October 29, 2024 Board Meeting (Tuesday, October 29, 2024)
Generated by Sarah Birdsall on Thursday, October 31, 2024
Members present
Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Tamara Campbell, Bill Ferrara
Meeting called to order at 7:04 PM
1. Preliminary
Procedural: A. Call to Order

Procedural: B. Roll Call
Lowell Thomas joined the meeting at 7.54pm.

Information: C. Mission and Vision

Mission: Empower, nurture, and engage students with innovative tools and the mindset to cultivate a culture of continuous learning, inclusivity, and respect. By fostering an environment that meets each student where they are and values each individual's unique contributions, we aim to inspire students to overcome obstacles, thrive academically and personally and make meaningful impacts within their communities and beyond.

Vision: Insight PA is a technologically innovative cyber-charter school that provides equitable educational opportunities geared towards igniting a lifelong passion for learning. We strive to cultivate intentional community partnerships while focusing on global and digital citizenship to create clear pathways for our students to achieve their goals.

2. Communications

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

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

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

Individual public comment is limited to three (3) minutes. The Board may decide to limit the overall public comment and make an announcement at the meeting if it decides to do so.
2. With regards to an item on the agenda, public comment, up to three (3) minutes each, may be made when the Board discusses that item.
3. When addressing the Board, speakers are requested to state their name and full address and adhere to the time limits set forth.

Please note that Insight PA's school solicitor is present at all regular Board Meetings.

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

Ms. Jacquelyn Willwerth provided public comment, her topic was discussing October bullying awareness month and to make a complaint about a cease and desist letter sent by Insight Pa Cyber Charter School to

her father, threatening him and her family's financial welfare for speaking at a public meeting on January 30, 2024.

Mr. Bradley Willwerth provided public comment his topic was a complaint regarding a cease and desist letter sent to him by the school on March 2, 2024, threatening legal action, for speaking at a board meeting on January 30, 2024.

Procedural: B. Executive Session
The Board held an Executive Session on September 29 prior to the Board Meeting to discuss a legal matter.

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

Motion by Alice Solomon, second by Tamara Campbell.
Final Resolution: Motion Carries
Aye: Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, Tamara Campbell, Bill Ferrara
Lowell Thomas was not present at the vote.

3. Reporting

Discussion: A. Board President Report

Discussion: B. CEO Report
Committee Meeting Reviews/Action Items
Next Board Meeting is November 26, 2024 at 7.00pm

Discussion: C. CFO Report
September 2024 Financials & Disbursements
New Compliance Requirement - Audit Committee

Discussion: D. COO Report
Health Insurance Memo
Enrollment and Demographics power point
Enrollment and Demographics memo – This executive privilege memo includes contractual/legal matters and is under review by Pat (who was on vacation the week of 10/21/24). There may be additions or changes to it prior to Tuesday’s meeting.

Discussion: E. Foundation Report
24/25 School Year Campaign Program Review

4. Action Items

Action: A. Employee Changes

Motion to approve the 10/24/24 Employee Changes Reports.

Motion by Tamara Campbell, second by Alice Solomon.
Final Resolution: Motion Carries

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

Action: B. September Financials & Disbursements

Motion to approve the September Financial Reports and Disbursements.

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

Action: C. 2025 Health Insurance Benefits and EE Contributions

Motion to approve the 2025 Health Insurance Benefits and EE contributions.

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

5. Announcements

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

6. 6. Adjournment

Action: A. Motion to adjourn meeting

Motion to adjourn the 10/29/24 Board of Trustees' meeting.

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

Board of Trustees Regular Board Meeting - Nov 26 2024 Minutes

Tuesday, November 26, 2024 at 7:00 PM

Location: Zoom https://zoom.us/j/2072011459 One tap mobile +19292056099,,2072011459#

Page

1. Preliminary

A. Call to Order

Board Members

Chris Rossi, President
Ed Knittel, Vice President
Dr. Katie McGeehan, Secretary
Alice Solomon, Member
Bill Ferrara, Member

B. Roll Call

C. Mission and Vision

Mission: Empower, nurture, and engage students with innovative tools and the mindset to cultivate a culture of continuous learning, inclusivity, and respect. By fostering an environment that meets each student where they are and values each individual's unique contributions, we aim to inspire students to overcome obstacles, thrive academically and personally and make meaningful impacts within their communities and beyond.

Vision: Insight PA is a technologically innovative cyber-charter school that provides equitable educational opportunities geared towards igniting a lifelong passion for learning. We

strive to cultivate intentional community partnerships while focusing on global and digital citizenship to create clear pathways for our students to achieve their goals.

2. Public Comment

A. Guidelines for Public Comment

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.

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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.

4. The presiding officer may interrupt or terminate a participant's statement when the statement is too lengthy, personally directed, abusive, obscene, or irrelevant. The Board may decide to limit the overall public comment and make an announcement at the meeting if it decides to do so.

Please note that Insight PA's school solicitor is present at all regular Board Meetings.

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

3. Communication

A. Executive Session

The Board held no Executive Sessions during the month of October.

B. Approval of Board Minutes 9 - 11

October 2024 Board Meeting Mintutes (1) signed EK.pdf

Motion to approve the October Board Meeting Minutes 9 - 11

Carried

Motion to approve the October Board Meeting Minutes 9 - 11

Moved by: Bill Ferrara
Seconded by: Edward Knittel

Aye Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, and Bill Ferrara

Motion Carries 5-0

4. Reporting

A. Board President Report 12 - 15

Board President Items for Discussion:

- Student Recognition Slide: SOTW for Board (24-25).pdf
- Amended meeting minutes.
    - -A comprehensive review of our BoardDocs

platform was conducted and we identified a few corrections to make to our records. August 2023 and June 2022 Regular Board Meetings have Eileen Cannistraci, CEO, listed as a voting member. These errors have been corrected and included as amended minutes in tonight's meeting.

B. CEO Report 16 - 18

CEO Items for Discussion:

1. Board Report
   CEO Report November 2024.pptx

C. CAO Report 19 - 41

CAO Items for Discussion:

1. Future Ready PA Index and PVAAS Summary
   November Academic Board Report.pdf
   November Board Meeting Academic Presenation.pdf
2. Policies:
   a. Gifted Policy

   Gifted Education Program.pdf

D. CFO Report 42 - 64

CFO Items for Discussion:

1. October Financials & Disbursements Financial Bundle for NOV 2024 Finance Committee.pdf
2. Restatement of the 2024/2025 Budget Restated 24-25 Budget for Board_NOV 2024.pdf
3. Audit Updates

5. Action Items

A. EE Changes Report 65

Motion to approve the 11.21.24 Employee Changes Report.
11.21.2024 Employee Changes List.pdf

Motion to approve the 11.21.24 Employee Changes Report. 65

Moved by: Bill Ferrara
Seconded by: Katie McGeehan

Aye Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, and Bill Ferrara

Motion Carries 5-0

B. October Financials & Disbursements 66 - 84

Motion to approve the October Financial & Disbursements.

Financial Bundle for NOV 2024 Finance Committee.pdf

Motion to approve the October Financial & Disbursements. 66 - 84

Moved by: Edward Knittel
Seconded by: Bill Ferrara

Aye Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, and Bill Ferrara

Motion Carries 5-0

C. Restatement 2024/2025 Budget 85 - 88

Motion to approve the restatement of the 2024/2025 School Year Budget.

Restated 24-25 Budget for Board_NOV 2024.pdf

Motion to approve the restatement of the 2024/2025 School Year Budget. 85 - 88

Moved by: Edward Knittel
Seconded by: Alice Solomon

Aye Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, and Bill Ferrara

Motion Carries 5-0

D. Gifted Education Program 89 - 91

Motion to approve the Gifted Education Program.

Gifted Education Program.pdf

Motion to approve the Gifted Education Program. 89 - 91

Moved by: Bill Ferrara
Seconded by: Alice Solomon

Aye Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, and Bill Ferrara

Motion Carries 5-0

E. Gift Policy 92 - 96

Motion to approve the Gift Policy.

Gift Policy and Board Memo - November 2024.pdf

Motion to approve the Gift Policy. 92 - 96

Moved by: Bill Ferrara
Seconded by: Edward Knittel

Aye Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, and Bill Ferrara

Motion Carries 5-0

F. Agreement with Logistics Plus 97 - 106

Motion to approve the Agreement with Logistics Plus.

FINAL LogisticsPlusMemoAndContract-November 2024.pdf

Motion to approve the Agreement with Logistics Plus. 97 - 106

Moved by: Bill Ferrara
Seconded by: Edward Knittel

Aye Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, and Bill Ferrara

Motion Carries 5-0

G. Amended Board Meeting Minutes 107 - 111

Motion to amend the August 2023 and June 2022 Meeting Minutes.

Amended August 2023 Board Meeting Mintutes.pdf

Amended June 2022 Board Meeting Mintutes.pdf

Motion to amend the August 2023 and June 2022 Meeting Minutes. 107 - 111

Moved by: Bill Ferrara

Seconded by: Katie McGeehan

Aye Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, and Bill Ferrara

Motion Carries 5-0

6. Announcements

A. Next Board Meeting - January 28, 2025

7. Adjournment

A. Adjourn

Motion to adjourn the November 26, 2024 Board Meeting.

Motion to adjourn the November 26, 2024 Board Meeting.

Moved by: Bill Ferrara

Seconded by: Edward Knittel

Aye Chris Rossi, Alice Solomon, Katie McGeehan, Edward Knittel, and Bill Ferrara

Board of Trustees Regular Board Meeting Minutes

Tuesday, January 28, 2025 at 7:00 PM

Zoom: https://us06web.zoom.us/j/2072011459

Page

1. Preliminary

A. Call to Order

B. Roll Call

- Chris Rossi, President
- Ed Knittel, Vice President
- Lowell Thomas, Treasurer
- Alice Solomon, Member
- Tamara Campbell, Member
- Bill Ferrara, Member

C. Mission and Vision

Mission: Empower, nurture, and engage students with innovative tools and the mindset to cultivate a culture of continuous learning, inclusivity, and respect. By fostering an environment that meets each student where they are and values each individual's unique contributions, we aim to inspire students to overcome obstacles, thrive academically and personally and make meaningful impacts within their communities and beyond.

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focusing on global and digital citizenship to create clear pathways for our students to achieve their goals.

D. Guidelines for Public Comment

Public Comment Guidelines

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2. With regards to an item on the agenda, public comment, up to three (3) minutes each, may be made when the Board discusses that item.
3. When addressing the Board, speakers are requested to state their name and full address and adhere to the time limits set forth.

Please note that Insight PA's school solicitor is present at all regular Board Meetings.

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

2. Public Comment

A. Executive Session

The Board held no Executive Sessions during the months of November and December.

B. Resignation of Katie McGeehan

Katie McGeehan has submitted her resignation to the Board. Can I have a motion to approve her resignation effective January 28, 2025?

Can I have a motion to approve her resignation effective January 28, 2025?

Moved by: Bill Ferrara

Seconded by: Tamara Campbell

Aye Lowell Thomas, Chris Rossi, Alice Solomon, Edward Knittel, Tamara Campbell, and Bill Ferrara

Motion Carries 6-0

3. Communication

A. Approval of the November Board Meeting Minutes 8 - 15

Board of Trustees Regular Board Meeting - Nov 26 2024 - Minutes - Html

8 - 15

Moved by: Bill Ferrara

Seconded by: Edward Knittel

Aye Lowell Thomas, Chris Rossi, Alice Solomon, Edward Knittel, Tamara Campbell, and Bill Ferrara

Motion Carries 6-0

Motion to approve the November Board Meeting Minutes 8 - 15

Carried

4. Reporting

A. Board President Report — 16 - 19

Board President Items for Discussion:

1. Staff Recognition Board Employee Recognition 1-28-25.pdf

B. CEO Report — 20 - 23

CEO Items for Discussion:

1. Satellite Sites
2. Committee and Action Items Review CEO Board Meeting Report_January 2025.pdf

C. CFO Report — 24 - 58

CFO Items for Discussion:

1. November & December Financials Financial Bundle for JAN 2025 Board meetings.pdf Financial Bundle for NOV 2024 Finance Committee.pdf
2. Auditor General Update

D. 59 - 66

CTIO Report

CTIO Items for Discussion:

1. Technology and Innovation Department Update Information Technology & Systems Department Gov Comm Jan 25.pdf

E. 67 - 82

Director of Communications Report

Director of Communications Items for Discussion:

1. Communications and Community Engagement Updates Comms Presentation 1-28-25.pdf

5. Action Items

A. November & December Financial Disbursements **Financial Bundle for JAN 2025 Board meetings.pdf** **Financial** — 83 - 117

Bundle for NOV 2024 Finance Committee.pdf

Can I have a motion to approve of the November and December Financial Disbursements.

Can I have a motion to approve of the November and December Financial Disbursements. 83 - 117

Moved by: Tamara Campbell

Seconded by: Lowell Thomas

Aye Lowell Thomas, Chris Rossi, Alice Solomon, Edward Knittel, Tamara Campbell, and Bill Ferrara

Motion Carries 6-0

B. Employee Changes Report for November and December 118 - 119

12.18.2024 Employee Changes List for Board Approval.pdf **1.22.2025 Employee Changes List.pdf**

Can I have a motion to approve the Employee Changes Report from 12/18/2024 and 1/22/2025

Can I have a motion to approve the Employee Changes Report from 12/18/2024 and 1/22/2025 118 - 119

Moved by: Bill Ferrara

Seconded by: Edward Knittel

Aye Lowell Thomas, Chris Rossi, Alice Solomon, Edward Knittel, Tamara Campbell, and Bill Ferrara

Motion Carries 6-0

C. High School Program Review **High School Description - Revised.pdf** 120 - 123

Can I have a motion to approve the revised High School Program.

Can I have a motion to approve the revised High School Program. 120 - 123

Moved by: Bill Ferrara
Seconded by: Edward Knittel

Aye Lowell Thomas, Chris Rossi, Alice Solomon, Edward Knittel, Tamara Campbell, and Bill Ferrara

Motion Carries 6-0

D. Middle School Program Review **Middle School Program Information - Revised.pdf** 124 - 125

Can I have a motion to approve the revised Middle School Program.

Can I have a motion to approve the revised Middle School Program. 124 - 125

Moved by: Bill Ferrara
Seconded by: Edward Knittel

Aye Lowell Thomas, Chris Rossi, Alice Solomon, Edward Knittel, Tamara Campbell, and Bill Ferrara

Motion Carries 6-0

E. 2025/2026 School Year Calendar **25-26 SY (DRAFT 4).pdf** 126 - 127

Can I have a motion to approve the 2025/2026 School Year Calendar.

Can I have a motion to approve the 2025/2026 School Year Calendar. 126 - 127

Moved by: Tamara Campbell
Seconded by: Alice Solomon

Aye Lowell Thomas, Chris Rossi, Alice Solomon, Edward Knittel, Tamara Campbell, and Bill Ferrara

Motion Carries 6-0

6. Announcements

A. Next Board Meeting - February 25, 2025

7. Adjournment

Motion to adjourn the Board Meeting

Moved by: Chris Rossi
Seconded by: Edward Knittel

Aye Lowell Thomas, Chris Rossi, Alice Solomon, Edward Knittel, Tamara Campbell, and Bill Ferrara

Motion Carries 6-0

A. Adjourn

_____

Board of Trustees Regular Board Meeting Minutes

Tuesday, February 25, 2025 at 7:00 PM

Zoom: https://us06web.zoom.us/j/2072011459

1. Preliminary

A. Call to Order

B. Roll Call

- Chris Rossi, President
- Ed Knittel, Vice President
- Lowell Thomas, Treasurer
- Alice Solomon, Member
- Tamara Campbell, Member
- Bill Ferrara, Member

C. Amend the Agenda

Motion to amend the agenda and remove the Bonus Policy Action Item.

Motion to amend the agenda and remove the Bonus Policy Action Item.

Moved by: Alice Solomon

Seconded by: Edward Knittel

Aye Lowell Thomas, Chris Rossi, Alice Solomon, Edward Knittel, Tamara Campbell, and Bill Ferrara

Motion Carries 6-0

D. Mission and Vision

Mission: Empower, nurture, and engage students with innovative tools and the mindset to cultivate a culture of continuous learning, inclusivity, and respect. By fostering an environment that meets each student where they are and values each individual's unique contributions, we aim to inspire students to overcome obstacles, thrive academically and personally and make meaningful impacts within their communities and beyond.

Vision: Insight PA is a technologically innovative cyber-charter school that provides equitable educational opportunities geared towards igniting a lifelong passion for learning. We strive to cultivate intentional community partnerships while focusing on global and digital citizenship to create clear pathways for our students to achieve their goals.

2. Public Comment

A. Guidelines for Public Comment

Public Comment Guidelines

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

Please note that Insight PA's school solicitor is present at all regular Board Meetings.

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

3. Communication

A. Executive Session

The Board held an Executive Session on January 28th to discuss legal and personnel matters.

B. Approval of the January Board Meeting Minutes 7 - 13

Board of Trustees Regular Board Meeting - Jan 28 2025 - Minutes - Html

Motion to approve the January Board Meeting Minutes 7 - 13

Moved by: Tamara Campbell

Seconded by: Bill Ferrara

Aye Lowell Thomas, Chris Rossi, Alice Solomon, Edward Knittel, Tamara Campbell, and Bill Ferrara

Motion Carries 6-0

4. Reporting

A. Board President Report 14 - 17

Board President Items for Discussion:

1. Student Recognition SOTW for Board (24-25).pdf

B. CEO Report 18 - 21

CEO Items for Discussion:

1. Action Items
2. Review of monthly Committee Meetings
   CEO Board Meeting Report_February 2025.pdf

C. CFO Report 22 - 39

CFO Items for Discussion:

1. January Financials & Disbursements Financials thru Jan 31 2025.pdf

D. 40 - 46

Foundation Report

Items for Discussion:

1. Foundation Updates February 2025 Board Presentation.pdf

5. Action Items

A. Employee Changes Report **2.20.2025 Employee Changes List.pdf** 47

Motion to approve the 2.20.2025 Employee Changes Report.

Motion to approve the 2.20.2025 Employee Changes Report. 47

Moved by: Tamara Campbell

Seconded by: Edward Knittel

Aye Lowell Thomas, Chris Rossi, Alice Solomon, Edward Knittel, Tamara Campbell, and Bill Ferrara

Motion Carries 6-0

B. January Financials and Disbursements **Financials thru Jan 31 2025.pdf** 48 - 65

Motion to approve the January Financials and Disbursements.

Motion to approve the January Financials and Disbursements. 48 - 65

Moved by: Lowell Thomas
Seconded by: Alice Solomon

Aye Lowell Thomas, Chris Rossi, Alice Solomon, Edward Knittel, Tamara Campbell, and Bill Ferrara

Motion Carries 6-0

C. Amended CEO Contract 66 - 67

Motion to approve the amended CEO Contract. Insight CEO Contract Amendment.docx

Motion to approve the amended CEO Contract. 66 - 67

Moved by: Tamara Campbell
Seconded by: Edward Knittel

Aye Lowell Thomas, Chris Rossi, Alice Solomon, Edward Knittel, Tamara Campbell, and Bill Ferrara

Motion Carries 6-0

6. Announcements

A. Next Board Meeting - March 25, 2025

7. Adjournment

A. Adjourn

Motion to Adjourn

Moved by: Edward Knittel

Seconded by: Tamara Campbell

Aye Lowell Thomas, Chris Rossi, Alice Solomon, Edward Knittel, Tamara Campbell, and Bill Ferrara

Motion Carries 6-0

Board of Trustees Regular Board Meeting Minutes

Tuesday, March 25, 2025 at 7:00 PM

Zoom: https://us06web.zoom.us/j/2072011459

Page

1. Preliminary

A. Roll Call

- Chris Rossi, President
- Ed Knittel, Vice President
- Lowell Thomas, Treasurer
- Alice Solomon, Member
- Tamara Campbell, Member
- Bill Ferrara, Member

B. Mission and Vision

Mission: Empower, nurture, and engage students with innovative tools and the mindset to cultivate a culture of continuous learning, inclusivity, and respect. By fostering an environment that meets each student where they are and values each individual's unique contributions, we aim to inspire students to overcome obstacles, thrive academically and personally and make meaningful impacts within their communities and beyond.

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

3. Communication

A. Executive Session

The Board held no Executive Sessions during the month of February

B. Approval of the February Board Meeting Minutes 7 - 12

Board of Trustees Regular Board Meeting - Feb 25 2025 - Minutes - Html

Motion to approve the February Board Meeting Minutes 7 - 12

Moved by: Bill Ferrara

Seconded by: Edward Knittel

Carried

4. Reporting

A. Board President Report 13 - 15

Board President Items for Discussion:

1. Staff Recognition Board Employee Recognition March 2025.pdf

B. CEO Report 16 - 19

CEO Items for Discussion:

1. Committee Meetings Review & Action Items
   CEO Board Meeting Report_March 2025.pdf

C. CFO Report 20 - 45

CFO Items for Discussion:

1. February Financials & Disbursements Financial bundle for March 2025 Board.pdf Income Statement w Projections thru Feb 28th.pdf
2. Comparative Balance Sheet as of Feb 28th.pdf
3. Insight PA Financial Summary_ MAR 2025.docx

D. 46 - 81

COO Report

Items for Discussion:

1. Finance Policy Memo March 2025 Board Memo Policy Updates.pdf
2. Curriculum RFP/Purchasing Memo Board Memo - Curriculum RFP March 2025.pdf
3. Semi - Annual Enrollment and Demographics Report Board Report - Enrollment and Demographics - 03012025.pdf

E. 82 - 93

Communications Department Report

Items for Discussion:

1. Communications Department Updates Comms Presentation 3-25-25.pdf

5. Action Items

A. Employee Changes Report 94

-Motion to approve the 3.19.25 Employee Changes Report

3.19.2025 Employee Changes List.pdf

Motion to approve the 3.19.25 Employee Changes Report 94

Moved by: Bill Ferrara
Seconded by: Alice Solomon

Aye Chris Rossi, Alice Solomon, Edward Knittel, and Bill Ferrara

Motion Carries 4-0

B. February Financials & Disbursements 95 - 111

-Motion to approve the February Financials & Disbursements

Financial bundle for March 2025 Board.pdf

-Motion to approve the February Financials & Disbursements 95 - 111

Moved by: Bill Ferrara
Seconded by: Edward Knittel

Aye Chris Rossi, Alice Solomon, Edward Knittel, and Bill Ferrara

Motion Carries 4-0

C. Finance Policies 112 - 132

-Motion to approve the three updated Finance Policies outlined in the Finance Policy memo.

March 2025 Board Memo Policy Updates.pdf

-Motion to approve the three updated Finance Policies outlined in the Finance Policy memo. 112 - 132

Moved by: Bill Ferrara

Seconded by: Edward Knittel

Aye Chris Rossi, Alice Solomon, Edward Knittel, and Bill Ferrara

Motion Carries 4-0

D. Curriculum RFP 133 - 135

-Motion to approve the recommended curriculum programs and authorize the Director of Business Operations to finalize contracts with the listed vendors as described in the memo.

Board Memo - Curriculum RFP March 2025.pdf

Motion to approve the recommended curriculum programs and authorize the Director of Business Operations to finalize contracts with the listed vendors as described in the memo. 133 - 135

Moved by: Bill Ferrara

Seconded by: Alice Solomon

Aye Chris Rossi, Alice Solomon, Edward Knittel, and Bill Ferrara

Motion Carries 4-0

6. Announcements

A. Next Board Meeting - April 29, 2025

7. Adjournment

A. Adjourn

Motion to adjourn the March 25, 2025 Board Meeting

Moved by: Bill Ferrara
Seconded by: Alice Solomon

Aye Chris Rossi, Alice Solomon, Edward Knittel, and Bill Ferrara

Motion Carries 4-0

Board of Trustees Regular Board Meeting Minutes

Tuesday, April 29, 2025 at 7:00 PM

Zoom: https://us06web.zoom.us/j/2072011459

Page

1. Preliminary

A. Call to Order

B. Roll Call

- Chris Rossi, President
- Ed Knittel, Vice President
- Lowell Thomas, Treasurer
- Alice Solomon, Member
- Tamara Campbell, Member
- Bill Ferrara, Member

C. Mission and Vision

Mission: Empower, nurture, and engage students with innovative tools and the mindset to cultivate a culture of continuous learning, inclusivity, and respect. By fostering an environment that meets each student where they are and values each individual's unique contributions, we aim to inspire students to overcome obstacles, thrive academically and personally and make meaningful impacts within their communities and beyond.

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focusing on global and digital citizenship to create clear pathways for our students to achieve their goals.

2. Public Comment

A. Guidelines for Public Comment

Public Comment Guidelines

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

3. Communication

A. Approval of Darletta Berry-Johnson as a Board of Trustees Member

Motion to approve Darletta Berry-Johnson as a Board of Trustees Member

Moved by: Bill Ferrara

Seconded by: Alice Solomon

Aye Alice Solomon, Edward Knittel, Tamara Campbell, Bill Ferrara, and Lowell Thomas

Motion Carries 5-0

Can I have a motion to approve Darletta Berry-Johnson as a Board of Trustees Member?

B. Darletta Berry-Johnson will then be sworn in by Pat Hennessy of Barton Gilman.

C. Executive Session

The Board held no Executive Sessions during the month of March

D. Approval of Bill Ferrara as Board Secretary 8

FINAL Board Slate 24_25.pdf

Motion to approve Bill Ferrara as Board Secretary 8

Moved by: Tamara Campbell

Seconded by: Alice Solomon

Aye Alice Solomon, Edward Knittel, Tamara Campbell, Bill Ferrara, and Lowell Thomas

Motion Carries 5-0

Motion to approve Bill Ferrara as Board Secretary retroactive to January 2025. 8

Moved by: Tamara Campbell
Seconded by: Bill Ferrara

Aye Alice Solomon, Edward Knittel, Tamara Campbell, Bill Ferrara, and Lowell Thomas

Motion Carries 5-0

Can I have a motion to approve Bill Ferrara as Board Secretary retroactive to January 2025?

E. Approval of the revised Board Slate 9

FINAL Board Slate 24_25.pdf

Motion to approve the updated 2024/2025 Board Slate. 9

Moved by: Tamara Campbell
Seconded by: Bill Ferrara

Aye Alice Solomon, Edward Knittel, Tamara Campbell, Bill Ferrara, and Lowell Thomas

Motion Carries 5-0

Can I have a motion to approve the 2024/2025 Board Slate.

F. Approval of the March Board Meeting Minutes 10 - 15

Board of Trustees Regular Board Meeting - Mar 25 2025 - Minutes - Html

Motion to approve the March Board Meeting Minutes 10 - 15

Moved by: Tamara Campbell
Seconded by: Alice Solomon

Aye Alice Solomon, Edward Knittel, Tamara Campbell, Bill Ferrara, and Lowell Thomas

Motion Carries 5-0

Can I have a motion to approve the March Board Meeting Minutes?

4. Reporting

A. Board President Report 16 - 19

Board President Items for Discussion:

1. 3rd Quarter Student Recognition SOTW for Board (24-25).pdf

B. CEO Report 20 - 23

CEO Items for Discussion:

1. Action Items & Committee Meetings Review CEO report April 2025.pdf

C. 24 - 45

CFO Report

CFO Items for Discussion:

1. March Financials & Disbursements Financial Bundle for April 2025 board.pdf
2. DRAFT 2025/2026 School Year Budget Board Meeting Slides APR 2025.ppt

5. Action Items

A. Title IX Policy **Final Draft - Title IX Policy - 04.2025.pdf** **TItle IX Policy Memo 042025.pdf** 46 - 73

Motion to approve the Title IX Sexual Harassment Policy

Motion to approve the Title IX Sexual Harassment Policy 46 - 73

Moved by: Bill Ferrara

Seconded by: Alice Solomon

Aye Alice Solomon, Edward Knittel, Tamara Campbell, Bill Ferrara, and Lowell Thomas

Motion Carries 5-0

B. E-Therapy Agreement **Microsoft Word - ElevateSPED Order Form_insightPA.pdf** 74 - 75

Motion to approve the E-Therapy Agreement for the Related

Services Management Database

Motion to approve the E-Therapy Agreement for the Related Services Management Database 74 - 75

Moved by: Bill Ferrara
Seconded by: Alice Solomon

Aye Alice Solomon, Edward Knittel, Tamara Campbell, Bill Ferrara, and Lowell Thomas

Motion Carries 5-0

C. Employee Changes Report **4.23.2025 Employee Changes List.pdf** 76

Motion to approve the April 23, 2025 Employee Changes Report

Motion to approve the April 23, 2025 Employee Changes Report 76

Moved by: Alice Solomon
Seconded by: Lowell Thomas

Aye Alice Solomon, Edward Knittel, Tamara Campbell, Bill Ferrara, and Lowell Thomas

Motion Carries 5-0

D. March Financials & Disbursements **Financial Bundle for April 2025 board.pdf** 77 - 93

Motion to approve the March Financials & Disbursements

Motion to approve the March Financials & Disbursements 77 - 93

Moved by: Alice Solomon
Seconded by: Lowell Thomas

Aye Alice Solomon, Edward Knittel, Tamara Campbell, Bill Ferrara, and Lowell Thomas

Motion Carries 5-0

E. DRAFT 2025/2026 School Year Budget **Board Meeting Slides APR 2025.ppt** 94 - 98

Motion to approve the DRAFT 2025/2026 SY Budget

Motion to approve the DRAFT 2025/2026 SY Budget 94 - 98

Moved by: Alice Solomon
Seconded by: Tamara Campbell

Aye Alice Solomon, Edward Knittel, Tamara Campbell, Bill Ferrara, and Lowell Thomas

Motion Carries 5-0

6. Announcements

A. Next Board Meeting - May 27, 2025

7. Adjournment

A. Adjourn

Motion to Adjourn

Moved by: Alice Solomon
Seconded by: Bill Ferrara

Aye Alice Solomon, Edward Knittel, Tamara Campbell, Bill Ferrara, and Lowell Thomas

Motion Carries 5-0

Chris Rossi, Alice Solomon, Edward Knittel, Tamara Campbell, Bill Ferrara, Lowell Thomas, and Darletta Berry-Johnson

INSIGHT PA CYBER CHARTER SCHOOL
Life ready learning experiences

Board of Trustees Regular Board Meeting Minutes

Tuesday, May 27, 2025 at 7:00 PM

Zoom: https://us06web.zoom.us/j/2072011459

Page

1. Preliminary

A. Call to Order

B. Roll Call

- Chris Rossi, President
- Ed Knittel, Vice President
- Lowell Thomas, Treasurer
- Alice Solomon, Member
- Tamara Campbell, Member
- Bill Ferrara, Member
- Darletta Berry-Johnson, Member

C. Mission and Vision

Mission: Empower, nurture, and engage students with innovative tools and the mindset to cultivate a culture of continuous learning, inclusivity, and respect. By fostering an environment that meets each student where they are and values each individual's unique contributions, we aim to inspire students to overcome obstacles, thrive academically and personally and make meaningful impacts within their communities and beyond.

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

3. Communication

A. Executive Session

The Board held one Executive Sessions during the month of April regarding an personnel matter.

B. Approval of the April Board Meeting Minutes 10 - 16

Board of Trustees Regular Board Meeting - Apr 29 2025 - Minutes - Html

Motion to approve the April Board Meeting Minutes 10 - 16

Moved by: Alice Solomon

Seconded by: Bill Ferrara

Motion Carries

4. Reporting

A. Board President Report 17 - 19

Board President Items for Discussion:

1. Employee Recognition Board Employee Recognition May 2025.pdf

B. CEO Report 20 - 23

CEO Items for Discussion:

1. Committee Meetings & Action Items Review
   CEO report May 2025.pptx

C. CFO Report 24 - 49

CFO Items for Discussion:

1. April Financials & Disbursements Insight PA Financial Summary_May 2025.docx Financial Bundle for May 2025 board.pdf
2. FINAL 2025/2026 School Year Budget Draft 25-26 Budget May update for Board.pdf

D. 50 - 138

COO Report

COO Items for Discussion:

1. Related Services Agreements May 2025 Board Memo for RS Contracts.pdf
2. 2025-26 Business and Workers' Compensation Insurance Policy Insurance Policies Memo 25-26.pdf
3. Contracts and agreements Contract Approval Board Memo May 2025.pdf
4. Lease for the Philadelphia Community Connection Center FinalDraft Commercial Lease Agreement (U ALL NO LLC - Insight PA Cyber Charter School - 3525 I St. Unit 305-306) rev 05.22.2025.pdf Philly Site - Lease 052025.pdf
5. Employee Handbook Updates Employee Handbook Updates - 25.26 FINAL.pdf
6. Emergency Preparedness Plan (EPP) EPP MEMO to Board 052025.pdf

5. Action Items

A. Related Services Agreements 139

May 2025 Board Memo for RS Contracts.pdf

Motion to authorize the Director of Business Operations to execute the individual contracts with all service providers with an effective date of July 1, 2025.

Motion to authorize the Director of Business Operations to execute the individual contracts with all service providers with an effective date of July 1, 2025. 139

Moved by: Bill Ferrara

Seconded by: Lowell Thomas

Motion Carries

B. 2025-26 Business and Workers' Compensation Insurance 140 - 141

Policy

Insurance Policies Memo 25-26.pdf

Motion to approve the policy coverages as summarized in the Insurance Renewal Financial Summary and authorize Beth Jones, the COO, and Kimberly Pelcin, the Director of Business Operations to sign
any necessary policy documents.

Motion to approve the policy coverages as summarized in the Insurance Renewal Financial Summary and authorize Beth Jones, the COO, and Kimberly Pelcin, the Director of Business Operations to sign any necessary policy documents. 140 - 141

Moved by: Lowell Thomas

Seconded by: Tamara Campbell

Motion Carries

C. Contracts and agreements 142 - 143

Contract Approval Board Memo May 2025.pdf

1. To ratify all contracts included in this memo and previously executed by the Director of Business Operations.
2. To approve the contract with Grow Schools, GDC, and Sergeant Labs and authorize the Director of Business Operations to execute the contracts.

1. To ratify all contracts included in this memo and previously executed by the Director of Business Operations. 142 - 143
2. To approve the contract with Grow Schools, GDC, and Sergeant Labs and authorize the Director of Business Operations to execute the contracts.

Moved by: Tamara Campbell

Seconded by: Edward Knittel

Motion Carries

D. Student Enrollment Related Policies 144 - 152

Updated Out of State Student Travel Policy Board Memo.pdf

Guardianship Policy Draft 5.7.25.docx

Motion to approve the revised Out of State Student Travel policy and to approve the new Guardianship policy.

Motion to approve the revised Out of State Student Travel policy and to approve the new Guardianship policy. 144 - 152

Moved by: Bill Ferrara

Seconded by: Tamara Campbell

Motion Carries

E. Lease for the Philadelphia Community Connection Center 153 - 185

FinalDraft Commercial Lease Agreement (U ALL NO LLC - Insight PA Cyber Charter School - 3525 I St. Unit 305-306) rev 05.22.2025.pdf Philly Site - Lease 052025.pdf

Motion to approve the lease for suites #305 and #306 at the MaKen North building located at 3525 I Street in Philadelphia and authorize the Director of Business Operations to execute the lease.

Motion to approve the lease for suites #305 and #306 at the MaKen North building located at 3525 I Street in Philadelphia and authorize the Director of Business Operations to execute the lease. 153 - 185

Moved by: Tamara Campbell

Seconded by: Lowell Thomas

Motion Carries

F. Employee Handbook Updates 186 - 235

Employee Handbook Updates - 25.26 FINAL.pdf

Motion to:

1. To approve the Employee Handbook policies as presented.
2. To approve the salary charts related to the new Compensation Policy.
3. To authorize the Director of Human Resources and Chief Operations Officer to utilize the compensation grids until there are changes necessary.

1. To approve the Employee Handbook policies as presented.
2. To approve the salary charts related to the new Compensation Policy.
3. To authorize the Director of Human Resources and Chief Operations Officer to utilize the compensation grids until there are changes necessary.

186 - 235

Moved by: Bill Ferrara
Seconded by: Tamara Campbell

Motion Carries

G. Employee Changes 236

5.21.2025 Employee Changes List.pdf

Motion to approve the 5/21/25 Employee Changes Report

Motion to approve the 5/21/25 Employee Changes Report 236

Moved by: Bill Ferrara
Seconded by: Lowell Thomas

Motion Carries

H. Student Handbook Policies 237 - 265

Academic Committee 3.18 Policy Memo (1).pdf

Policies - Clean Versions (Board Review) (1).pdf

Motion to approve the revised student handbook policies

Motion to approve the revised student handbook policies 237 - 265

Moved by: Tamara Campbell
Seconded by: Edward Knittel

Motion Carries

I. Student Technology Acceptable Use Policy 266 - 267

Technology Acceptable Use Policy- Student.pdf

Motion to approve the Technology Acceptable Use Policy Student

Motion to approve the Technology Acceptable Use Policy Student 266 - 267

Moved by: Tamara Campbell
Seconded by: Bill Ferrara

Motion Carries

J. Staff Acceptable Use Policy 268 - 270

Staff Acceptable Use Update Memo 04102025.pdf

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

Motion to approve the Staff Acceptable Use of Electronic Resources and Communication Systems Policy 268 - 270

Moved by: Bill Ferrara
Seconded by: Edward Knittel

Motion Carries

K. Emergency Preparedness Plan (EPP) 271

EPP MEMO to Board 052025.pdf

Motion to approve the Emergency Preparedness Plan (EPP).

Motion to approve the Emergency Preparedness Plan (EPP). 271

Moved by: Edward Knittel
Seconded by: Tamara Campbell

Motion Carries

L. April Financials & Disbursements 272 - 294

Insight PA Financial Summary May 2025.docx Financial Bundle for May 2025 board.pdf

Motion to approve the April Financials & Disbursements

Motion to approve the April Financials & Disbursements 272 - 294

Moved by: Tamara Campbell
Seconded by: Lowell Thomas

Motion Carries

M. 2025/2026 School Year Budget 295 - 297

Draft 25-26 Budget May update for Board.pdf

Motion to approve the 2025/2026 School Year Budget

Motion to approve the 2025/2026 School Year Budget 295 - 297

Moved by: Lowell Thomas
Seconded by: Bill Ferrara

Motion Carries

6. Announcements

A. Next Board Meeting - June 17, 2025

7. Adjournment

A. Adjourn

Moved by: Tamara Campbell
Seconded by: Bill Ferrara

Motion Carries

Draft

INSIGHT PA
CYBER CHARTER SCHOOL
Life ready learning experiences

Board of Trustees Regular Board Meeting Minutes

Tuesday, June 17, 2025 at 7:00 PM

Zoom: https://us06web.zoom.us/j/2072011459

Page

1. Preliminary

A. Call to Order

B. Roll Call

- Chris Rossi, President
- Ed Knittel, Vice President
- Lowell Thomas, Treasurer
- Alice Solomon, Member
- Tamara Campbell, Member
- Bill Ferrara, Member
- Darletta Berry-Johnsnon, Member

C. Mission and Vision

Mission: Empower, nurture, and engage students with innovative tools and the mindset to cultivate a culture of continuous learning, inclusivity, and respect. By fostering an environment that meets each student where they are and values each individual's unique contributions, we aim to inspire students to overcome obstacles, thrive academically and personally and make meaningful impacts within their communities and beyond.

Vision: Insight PA is a technologically innovative cyber-charter school that provides equitable educational opportunities geared towards igniting a lifelong passion for learning. We

strive to cultivate intentional community partnerships while focusing on global and digital citizenship to create clear pathways for our students to achieve their goals.

2. Public Comment

A. Guidelines for Public Comment

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.

Please note that Insight PA's school solicitor is present at all regular Board Meetings.

The chat function has now been disabled and will be turned

off for the duration of the meeting.

3. Communication

A. Executive Session

The Board held one Executive Session during the month of May to review the School Safety Plan.

B. Approval of the May Board Meeting Minutes 8 - 16

Board of Trustees Regular Board Meeting - May 27 2025 - Minutes - Html

Motion to approve the May Board Meeting Minutes 8 - 16

Moved by: Edward Knittel

Seconded by: Bill Ferrara

Motion Carries

4. Reporting

A. Board President Report 17 - 20

Board President Items for Discussion:

1. Students of the Month SOTW for Board (24-25).pdf

B. CEO Report 21 - 24

CEO Items for Discussion:

1. Committee Meetings, Enrollment Confirmations, Legislative updates & Action Items Review
   CEO report June 2025.pdf

C. 25 - 38

CAO Report

CAO Items for Discussion:

1. June Academic Report
   Executive Summary 6.17.25.pdf
   FINAL Board Report June 2025.pptx

D. CFO Report 39 - 62

CFO Items for Discussion:

1. May Financials & Disbursements:
   a. Income Statement_Budget-vs-Actual_Projected - Summary May 31 2025.pdf
   b. Insight PA Financial Summary_June 2025.docx
   c. 2 - Comparative Balance Sheets - Summary (7).pdf
   d. Financial Bundle for June 2025 board.pdf
2. Fund Balance Resolution Fund Balance_Recommended Allocations JUN 2025 v2.ppt

E. 63 - 70

Foundation Report

Items for Discussion:

1. Foundation Report
   June 2025 Board Presentation.pdf

5. Action Items

A. EE Changes Report 71

6.16.2025 Employee Changes List Board.pdf

Motion to approve the 6/13/25 Employee Changes Report

Motion to approve the 6/13/25 Employee Changes Report 71

Moved by: Alice Solomon
Seconded by: Edward Knittel

Motion Carries

B. May Financials & Disbursements 72 - 88

Financial Bundle for June 2025 board.pdf

Motion to approve the May Financials & Disbursements.

Motion to approve the May Financials & Disbursements. 72 - 88

Moved by: Tamara Campbell

Seconded by: Lowell Thomas

C. Fund Balance Resolution 89

Fund Balance_Recommended Allocations JUN 2025 v2.ppt

Motion to approve the proposed Fund Balance Resolution.

Motion to approve the proposed Fund Balance Resolution. 89

Moved by: Bill Ferrara
Seconded by: Alice Solomon

Motion Carries

D. Contract Approval Board Memo 90 - 92

Contract Approval Board Memo June 2025 - updated.pdf

Motion to:

1. Ratify and approve all contracts included in this memo and authorize the Director of Business Operations to execute the contracts.
2. Authorize the Director of Business Operations to execute on an emergency or urgent basis, between now and the next Board meeting, any contracts necessary to ensure the continuity of daily operations of the school.

1. Ratify and approve all contracts included in this memo and authorize the Director of Business Operations to execute the contracts. 90 - 92
2. Authorize the Director of Business Operations to execute on an emergency or urgent basis, between now and the next Board meeting, any contracts necessary to ensure the continuity of daily operations of the school.

Moved by: Tamara Campbell
Seconded by: Lowell Thomas

Motion Carries

E. Attendance Policy 93 - 100

2003-Attendance Policy (Clean) 6.16.25.pdf

2003-Attendance Policy (1) with Track Changes- Board.pdf

Motion to approve the Attendance Policy

Motion to approve the Attendance Policy 93 - 100

Moved by: Bill Ferrara
Seconded by: Edward Knittel

Motion Carries

F. Board Slate 101 - 102

FINAL Board Slate 25_26.pdf

Motion to approve the 25/26 School Year Board Slate

Motion to approve the 25/26 School Year Board Slate 101 - 102

Moved by: Alice Solomon
Seconded by: Tamara Campbell

Motion Carries

G. Board Calendar 103 - 104

FINAL Board Calendar 2025-2026 .docx (1).pdf

Motion to approve the 25/26 School Year Board Calendar

Motion to approve the 25/26 School Year Board Calendar 103 - 104

Moved by: Tamara Campbell
Seconded by: Bill Ferrara

Motion Carries

6. Announcements

A. Next Board Meeting - August 26, 2025

7. Adjournment

A. Adjourn

Moved by: Bill Ferrara

Seconded by: Edward Knittel

Motion Carries

Draft

PPID	First Name	Last Name	PA Certifie	Issue Date	% Cert
[redacted]	Kimberly	Bailey	YES	02/01/2014, 02/01/2014,	100
[redacted]	Kiara	Koff	YES	4/1/2023	100
[redacted]	Thomas	Bartholomew	YES	05/01/2023, 05/01/2023	100
[redacted]	Jean	Brennan	YES	07/01/2020	100
[redacted]	Sarah	Florea	YES	05/01/2019, 05/01/2019	100
[redacted]	Lindzey	Gilligan	YES	12/1/2016	100
[redacted]	Christine	Hoch	YES	1/1/1992	100
[redacted]	Amy	Lutz	YES	2/1/2020	100
[redacted]	Erin	Rebhorn	YES	11/1/2009	100
[redacted]	Lynae	Shepp	YES	6/1/2013	100
[redacted]	Dawn	Teklinsky	YES	08/01/2024, 08/01/2024	100
[redacted]	Tiffany	Vanasco	YES	9/1/2006	100
[redacted]	Corinna	Vieira	YES	03/01/2020, 03/01/2020	100
[redacted]	Pamela	Waltz	YES	05/01/2023, 05/01/2023	100
[redacted]	Jessica	Mastromatto	YES	01/01/2019, 01/01/2019	100
[redacted]	Emily	Miller	YES	10/01/2021, 10/01/2021	100
[redacted]	Michelle	Pons	YES	3/1/2013	100
[redacted]	Ashley	Zelmore	YES	5/1/2016	100
[redacted]	Ambra	Buffington	NO	8/1/2024	0
[redacted]	Erica	Davis	YES	9/1/2022	100
[redacted]	Natasha	Jobe	NO	11/8/2024	0
[redacted]	Gillianne	Pfeiffer	NO	8/1/2024	0
[redacted]	Frayma	Rodriguez	NO	9/1/2024	0
[redacted]	Caura	Speece	NO	8/1/2024	0
[redacted]	Scott	Acri	YES	01/01/2014, 09/01/2023	100
[redacted]	Martine	Allegro Woods	YES	08/01/2010, 10/01/2018	100
[redacted]	Megan	Miller	YES	05/01/2013, 05/01/2013	100
[redacted]	Michelina	Aaronson	YES	11/01/2013, 11/01/2013	100
[redacted]	Laura	Aber	YES	05/01/2010, 05/01/2010	100
[redacted]	Valerie	Alchier	YES	07/01/2012, 07/01/2012	100
[redacted]	Margaret	Allison	YES	04/01/2004, 06/01/1999	100
[redacted]	Katelyn	Altieri	YES	5/1/2022	100
[redacted]	Annamarie	Ament	YES	04/01/2022, 04/01/2022	100
[redacted]	Kattreena	Amodeo	YES	03/01/2016, 03/01/2016	100
[redacted]	Whitney	Anderson	YES	07/01/2014, 07/01/2014	100
[redacted]	Bailey	Annis	YES	08/01/2020, 08/01/2020	100
[redacted]	Michelle	Antoun	YES	9/1/2020	100
[redacted]	Chandra	Arlet	YES	05/01/2003, 06/01/2012	100
[redacted]	Lauren	Armanious	YES	6/1/2020	100
[redacted]	Jenniffer	Arnold	YES	7/1/2022	100
[redacted]	Christine	Babu	YES	1/1/2018	100

[redacted]	Jessica	Backenstose	YES	7/1/2022	100
[redacted]	Amy	Barlow	YES	06/01/2007, 10/01/1997	100
[redacted]	Erin	Barnes	YES	06/01/2014, 01/01/2015	100
[redacted]	Melissa	Barnes	YES	08/01/2021, 08/01/2021,	100
[redacted]	Krista	Barone	YES	04/01/2020, 04/01/2020	100
[redacted]	Amy	Barrett	YES	04/01/2016, 04/01/2016	100
[redacted]	Juli	Baumgarner	YES	11/1/2014	100
[redacted]	Karla	Beadle	YES	04/01/2013, 04/01/2013	100
[redacted]	Robert	Beckey	YES	12/1/2010	100
[redacted]	Mara	Benvenuti	YES	8/1/2019	100
[redacted]	Lisa	Berger	YES	5/1/2015	100
[redacted]	Jessica	Betts	YES	12/1/2017	100
[redacted]	Lisa	Birckbichler	YES	8/1/2017	100
[redacted]	Patrick	Blackstone	YES	06/01/2015, 06/01/2023	100
[redacted]	Megan	Bogart	YES	12/01/2017, 12/01/2017,	100
[redacted]	Michelle	Botti	YES	11/01/2021, 11/01/2021,	100
[redacted]	Megan	Boyer	YES	7/1/2013	100
[redacted]	Sarah	Boyer	YES	1/1/2022	100
[redacted]	Kelsey	Brenner	YES	06/01/2016, 06/01/2016	100
[redacted]	Laura	Briffa	YES	09/01/2015, 09/01/2015	100
[redacted]	Rhonda	Brody	YES	02/01/2009, 02/01/2009,	100
[redacted]	Jamie	Brooks	YES	4/1/2005	100
[redacted]	Amy	Brown	YES	7/1/2004	100
[redacted]	Antionette	Brucker	YES	12/1/2014	100
[redacted]	Whitney	Burkhart	YES	6/1/2021	100
[redacted]	Karlin	Burks	YES	06/01/2006, 08/01/2000	100
[redacted]	Jacqueline	Byron	YES	02/01/2015, 02/01/2015	100
[redacted]	Sonya	Caceres	YES	4/1/2024	100
[redacted]	Denise	Caldone	YES	10/01/2008, 08/01/2005	100
[redacted]	April	Calton	YES	06/01/2011, 06/01/2011,	100
[redacted]	Amanda	Campbell	YES	06/01/2019, 06/01/2019	100
[redacted]	Alyssa	Cappetta	YES	06/01/2021, 06/01/2021	100
[redacted]	Stephanie	Chesnet	YES	7/1/2024	100
[redacted]	Dawn	Christ	YES	01/01/2021, 05/01/2022	100
[redacted]	Nicole	Cianci	YES	04/01/2013, 04/01/2013,	100
[redacted]	Vincent	Ciaramella	YES	12/1/2014	100
[redacted]	Melissa	Cichello	YES	7/1/2020	100
[redacted]	Krista	Clark	YES	7/1/2023	100
[redacted]	Amber	Clark	YES	5/1/2020	100
[redacted]	Vanessa	Cloud	YES	12/1/2014	100
[redacted]	Shannon	Clune	YES	07/01/2002, 07/01/2002	100
[redacted]	Ashley	Colabove	YES	6/1/2019	100
[redacted]	Nicole	Colavecchia	YES	02/01/2016, 02/01/2016,	100
[redacted]	Macaela	Collins	YES	5/1/2022	100

[redacted]	Cameron	Colyer	YES	06/01/2020	100
[redacted]	Heather	Conley Vaverch	YES	6/1/2018	100
[redacted]	Lindsay	Conty	YES	07/01/2021, 07/01/2021,	100
[redacted]	Tessa	Cope	YES	1/1/2015	100
[redacted]	Amanda	Copulos	YES	11/01/2020, 10/01/2022	100
[redacted]	Kelly	Corneal	YES	06/01/2008, 06/01/2008	100
[redacted]	Brandy	Coxen	YES	08/01/2011, 12/01/2010	100
[redacted]	Ariel	Crawford	YES	07/01/2024, 07/01/2024	100
[redacted]	Brayden	Cressman	YES	05/01/2016, 03/01/2017	100
[redacted]	Stacy	Crowley	YES	12/01/2001, 12/01/2001	100
[redacted]	Katelynne	Daley-Yankanic	YES	04/01/2017, 04/01/2017	100
[redacted]	Jean	Dautel	YES	08/01/2003, 01/01/2007	100
[redacted]	Brian	Davis	YES	4/1/2017	100
[redacted]	Angela	DeRiso	YES	1/1/2023	100
[redacted]	Jennifer	Detruf	YES	04/01/2016, 04/01/2016	100
[redacted]	Karina	deTurck	YES	1/1/2025	100
[redacted]	Heather	DeWitt	YES	06/01/2011, 06/01/2011	100
[redacted]	Dana	Diamond	YES	06/01/2022, 06/01/2022	100
[redacted]	Kendra	Dion	YES	1/1/2020	100
[redacted]	Daniel	Doan	YES	05/01/2018, 05/01/2018	100
[redacted]	Carrie	Dominick	YES	07/01/2023, 07/01/2023,	100
[redacted]	Margaret	Dominick	YES	11/01/2011, 01/01/2018	100
[redacted]	Andrea	Dominytus	YES	12/01/2021, 04/01/2024	100
[redacted]	Michael	Donch	YES	11/1/2019	100
[redacted]	Shari	Donch	YES	06/01/2019, 06/01/2019	100
[redacted]	Joshua	Dorfzaun	YES	11/1/2013	100
[redacted]	Allison	Dracha	YES	05/01/2010, 05/01/2010,	100
[redacted]	Victoria	Dransoff	YES	04/01/2023, 04/01/2023	100
[redacted]	Jill	Dunlap	YES	06/01/2009, 06/01/2009	100
[redacted]	Elizabeth	East	YES	10/1/2022	100
[redacted]	Nicole	Eljoufri	YES	2/1/2013	100
[redacted]	Jessica	Endy	YES	06/01/2011, 05/01/2013	100
[redacted]	Daniel	Estevao	YES	6/1/2022	100
[redacted]	Olivia	Faiad	YES	10/1/2023	100
[redacted]	Maggie	Federowicz	YES	04/01/2019, 04/01/2019	100
[redacted]	Alyssa	Fink	YES	05/01/2014, 05/01/2014,	100
[redacted]	Lisa	Finn	YES	1/1/2001	100
[redacted]	Patrick	Finnegan	YES	09/01/2011, 09/01/2011	100
[redacted]	Kaitlyn	Finnerty	YES	07/01/2013, 10/01/2014,	100
[redacted]	Mary	Fisher	YES	2/1/2023	100
[redacted]	Renee	Fitzgibbon	YES	08/01/2015, 08/01/2015	100
[redacted]	Catherine	Flynn	YES	9/1/2015	100
[redacted]	Melissa	Fontana	YES	03/01/2010, 11/01/2023	100
[redacted]	Morgan	Foster	YES	10/1/2021	100

[redacted]	Molly Anne	Freed	YES	06/01/2017, 05/01/2018	100
[redacted]	Tiffany	Frentzen	YES	01/01/2014, 01/01/2014,	100
[redacted]	Marna	Furman	YES	10/01/2007, 10/01/2007	100
[redacted]	Morgan	Galonski	YES	01/01/2018, 01/01/2018	100
[redacted]	Elizabeth	Gierczynski	YES	08/01/2022, 08/01/2022	100
[redacted]	Christan	Glennon	YES	08/01/2019, 08/01/2019	100
[redacted]	Cynthia	Gonzalez Diaz	YES	12/1/2019	100
[redacted]	Amanda	Goss	YES	12/01/2022, 06/01/2024	100
[redacted]	Jenny	Goswick	YES	5/1/2014	100
[redacted]	Zoe	Graham	YES	6/1/2023	100
[redacted]	Anthony	Grande	YES	03/01/2017, 06/01/2021,	100
[redacted]	Meghan	Greaves	YES	08/01/2020, 10/01/2022	100
[redacted]	Michelle	Greco	YES	5/1/2022	100
[redacted]	Weston	Gricks	YES	6/1/2019	100
[redacted]	Kerri	Hall	YES	9/1/2013	100
[redacted]	Dorinda	Hammer	YES	08/01/2018, 01/01/2019	100
[redacted]	Kayla	Hanavan	YES	02/01/2020, 02/01/2020	100
[redacted]	Leah	Haney	YES	04/01/2021, 11/01/2021	100
[redacted]	Madeline	Hanson	YES	7/1/2022	100
[redacted]	Lacee	Harkleroad	YES	8/1/2024	100
[redacted]	Erin	Harper	YES	12/01/2009, 12/01/2009	100
[redacted]	Christa	Harper	YES	6/1/2009	100
[redacted]	Tara	Hartlep	YES	01/01/2018, 06/01/2018,	100
[redacted]	Scott	Hatkevich	YES	01/01/2020	100
[redacted]	Korrin	Helinski	YES	12/1/2013	100
[redacted]	Mark	Helman	YES	6/1/2008	100
[redacted]	Mitzi	Herron	YES	12/01/2023, 12/01/2023	100
[redacted]	Lynn	Hickman	YES	06/01/2019, 06/01/2019	100
[redacted]	Carolyn	Hockman	YES	09/01/2019, 09/01/2019	100
[redacted]	Melissa	Hoffman-Long	YES	05/01/2010, 05/01/2010	100
[redacted]	Donald	Holl	YES	6/1/2022	100
[redacted]	Eli	Holt	YES	08/01/2022, 10/01/2022	100
[redacted]	Joshua	Huff	YES	07/01/2023, 05/01/2024	100
[redacted]	Amanda	Humes	YES	01/01/2016, 09/01/2016	100
[redacted]	Katherine	Hwang	YES	02/01/2025, 02/01/2025	100
[redacted]	Elias	Imbrogno	YES	7/1/2005	100
[redacted]	Elias	Imbrogno	YES	1/1/2018	100
[redacted]	Christal	Irvine	YES	1/1/2018	100
[redacted]	David	Jack	YES	9/1/2023	100
[redacted]	Stephanie	Jack	YES	04/01/2006, 03/01/2023	100
[redacted]	Krista	Jamerson	YES	5/1/2024	100
[redacted]	Sandra	Jaquette	YES	03/01/2016, 03/01/2016	100
[redacted]	Megan	Johnson	YES	06/01/2013, 06/01/2013	100
[redacted]	Kimberly	Jones	YES	10/01/2022, 10/01/2022	100

[redacted]	Rickeya	Jones	YES	10/1/2024	100
[redacted]	Rosita	Jordan	YES	8/1/1997	100
[redacted]	Leann	Judson	YES	9/1/2018	100
[redacted]	Elma	Jusic	YES	12/01/2023, 12/01/2023	100
[redacted]	Ashley	Kaneria	YES	2/1/2023	100
[redacted]	Kathryn	Kaufman	YES	02/01/2015, 02/01/2015	100
[redacted]	Melissa	Kavanshansky	YES	10/1/2022	100
[redacted]	Jilian	Kendi	YES	06/01/2014, 06/01/2014	100
[redacted]	Courtney	Kinneavy	YES	6/1/2018	100
[redacted]	Stacey	Klepfer	YES	9/1/2009	100
[redacted]	Lauren	Koehler	YES	8/1/2023	100
[redacted]	Courtney	Kolesha	YES	01/01/2018, 09/01/2023	100
[redacted]	Melanie	Koliscak	YES	02/01/2009, 02/01/2009	100
[redacted]	Tricia	Kovall	YES	11/1/2010	100
[redacted]	Joseph	Kunc	YES	10/1/2010	100
[redacted]	Amy	Kurtz	YES	6/1/2022	100
[redacted]	Marco	Labricciosa	YES	1/1/2015	100
[redacted]	Susan	Labuda	YES	01/01/2009, 07/01/2004,	100
[redacted]	Shannon	Langer	YES	11/01/2017, 04/01/2021	100
[redacted]	Kami	Langue	YES	9/1/2012	100
[redacted]	Elyse	Lanzendorfer	YES	3/1/2022	100
[redacted]	Rachael	Latore	YES	07/01/2014, 07/01/2014	100
[redacted]	Courtney	Leaidicker	YES	04/01/2021, 04/01/2021	100
[redacted]	Benjamin	Leskovansky	YES	01/01/2021, 06/01/2023,	100
[redacted]	Nicole	Lilholt	YES	6/1/2006	100
[redacted]	Dana	Liptok	YES	6/1/2003	100
[redacted]	Danielle	Lockwood	YES	03/01/2007, 03/01/2007	100
[redacted]	Julia	Long	YES	09/01/2018, 09/01/2018	100
[redacted]	Brittney	Lorenz	YES	02/01/2022, 02/01/2022	100
[redacted]	Chelsea	Lott	YES	5/1/2023	100
[redacted]	Lauren	Love	YES	8/1/2022	100
[redacted]	Asheya	Lucey	YES	1/1/2024	100
[redacted]	Stacey	Lutkowski	YES	09/01/2011, 09/01/2011,	100
[redacted]	Jonathan	MacDonald	YES	11/01/2013	100
[redacted]	Kylie	Makoyawo	YES	01/01/2016, 10/01/2016	100
[redacted]	Linda	Malischewski	YES	01/01/2016, 05/01/2020	100
[redacted]	Gina	Marinzel	YES	7/1/2015	100
[redacted]	Renee	Markosky	YES	5/1/2015	100
[redacted]	Elizabeth	Marshall	YES	1/1/2009	100
[redacted]	Tara	Martin	YES	8/1/2023	100
[redacted]	Kyra	Matachak	YES	04/01/2012	100
[redacted]	Genice	Matos	YES	04/01/2016, 03/01/2017	100
[redacted]	Kiley	McCawley	YES	7/1/2015	100
[redacted]	Aubrey	McClintock	YES	06/01/2010, 06/01/2010,	100

[redacted]	Chelsea	McConnell	YES	6/1/2023	100
[redacted]	Megan	McCormick	YES	11/1/2023	100
[redacted]	William	McCoullum	YES	08/01/2015, 02/01/2020	100
[redacted]	Tiffany	McCreary	YES	1/1/2018	100
[redacted]	Angela	McCue	YES	09/01/2022, 09/01/2022	100
[redacted]	Susan	McFarland	YES	6/1/2024	100
[redacted]	Corinne	McGourney	YES	6/1/2021	100
[redacted]	Keirsey	McGuinness	YES	6/1/2021	100
[redacted]	Taylor	McPherson	YES	5/1/2021	100
[redacted]	Zachary	Melcher	YES	07/01/2014, 07/01/2014	100
[redacted]	Jenna	Mercatoris	YES	07/01/2023, 07/01/2023	100
[redacted]	Nadine	Michalak	YES	06/01/2016, 06/01/2016	100
[redacted]	Sara	Milisits	YES	08/01/2024, 08/01/2024	100
[redacted]	Nicole	Millard	YES	08/01/2011, 02/01/2014	100
[redacted]	Bethany	Moore	YES	10/1/2006	100
[redacted]	Jessica	Morgan	YES	8/1/2024	100
[redacted]	Diane	Morian	YES	10/01/2008, 07/01/2001	100
[redacted]	Julie	Morrison	YES	4/1/2024	100
[redacted]	Melissa	Morrison	YES	08/01/2002, 08/01/2002,	100
[redacted]	Kristen	Morton	YES	08/01/2023,08/01/2023	100
[redacted]	Michelle	Mossbrook	YES	11/1/2023	100
[redacted]	Ashleigh	Mowen	YES	5/1/2024	100
[redacted]	Elizabeth	Munsterteiger	YES	02/01/2001, 03/01/2020	100
[redacted]	Erin	Murphy	YES	05/01/2019, 09/01/2019	100
[redacted]	Desirae	Musselman	YES	06/01/2023, 06/01/2023	100
[redacted]	Tonya	Myers	YES	8/1/2011, 12/01/2010, 05	100
[redacted]	Haylee	Neal	YES	05/01/2022, 10/01/2023	100
[redacted]	Averey	Newmiller	YES	6/1/2020	100
[redacted]	Kathy	Nickelson	YES	6/1/2002	100
[redacted]	Emily	Noel	YES	06/01/2013, 05/01/2017	100
[redacted]	Justine	Noss	YES	10/01/2022, 10/01/2022	100
[redacted]	Patricia	O'Donnell	YES	10/01/2016, 10/01/2022	100
[redacted]	Elizabeth	Ohnstad	YES	10/1/2014	100
[redacted]	Lacey	Olbryk	YES	08/01/2018, 08/01/2018	100
[redacted]	Samara	Oliphant	YES	5/1/2019	100
[redacted]	Angela	Orbin	YES	06/01/2010, 05/01/2023	100
[redacted]	Luis	Organista	YES	06/01/2020, 07/01/2020	100
[redacted]	Tiffany	Orischak	YES	06/01/2014, 05/01/2017	100
[redacted]	Megan	Owad	YES	10/01/2018, 10/01/2018	100
[redacted]	Chelsey	Panchura	YES	08/01/2022, 08/01/2022	100
[redacted]	Benjamin	Parker	YES	05/01/2017, 05/01/2017,	100
[redacted]	Allison	Parry	YES	07/01/2017, 07/01/2017	100
[redacted]	Erika	Pavlowski	YES	6/1/2021	100
[redacted]	Renee	Perri	YES	4/1/2010	100

[redacted]	Morgan	Peters	YES	8/1/2019	100
[redacted]	Brittany	Phillips	YES	5/1/2020	100
[redacted]	Megan	Pifer	YES	6/1/2019	100
[redacted]	Melissa	Probst	YES	11/01/2019, 11/01/2019	100
[redacted]	Emily	Prohorchuck	YES	12/1/2022	100
[redacted]	Andrea	Quinn	YES	08/01/2012, 08/01/2012,	100
[redacted]	Brianna	Quinn	YES	06/01/2018, 04/01/2019	100
[redacted]	Michelle	Rabe	YES	08/01/2006, 04/01/2008	100
[redacted]	Jessyka	Rafferty	YES	09/01/2005, 05/01/2022	100
[redacted]	Laura	Rager	YES	04/01/2021, 04/01/2021,	100
[redacted]	Andrea	Rand	YES	2/1/2023	100
[redacted]	Sarah	Rau	YES	5/1/2015	100
[redacted]	Robin	Reiman	YES	12/1/2015	100
[redacted]	Stacey	Reimers	YES	10/01/2014, 10/01/2014	100
[redacted]	Derick	Reis	YES	6/1/2009	100
[redacted]	Lisa	Reitz	YES	4/1/2013	100
[redacted]	Jason	Retucci	YES	04/01/2022, 04/01/2022	100
[redacted]	Shawna	Rice	YES	12/1/2022	100
[redacted]	Gina	Rodriguez	YES	02/01/2024, 02/01/2024	100
[redacted]	Amanda	Rogan	YES	05/01/2017, 09/01/2017	100
[redacted]	Adriana	Rojas	YES	8/1/2022	100
[redacted]	Sarah	Ronosky	YES	01/01/2017, 01/01/2017,	100
[redacted]	Julie	Rothbard	YES	11/1/2021, 11/01/2021	100
[redacted]	Justin	Roycroft	YES	04/01/2017, 04/01/2017	100
[redacted]	Julie	Rozen	YES	6/1/2022	100
[redacted]	Christy	Runyan	YES	11/1/2003	100
[redacted]	Catrina	Russell	YES	03/01/2021, 03/01/2021	100
[redacted]	Joanne	Russell	YES	4/1/2003	100
[redacted]	Jennifer	Russell	YES	06/01/2020, 06/01/2020	100
[redacted]	Marissa	Rutkowski	YES	6/1/2021	100
[redacted]	Brianne	Ryen	YES	12/1/2004	100
[redacted]	Brandon	Salvo	YES	1/1/2021	100
[redacted]	Rachel	Sams	YES	1/1/2018	100
[redacted]	Brittany	Sanden	YES	8/1/2018	100
[redacted]	Rachel	Saul	YES	8/1/2024	100
[redacted]	Tara	Saunders	YES	06/01/2016, 06/01/2016	100
[redacted]	Allie	Schleifer	YES	7/1/2020	100
[redacted]	Jeffrey	Schrecengost	YES	08/01/2022, 08/01/2022	100
[redacted]	Emily	Schulze	YES	1/1/2020	100
[redacted]	Hannah	Schwendler	YES	06/01/2016, 06/01/2016	100
[redacted]	Christine	Sciulli	YES	11/01/2006, 08/01/2012	100
[redacted]	Kathryn	Semuskie	YES	6/1/2018	100
[redacted]	Liam	Shea	YES	7/1/2022	100
[redacted]	Jennica	Shearer	YES	1/1/2020	100

[redacted]	Nancy	Shifflett	YES	08/01/2019, 08/01/2019,	100
[redacted]	Jacquelyn	Shopes	YES	10/1/2023	100
[redacted]	Jill	Shultz	YES	11/01/2006, 10/01/2007	100
[redacted]	Kathryn	Smaniotto	YES	06/01/2016, 06/01/2016,	100
[redacted]	Julie	Smialowski	YES	5/1/2003	100
[redacted]	Jaclyn	Snyder	YES	08/01/2019, 08/01/2019	100
[redacted]	Allison	Snyder	YES	04/01/2004, 08/01/1999	100
[redacted]	Cylie	Snyder	YES	4/1/2022	100
[redacted]	Jennifer	Sobotka	YES	07/01/2014, 07/01/2014	100
[redacted]	Christine	Sowers	YES	02/01/2019, 02/01/2019	100
[redacted]	Alyssa	Spigarelli	YES	06/01/2020, 06/01/2020	100
[redacted]	Melissa	Stanton	YES	10/01/2012, 05/01/2014	100
[redacted]	Danielle	Startzman	YES	3/1/2024	100
[redacted]	Vincent	Stawinski	YES	03/01/2014, 03/01/2014	100
[redacted]	Renee	Stein	YES	06/01/2018, 06/01/2018	100
[redacted]	Rebecca	Stetser	YES	6/1/2005	100
[redacted]	Bobbi Jo	Stogsdill	YES	08/01/2011, 08/01/2011	100
[redacted]	Stacy	Stuenzi	YES	07/01/2020, 08/01/2020	100
[redacted]	Rebecca	Sube	YES	03/01/2023, 03/01/2023	100
[redacted]	Alyssa	Swantner	YES	09/01/2019, 09/01/2019	100
[redacted]	Ashley	Tant	YES	6/1/2023	100
[redacted]	Regina	Tarselli	YES	2/1/2008	100
[redacted]	Kelsey	Tate	YES	05/01/2015, 05/01/2015	100
[redacted]	Alison	Testa	YES	11/01/2022, 11/01/2022	100
[redacted]	Crystal	Thomas	YES	08/01/2020, 08/01/2020	100
[redacted]	Matt	Thompson	YES	09/01/2023, 03/01/2024	100
[redacted]	Ashley	Tomaino	YES	05/01/2011, 05/01/2011	100
[redacted]	Amanda	Turner	YES	06/01/2009, 09/01/2014	100
[redacted]	Kelly	Valentini	YES	05/01/2016, 10/01/2018	100
[redacted]	Malorie	Van Wyk	YES	6/1/2021	100
[redacted]	Jamie	Vautier	YES	6/1/2020	100
[redacted]	Kelsey	Vegas	YES	07/01/2020, 07/01/2020	100
[redacted]	Nicholas	Vignone	YES	12/1/2022	100
[redacted]	Suzanne	Vuksan	YES	07/01/2018, 07/01/2018,	100
[redacted]	Kyle	Vuksan	YES	1/1/2019	100
[redacted]	Valerie	Walker	YES	8/1/2022	100
[redacted]	Brett	Ward	YES	06/01/2022	100
[redacted]	Jennifer	Weimer	YES	04/01/2011, 04/01/2011	100
[redacted]	Danielle	Wenzler	YES	05/01/2007, 05/01/2007,	100
[redacted]	Melissa	White	YES	11/1/2022	100
[redacted]	Laura	Whitmire	YES	6/1/2005	100
[redacted]	Christen	Widdop	YES	07/01/2014, 07/01/2014	100
[redacted]	Shelly	Wild	YES	05/01/2023, 05/01/2023	100

[redacted]	Deanna	Wilhelm	YES	5/1/2011	100
[redacted]	Anastasia	Wilson	YES	1/1/2017	100
[redacted]	Shawna	Wilson Brodmer	YES	06/01/2021, 06/01/2021	100
[redacted]	Lindsey	Wilson-Mapstor	YES	12/01/2011, 04/01/2012	100
[redacted]	Megan	Winkler	YES	07/01/2007, 12/01/2011	100
[redacted]	Kody	Wolff	YES	03/01/2015, 02/01/2021	100
[redacted]	Brittany	Woodcock	YES	03/01/2021, 03/01/2021	100
[redacted]	Amanda	Woods	YES	05/01/2024, 05/01/2024	100
[redacted]	Sandi	Wrigley	YES	6/1/2020	100
[redacted]	Ally	Yester	YES	01/01/2022, 01/01/2022	100
[redacted]	Wendy	Yonkers	YES	02/01/2004, 07/01/2009	100
[redacted]	Wendy	Yonkers	YES	02/01/2004, 07/01/2009	100
[redacted]	Kathryn	Zamonski	YES	06/01/2019, 06/01/2019,	100
[redacted]	Dianna	Zarli	YES	11/1/2011	100
[redacted]	Jamie	Zona	YES	09/01/2010, 09/01/2010	100
[redacted]	Brandon	Payne	YES	5/1/2020, 05/01/2023	100

Areas Certification	Grade Servin	All Areas of Assignment Subject Area
Instructional II Elementary K-6 (2810), Instructional II Mid-Level	PK-12th	MATH, SOCIAL STUDIES, SCIENCE, EN
Instructional I English 7-12 (3230)	7th-12th	ENGLISH
Instructional II Special Education PK-8 (9226), Instructional II G	PK-8th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Elementary K-6 (2810)	K-6th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Mid-Level Citiz. Ed 6-9 (2870), Instructional II Mi	6th-9th	MID LEVEL ENGLISH, MID LEVEL CITZ
Instructional I Grades 4-8 (All subjects 4-6, Mathematics 7-8) (3	4th-8th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I Mathematics 7-12 (6800)	7th-12th	MATHEMATICS
Instructional II Elementary K-6 (2810)	K-6th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Elementary K-6 (2810)	K-6th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I Mathematics 7-12 (6800)	7th-12th	MATHEMATICS
Instructional II Elementary K-6 (2810), Instructional II Reading S	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II English 7-12 (3230)	7th -12th	ENGLISH
Instructional II Elementary K-6 (2810), Instructional II Reading S	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Elementary K-6 (2810), Instructional II Reading S	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Grades 4-8 (All subjects 4-6, Mathematics 7-8) (	4th-8th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Grades PK-4 (2825), Instructional II Special Educ	PK-12th	SPECIAL EDUCATION, MATH, ENGLIS
Instructional I Elementary K-6 (2810)	K-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I Grades PK-4 (2825)	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Emergency Permit: LT Sub with Educational Obligation Special	PK-12th	SUB FOR SPECIAL EDUCATION
Instructional I Grades 4-8 (All subjects 4-6, Mathematics 7-8) (3	4th-8th	MATH, ENGLISH, SOCIAL STUDIES, SC
Emergency Permit: LT Sub with Educational Obligation Speci	PK-12th	SPECIAL EDUCATION
Emergency Permit: LT Sub with Educational Obligation Special	PK-12th	SUB FOR SPECIAL EDUCATION
Emergency Permit: LT Sub with Educational Obligation Special E	PK-12th	SUB FOR SPECIAL EDUCATION
Emergency Permit: LT Sub with Educational Obligation Special	PK-12th	SUB FOR SPECIAL EDUCATION
Instructional I Grades PK-4 (2825), Instructional I Cooperative	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Program Specialist English as a Second Language (ESL) PK-12 (	PK-12th	MID LEVEL ENGLISH, BUS COMPUTEF
Instructional II Elementary K-6 (2810), Instructional II English 7-	K-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Early Childhood N-3 (2840), Instructional II Elem	N-6th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Elementary K-6 (2810), Instructional II Ment and	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Elementary K-6 (2810), Instructional II Special E	PK-4th	MATH, ENGLISH, SOCIAL STUDIES, SC
Administrative II Secondary Principal 7-12 (1105), Instructional	K-12th	PRINCIPAL, COMMUNICATIONS, ENG
Instructional II Mathematics 7-12 (6800)	7th-12th	MATH
Instructional II Elementary K-6 (2810), Instructional II Reading S	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Early Childhood N-3 (2840), Instructional II Elem	PK-12th	PRINCIPAL, MATH, ENGLISH, SOCIAL
Instructional II Elementary K-6 (2810), Instructional II Special E	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Elementary K-6 (2810), Instructional II Mid-Level	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Elementary K-6 (2810)	K-6th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I Elementary K-6 (2810), Instructional I Mid-Level I	K-9th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Social Studies 7-12 (8875)	7th-12th	SOCIAL STUDIES
Instructional II Mathematics 7-12 (6800)	7th-12th	MATHEMATICS
Educational Specialist I Elementary & Secondary School Couns	PK-12th	COUNSELOR

Instructional I Grades PK-4 (2825)	PK-4th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II English 7-12 (3230), Instructional II Ment and/or	PK-12th	ENGLISH, MENT OR PHYS HANDICAP
Instructional I Grades 4-8 (All subjects 4-6, English Language Ar	4th-8th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Grades PK-4 (2825), Instructional II Grades 5-6 (	PK-8th	MATH, SCIENCE, SOCIAL STUDIES, EN
Instructional II Elementary K-6 (2810), Instructional II Special E	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Elementary K-6 (2810), Instructional II Mid-Level	K-9th	MATH, ENGLISH, SOCIAL STUDIES, SC
Educational Specialist I School Psychologist PK-12 (1875)	PK-12th	PSYCHOLOGIST
Instructional II Early Childhood N-3 (2840), Instructional II Spec	N-12th	EARLY CHILDHOOD, SPECIAL EDUCA
Instructional I Social Studies 7-12 (8875)	7th-12th	SOCIAL STUDIES
Educational Specialist I Elementary & Secondary School Couns	PK-12th	COUNSELOR
Instructional II Social Studies 7-12 (8875)	7th-12th	SOCIAL STUDIES
Instructional II Elementary K-6 (2810)	K-6th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Elementary K-6 (2810	K-6th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I Mathematics 7-12 (6800), Educational Specialis	PK-12th	MATH, COUNSELOR
Instructional II Early Childhood N-3 (2840), Instructional II Elem	N-12th	EARLY CHILDHOOD, MATH, ENGLISH
Instructional II Special Education PK-8 (9226), Instructional II G	PK-8th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Mathematics 7-12 (6800)	7th-12th	MATHEMATICS
Instructional II Special Education PK-12 (9225)	PK-12th	SPECIAL EDUCATION
Instructional I Grades PK-4 (2825), Instructional I Special Educa	PK-8th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Elementary K-6 (2810), Instructional II Reading S	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Special Education PK-12 (9225), Instructional II	N-12th	EARLY CHILDHOOD, MATH, ENGLISH
Instructional II Mathematics 7-12 (6800)	7th-12th	MATH
Instructional II Mathematics 7-12 (6800)	7th-12th	MATHEMATICS
Instructional II Special Education PK-12 (9225)	PK-12th	SPECIAL EDUCATION
Instructional I Biology 7-12 (8405)	7th-12th	BIOLOGY
Instructional I Reading Specialist PK-12 (7650), Instructional I E	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Family-Consumer Sci PK-12 (5600), Instructiona	PK-12th	FAMILY CONSUMER SCIENCE, LIBRAI
Instructional II Music PK-12 (7205)	PK-12th	MUSIC
Educational Specialist I Inst Technology Specialist PK-12 (1825	PK-12th	INST TECHNOLOGY, SUPVR CURRICU
Instructional II Biology 7-12 (8405), Instructional II Chemistry 7-	PK-12th	BIOLOGY, CHEMISTRY, MID LEVEL MA
Instructional I Special Education PK-8 (9226), Instructional I Gr	PK-8th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Elementary K-6 (2810), Instructional II Special E	PK-8th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Grades PK-4 (2825)	PK-4th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Special Education PK-12 (9225), Educational Sp	PK-12th	SPECIAL EDUCATION, COUNSELOR
Instructional II Social Studies 7-12 (8875), Instructional II Mid-L	PK-12th	MATH, ENGLISH, SCIENCE, SOCIAL S
Instructional II Social Studies 7-12 (8875)	7th-12th	SOCIAL STUDIES
Educational Specialist II School Psychologist PK-12 (1875)	PK-12th	EDUCATION SPECIALIST, PSYCHOLO
Instructional II Social Studies 7-12 (8875)	7th-12th	SOCIAL STUDIES
Educational Specialist II Elementary & Secondary School Coun	PK-12th	COUNSELOR
Educational Specialist II Secondary School Counselor 7-12 (18	7th-12th	COUNSELOR
Instructional I Elementary K-6 (2810), Instructional I Ment and/(	K-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I Biology 7-12 (8405)	7th-12th	BIOLOGY
Instructional I Grades PK-4 (2825), Instructional I Special Educa	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I Special Education PK-12 (9231)	PK-12th	SPECIAL EDUCATION

Instructional I Spanish PK-12 (4490)	PK-12th	SPANISH
Instructional I English 7-12 (3230)	7th-12th	ENGLISH
Instructional II Special Education PK-8 (9226), Instructional II S	PK-12th	SPECIAL EDUCATION, SPECIAL EDUC
Instructional I Grades PK-4 (2825)	PK-4th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Elementary K-6 (2810), Instructional II Reading S	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Elementary K-6 (2810), Instructional II Special E	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I Mid-Level English 6-9 (2850), Instructional I Spec	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II English 7-12 (3230), Instructional II Special Educ	7th-12th	ENGLISH, SPECIAL EDUCATION
Program Specialist English as a Second Language (ESL) PK-12 (	PK-12th	ESL, SPANISH
Instructional II Accounting 7-12 (1610), Instructional II Office Te	7th-12th	ACCOUNTING, OFFICE TECHNOLOGI
Instructional II Elementary K-6 (2810), Instructional II Special E	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Elementary K-6 (2810), Instructional II Special E	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Educational Specialist II School Psychologist PK-12 (1875)	PK-12th	PSYCHOLOGIST
Educational Specialist I School Nurse PK-12 (1890)	PK-12th	NURSE
Instructional II Elementary K-6 (2810), Instructional II Mid-Level	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Educational Specialist II Elementary & Secondary School Coun	PK-12th	SCHOOL COUNSELOR
Instructional I Early Childhood N-3 (2840), Instructional I Eleme	N-6th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Art PK-12 (1405), Instructional II English 7-12 (3	PK-12th	ART, ENGLISH
Educational Specialist I School Nurse PK-12 (1890)	PK-12th	NURSE
Instructional I Grades 4-8 (All subjects 4-6, Science 7-8) (3100)	4th-8th	SCIENCE, MATH
Career and Technical Intern Health Assistant 7-12 (2202), Care	7th-12th	INTERN HEALTH ASSISTANT, INTERN I
Instructional II Elementary K-6 (2810), Administrative I Principa	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I Grades PK-4 (2825), Instructional I Special Educa	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I Mathematics 7-12 (6800)	7th-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Spanish PK-12 (4490), Instructional II Special Ec	PK-12th	SPANISH, SPECIAL EDUCATION
Instructional II Ment and/or Phys Handicapped K-12 (9235)	K-12th	MENT OR PHYS HANDICAPPED
Instructional II Mid-Level Science 6-9 (2880), Instructional II Mi	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II English 7-12 (3230), Instructional II Social Studi	7th-12th	ENGLISH, SOCIAL STUDIES
Instructional II Early Childhood N-3 (2840), Instructional II Elem	N-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I Grades PK-4 (2825)	PK-4th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I Elementary K-6 (2810)	K-6th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I Elementary K-6 (2810), Instructional I Mid-Level I	K-9th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I Social Studies 7-12 (8875)	7th-12th	SOCIAL STUDIES
Instructional II English 7-12 (3230)	7th-12th	ENGLISH
Instructional I Special Education PK-8 (9226), Instructional I Gr	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Elementary K-6 (2810), Instructional II Library Sc	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I English 7-12 (3230)	7th-12th	ENGLISH
Instructional II English 7-12 (3230), Instructional II Social Studi	7th-12th	ENGLISH, SOCIAL STUDIES
Program Specialist English as a Second Language (ESL) PK-12 (	PK-12th	ESL, SPANISH, PRINCIPAL
Instructional II Biology 7-12 (8405)	7th-12th	BIOLOGY
Instructional II Elementary K-6 (2810), Instructional II Reading S	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Mathematics 7-12 (6800)	7th-12th	MATH
Instructional I Elementary K-6 (2810), Instructional I Special Ed	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Educational Specialist I Elementary & Secondary School Couns	PK-12th	COUNSELOR

Instructional I Earth and Space Science 7-12 (8440), Instructior	7th-12th	EARTH AND SPACE SCIENCE, GENER
Instructional II Elementary K-6 (2810), Instructional II Mid-Level	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Elementary K-6 (2810), Instructional II Reading S	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Elementary K-6 (2810), Instructional II Reading S	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Elementary K-6 (2810), Instructional II Special E	K-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Elementary K-6 (2810), Instructional II Special E	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I Grades PK-4 (2825)	PK-4th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I Bus-Computer-Info Tech PK-12 (1603), Instructic	PK-12th	BUS COMPUTER INFO TECH, SPECIAL
Instructional II Art PK-12 (1405)	PK-12th	ART
Educational Specialist I School Psychologist PK-12 (1875)	PK-12th	PSYCHOLOGIST
Instructional I Music PK-12 (7205), Educational Specialist II Sch	PK-12th	MUSIC, PSYCHOLOGIST, PRINCIPAL
Program Specialist English as a Second Language (ESL) PK-12 (	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II English 7-12 (3230)	7th-12th	ENGLISH
Instructional I Social Studies 7-12 (8875)	7th-12th	SOCIAL STUDIES
Instructional I Social Studies 7-12 (8875)	7th-12th	SOCIAL STUDIES
Instructional II Bus-Computer-Info Tech PK-12 (1603), Adminis	PK-12th	BUS- COMPUTER INFO TECH, PRINCI
Instructional II Elementary K-6 (2810), Instructional II Reading S	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Administrative I Principal PK-12 (1115), Instructional II Mathem	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Social Studies 7-12 (8875)	7th-12th	SOCIAL STUDIES
Intern Special Education PK-12 (9231)	PK-12th	SPECIAL EDUCATION
Instructional II Elementary K-6 (2810), Instructional II Special E	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I Biology 7-12 (8405)	7th-12th	BIOLOGY
Program Specialist English as a Second Language (ESL) PK-12 (	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Elementary K-6 (2810)	K-6th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I English 7-12 (3230)	7th-12th	ENGLISH
Instructional I Social Studies 7-12 (8875)	7th -12th	SOCIAL STUDIES
Instructional I Grades PK-4 (2825), Instructional I Grades 4-8 (A	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Elementary K-6 (2810), Instructional II Special E	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Early Childhood N-3 (2840), Instructional II Elem	PK-12th	EARLY CHILDHOOD, MATH, ENGLISH
Instructional II Environmental Educ PK-12 (4820), Instructional	PK-12th	ENVIRONMENTAL EDUC, BIOLOGY, E
Instructional I Special Education PK-12 (9231)	PK-12th	SPECIAL EDUCATION
Instructional I Bus-Computer-Info Tech PK-12 (1603), Instructic	PK-12th	BUS COMPUTER INFO TECH, SOCIAL
Instructional II Grades 4-8 (All subjects 4-6, Social Studies 7-8)	4th-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Chemistry 7-12 (8420), Administrative I Principa	PK-12th	CHEMISTRY, PRINCIPAL
Instructional II Reading Specialist PK-12 (7650), Instructional II	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I Special Education PK-12 (9225)	PK-12th	SPECIAL EDUCATION
Instructional I Social Studies 7-12 (8875)	7th-12th	SOCIAL STUDIES
Instructional I Grades PK-4 (2825)	PK-4th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Social Studies 7-12 (8875)	7th-12th	SOCIAL STUDIES
Instructional I Health & Physical Educ PK-12 (4805), Instruction	PK-12th	HEALTH & PHYSICAL EDUCATION, SP
Instructional II Bus-Computer-Info Tech PK-12 (1603)	PK-12th	BUS COMPUTER INFO TECH
Instructional II Biology 7-12 (8405), Instructional II Chemistry 7-	7th-12th	BIOLOGY, CHEMISTRY
Instructional I Grades PK-4 (2825), Instructional I Special Educa	PK-8th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Special Education PK-8 (9226), Instructional II G	PK-8th	SPECIAL EDUCATION, MATH, ENGLIS

Instructional I Elementary K-6 (2810), Emergency Permit: LT Sul	K-6th	MATH, ENGLISH, SOCIAL STUDIES, SC
Educational Specialist I School Nurse PK-12 (1890)	PK-12th	NURSE
Educational Specialist II Elementary & Secondary School Couns	PK-12th	EDUCATION SPECIALIST, COUNSELO
Instructional I Grades PK-4 (2825), Program Specialist English a	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Grades PK-4 (2825)	PK-4th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Early Childhood N-3 (2840), Instructional II Elem	N-6th	EARLY CHILDHOOD, MATH, ENGLISH
Instructional II Biology 7-12 (8405)	7th-12th	BIOLOGY
Instructional II Biology 7-12 (8405), Instructional II General Scie	7th-12th	BIOLOGY, GENERAL SCIENCE
Instructional I Grades PK-4 (2825)	PK-4th	MATH, ENGLISH, SOCIAL STUDIES, SC
Educational Specialist II Secondary School Counselor 7-12 (18	7th-12th	SECONDARY SCHOOL COUNSELOR
Instructional II Music PK-12 (7205)	PK-12th	MUSIC
Educational Specialist I Inst Technology Specialist PK-12 (1825	PK-12th	TECHNOLOGY SPECIALIST, MATH, EN
Instructional II Early Childhood N-3 (2840), Instructional II Elem	N-6th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II English 7-12 (3230)	7th-12th	ENGLISH
Instructional I Mathematics 7-12 (6800)	7th-12th	MATHEMATICS
Instructional I Mathematics 7-12 (6800)	7th-12th	MATHEMATICS
Instructional I Grades 4-8 (All subjects 4-6, Social Studies 7-8)	4th-8th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II English 7-12 (3230), Program Specialist English	PK-12th	ENGLISH, ESL, PRINCIPAL
Instructional II Elementary K-6 (2810), Instructional II Special E	PK-8th	MATH, SCIENCE, SOCIAL STUDIES, EN
Instructional II Mathematics 7-12 (6800)	7th-12th	MATHEMATICS
Educational Specialist II Elementary & Secondary School Couns	PK-12th	COUNSELOR
Instructional II Ment and/or Phys Handicapped K-12 (9235), Ins	PK-12th	MENT OR PHYS HANDICAPPED, MATH
Instructional II Music PK-12 (7205), Instructional II Special Edu	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Career and Technical Instructional I Computer Technology 7-12	PK-12th	COMPUTER TECHNOLOGY, BUS-COM
Instructional I Elementary K-6 (2810)	K-6th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Elementary K-6 (2810)	K-6th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Reading Specialist PK-12 (7650), Instructional II	N-12th	READING, MATH, ENGLISH, SOCIAL S
Instructional II Elementary K-6 (2810), Instructional II Special E	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II English 7-12 (3230), Instructional II Special Edu	PK-12th	ENGLISH, SPECIAL EDUCATION, REAI
Instructional II Grades PK-4 (2825)	PK-4th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Grades PK-4 (2825)	PK-4th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I Grades PK-4 (2825)	PK-4th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Mid-Level Mathematics 6-9 (2860)Instructional	N-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II English 7-12 (3230)	7th-12th	ENGLISH
Instructional I Grades PK-4 (2825),Instructional I Grades 5-6 (2	PK-6th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I Grades PK-4 (2825), Instructional I Grades 5-6 (2	PK-6th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I Grades PK-4 (2825)	PK-4th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I Grades PK-4 (2825)	PK-4th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I French PK-12 (4410)	PK-12th	FRENCH
Educational Specialist II School Psychologist PK-12 (1875)	PK-12th	PSYCHOLOGY
Educational Specialist II School Psychologist PK-12 (1875)	PK-12th	PSYCHOLOGIST
Instructional I Grades PK-4 (2825), Instructional I Special Educa	PK-8th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Special Education PK-12 (9225)	PK-12th	SPECIAL EDUCATION
Instructional II Mid-Level Science 6-9 (2880), Instructional II Mi	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC

Instructional II English 7-12 (3230)	7th-12th	ENGLISH
Instructional II Health & Physical Educ PK-12 (4805)	PK-12th	HEALTH AND PHYS ED
Educational Specialist I Inst Technology Specialist PK-12 (1825	PK-12th	INST TECHNOLOGY, SUPVR CURRICU
Instructional II English 7-12 (3230)	7th-12th	ENGLISH
Instructional II English 7-12 (3230), Instructional II Reading Spe	PK-12th	ENGLISH, READING
Educational Specialist II Elementary & Secondary School Coun	PK-12th	COUNSELOR
Educational Specialist II Elementary & Secondary School Coun	PK-12th	COUNSELOR
Instructional II Grades PK-4 (2825)	PK-4th	MATH, ENGLISH, SOCIAL STUDIES, SC
Educational Specialist I Elementary & Secondary School Couns	PK-12th	COUNSELOR
Instructional I Health PK-12 (4810), Instructional I Health & Phy	PK-12th	HEALTH AND PHYS ED
Instructional II Special Education PK-8 (9226), Instructional II G	PK-8th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Communications 7-12 (3200), Instructional II En	7th-12th	COMMUNICATIONS, ENGLISH
Instructional II Elementary K-6 (2810), Instructional II Reading S	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Program Specialist English as a Second Language (ESL) PK-12 (	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Ment and/or Phys Handicapped K-12 (9235)	K-12th	MENT OR PHYS HANDICAPPED
Instructional II Social Studies 7-12 (8875)	7th-12th	SOCIAL STUDIES
Instructional II English 7-12 (3230), Instructional II Ment and/or	K-12th	MATH, SCIENCE, SOCIAL STUDIES, EN
Instructional II Grades 4-8 (All subjects 4-6, Science 7-8) (3100	4th-8th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Elementary K-6 (2810), Instructional II Ment and	K-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Mathematics 7-12 (6800), Instructional II Grade	4th-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Grades PK-4 (2825)	PK-4th	MATH, ENGLISH, SOCIAL STUDIES, SC
Career and Technical Instructional I Nurses Aide 7-12 (2213)	7th-12th	CTE NURSES AIDE
Instructional I Elementary K-6 (2810), Instructional II Elementa	K-6th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I Reading Specialist PK-12 (7650), Instructional II	PK-12th	READING
Instructional II Early Childhood N-3 (2840), Instructional II Spec	N-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I Special Education PK-12 (9225), Instructional I B	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Educational Specialist II School Psychologist PK-12 (1875), Adr	PK-12th	PSYCHOLOGIST, PRINCIPAL
Instructional I Grades PK-4 (2825)	PK-4th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I Elementary K-6 (2810)	K-6th	MATH, ENGLISH, SOCIAL STUDIES, SC
Educational Specialist II Secondary School Counselor 7-12 (18	PK-12th	COUNSELOR, PRINCIPAL
Instructional II Early Childhood N-3 (2840), Instructional II Elem	N-9th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Elementary K-6 (2810), Instructional II Special E	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II English 7-12 (3230)	7th-12th	ENGLISH
Instructional II Grades PK-4 (2825), Instructional II Special Edu	PK-8th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Grades PK-4 (2825)	PK-4th	MATH, ENGLISH, SOCIAL STUDIES, SC
Educational Specialist I Secondary School Counselor 7-12 (183	PK-12th	COUNSELOR
Instructional I General Science 7-12 (8450), Instructional I Biol	7th-12th	GENERAL SCIENCE, BIOLOGY, EARTH
Instructional I Grades PK-4 (2825), Instructional I Grades 4-8 (A	PK-8th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Elementary K-6 (2810), Instructional II Special E	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II English 7-12 (3230), Instructional II Special Edu	7th-12th	ENGLISH, SPECIAL EDUCATION
Instructional II Elementary K-6 (2810), Instructional II Library Sc	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Elementary K-6 (2810), Instructional II Mid-Level	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Special Education PK-12 (9225)	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Ment and/or Phys Handicapped K-12 (9235)	K-12th	MENT OR PHYS HANDICAPPED

Educational Specialist II Elementary & Secondary School Coun	PK-12th	COUNSELOR
Instructional I Grades 4-8 (All subjects 4-6, English Language A	4th-8th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I English 7-12 (3230)	7th-12th	ENGLISH
Instructional II Reading Specialist PK-12 (7650), Instructional II	PK-12th	READING, SPECIAL EDUCATION
Instructional I Special Education PK-12 (9231)	PK-12th	SPECIAL EDUCATION
Instructional II Biology 7-12 (8405), Instructional II Environmen	PK-12th	BIOLOGY, ENVIRONMENTAL EDUCAT
Instructional I Grades PK-4 (2825), Instructional I Special Educ	PK-8th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I Elementary K-6 (2810), Instructional I Special Ed	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I Elementary K-6 (2810), Instructional II Elementa	k-6th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Elementary K-6 (2810), Instructional II Mid-Level	K-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I Grades PK-4 (2825)	PK-4th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Biology 7-12 (8405)	7th-12th	BIOLOGY
Instructional II Elementary K-6 (2810)	K-6th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Elementary K-6 (2810), Instructional II Health Pk	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, HI
Instructional I Elementary K-6 (2810)	k-6th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Ment and/or Phys Handicapped K-12 (9235)	K-12th	MENT OR PHYS HANDICAPPED
Instructional II English 7-12 (3230), Instructional II Social Studi	7th-12th	ENGLISH, SOCIAL STUDIES
Instructional II Mathematics 7-12 (6800)	7th-12th	MATH
Instructional II Special Education PK-8 (9226), Instructional II G	PK-8th	MATH, ENGLISH, SOCIAL STUDIES, SC
Program Specialist English as a Second Language (ESL) PK-12 (	PK-12th	BIOLOGY, ESL
Instructional II Spanish PK-12 (4490)	PK-12th	SPANISH
Instructional II Elementary K-6 (2810), Instructional II Special E	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Grades 4-8 (All subjects 4-6, Mathematics 7-8) (	4th-8th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Elementary K-6 (2810), Instructional II Special E	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I Earth and Space Science 7-12 (8440)	7th-12th	EARTH AND SPACE SCIENCE
Instructional II Elementary K-6 (2810)	K-6th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Grades PK-4 (2825), Instructional II Special Edu	PK-8th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I Elementary K-6 (2810)	K-6th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Special Education PK-8 (9226), Instructional II G	7th-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Elementary K-6 (2810)	K-6th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I Biology 7-12 (8405)	7th-8th	BIOLOGY
Instructional I Health & Physical Educ PK-12 (4805)	PK-12th	HEALTH AND PHYS ED
Instructional II Elementary K-6 (2810)	K-6th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I Chemistry 7-12 (8420)	7th-12th	CHEMISTRY
Instructional I Special Education PK-12 (9231)	PK-12th	SPECIAL EDUCATION
Instructional II Elementary K-6 (2810), Instructional II Mid-Level	K-9th	MATH, ENGLISH, SOCIAL STUDIES, SC
Educational Specialist II Secondary School Counselor 7-12 (18	7th-12th	COUNSELOR
Instructional II Biology 7-12 (8405), Instructional II Chemistry 7	7th-12th	BIOLOGY, GENERAL SCIENCE, EARTH
Instructional I Grades PK-4 (2825	PK-4th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I Special Education PK-8 (9226), Instructional I Gr	PK-8th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I Elementary K-6 (2810), Program Specialist Englis	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I Grades 4-8 (All subjects 4-6, Mathematics 7-8) (3	4th-8th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I Health & Physical Educ PK-12 (4805)	PK-12th	HEALTH & PHYSICAL EDUCATION
Instructional I Grades PK-4 (2825	PK-4th	MATH, ENGLISH, SOCIAL STUDIES, SC

Instructional II Elementary K-6 (2810), Instructional II Special E	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Elementary K-6 (2810)	K-6th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Elementary K-6 (2810), Instructional II Reading S	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Elementary K-6 (2810), Instructional II Special E	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I Social Studies 7-12 (8875)	7th-12th	SOCIAL STUDIES
Educational Specialist II Elementary School Counselor K-6 (183	K-12th	COUNSELOR
Instructional I Reading Specialist PK-12 (7650), Instructional I E	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Educational Specialist I Elementary & Secondary School Couns	PK-12th	COUNSELOR
Instructional II Elementary K-6 (2810), Instructional II Reading S	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Elementary K-6 (2810), Instructional II Special E	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I Special Education PK-8 (9226), Instructional I Gr	PK-8th	MATH, ENGLISH, SOCIAL STUDIES, SC
Program Specialist English as a Second Language (ESL) PK-12 (	PK-12th	ESL, ENGLISH, MID LEVEL CITIZ
Career and Technical Intern Health Assistant 7-12 (2202)	7th-12th	INTERN HEALTH ASSISTANT
Instructional II Elementary K-6 (2810), Instructional II Special E	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Elementary K-6 (2810), Instructional II Mid-Level	K-9th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I Social Studies 7-12 (8875)	7th-12th	SOCIAL STUDIES
Instructional II Citizenship 7-12 (8825), Instructional II Social S	7th-12th	CITIZENSHIP, SOCIAL SCIENCE
Instructional I Grades PK-4 (2825), Instructional I Grades 4-8 (A	PK-8th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Special Education PK-8 (9226), Instructional II S	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Grades PK-4 (2825), Instructional II Special Edu	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I Grades 4-8 (All subjects 4-6, Mathematics 7-8) (3	4th-8th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Mathematics 7-12 (6800)	7th-12th	MATH
Educational Specialist II Elementary School Counselor K-6 (183	7th-12th	COUNSELOR
Educational Specialist I Elementary School Counselor K-6 (183	PK-12th	COUNSELOR
Instructional I Grades PK-4 (2825), Instructional I Special Educa	PK-8th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I Mathematics 7-12 (6800), Instructional I Compu	7th-12th	MATH, COMPUTER SCIENCE
Instructional I Special Education PK-12 (9225), Instructional I B	K-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I Elementary K-6 (2810), Instructional I Reading Sp	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I Grades PK-4 (2825), Instructional I Grades 5-6 (2	PK-8th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I Grades PK-4 (2825)	PK-4th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I Grades PK-4 (2825)	PK-4th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Elementary K-6 (2810), Instructional II Mid-Level	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I Bus-Computer-Info Tech PK-12 (1603)	PK-12th	BUS COMPUTER INFO TECH
Instructional II Early Childhood N-3 (2840), Instructional II Elem	N-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Health & Physical Educ PK-12 (4805)	PK-12th	HEALTH & PHYSICAL EDUCATION
Instructional II Health & Physical Educ PK-12 (4805)	PK-12th	HEALTH AND PHYS ED
Instructional I Social Studies 7-12 (8875)	7th-12th	SOCIAL STUDIES
Instructional II Special Education PK-12 (9225), Instructional II	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Early Childhood N-3 (2840), Instructional II Elem	N-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Social Studies 7-12 (8875)	7th-12th	SOCIAL STUDIES
Instructional I Elementary K-6 (2810)	K-6th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Elementary K-6 (2810), Instructional II Special E	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Early Childhood N-3 (2840), Instructional II Reac	N-12th	EARLY CHILDHOOD, READING

Instructional I Special Education PK-12 (9225)	PK-12th	SPECIAL EDUCATION
Instructional I English 7-12 (3230)	7th-12th	ENGLISH
Instructional I Grades PK-4 (2825), Instructional I Special Educ	PK-8th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Elementary K-6 (2810), Instructional II Special E	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Program Specialist English as a Second Language (ESL) PK-12 (	PK-12th	ESL, MATH, ENGLISH, SOCIAL STUDIE
Instructional II Physics 7-12 (8470), Instructional II Bus-Compu	PK-12th	PHYSICS, BUS COMPTER INFO TECH
Instructional I Grades PK-4 (2825), Instructional I Special Educ	PK-8th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II English 7-12 (3230), Instructional II Social Studi	7th-12th	ENGLISH, SOCIAL STUDIES
Instructional II Elementary K-6 (2810)		MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional I Grades PK-4 (2825), Instructional I Special Educ	PK-4th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Elementary K-6 (2810), Administrative II Elemen	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Elementary K-6 (2810), Administrative II Elemen	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Elementary K-6 (2810), Instructional II English 7-	PK-12th	MATH, ENGLISH, SOCIAL STUDIES, SC
Instructional II Technology Education PK-12 (6075)	PK-12th	TECHNOLOGY EDUCATION
Instructional II Elementary K-6 (2810), Instructional II Early Chil	N-6th	MATH, ENGLISH, SOCIAL STUDIES, SC
Educational Specialist II Elementary & Secondary School Coun	PK-12th	SECONDARY SCHOOL SOUNSELOR,

# of Hours	% of Time	% of Time	Jobs Title	NOTES
100	100	0	Instructional Coach	
100	100	0	Curriculum Coordinator	
100	100	0	Teacher Interventionist MS Math	
100	100	0	Teacher Interventionist Elem Math	
100	100	0	Interventionist - All Subjects (HS)	
100	100	0	Math Interventionist	
100	100	0	Teacher Interventionist MS Math	
100	100	0	Teacher Interventionist Elem Math	
100	100	0	Interventionist - All Subjects (MS)	
100	100	0	Teacher Interventionist MS Math	
100	100	0	Teacher Interventionist MS Reading	
100	100	0	Interventionist - All Subjects (HS)	
100	100	0	Teacher Interventionist MS Reading	
100	100	0	Teacher Interventionist Elem Reading	
100	0	100	Middle School Science Teacher	
100	0	100	Special Ed Teacher (HS)	
100	0	100	Teacher - In-House Substitute (HS)	
100	0	100	High School Substitute Teacher	
100	0	100	Teacher Spec Ed HS	
100	100	0	Teacher Gen Ed HS Math	
100	0	100	Special Ed Teacher (MS)	
100	0	100	Teacher Spec Ed HS	
100	0	100	Teacher Spec Ed HS	
100	0	100	Teacher Spec Ed HS	
100	100	0	Work Based Learning Coordinator	
100	100	0	Teacher MS ELL	
100	100	0	Principal-HS	
100	100	0	Teacher Gen Ed 5	
100	100	0	Teacher Gen Ed MS Specials Classes	
100	100	0	Teacher Spec Ed Life Skills HS	
100	100	0	High School ELA Teacher	
100	100	0	Teacher Gen Ed HS Math	
100	100	0	Teacher Gen Ed MS Social Studies	
100	100	0	Interventionist - All Subj K-12	
100	100	0	Teacher Gen Ed MS Math	
100	100	0	Interventionist - All Subjects (HS)	
100	100	0	Teacher Gen Ed 2	
100	100	0	Teacher Gen Ed 1	
100	100	0	Teacher Gen Ed HS Social Studies	
100	100	0	Teacher Gen Ed HS Math	
100	100	0	Counselor Counseling HS	

100	100	0	Teacher Gen Ed K
100	100	0	Teacher Gen Ed HS ELA
100	100	0	Teacher Gen Ed 5
100	100	0	Middle School Instructional Coach
100	100	0	Teacher Spec Ed HS
100	100	0	Teacher Gen Ed HS Math
100	100	0	School Psychologist
100	100	0	Teacher Spec Ed Elem
100	100	0	Teacher Gen Ed HS Social Studies
100	100	0	Counselor HS
100	100	0	Teacher Gen Ed HS Social Studies
100	100	0	Teacher Gen Ed 5
100	100	0	Teacher Interventionist Elem Math
100	100	0	Counselor HS
100	100	0	Teacher Gen Ed 4
100	100	0	Teacher Spec Ed Elem
100	100	0	Teacher Gen Ed MS Math
100	100	0	Teacher Spec Ed MS
100	100	0	Teacher Gen Ed 1
100	100	0	Teacher Gen Ed 4
100	100	0	Teacher Spec Ed Elem
100	100	0	Teacher Gen Ed HS Math
100	100	0	Teacher Gen Ed HS Math
100	100	0	Special Ed Teacher (HS)
100	100	0	Teacher Gen Ed HS Science
100	100	0	Assistant Principal
100	100	0	Teacher Gen Ed HS Specials Classes
100	100	0	Teacher Gen Ed HS Specials Classes
100	100	0	Teacher Gen Ed HS Math
100	100	0	Assistant Principal
100	100	0	Teacher Spec Ed Life Skills HS
100	100	0	Teacher Spec Ed MS
100	100	0	Teacher Gen Ed 3
100	100	0	Counselor HS
100	100	0	Teacher Gen Ed HS Social Studies
100	100	0	Teacher Gen Ed HS Social Studies
100	100	0	School Psychologist
100	100	0	Teacher Gen Ed HS Social Studies
100	100	0	Counselor HS
100	100	0	High School Counselor
100	100	0	Teacher Gen Ed 4
100	100	0	Teacher Gen Ed MS Science
100	100	0	Instructional Coach
100	100	0	Special Education Supervisor HS

100	100	0	Teacher Gen Ed HS Spanish
100	100	0	Teacher Gen Ed HS ELA
100	100	0	Teacher Spec Ed Life Skills HS
100	100	0	Teacher Gen Ed K
100	100	0	Teacher Gen Ed 1
100	100	0	Teacher Spec Ed Elem
100	100	0	Teacher Spec Ed HS
100	100	0	Teacher Gen Ed HS ELA
100	100	0	Instructional Coach
100	100	0	Teacher HS Gen Ed CTE - BCIT
100	100	0	Interventionist - All Subjects (MS)
100	100	0	Teacher Spec Ed MS
100	100	0	School Psychologist
100	100	0	School Nurse
100	100	0	Teacher Gen Ed MS ELA
100	100	0	Counselor HS
100	100	0	Teacher Gen Ed 4
100	100	0	Teacher Gen Ed HS Specials Classes
100	100	0	School Nurse
100	100	0	Teacher Gen Ed MS Science
100	100	0	Teacher HS Gen Ed CTE - Health Prof
100	100	0	Assistant Principal
100	100	0	Teacher Spec Ed HS
100	100	0	Teacher Gen Ed HS Math
100	100	0	Teacher Gen Ed HS Spanish
100	100	0	Instructional Coach
100	100	0	Assistant Principal
100	100	0	Teacher Gen Ed MS Social Studies
100	100	0	Teacher Spec Ed HS
100	100	0	Teacher Gen Ed 3
100	100	0	Teacher Gen Ed 5
100	100	0	Middle School Math Teacher
100	100	0	Teacher Gen Ed HS Social Studies
100	100	0	High School ELA Teacher
100	100	0	Teacher Spec Ed HS
100	100	0	Teacher Gen Ed MS Math
100	100	0	Teacher Gen Ed HS ELA
100	100	0	Teacher Gen Ed HS ELA
100	100	0	Teacher HS ELL
100	100	0	Instructional Coach
100	100	0	Teacher Interventionist Elem Reading
100	100	0	Instructional Coach
100	100	0	Teacher Spec Ed Life Skills Elem
100	100	0	Counselor Counseling MS

100	100	0	High School Science Teacher
100	100	0	Teacher Gen Ed MS ELA
100	100	0	Teacher Gen Ed 2
100	100	0	High School ELA Teacher
100	100	0	Teacher Spec Ed Life Skills Elem
100	100	0	Teacher Spec Ed Elem
100	100	0	Teacher Gen Ed 3
100	100	0	Teacher HS Gen Ed CTE - BCIT
100	100	0	Teacher Gen Ed HS Specials Classes
100	100	0	School Psychologist
100	100	0	Director of Assessment and Evaluation
100	100	0	Teacher Interventionist Elem Math
100	100	0	Teacher Gen Ed HS ELA
100	100	0	Teacher Gen Ed MS Social Studies
100	100	0	Teacher Gen Ed HS Social Studies
100	100	0	Teacher HS Gen Ed CTE - BCIT
100	100	0	Teacher Gen Ed 5
100	100	0	Teacher Gen Ed MS Math
100	100	0	Teacher Gen Ed HS Social Studies
100	100	0	Teacher Spec Ed MS
100	100	0	Teacher Spec Ed Elem
100	100	0	Teacher Gen Ed HS Science
100	100	0	Teacher Gen Ed MS ELA
100	100	0	Teacher Interventionist Elem Math
100	100	0	Teacher Gen Ed MS ELA
100	100	0	Teacher Gen Ed HS Social Studies
100	100	0	Teacher - In-House Substitute (ES)
100	100	0	Teacher Spec Ed HS
100	100	0	Special Education Supervisor HS
100	100	0	Teacher Gen Ed HS Science
100	100	0	Teacher Spec Ed HS
100	100	0	Teacher Gen Ed MS Social Studies
100	100	0	Teacher Gen Ed MS Social Studies
100	100	0	Teacher Gen Ed HS Science
100	100	0	Interventionist - All Subjects (HS)
100	100	0	Teacher Gen Ed HS Social Studies
100	100	0	Teacher Gen Ed HS Social Studies
100	100	0	Teacher Gen Ed K
100	100	0	Teacher Gen Ed MS Social Studies
100	100	0	Teacher Spec Ed HS
100	100	0	Teacher HS Gen Ed CTE - BCIT
100	100	0	Teacher Gen Ed HS Science
100	100	0	Teacher Spec Ed MS
100	100	0	Teacher Spec Ed Elem

100	100	0	Elementary School Principal
100	100	0	School Nurse
100	100	0	Counselor ES
100	100	0	EL Elementary Teacher
100	100	0	Teacher Gen Ed 3
100	100	0	Teacher Gen Ed 1
100	100	0	Teacher Gen Ed HS Science
100	100	0	Teacher Gen Ed MS Science
100	100	0	Teacher Gen Ed 2
100	100	0	Counselor HS
100	100	0	Teacher Gen Ed HS Specials Classes
100	100	0	Teacher HS Gen Ed CTE - Computer Prog
100	100	0	Teacher Gen Ed 3
100	100	0	Teacher Gen Ed MS ELA
100	100	0	Teacher Gen Ed HS Math
100	100	0	Teacher Gen Ed HS Math
100	100	0	Teacher Gen Ed MS Social Studies
100	100	0	Supervisor of ELD Programs
100	100	0	Instructional Coach
100	100	0	High School Math Teacher
100	100	0	Counselor HS
100	100	0	Teacher Gen Ed 3
100	100	0	Teacher Spec Ed HS
100	100	0	Teacher Gen Ed MS Specials Classes
100	100	0	Interventionist - All Subjects (Elem)
100	100	0	Teacher Interventionist Elem Reading
100	100	0	Teacher Gen Ed 2
100	100	0	Teacher Spec Ed Life Skills Elem
100	100	0	Teacher Spec Ed HS
100	100	0	Teacher Gen Ed K
100	100	0	Teacher Gen Ed 2
100	100	0	Elementary Substitute Teacher
100	100	0	Teacher Gen Ed MS Math
100	100	0	Teacher Gen Ed HS ELA
100	100	0	Elementary Teacher (2nd Grade)
100	100	0	Teacher Interventionist Elem Reading
100	100	0	Teacher Gen Ed 2
100	100	0	Teacher Gen Ed 4
100	100	0	Teacher Gen Ed HS French
100	100	0	School Psychologist
100	100	0	School Psychologist
100	100	0	Teacher Spec Ed MS
100	100	0	Teacher Spec Ed Elem
100	100	0	Teacher Gen Ed MS Math

100	100	0	Teacher Gen Ed HS ELA
100	100	0	Teacher Gen Ed MS Specials Classes
100	100	0	Math Credit Recovery Teacher
100	100	0	Teacher Gen Ed HS ELA
100	100	0	Teacher Gen Ed HS ELA
100	100	0	Counselor ES
100	100	0	Counselor Counseling MS
100	100	0	Teacher Gen Ed 4
100	100	0	Counselor ES
100	100	0	Teacher Gen Ed HS Specials Classes
100	100	0	Teacher Spec Ed Elem
100	100	0	Teacher Gen Ed MS ELA
100	100	0	Teacher Interventionist Elem Reading
100	100	0	Teacher Spec Ed HS
100	100	0	Special Ed Teacher (HS)
100	100	0	Teacher Gen Ed HS Social Studies
100	100	0	Teacher Spec Ed HS
100	100	0	Teacher Gen Ed MS Science
100	100	0	Teacher Gen Ed MS ELA
100	100	0	High School Math Teacher
100	100	0	Teacher Gen Ed 2
100	100	0	Teacher HS Gen Ed CTE - Health Prof
100	100	0	Teacher Gen Ed MS Social Studies
100	100	0	Interventionist - All Subjects (Elem)
100	100	0	Teacher - In-House Substitute (HS)
100	100	0	Teacher HS Science - Credit Recovery
100	100	0	School Psychologist
100	100	0	Teacher Gen Ed K
100	100	0	Teacher Gen Ed 4
100	100	0	Assistant Principal
100	100	0	Teacher Gen Ed 1
100	100	0	Teacher Spec Ed Elem
100	100	0	Teacher Gen Ed HS ELA
100	100	0	Teacher Spec Ed MS
100	100	0	Instructional Coach
100	100	0	Counselor HS
100	100	0	Teacher Gen Ed MS Science
100	100	0	Teacher Gen Ed 5
100	100	0	Instructional Coach
100	100	0	Teacher Spec Ed HS
100	100	0	Teacher Gen Ed MS Math
100	100	0	Principal- MS
100	100	0	Teacher Spec Ed HS
100	100	0	Teacher Spec Ed Life Skills MS

100	100	0	Counselor ES
100	100	0	Teacher Gen Ed MS Science
100	100	0	Special Educaton Instructional Coach
100	100	0	Teacher Spec Ed Life Skills HS
100	100	0	Teacher Spec Ed HS
100	100	0	High School Science Teacher
100	100	0	Teacher Gen Ed 1
100	100	0	Teacher Spec Ed HS
100	100	0	Teacher Gen Ed 1
100	100	0	Teacher Gen Ed HS Math
100	100	0	Elementary Substitute Teacher
100	100	0	High School Science Teacher
100	100	0	Teacher Gen Ed MS Science
100	100	0	Interventionist - All Subjects (HS)
100	100	0	Teacher Gen Ed 5
100	100	0	Teacher Spec Ed Life Skills MS
100	100	0	Teacher Gen Ed HS ELA
100	100	0	Teacher Gen Ed HS Math
100	100	0	Teacher Gen Ed 4
100	100	0	Teacher HS ELL
100	100	0	Teacher Gen Ed HS Spanish
100	100	0	Director of Student Services
100	100	0	Teacher Gen Ed 5
100	100	0	Teacher Spec Ed HS
100	100	0	Teacher Gen Ed MS Science
100	100	0	Elementary Substitute Teacher
100	100	0	Teacher Spec Ed HS
100	100	0	Interventionist - All Subjects
100	100	0	Interventionist - All Subjects (MS/HS)
100	100	0	Teacher Gen Ed 2
100	100	0	Teacher Gen Ed HS Science
100	100	0	Teacher Gen Ed HS Specials Classes
100	100	0	Teacher - K-5 STEM
100	100	0	Teacher Gen Ed HS Science
100	100	0	Teacher Spec Ed Life Skills Elem
100	100	0	Teacher Spec Ed MS
100	100	0	Counselor MS
100	100	0	Teacher Gen Ed HS Science
100	100	0	Teacher Gen Ed K
100	100	0	Teacher Spec Ed MS
100	100	0	Teacher HS ELL
100	100	0	Middle School Math Teacher
100	100	0	Teacher Gen Ed MS Specials Classes
100	100	0	Teacher Gen Ed 1

100	100	0	Teacher Spec Ed MS
100	100	0	Teacher Interventionist Elem Math
100	100	0	Teacher Gen Ed 3
100	100	0	Teacher Spec Ed HS
100	100	0	Teacher Gen Ed MS Social Studies
100	100	0	Counselor Counseling MS
100	100	0	Teacher Gen Ed MS ELA
100	100	0	Counselor ES
100	100	0	Teacher Gen Ed 5
100	100	0	Instructional Coach
100	100	0	Teacher Spec Ed Elem
100	100	0	Teacher Elem ELL
100	100	0	Teacher HS Gen Ed CTE Health Profes
100	100	0	Special Ed Supervisor
100	100	0	Interventionist - All Subjects (HS)
100	100	0	Teacher HS History - Credit Recovery
100	100	0	Teacher Gen Ed MS Social Studies
100	100	0	Teacher Gen Ed MS Math
100	100	0	Teacher Spec Ed HS
100	100	0	Teacher Spec Ed MS
100	100	0	Teacher Gen Ed 5
100	100	0	Teacher Gen Ed HS Math
100	100	0	Counselor HS
100	100	0	Counselor ES
100	100	0	Teacher Spec Ed HS
100	100	0	Teacher HS Gen Ed CTE Computer Program
100	100	0	Teacher Spec Ed MS
100	100	0	Interventionist - All Subjects (Elem)
100	100	0	Teacher Gen Ed MS Science
100	100	0	Teacher Gen Ed 3
100	100	0	Elementary Teacher
100	100	0	Teacher Interventionist Elem Reading
100	100	0	Teacher HS Gen Ed CTE - BCIT
100	100	0	Teacher Gen Ed 2
100	100	0	Teacher Gen Ed HS Specials Classes
100	100	0	Teacher Gen Ed HS Specials Classes
100	100	0	Teacher Gen Ed MS Social Studies
100	100	0	Instructional Coach
100	100	0	Teacher Spec Ed MS
100	100	0	Teacher Gen Ed HS Social Studies
100	100	0	Teacher Gen Ed MS Math
100	100	0	Teacher Spec Ed Elem
100	100	0	Interventionist - All Subjects K-12

100	100	0	Teacher Spec Ed HS
100	100	0	Teacher Gen Ed HS ELA
100	100	0	Teacher Spec Ed Life Skills HS
100	100	0	Teacher Spec Ed Elem
100	100	0	Teacher Elem ELL
100	100	0	Teacher Gen Ed HS Science
100	100	0	Teacher Spec Ed MS
100	100	0	Teacher Gen Ed HS Social Studies
100	100	0	Instructional Coach
100	100	0	Teacher Gen Ed K
100	100	0	Assistant Principal
100	100	0	Assistant Principal
100	100	0	Teacher Gen Ed MS ELA
100	100	0	Teacher HS Gen Ed CTE - Computer Prog
100	100	0	Teacher Gen Ed 1
100	100	0	Assistant Director of Student Services

First Name	Last Name	Staff Code	Supervisor	Start Date	Separation Dat
Stephanie	Ciliberto	NTP	Carolyn Myron	8/12/2024	
Marci	Mansfield	NTP	Carolyn Myron	10/31/2022	
Leeann	Dautel	NTP	Carolyn Myron	2/21/2023	9/4/2024
Lauren	Gross	NTP	Carolyn Myron	8/12/2024	
Jessica	Holman	NTP	Carolyn Myron	1/23/2023	8/19/2024
JoAnn	Schweitzer	NTP	Carolyn Myron	11/16/2020	
Sonya	Porter	NTP	Carolyn Myron	1/24/2022	
Katelin	Cox	NTP	Carolyn Myron	11/9/2020	
Rachel	Roberts	NTP	Carolyn Myron	12/7/2020	
Kristina	Heffelfinger	NTP	Carolyn Myron	2/14/2022	
Michelle	Pehlman	NTP	Carolyn Myron	2/14/2022	
Tascha	Peterman	NTP	Carolyn Myron	5/31/2022	
Laura	Marriggi	NTP	Carolyn Myron	10/10/2022	
Caitlin	Klan	NTP	Carolyn Myron	8/31/2020	
Diana	McDonell	NTP	Carolyn Myron	10/12/2020	
Tiffany	Alger	NTP	Carolyn Myron	2/2/2022	
Marie	Raisner	NTP	Carolyn Myron	2/2/2022	
Alicia	Desimone	NTP	Carolyn Myron	4/4/2022	
Erin	Denmon	NTP	Carolyn Myron	8/15/2022	
Kenneth	Evans Jr	NTP	Carolyn Myron	9/26/2022	
Lori	George	NTP	Carolyn Myron	10/3/2022	
Jill	Anderson	NTP	Carolyn Myron	10/3/2022	
Laura	Myers	NTP	Carolyn Myron	1/9/2023	
Cathrin	Nester	NTP	Carolyn Myron	9/8/2020	
Stephanie	FitzGerald	NTP	Carolyn Myron	10/26/2020	
Rebecca	McHaffie	NTP	Carolyn Myron	10/26/2020	
James	Arrizza Jr	NTP	Carolyn Myron	3/14/2022	
Brittany	Eckert	NTP	Carolyn Myron	8/15/2022	
Carolyn	Myron	NTP	Debra-Ann Bel	12/7/2020	
Abby	Perry	NTP	Sarah M Ronos	9/7/2021	
Lora	Sciulli	NTP	Carolyn Myron	9/7/2021	

Level of Education	All Areas of Assignment Subject Areas Teaching or Services Provided	Jobs Title	Important
Bachelors Degree	EARLY CHILDHOOD, MATH, EN	Paraprofessional (HS)	
Masters Degree	MATH, ENGLISH, SOCIAL STUD	Paraprofessional - Life Skills	
Bachelors Degree	SPECIAL EDUCATION	Paraprofessional - HS	
Bachelors Degree	SUB FOR MATH, ENGLISH, SOC	Paraprofessional - HS	
Associates Degree		Paraprofessional - HS	
High School Diploma; some college		Paraprofessional - ES	Para Asses
Bachelors Degree		Paraprofessional - ES	
High School Diploma		Paraprofessional - HS	Para Asses
High School Diploma	PRINCIPAL, ENGLISH	Paraprofessional - HS	Para Asses
Associates Degree		Paraprofessional - HS	
Bachelors degree; Masters degree		Paraprofessional - HS	
Associates Degree		Paraprofessional - HS	
High School Diploma		Paraprofessional - HS	Para Asses
Bachelors Degree, Masters Degree		Paraprofessional - Life Skills	
Associates Degree		Paraprofessional - Life Skills	
Associates Degree		Paraprofessional - Life Skills	
Associates Degree		Paraprofessional - Life Skills	
Associates Degree		Paraprofessional - Life Skills	
Associates Degree		Paraprofessional - Life Skills	
Bachelors Degree		Paraprofessional - Life Skills	
High School Diploma		Paraprofessional - Life Skills	Para Asses
Bachelors degree; Masters d	MATH, ENGLISH, SOCIAL STUD	Paraprofessional - Life Skills	
Bachelors Degree		Paraprofessional - Life Skills	
Bachelors Degree		Paraprofessional - MS	
High School Diploma		Paraprofessional - MS	Para Asses
Bachelors Degree		Paraprofessional - MS	
Bachelors degree; Masters degree		Paraprofessional - MS	
Associates Degree		Paraprofessional - MS	
Masters Degree		Paraprofessional Coordinator	
Bachelors degree; Masters degree		Paraprofessional - HS	
Vocational Certificate		Paraprofessional - HS	

PPID	First Name	Last Name	PA Certified Yes/No	Issue Date	% Cert	Areas Certification	Grade Serving or Teaching
[redacted]	Brianna	Cinti	YES	4/1/2015	100	Instruction	7th-12th
[redacted]	Danielle	Holtzman	YES	6/1/2021	100	Instruction	7th-12th
[redacted]	Cara	Seymour	YES	08/01/2015, 10	100	Instruction	7th-12th
[redacted]	Darrian	Rice	YES	2/1/2024	100	Instruction	7th-12th
[redacted]	Cristen	Diegel	YES	08/01/2021, 08	100	Instruction	PK-12th
[redacted]	Sarah	Kesten	YES	04/01/2020, 04	100	Instruction	N-12th
[redacted]	Lori	Mott	YES	06/01/1997, 06	100	Instruction	PK-12th
[redacted]	Kelly	Watts	YES	07/01/1998, 07	100	Instruction	N-12th
[redacted]	Jamsmine	Johnson	YES	6/1/2013	100	Instruction	PK-12th
[redacted]	Samuel	Alba	YES	05/01/2019, 05	100	Instruction	7th-12th
[redacted]	Kirstin	Klebanski	YES	9/1/2021	100	Instruction	7th-12th
[redacted]	Victoria	Maeshack	NO	8/1/2024	0	Emergency	PK-12th
[redacted]	Rebecca	Gilliard	YES	03/01/2017, 08	100	Instruction	PK-12th
[redacted]	Aithen	Wesleyan	YES	04/01/2024, 04	100	Instruction	7th-12th
[redacted]	Katie	Mrakovich	YES	9/1/2023	100	Instruction	4th-8th
[redacted]	Isabella	Piacentino	YES	05/01/2022, 08	100	Instruction	PK-12th

All Areas of Assignment Subject Areas Teaching or Services Provided	# of Hours Worked in Assignment	% of Time in Certified Position	% of Time in Areas Not Certified	Jobs Title	Website
ENGLISH	100	100	0	Teacher Gen Ed HS ELA	
ENGLISH	100	100	0	Teacher Gen Ed HS ELA	
ENGLISH, SPECIAL ED	100	100	0	Teacher Spec Ed MS	
MATHEMATICS	100	100	0	Teacher HS Math - Credit Recovery	
MATH, ENGLISH, SOC	100	100	0	Teacher Spec Ed HS	
EARLY CHILDHOOD, S	100	100	0	Teacher Spec Ed HS	
MATH, ENGLISH, SOC	100	100	0	Teacher MS ELL	
MATH, ENGLISH, SOC	100	100	0	Assistant Principal	
SPECIAL EDUCATION	100	100	0	Special Ed Teacher (HS)	
BIOLOGY, GENERAL S	100	100	0	Elementary School Assistant Principal	
ENGLISH	100	100	0	Teacher Gen Ed MS ELA	
MATH, ENGLISH, SOC	100	0	100	Teacher HS ELL	
MATH, PRINCIPAL	100	100	0	Teacher Gen Ed MS Math	
GENERAL SCIENCE, C	100	100	0	Teacher Gen Ed HS Science	
MATH, ENGLISH, SOC	100	100	0	Teacher Gen Ed MS Science	
ENGLISH, ESL	100	100	0	Teacher Gen Ed MS ELA	

Preliminary Statement of Revenue
Include A
as of Jun

Name of School _____Insight PA Cyber Charater School_____

Address of School _____350 Eaagle View Blvd, Exton PA 19341_____

CEO Signature _____

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

EXPENDITURES

1000		**INSTRUCTION**
1100		REGULAR PROGRAMS - ELEMENTARY / SECONDARY
1200		SPECIAL PROGRAMS - ELEMENTARY / SECONDARY
1300		VOCATIONAL EDUCATION
1400		OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY
1600		ADULT EDUCATION PROGRAMS
1700		HIGHER EDUCATION PROGRAMS
1800		PRE-KINDERGARTEN
2000		**SUPPORT SERVICES**
2100		SUPPORT SERVICES - PUPIL PERSONNEL
	2110	Supervision of Pupil Personnel Services
	2120	Guidance Services
	2125	Student records services
	2130	Attendance Services
	2140	Psychological Services
	2150	Speech Pathology and Audiology Services
	2160	Social Work Services
	2170	Student Accounting Services
	2190	Other Pupil Personnel Services

2200		SUPPORT SERVICES - INSTRUCTIONAL STAFF
	2210	Supervision of Educational Media Services
	2220	Technology Support Services
	2230	Educational Television Services
	2240	Computer-Assisted Instruction Support Services
	2250	School Library Services
	2260	Instruction and Curriculum Development Services
	2270	Instructional Staff Professional Development Services
	2280	Nonpublic Support Services
	2290	Other instructional staff services
2300		SUPPORT SERVICES - ADMINISTRATION
	2310	Board Services
	2320	Board Treasurer Services
	2340	Staff Relations and Negotiations Services
	2350	Legal Services
	2360	Office of the Superintendent (Executive Director) Services
	2370	Community Relations Services
	2380	Office of the Principal Services
	2390	Other Administration Services
2400		SUPPORT SERVICES - PUPIL HEALTH
2500		SUPPORT SERVICES - BUSINESS
	2510	Fiscal Services
	2520	Purchasing Services
	2530	Warehousing and Distributing Services
	2540	Printing, Publishing and Duplicating Services
	2590	Other Support Services - Business
2600		OPERATION AND MAINTENANCE OF PLANT SERVICES
	2610	Supervision of Operation and Maintenance of Plant Services
	2620	Operation of Buildings Services
	2630	Care and Upkeep of Grounds Services
	2640	Care and Upkeep of Equipment Services
	2650	Vehicle Operations and Maintenance Services (Other than Student Transportation Vehicles)
	2660	Security Services
	2690	Other Operation and Maintenance of Plant Services
2700		STUDENT TRANSPORTATION SERVICES
	2710	Supervision of Student Transportation Services
	2818	System-wide technology services

	2720	Vehicle Operation Services
	2730	Monitoring Services
	2740	Vehicle Servicing and Maintenance Services
	2750	Nonpublic Transportation
	2790	Other Student Transportation Services
2800		SUPPORT SERVICES - CENTRAL
	2810	Planning, Research, Development and Evaluation Services
	2820	Information Services
	2830	Staff Services
	2840	Data Processing Services
	2850	State and Federal Agency Liaison Services
	2860	Management Services
	2890	Other Support Services Central
2900		OTHER SUPPORT SERVICES - CENTRAL
	2990	Pass-Thru Funds
3000		**OPERATION OF NON-INSTRUCTIONAL SERVICES**
3100		FOOD SERVICES
3200		STUDENT ACTIVITIES
	3210	School Sponsored Student Activities
	3250	School Sponsored Athletics
3300		COMMUNITY SERVICES
	3310	Community Recreation
	3320	Civic Services
	3330	Public Library Services
	3340	Custody and Child Care
	3350	Welfare Activities
	3390	Other Community Services
3400		SCHOLARSHIPS AND AWARDS
4000		**FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES**
4100		SITE ACQUISITION SERVICES - ORIGINAL AND ADDITIONAL
4200		EXISTING SITE IMPROVEMENT SERVICES
4300		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPEICIFICATIONS DEVELOPMENT - ORIGINAL AND ADDITIONAL

4400		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS - IMPROVEMENTS
4500		BUILDING ACQUISITION AND CONSTRUCTION SERVICES - ORIGINAL AND ADDITIONAL
4600		EXISTING BUILDING IMPROVEMENT SERVICES
5000		**OTHER EXPENDITURES AND FINANCING USES**
5100		DEBT SERVICE / OTHER EXPENDITURES AND FINANCING USES
5200		FUND TRANSFERS
5300		TRANSFERS INVOLVING COMPONENT UNITS
5400		INTRAFUND TRANSFERS OUT
5800		SUSPENSE ACCOUNT
5900		BUDGETARY RESERVE
TOTAL EXPENDITURES		

TOTAL REVENUES MINUS TOTAL EXPENDITURES = CURRENT FUND BALANCE AS OF June 30, 2025

es, Expenditures & Fund Balances
LL Funds
e 30, 2025

s

43,189,557.72
12,878,393.73
502,336.24
3,369,137.07
2,407,034.25
1,482,489.13
1,298,859.52
889,256.93
2,388.18
1,851,513.07

231,252.55
917,645.67
5,451,420.61
14,953.84
111,212.72
2,308,878.10
647,061.13
1,456,890.61
2,652,629.15
598,750.77
1,530,985
564,138
(5,131.88)
3,525,290.39

938,477.92

2,686,148.24

30,105.21

91,531,674

(21,415,062)

Preliminary Statement of Revenues, Expenditures & Fund Balances
Include ALL Funds
as of June 30, 2025

Name of School _____

Address of School _____

CEO Signature _____

REVENUES

6000			**REVENUE FROM LOCAL SOURCES**	
6500			**EARNINGS ON INVESTMENTS**	
	6510		Interest on Investments and Interest-Bearing Checking Accounts	1,059,833.21
	6520		Dividends on Investments	
	6530		Gains or Losses on Sale of Investments	464,827.69
	6540		Earnings on Investments in Real Property	
	6590		Other Earnings or Investments	
6600			**FOOD SERVICE REVENUE**	
	6610		Daily Sales - Reimbursable Programs	
	6620		Daily Sales - Non-Reimbursable Programs	
	6630		Special Functions	
	6640		Non-Cash Contributions	
	6650		Price Reduction for Reduced Price and Free Meals (Debit)	
	6690		Other Food Service Revenues	
6700			**REVENUES FROM STUDENT ACTIVITIES**	
	6710		Admissions	
	6720		Bookstore Sales	
	6730		Student Organization Membership Dues and Fees	
	6740		Fees	
	6750		Student Activity - Special Events	
	6790		Other Student Activity Income	
6800			**REVENUES FROM INTERMEDIARY SOURCES / PASS THROUGH**	
	6810		Revenue from Local Governmental Units	
	6820		Revenue from Intermediary Sources - Commonwealth Funds	
	6830		Revenues from Intermediary Sources - Federal Funds	

		6832	IDEA (611, 619, Transitions Discovery Grant)	761,299.00
		6839	Charter School Planning Grant	
	6890		Other Revenues from Intermediary Sources	
6900			**OTHER REVENUE FROM LOCAL SOURCES**	
	6910		Rentals	
	6920		Contributions & Donations from Private Sources / Capital Contributions	
	6930		Gains or Losses on Sale of Fixed Assets (Economic Resource Measurement Focus Only)	
	6940		Tuition from Patrons	
		6941	Regular Day School Tuition	
		6942	Summer School Tuition	
		6943	Adult Education Tuition	
		6944	Receipts From Other LEAs in Pennsylvania - Education	34,029,354.00
		6945	Receipts from Out-of-State LEAs	31,172,003.00
		6946	Receipts from Member Districts - AVTS / Special Program Jointure only	
		6947	Receipts from Members of Intermediate Units for Education by Withholding	
		6948	Receipts from Members of Intermediate Units for Direct Contributions	
		6949	Other Tuition from Patrons	
	6950		Unassigned	
	6960		Services Provide Other Local Governmental Units / LEAs	
		6961	Transportation Services Provided Other Pennsylvania LEAs	
		6969	All Other Services Provided Other Governments and LEAs Not Specified Above	
	6970		Services Provided Other Funds	
	6980		Revenue from Community Service Activities	
	6990		Refunds and Other Miscellaneous Revenue	
		6991	Refunds of a Prior Year Expenditure	(89,019.98)
		6999	Other Revenues Not Specified Above	14,883.51
7000			**REVENUE FROM STATE SOURCES**	
7100			BASIC INSTRUCTIONAL AND OPERATING SUBSIDIES	
	7150		Unassigned	
	7160		Tuition for Orphans and Children Placed in Private Homes	
	7180		Staff and Program Development	
7200			REVENUE FOR SPECIFIC EDUCATIONAL PROGRAMS	
	7210		Homebound Instruction	
	7220		Vocational Education	
	7230		Alternative Education	
	7240		Driver Education - Student	
	7250		Migratory Children	
	7260		Workforce Investment Act (WIA)	

	7270		Specialized Education of Exceptional Pupils	
	7280		Adult Literacy	
	7290		Additional Educational Program Revenues	
7300			REVENUES FOR NON-EDUCATIONAL PROGRAMS	
	7310		Transportation (Regular and Additional)	
	7320		Rental and Sinking Fund Payments / Building Reimbursement Subsidy	
	7330		Health Services (Medical, Dental, Nurse, Act 25)	57,646.72
	7340		Unassigned	
	7350		Sewage Treatment Operations / Environmental Subsidies	
	7360		Safe Schools (PCCD security grants)	
	7362		PCCD 22-23 Mental Health	7,195.06
	7363		PCCD physical school safety & security grant	19,866.43
7400			VOCATIONAL TRAINING OF THE UNEMPLOYED	
7500			STATE REVENUE NOT LISTED ELSEWHERE IN THE 7000 SERIES OF ACCOUNTS	
		7502	Dual Enrollment Grants	
		7503	Project 720/High School Reform	
		7505	Ready to Learn Block Grant	
		7599	Other State Revenue Not Listed Elsewhere in the 7000 Series	
7600			REVENUE FOR MILK, LUNCH AND BREAKFAST PROGRAMS	
7800			REVENUE FOR THE COMMONWEALTH'S SHARE OF PAID BENEFITS	
	7810		State Share of Social Security and Medicare Taxes	
	7820		State Share of Retirement Contributions	
7900			REVENUE FOR TECHNOLOGY	
	7910		Educational Technology	
	7990		Other Technology Grants	
8000			**REVENUE FROM FEDERAL SOURCES**	
8100			UNRESTRICTED GRANTS-IN-AID DIRECT FROM THE FEDERAL GOVERNMENT	
	8110		Payments for Federally Impacted Areas - P.L. 81-874	
	8190		Other Unrestricted Federal Grants-in-Aid Direct from the Federal Government	
8200			UNRESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH	

8300			RESTRICTED GRANTS-IN-AID DIRECTLY FROM THE FEDERAL GOVERNMENT	
	8310		Payments for Federally Impacted Areas - P.L. 81-815	
	8320		Energy Conservation Grants - TA and ECM	
	8390		Other Restricted Federal Grants-in-Aid Directly from the Federal Government	
8500			RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), NO CHILD LEFT BEHIND (NCLB), VOCATIONAL EDUCATION, CHILD NUTRITION AND CAREER EDUCATION PROGRAMS	2,316,298
	8504		School improvement grant	209,845.00
	8510		Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB)	
	8520		Vocational Education	
	8530		Child Nutrition Program	
	8540		Nutrition Education and Training	
	8560		Federal Block Grants	
	8570		Unassigned	
	8580		Child Care and Development Block Grants	
	8590		Unassigned	
8600			RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR DRIVER EDUCATION, ADULT EDUCATION, CETA, HEADSTART, ENERGY CONSERVATION, WORKFORCE INVESTMENT ACT AND OTHER PROGRAMS	
	8610		Homeless Assistance Act	
	8620		Adult Basic Education	
	8640		Headstart	
	8650		Unassigned	
	8660		Workforce Investment Act (WIA)	
	8670		Unassigned	
	8680		Unassigned	
	8690		Other Restricted Federal Grants-in-Aid through the Commonwealth	
8700			FEDERAL STIMULUS FUNDING	
	8740		CARES Act, CRRSA Act, and ARP Act Funding	92,580.51

8800			MEDICAL ASSISTANCE REIMBURSEMENTS	
9000			**OTHER FINANCING SOURCES**	
9100			SALE OF BONDS	
	9110		Bond Issue Proceeds (Gross)	
	9120		Proceeds from Refunding of Bonds	
9200			PROCEEDS FROM EXTENDED TERM FINANCING	
9300			INTERFUND TRANSFERS	
	9310		General Fund Transfers	
	9320		Special Revenue Fund Transfers	
	9330		Capital Projects Funds Transfers	
	9340		Debt Service Fund Transfers	
	9350		Enterprise Fund Transfers	
	9360		Internal Service Fund Transfers	
	9370		Trust and Agency Fund	
	9380		Activity Fund Transfers	
	9390		Permanent Fund Transfers	
9400			SALE OF OR COMPENSATION FOR LOSS OF FIXED ASSETS	
9500			Unassigned	
9600			Unassigned	
9700			TRANSFERS INVOLVING COMPONENT UNITS AND PRIMARY GOVERNMENTS	
	9710		Transfers from Component Units	
	9720		Transfers from Primary Governments	
9800			INTRAFUND TRANSFERS IN	
	9810		General Fund Intrafund Transfers	
	9820		Special Revenue Intrafund Transfers	
	9840		Debt Service Intrafund Transfers	
	9850		Enterprise Intrafund Transfers	
	9860		Internal Service Intrafund Transfers	
	9870		Trust and Agency Intrafund Transfers	
	9880		Activity Interfund Transfers	
TOTAL REVENUES				70,116,612



INSIGHT PA CYBER CHARTER SCHOOL

FINANCIAL STATEMENTS

JUNE 30, 2024

INSIGHT PA CYBER CHARTER SCHOOL
JUNE 30, 2024

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INSIGHT PA CYBER CHARTER SCHOOL
JUNE 30, 2024

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BTCPA
BARBACANE
THORNTON
& COMPANY

INDEPENDENT AUDITOR'S REPORT

December 18, 2024

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

Report on the Audit of the Financial Statements

Opinions

We have audited the financial statements of the governmental activities and the major fund of the Insight PA Cyber Charter School ("the School"), Exton, Pennsylvania, as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

In our opinion, the accompanying financial statements present fairly, in all material respects, the respective financial position of the governmental activities and the major fund of the Insight PA Cyber Charter School as of June 30, 2024, and the respective changes in its financial position and the respective budgetary comparison for the general fund for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Basis for Opinions

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

503 Carr Road ◻ Suite 100 ◻ Wilmington, DE 19809
302.478.8940 ◻ www.btcpa.com

To the Board of Trustees
Insight PA Cyber Charter School

Responsibilities of Management for the Financial Statements

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

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

Auditor's Responsibilities for the Audit of the Financial Statements

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

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

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

To the Board of Trustees
Insight PA Cyber Charter School

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

Report on Summarized Comparative Information

We have previously audited the Insight PA Cyber Charter School's 2023 financial statements, and we expressed unmodified opinions on the respective financial statements of the governmental activities and the major fund in our report dated January 31, 2024. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2023 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 5 through 10 and the schedule of the School's proportionate share of the net pension liability - PSERS, schedule of School pension contributions - PSERS, schedule of the School's proportionate share of the net OPEB liability - PSERS, and schedule of School OPEB contributions - PSERS on pages 37 through 40 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the School's basic financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), and is not a required part of the basic financial statements. The schedule of expenditures of federal awards is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the basic financial statements as a whole.

To the Board of Trustees
Insight PA Cyber Charter School

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 18, 2024, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Barbacane, Thornton & Company LLP

BARBACANE, THORNTON & COMPANY LLP

The Board of Trustees of the Insight PA Cyber Charter School ("Insight PA") offers readers of the Insight PA's financial statements this narrative overview and analysis of the financial activities of the School for the fiscal year ended June 30, 2024 as prepared by the CEO, Ellen Cannistraci and the CFO, Kevin Corcoran. We encourage readers to consider the information presented here in conjunction with the School's financial statements.

Financial Highlights

The 2023-2024 school year was the seventh year of operations for Insight PA. For the year ended June 30, 2024, Insight PA's net position decreased by $5,374,197 from the prior year. Revenues totaling $76,217,314 decreased by $4,794,548 from the prior year primarily due to decrease in student enrollment leading to lower tuition revenue of $4,633,134 offset by decreases in the use of ESSER funds during the current year. Expenses for the same period totaled $81,591,511 and increased by $11,118,817 from the prior year primarily due to an increase in instructional services of $14,925,699. The first year of operations for Insight PA was 2017-2018, and the size of the student body stabilized in 2022-2023 after a few years of pandemic-driven enrollment growth.

As of June 30, 2024, the general fund reported fund balance of $44,636,149, which is a decrease of $5,907,825 from the prior year. The Insight PA Board of Trustees has committed the following funds for future school needs:

- Future innovation related expenditures (as outlined in the charter per PDE): $1,000,000
- Implementation of DEI-related initiatives: $2,000,000
- Future employee salaries to compensate for the end of ESSER funds (June 30, 2024): $20,000,000
- Future facilities' costs to purchase/lease regional sites and purchase main office: $10,000,000
- Future IT staff, equipment and software/applications: $2,000,000
- Urgent and emergency uses: $8,000,000

This provides a committed general fund balance of $43,000,000. This, coupled with $1,297,614 in prepaid expenditures, leaves an unassigned general fund balance of $338,535.

Overview of the Financial Statements

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

Government-wide Financial Statements

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

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

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

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

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

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

Fund Financial Statements

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

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

Notes to the Financial Statements

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

Required Supplementary Information

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

Government-wide Financial Analysis

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

As noted above, net position may serve over time as a useful indicator of a government's financial position. In the case of Insight PA, assets and deferred outflows of resources exceeded liabilities and deferred inflows of resources by $39,743,385 at June 30, 2024. The following table is a comparative analysis of fiscal year 2024 to 2023:

STATEMENTS OF NET POSITION

	Governmental Activities	
	2024	**2023**
Current assets	$ 54,287,422	$ 57,808,786
Capital assets	1,699,012	2,134,564
Total Assets	55,986,434	59,943,350
Deferred outflows of resources	814,155	646,432
Total Assets and Deferred Outflows of Resources	$ 56,800,589	$ 60,589,782
Current liabilities	$ 10,018,727	$ 7,618,090
Noncurrent liabilities	5,837,949	7,363,403
Total Liabilities	15,856,676	14,981,493
Deferred inflows of resources	1,200,528	490,707
Net Position:		
Net investment in capital assets	28,609	105,176
Unrestricted	39,714,776	45,012,406
Total Net Position	39,743,385	45,117,582
Total Liabilities, Deferred Inflows of Resources and Net Position	$ 56,800,589	$ 60,589,782

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

student enrollment. For the year ended June 30, 2024, Insight PA's total expenses of $81,591,511 exceeded revenues of $76,217,314 by $5,374,197.

STATEMENTS OF CHANGES IN NET POSITION

	Governmental Activities	
	2024	2023
Revenues		
Program revenues:		
Charges for services	$ 69,110,584	$ 64,477,450
Operating grants and contributions	5,019,535	14,970,079
Total Program Revenues	74,130,119	79,447,529
Interest income	1,802,895	863,388
Refund of prior year expenditures	284,300	700,945
Total Revenues	76,217,314	81,011,862
Expenses		
Instruction	50,150,301	35,224,602
Support services	31,362,904	35,044,451
Noninstructional services	78,306	203,641
Total Expenses	81,591,511	70,472,694
Change in Net Position	$ (5,374,197)	$ 10,539,168

Governmental Funds

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

Insight PA's General Fund reported an ending fund balance of $44,636,149, a decrease of $5,907,825 from the prior year. The Board of Trustees committed $43,000,000 in funds, as outlined on the first page of this analysis, and certain funds were held in nonspendable form, leaving an unassigned fund balance of $338,535.

Budget Variations

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

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

Capital Asset and Debt Administration

Capital Assets

As of June 30, 2024, Insight PA's investment in capital assets, net of accumulated depreciation and amortization totaled $1,699,012. Capital assets include leasehold improvements, furniture and equipment, and right to use assets. Additional information on Insight PA's capital assets can be found in Note 4 of this report.

Long-term Debt

Insight PA has leases payable totaling $1,670,403. Additional information can be found in Note 6 of this report.

Economic Factors and Next Year's Budgets and Rates

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

For the past few years charter schools – like other public schools – have benefited from a heightened level of Federal support through "ESSER" grants, which focus on helping schools mitigate impacts to students experienced during the COVID pandemic, most notably learning loss. These grants have added several million dollars to Insight's budget in the past 3 years and are effectively exhausted at the ending date of this report, with any residual to be used in the first quarter of the 24-25 fiscal year as all funds available through the ESSER grant program are currently set to expire for all schools on September 30, 2024.

Though the charter school concept is widely recognized as a viable and indeed necessary educational model, the issue concerning how charter schools are funded will likely remain politically controversial in the foreseeable future. In Pennsylvania, very well-funded special interest groups have lobbied persistently to progressively deplete funding of charter schools. Nevertheless, the demand for this

educational choice continues to increase, and the quality of services provided by charter schools continues to improve. Fortunately, there are many passionate and deeply committed individuals in our movement actively reaching out to the General Assembly and Governor to communicate funding facts as well as charter school student accomplishments.

Future Events that will Financially Impact the School

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

Insight PA's enrollment has stabilized and with the newly imposed enrollment cap of 4,302 students, growth has slowed after years of pandemic-fueled enrollment. Insight PA anticipates beginning to add satellite locations around the Commonwealth to improve our direct service to students and families. Securing these locations is in the very preliminary stages.

In early July 2024, the PA legislature passed and Governor signed updates to the PA Charter School Law that alter the formula for how schools are reimbursed for serving Special Education students. The changes will be implemented on January 1, 2025 and will result in a reduction in funding for PA public cyber charter schools by various amounts, depending on how the revised formula applies to each individual school district. While the new formula's impact is not possible to define with precision as it is based on actual future enrollment counts from each of PA's 500 individual school districts, the school does expect a 5-10% reduction in Special Education funding for the 2nd half of the 24-25 school year.

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

Contracting the School's Financial Management

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

Produced by:
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INSIGHT PA CYBER CHARTER SCHOOL
STATEMENTS OF NET POSITION
JUNE 30, 20234 AND 2023

	Governmental Activities	
	2024	2023
ASSETS AND DEFERRED OUTFLOWS OF RESOURCES		
CURRENT ASSETS:		
Cash and cash equivalents	$ 30,931,032	$ 30,339,001
Investments	16,082,869	15,330,525
Due from other governments	5,963,672	10,666,767
Other receivables	12,235	684,603
Prepaid expenses	1,297,614	787,890
Total Current Assets	54,287,422	57,808,786
NONCURRENT ASSETS:		
Capital and right to use assets, net of accumulated depreciation/amortization	1,699,012	2,134,564
TOTAL ASSETS	55,986,434	59,943,350
DEFERRED OUTFLOWS OF RESOURCES:		
Deferred outflows related to pension	719,347	504,514
Deferred outflows related to OPEB	94,808	141,918
TOTAL DEFERRED OUTFLOWS OF RESOURCES	814,155	646,432
TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES	$ 56,800,589	$ 60,589,782
LIABILITIES AND NET POSITION		
CURRENT LIABILITIES:		
Accounts payable	$ 2,502,787	$ 2,417,833
Accrued salaries and benefits	4,944,803	3,245,409
Accrued expenses	2,111,102	1,595,863
Unearned revenue	92,581	-
Current portion of leases payable	367,454	358,985
Total Current Liabilities	10,018,727	7,618,090
NONCURRENT LIABILITIES:		
Leases payable, net of current portion	1,302,949	1,670,403
Net pension liability	4,360,000	5,468,000
Net OPEB liability	175,000	225,000
Total Noncurrent Liabilities	5,837,949	7,363,403
TOTAL LIABILITIES	15,856,676	14,981,493
DEFERRED INFLOWS OF RESOURCES:		
Lease incentives	-	5,707
Deferred inflows related to pension	1,111,528	417,000
Deferred inflows related to OPEB	89,000	68,000
TOTAL DEFERRED INFLOWS OF RESOURCES	1,200,528	490,707
NET POSITION:		
Net investment in capital assets	28,609	105,176
Unrestricted	39,714,776	45,012,406
TOTAL NET POSITION	39,743,385	45,117,582
TOTAL LIABILITIES AND NET POSITION	$ 56,800,589	$ 60,589,782

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

INSIGHT PA CYBER CHARTER SCHOOL
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2024
(With Summarized Comparative Data for the Year Ended June 30, 2023)

	Expenses	Program Revenues: Charges for Services	Program Revenues: Operating Grants and Contributions	Net (Expense) Revenue and Changes in Net Position: Totals 2024	Totals 2023
GOVERNMENTAL ACTIVITIES					
Instruction	$ 50,150,301	$ 69,110,584	$ 5,019,535	$ 23,979,818	$ 44,222,927
Support services	31,362,904	-	-	(31,362,904)	(35,044,451)
Noninstructional services	78,306	-	-	(78,306)	(203,641)
TOTAL GOVERNMENTAL ACTIVITIES	81,591,511	69,110,584	5,019,535	(7,461,392)	8,974,835
TOTAL PRIMARY GOVERNMENT	$ 81,591,511	$ 69,110,584	$ 5,019,535	(7,461,392)	8,974,835
GENERAL REVENUES					
Interest income				1,802,895	863,388
Refund of prior year expenditures				284,300	700,945
TOTAL GENERAL REVENUES				2,087,195	1,564,333
CHANGE IN NET POSITION				(5,374,197)	10,539,168
NET POSITION, BEGINNING OF YEAR				45,117,582	34,578,414
NET POSITION, END OF YEAR				$ 39,743,385	$ 45,117,582

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

INSIGHT PA CYBER CHARTER SCHOOL
BALANCE SHEETS - GOVERNMENTAL FUND
JUNE 30, 2024 AND 2023

	General Fund	
	2024	2023
ASSETS		
Cash and cash equivalents	$ 30,931,032	$ 30,339,001
Investments	16,082,869	15,330,525
Due from other governments	5,963,672	10,666,767
Other receivables	12,235	684,603
Prepaid expenditures	1,297,614	787,890
TOTAL ASSETS	$ 54,287,422	$ 57,808,786
LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND FUND BALANCE		
LIABILITIES:		
Accounts payable	$ 2,502,787	$ 2,417,833
Accrued salaries and benefits	4,944,803	3,245,409
Accrued expenses	2,111,102	1,595,863
Unearned revenues	92,581	-
TOTAL LIABILITIES	9,651,273	7,259,105
DEFERRED INFLOWS OF RESOURCES:		
Unavailable revenue - lease incentive	-	5,707
TOTAL DEFERRED INFLOWS OF RESOURCES	-	5,707
FUND BALANCE:		
Nonspendable	1,297,614	787,890
Committed	43,000,000	43,000,000
Unassigned	338,535	6,756,084
TOTAL FUND BALANCE	44,636,149	50,543,974
TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND FUND BALANCE	$ 54,287,422	$ 57,808,786

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

INSIGHT PA CYBER CHARTER SCHOOL
RECONCILIATION OF BALANCE SHEET - GOVERNMENTAL FUND TO STATEMENT OF NET POSITION
JUNE 30, 2024

TOTAL GOVERNMENTAL FUND BALANCE		$ 44,636,149
Amounts reported for governmental activities in the statement of net position are different because:		
Capital assets and right to use assets used in governmental activities are not financial resources and, therefore, are not reported in the funds.		1,699,012
Some liabilities are not due and payable in the current period and, therefore, are not reported in the funds. Those liabilities consist of:		
Leases payable	$ (1,670,403)	
Net pension liability	(4,360,000)	
Net OPEB liability	(175,000)	
		(6,205,403)
Deferred inflows and outflows of resources related to the School's pension and OPEB plans do not represent current resources or uses of resources and, therefore, are not reported in the funds. Deferred inflows and outflows of resources consist of the following:		
Deferred outflows of resources related to pension	719,347	
Deferred outflows of resources related to OPEB	94,808	
Deferred inflows of resources related to pension	(1,111,528)	
Deferred inflows of resources related to OPEB	(89,000)	
		(386,373)
NET POSITION OF GOVERNMENTAL ACTIVITIES		$ 39,743,385

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

INSIGHT PA CYBER CHARTER SCHOOL
STATEMENTS OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE - GOVERNMENTAL FUND
FOR THE YEARS ENDED JUNE 30, 2024 AND 2023

	2024	2023
REVENUES		
Local sources	$ 70,913,479	$ 65,336,518
State sources	163,473	176,946
Federal sources	4,856,062	14,797,453
TOTAL REVENUES	75,933,014	80,310,917
EXPENDITURES		
Current:		
Instruction	50,202,905	34,041,222
Support services	31,843,928	35,449,633
Operation of noninstructional services	78,306	12,431
TOTAL EXPENDITURES	82,125,139	69,503,286
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES	(6,192,125)	10,807,631
OTHER FINANCING SOURCES (USES)		
Refund of prior year expenditures	284,300	700,945
TOTAL OTHER FINANCING SOURCES (USES)	284,300	700,945
NET CHANGE IN FUND BALANCE	(5,907,825)	11,508,576
FUND BALANCE, BEGINNING OF YEAR	50,543,974	39,035,398
FUND BALANCE, END OF YEAR	$ 44,636,149	$ 50,543,974

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

INSIGHT PA CYBER CHARTER SCHOOL
RECONCILIATION OF STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE - GOVERNMENTAL FUND TO STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2024

NET CHANGE IN FUND BALANCE - GOVERNMENTAL FUND		$ (5,907,825)
Amounts reported for governmental activities in the statement of activities are different because:		
The governmental fund reports capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation/amortization expense. This is the effect of these differences:		
Capital outlays	$ 11,327	
Depreciation/Amortization	(446,879)	
		(435,552)
Incurrence of leases is an other financing source in the governmental funds but increases liabilities in the statement of net position. Repayment of principal on leases is an expenditure in the governmental funds but reduces the liability in the statement of net position. The net effect of these differences is the treatment of leases payable as follows:		
Principal payments leases payable	358,985	
		358,985
Pension and OPEB expenses in the statement of activities differ from the amount reported in the governmental fund because pension and OPEB expenses are recognized on the statement of activities based on the School's proportionate share of the expenses of the cost-sharing pension and OPEB plans, whereas pension and OPEB expenditures are recognized in the governmental fund when a requirement to remit contributions to the plans exists.		610,195
CHANGE IN NET POSITION OF GOVERNMENTAL ACTIVITIES		$ (5,374,197)

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

INSIGHT PA CYBER CHARTER SCHOOL
BUDGETARY COMPARISON STATEMENT - GENERAL FUND
FOR THE YEAR ENDED JUNE 30, 2024

	Original and Final Appropriated Budget	Actual (GAAP Basis)	Variance with Final Budget Positive (Negative)
REVENUES			
Local sources	$ 67,735,165	$ 70,913,479	$ 3,178,314
State sources	267,079	163,473	(103,606)
Federal sources	7,236,456	4,856,062	(2,380,394)
TOTAL REVENUES	75,238,700	75,933,014	694,314
EXPENDITURES			
Instruction:			
Regular programs	44,925,034	37,735,095	7,189,939
Special programs	11,624,082	11,981,830	(357,748)
Other programs	-	485,980	(485,980)
Total Instruction	56,549,116	50,202,905	6,346,211
Support services:			
Pupil personnel services	6,963,545	9,996,053	(3,032,508)
Instructional staff services	1,850,354	7,194,547	(5,344,193)
Administrative services	10,817,384	6,749,927	4,067,457
Pupil health	371,441	570,766	(199,325)
Business services	911,573	1,354,408	(442,835)
Operation and maintenance of plant services	511,395	552,569	(41,174)
Transportation services	135,000	17,785	117,215
Central services	-	5,407,873	(5,407,873)
Total Support Services	21,560,692	31,843,928	(10,283,236)
Operation of noninstructional activities:			
Student activities	125,000	78,306	46,694
Total Operation of Noninstructional Services	125,000	78,306	46,694
TOTAL EXPENDITURES	78,234,808	82,125,139	(3,890,331)
EXCESS OF REVENUES OVER EXPENDITURES	(2,996,108)	(6,192,125)	(3,196,017)
OTHER FINANCING SOURCES			
Refund of prior year expenditures	-	284,300	(284,300)
TOTAL OTHER FINANCING SOURCES	-	284,300	(284,300)
NET CHANGE IN FUND BALANCE	(2,996,108)	(5,907,825)	(3,196,017)
FUND BALANCE, BEGINNING OF YEAR	44,900,000	50,543,974	5,643,974
FUND BALANCE, END OF YEAR	$ 41,903,892	$ 44,636,149	$ 2,447,957

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

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

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

Reporting Entity

The School is a charter school located in Exton, Pennsylvania. The School was established and operates under the provisions enacted by the General Assembly of the Commonwealth of Pennsylvania in 1997 and is operating under a charter agreement which was most recently renewed in November 2022 and expires in June 2028.

Entity-wide and Fund Financial Statements

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

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

Measurement Focus, Basis of Accounting, and Financial Statement Presentation

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

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

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

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

The School reports the following major governmental fund:

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

Investments

Investments are recorded at fair value.

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

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

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

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

Receivables

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

Prepaid Expenses/Expenditures

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

Capital Assets

Capital assets, including leasehold improvements, furniture and equipment, and right to use assets are reported in the statement of net position. Capital assets are defined by the School as assets with an initial, individual cost of more than $2,000 and an estimated useful life in excess of one year. Such assets may be purchased or constructed and are recorded at cost or estimated

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

historical cost. Estimated historical costs are based either on similar assets of the same era or on deflated current values. Donated capital assets are recorded at estimated fair value at the date of donation. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend the asset's life are not capitalized.

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

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

Deferred Inflows and Outflows of Resources

In addition to assets, the statement of net position includes a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to future periods and so will not be recognized as an outflow of resources (expense) until then. The School reports deferred pension and OPEB contributions resulting from pension and OPEB contributions to cost-sharing multi-employer plans subsequent to the measurement date of the net pension and OPEB liabilities and certain other items which represent differences related to changes in the net pension and OPEB liabilities which will be amortized over future periods. In addition to liabilities, the statement of net position includes a separate section for deferred inflows of resources. This separate financial statement element represents a source of net position that applies to future periods. Lease incentives are recognized as deferred inflows of resources until utilized to offset lease expenditures. Certain other items which represent differences related to changes in the net pension and net OPEB liabilities which will be amortized over future periods are also recognized as deferred inflows of resources.

Net Position

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

Fund Balance

The School follows the provisions of the GASB *Codification of Accounting and Financial Reporting Standards* (GASB Codification) relating to fund balance. The objective of this statement is to

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

enhance the usefulness of fund balance information by providing clearer fund balance classifications that can be more consistently applied by clarifying the existing governmental fund type definitions. This statement establishes fund balance classifications that comprise a hierarchy based primarily on the extent to which a government is bound to observe constraints imposed upon the use of resources reported in the governmental fund.

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

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

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

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

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

Unassigned – all other spendable amounts.

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

Budgets and Budgetary Accounting

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

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

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

Income Tax Status

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

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

Use of Estimates in the Preparation of Financial Statements

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

Comparative Data

Comparative totals for the prior year have been presented in the accompanying financial statements in order to provide an understanding of changes in the School's financial position and operations. However, presentation of prior year totals by fund and activity type have not been presented in each of the statements since their inclusion would make the statements unduly complex and difficult to read. Summarized comparative information should be read in conjunction with the School's financial statements for the year ended June 30, 2023, from which the summarized information was derived.

NOTE 2 DEPOSITS AND INVESTMENTS

Cash and Cash Equivalents

Custodial credit risk is the risk that in the event of a bank failure, the School's deposits may not be returned. The School maintains accounts at an institution which is insured by the Federal Deposit Insurance Corporation (FDIC) up to $250,000. At June 30, 2024, the carrying amount of the School's deposits totaled $30,931,032, and the bank balance was $30,315,296. Of the bank balance, $500,000 was covered by federal depository insurance, and $29,815,296 was exposed to custodial credit risk because it was uninsured, and the collateral held by the depository's agent was not in the School's name. However, the exposed deposits were collateralized in accordance with Act 72 of the Commonwealth of Pennsylvania.

Investments

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

NOTE 2 DEPOSITS AND INVESTMENTS (cont'd)

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

The School categorizes its fair value measurements within the fair value hierarchy established by generally accepted accounting principles. The School has the following recurring fair value measurements June 30, 2024:

Investment Type	Fair Value	Level 1	Level 2
Money market mutual funds	$ 1,013,519	$ 1,013,519	$ -
U.S Treasury obligations	14,999,592	14,999,592	-
U.S. Agency obligations	69,758	-	69,758
TOTAL	$ 16,082,869	$ 16,013,111	$ 69,758

All U.S Treasury obligations and U.S. Agency obligations are due within one year of June 30, 2024. Money market mutual funds do not have a maturity date.

NOTE 3 DUE FROM OTHER GOVERNMENTS

Due from other governments at June 30, 2024 consisted of the following:

Due from school districts and Pennsylvania Department of Education	$ 5,963,672

NOTE 4 CAPITAL ASSETS

A summary of changes in capital assets is as follows:

	Balance July 1, 2023	Additions	Deletions	Balance June 30, 2024
Leasehold improvements	$ 8,557	$ -	$ -	$ 8,557
Furniture and equipment	416,196	11,327	-	427,523
Right-to-use assets	3,504,825	-	-	3,504,825
Vehicles	28,211	-	-	28,211
Accumulated depreciation/ amortization	(1,823,225)	(446,879)	-	(2,270,104)
Total Capital Assets, Net	$ 2,134,564	$ (435,552)	$ -	$ 1,699,012

NOTE 4 CAPITAL ASSETS (cont'd)

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

Instruction	$ 357,503
Support services	89,376
Total Depreciation/Amortization Expense – Governmental Activities	$ 446,879

NOTE 5 DUE TO K-12, INC.

In June 2014, the School entered into an agreement with K-12, Inc. to provide management services, online curriculum, instructional tools, materials, and other products through June 2024. Under this agreement, the School has purchased online curricula, instructional tools, materials, and other products totaling $18,441,463 for the year ended June 30, 2024.

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

The line item "accounts payable" shown on the statement of net position includes amounts payable and due to K-12, Inc. for curriculum materials. The amount due as of June 30, 2024 was $1,479,358.

NOTE 6 LEASES PAYABLE

The School leases office space in Exton, Pennsylvania, along with copier leases. The lease terms range from one to five years, and rental payments increase annually. Lease expense for the year ended June 30, 2024 was $414,756.

The following is a schedule of minimum future rental payments under non-cancelable operating leasing arrangements having remaining terms in excess of one year as of June 30, 2024:

For the Year Ending June 30,	Principal	Interest	Total
2025	$ 367,454	$ 54,735	$ 422,189
2026	390,125	40,984	431,109
2027	413,635	26,394	440,029
2028	438,015	10,933	448,948
2029	61,174	13,898	75,072
Totals	$ 1,670,403	$ 146,944	$ 1,817,347

NOTE 7 PENSION PLAN

Plan Description

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

Benefits Provided

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

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

NOTE 7 PENSION PLAN (cont'd)

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

Member Contributions

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

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

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

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

Employer Contributions

The School's contractually required annual contribution is based on an actuarially determined amount that, when combined with the employee contributions, is expected to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. For the year ended June 30, 2024, the rate of the employer contribution was 34.00% of covered payroll, of which 33.09% was allocated to pensions, 0.64% for healthcare contributions, and 0.27% for Act 5 defined contributions. The School's pension contribution to PSERS for the year ended June 30, 2024 was $518,347.

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

At June 30, 2023, the School reported a liability of $4,360,000 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2023, and the total pension liability used to calculate the net pension liability was determined by rolling forward the system's total pension liability as of June 30, 2022 to June 30, 2023. The School's proportion of

NOTE 7 PENSION PLAN (cont'd)

the net pension liability was calculated utilizing the employer's one-year reported covered payroll as it relates to the total one-year reported covered payroll. At June 30, 2023, the School's proportion was 0.0098%, a decrease of 0.0025% from June 30, 2022.

For the year ended June 30, 2024, the School recognized pension expense credit of $109,688. At June 30, 2024, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Contributions subsequent to the measurement date	$ 518,347	$ -
Difference between expected and actual experience	1,000	60,000
Net difference between projected and actual investment earnings	123,000	-
Change in assumptions	65,000	-
Change in proportion	12,000	1,014,000
Difference between projected and actual contributions	-	37,528
	$ 719,347	$ 1,111,528

An amount of $518,347 is reported as deferred outflows of resources resulting from the School's contributions subsequent to the measurement date and will be recognized as a reduction of the net pension liability in the year ended June 30, 2025. The remaining deferred outflows of resources and deferred inflows of resources will be recognized as follows:

Year Ended June 30,	Amount
2025	$ (328,827)
2026	(470,827)
2027	(151,874)
2028	41,000
Total	$ (910,528)

Actuarial Assumptions

The total pension liability as of June 30, 2023 was determined by rolling forward the system's total pension liability as of the June 30, 2022 actuarial valuation to June 30, 2023 using the following actuarial assumptions, applied to all periods included in the measurement:

NOTE 7 PENSION PLAN (cont'd)

- Actuarial cost method – entry age normal, level percentage of pay
- Investment return – 7.00%, including inflation of 2.50%
- Salary increases – effective average of 4.50%, which reflects an allowance for inflation of 2.50%, and 2.00% for real wage growth and merit or seniority increases
- Mortality rates were based on a blend of 50% PubG-2010 Retiree Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2020 Improvement Scale.
- Experience rates were based on a study from July 1, 2010 through June 30, 2015.
- The discount rate used to measure the total pension liability was 7.00% as of both June 30, 2022 and 2023.

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

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

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

Asset Class	Target Allocation	Long-term Expected Real Rate of Return
Global public entity (hedged)	30.0%	5.2%
Private equity	12.0%	7.9%
Fixed income	33.0%	3.2%
Commodities	7.5%	2.7%
Absolute return (HF)	4.0%	4.1%
Infrastructure/MLPs	10.0%	5.4%
Real estate	11.0%	5.7%
Cash	3.0%	1.2%
Leverage	(10.5%)	1.2%
	100.0%	

The above was the PSERS Board's adopted asset allocation policy and best estimates of geometric real rates of return for each major asset class as of June 30, 2023.

NOTE 7 PENSION PLAN (cont'd)

Discount Rate

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

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

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

	1% Decrease 6.00%	Current Discount Rate 7.00%	1% Increase 8.00%
School's proportionate share of the net pension liability	$ 5,651,000	$ 4,360,000	$ 3,270,000

Pension Plan Fiduciary Net Position

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

NOTE 8 403(b) RETIREMENT PLAN

The School maintains a savings incentive plan 403(b) for its employees. All employees are eligible. Participants may elect voluntary salary deferrals under the plan up to the maximum permitted by law. The School contributes 7% of employee eligible compensation to the plan. The School made $1,820,339 of contributions to the plan for the year ended June 30, 2024.

NOTE 9 OTHER POSTEMPLOYMENT BENEFITS PLAN

Health Insurance Premium Assistance Program

The School contributes to the Health Insurance Premium Assistance Program, which is a governmental cost sharing, multiple-employer other postemployment benefits plan (OPEB) for all eligible retirees who qualify and elect to participate. Employer contribution rates for premium assistance are established to provide reserves in the health insurance account that are sufficient for the payment of premium assistance benefits for each succeeding year. Effective January 1, 2002, under the provisions of Act 9 of 2001, participating eligible retirees are entitled to receive premium assistance payments equal to the lesser of $100 per month or their out-of-pocket monthly health insurance premium. Benefit terms and contributions may be amended by passing bills in the Pennsylvania Senate and House of Representatives and sending them to the Governor for approval. To receive premium assistance, eligible retirees must obtain their health insurance through either their school employer or the PSERS' Health Options Program.

Premium Assistance Eligibility Criteria

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

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

Pension Plan Description

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

Benefits Provided

Participating eligible retirees are entitled to receive premium assistance payments equal to the lesser of $100 per month or their out-of-pocket monthly health insurance premium. To receive premium assistance, eligible retirees must obtain their health insurance through either their school employer or the PSERS' Health Options Program. As of June 30, 2023, there were no assumed future benefit increases to participating eligible retirees.

NOTE 9 OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

Employer Contributions

The School's contractually required annual contribution is based on an actuarially determined amount that, when combined with the employee contributions, is expected to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. For the year ended June 30, 2024, the rate of the employer contribution was 34.00% of covered payroll, which was comprised of 33.09% for pension contributions, 0.64% for healthcare contributions, and 0.27% for Act 5 defined contributions. Contributions to the OPEB plan from the School were $10,025 for the year ended June 30, 2024.

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

At June 30, 2024, the School reported a liability of $175,000 its proportionate share of the net OPEB liability. The net OPEB liability was measured as of June 30, 2023, and the total OPEB liability used to calculate the net OPEB liability was determined by rolling forward the system's total OPEB liability as of June 30, 2022 to June 30, 2023. The School's proportion of the net OPEB liability was calculated utilizing the employer's one-year reported covered payroll as it relates to the total one-year reported covered payroll. At June 30, 2023, the School's proportion was 0.0097%, a decrease of 0.0025% from June 30, 2022.

Contributions

For the year ended June 30, 2024, the School recognized OPEB expense of $27,865. At June 30, 2024, the School reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Contributions subsequent to the measurement date	$ 10,025	$ -
Difference between projected and actual investment earnings	1,000	-
Difference between projected and actual contributions	6,783	-
Difference between expected and actual experience	-	2,000
Change in assumptions	15,000	33,000
Changes in proportion	62,000	54,000
	$ 94,808	$ 89,000

NOTE 9 OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

Change in Assumptions: The discount rate used to measure the total OPEB liability increased from 4.09% as of June 30, 2022 to 4.13% as of June 30, 2023.

An amount of $10,025 is reported as deferred outflows of resources related to OPEB resulting from School contributions subsequent to the measurement date and will be recognized as a reduction of the net OPEB liability in the year ended June 30, 2025. The remaining deferred outflows of resources and deferred inflows of resources will be recognized as follows:

Year Ended June 30,	Amount
2025	$ 26,719
2026	8,719
2027	(14,631)
2028	(14,931)
2029	(10,093)
Total	$ (4,217)

Actuarial Assumptions

The total OPEB liability as of June 30, 2023 was determined by rolling forward the system's total OPEB liability as of June 30, 2022 to June 30, 2023 using the following actuarial assumptions, applied to all periods included in the measurement:

- Actuarial cost method – entry age normal, level percentage of pay
- Investment return – 4.13%, S&P 20 Year Municipal Bond Rate
- Salary growth – effective average of 4.50% comprised of inflation of 2.50% and 2.00% for real wage growth and for merit or seniority increases
- Premium assistance reimbursement capped at $1,200 per year
- Assumed healthcare cost trends applied to retirees with less than $1,200 in premium assistance per year
- Mortality rates based on a blend of 50% PubG-2010 Retiree Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2020 Improvement Scale.
- Participation rate:
  - Eligible retirees will elect to participate pre-age 65 at 50%
  - Eligible retirees will elect to participate post-age 65 at 70%

The following assumptions were used to determine the contribution rate:

- The results of the actuarial valuation as of June 30, 2021 determined the employer contribution rate for fiscal year 2023.

NOTE 9 OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

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

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

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

Asset Class	Target Allocation	Long-term Expected Real Rate of Return
Cash	100.0%	1.2%
	100.0%	

The above was the Board's adopted asset allocation policy and best estimates of geometric real rates of return for each major asset class as of June 30, 2023.

Discount Rate

The discount rate used to measure the total OPEB liability was 4.13%. Under the plan's funding policy, contributions are structured for short-term funding of premium assistance. The funding policy sets contribution rates necessary to assure solvency of premium assistance through the third fiscal year after the actuarial valuation date. The premium assistance account is funded to establish reserves that are sufficient for the payment of premium assistance benefits for each succeeding year. Due to the short-term funding policy, the OPEB plan's fiduciary net position was not projected to be sufficient to meet projected future benefit payments; therefore, the plan is considered a "pay-as-you-go" plan. A discount rate of 4.13%, which represents the S&P 20-year Municipal Bond Rate at June 30, 2023, was applied to all projected benefit payments to measure the total OPEB liability.

NOTE 9 OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

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

Healthcare cost trends were applied to retirees receiving less than $1,200 in annual premium assistance. As of June 30, 2023, retirees' premium assistance benefits are not subject to future healthcare cost increases. The annual premium assistance reimbursement for qualifying retirees is capped at a maximum of $1,200. As of June 30, 2023, 92,677 retirees were receiving the maximum amount allowed of $1,200 per year. As of June 30, 2023, 522 members were receiving less than the $1,200 per year cap, is a small percentage of the total population, and has a minimal impact on the healthcare cost trends as depicted below.

The following presents the system's net OPEB liability for June 30, 2023, calculated using current healthcare cost trends, as well as what the system's net OPEB liability would be if its healthcare cost trends were one percentage point lower or one percentage point higher than the current rate:

	1% Decrease	Current Trend Rate	1% Increase
School's proportionate share of the net OPEB liability	$ 175,000	$ 175,000	$ 176,000

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

The following presents the net OPEB liability, calculated using the discount rate of 4.13%, as well as what the net OPEB liability would be if it were calculated using a discount rate that is one percentage point lower (3.13%) or one percentage point higher (5.13%) than the current rate:

	1% Decrease 3.13%	Current Discount Rate 4.13%	1% Increase 5.13%
School's proportionate share of the net OPEB liability	$ 198,000	$ 175,000	$ 156,000

OPEB Plan Fiduciary Net Position

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

NOTE 10 GENERAL LONG-TERM DEBT

The following summarizes the changes in the long-term liabilities of governmental activities for the year ended June 30, 2024:

	Balance July 1, 2023	Additions	Reductions	Balance June 30, 2024	Amounts Due Within One Year
Leases payable	$ 2,029,388	$ -	$ (358,985)	$ 1,670,403	$ 367,454
Net OPEB liability	225,000	-	(50,000)	175,000	-
Net pension liability	5,468,000	-	(1,108,000)	4,360,000	-
TOTALS	$ 7,722,388	$ -	$ (1,516,985)	$ 6,205,403	$ 367,454

NOTE 11 COMMITMENTS AND CONTINGENCIES

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

Grants

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

NOTE 12 EXCESS OF EXPENDITURES OVER APPROPRIATIONS

General fund functions incurred expenditures in excess of appropriations in the following amounts for the year ended June 30, 2024:

Instruction – special programs	$ 357,748
Instruction – other programs	$ 485,980
Support services – pupil personnel services	$ 3,032,508
Support services – administrative services	$ 5,344,193
Support services – pupil health	$ 199,325
Support services – business services	$ 442,835
Support services – operation and maintenance of plant services	$ 41,174
Support services – central services	$ 5,407,873

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

The excess of expenditures over appropriations was financed by revenues exceeding budget and the use of available fund balance.

NOTE 13 FUND BALANCES

As of June 30, 2024, fund balances are composed of the following:

	General Fund
Nonspendable:	
Prepaid expenditures	$ 1,297,614
Committed:	
Implementation of DEI initiatives	2,000,000
Future innovation-related expenditures	1,000,000
Future employee salary	20,000,000
Future facilities' costs	10,000,000
Future IT staff, equipment and software/applications	2,000,000
Urgent and emergency uses	8,000,000
Unassigned	338,535
Total Fund Balances	$ 44,636,149

NOTE 14 SUBSEQUENT EVENTS

The School has evaluated all subsequent events through December 18, 2024, the date the financial statements were available to be issued.

REQUIRED SUPPLEMENTARY INFORMATION

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

	MEASUREMENT DATE					
PROPORTIONATE SHARE OF NET PENSION LIABILITY	JUNE 30, 2023	JUNE 30, 2022	JUNE 30, 2021	JUNE 30, 2020	JUNE 30, 2019	JUNE 30, 2018
School's proportion of the net pension liability	0.0098%	0.0123%	0.0131%	0.0130%	0.0129%	0.0056%
School's proportion of the net pension liability - dollar value	$ 4,360,000	$ 5,468,000	$ 5,378,000	$ 6,401,000	$ 6,035,000	$ 2,688,000
School's covered employee payroll	$ 792,696	$ 1,760,165	$ 1,738,332	$ 2,561,082	$ 2,135,445	$ 1,136,424
School's proportionate share of the net pension liability as a percentage of its covered employee payroll	550.02%	310.65%	309.38%	249.93%	282.61%	236.53%
Plan fiduciary net position as a percentage of the total pension liability	61.85%	61.34%	63.67%	54.32%	55.56%	54.00%

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

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

	June 30, 2024	June 30, 2023	June 30, 2022	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018
Contractually required contribution	$ 518,347	$ 271,974	$ 598,280	$ 582,515	$ 854,377	$ 696,155	$ 360,701
Contributions in relation to the contractually required contribution	518,347	271,974	598,280	582,515	854,377	696,155	360,701
Contribution deficiency (excess)	$ -	$ -	$ -	$ -	$ -	$ -	$ -
School's covered employee payroll	$ 1,566,476	$ 792,696	$ 1,760,165	$ 1,738,332	$ 2,561,082	$ 2,135,445	$ 1,136,424
Contributions as a percentage of covered employee payroll	33.09%	34.31%	33.99%	33.51%	33.36%	32.60%	31.74%

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

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

	MEASUREMENT DATE					
PROPORTIONATE SHARE OF NET OPEB LIABILITY	June 30, 2023	June 30, 2022	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018
School's proportion of the net OPEB liability	0.0097%	0.0122%	0.0130%	0.0130%	0.0129%	0.0056%
School's proportion of the net OPEB liability - dollar value	$ 175,000	$ 225,000	$ 309,000	$ 281,000	$ 274,000	$ 117,000
School's covered employee payroll	$ 1,566,476	$ 792,495	$ 1,760,165	$ 1,738,332	$ 2,561,082	$ 2,135,445
School's proportionate share of the net OPEB liability as a percentage of its covered employee payroll	11.17%	28.39%	17.56%	16.16%	10.70%	5.48%
System's fiduciary net position as a percentage of the total OPEB liability	7.22%	6.86%	5.30%	5.56%	5.56%	5.56%

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

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

	June 30, 2023	June 30, 2023	June 30, 2022	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018
Contractually required contribution	$ 10,025	$ 5,945	$ 14,081	$ 14,346	$ 21,531	$ 17,724	$ 9,432
Contributions in relation to the contractually required contribution	10,025	5,945	14,081	14,346	21,531	17,724	9,432
Contribution deficiency (excess)	$ -	$ -	$ -	$ -	$ -	$ -	$ -
School's covered employee payroll	$ 1,566,476	$ 792,495	$ 1,760,165	$ 1,738,332	$ 2,561,082	$ 2,135,445	$ 1,136,424
Contributions as a percentage of covered employee payroll	0.64%	0.75%	0.80%	0.83%	0.84%	0.83%	0.83%

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

SINGLE AUDIT

BTCPA
BARBACANE
THORNTON
& COMPANY

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

December 18, 2024

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

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of the governmental activities and the major fund of the Insight PA Cyber Charter School ("the School"), Exton, Pennsylvania, as of and for the year ended June 30, 2024 and the related notes to the financial statements, which collectively comprise the School's basic financial statements, and have issued our report thereon dated December 18, 2024.

Report on Internal Control Over Financial Reporting

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

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

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To the Board of Trustees
Insight PA Cyber Charter School

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

Report on Compliance and Other Matters

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

Purpose of This Report

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

Barbacane, Thornton & Company LLP

BARBACANE, THORNTON & COMPANY LLP

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BARBACANE
THORNTON
& COMPANY

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

December 18, 2024

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

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited the Insight PA Cyber Charter School's compliance with the types of compliance requirements described in the OMB *Compliance Supplement* that could have a direct and material effect on the Insight PA Cyber Charter School's major federal programs for the year ended June 30, 2024. The Insight PA Cyber Charter School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and recommendations.

In our opinion, the Insight PA Cyber Charter School complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2024.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America ("GAAS"); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States ("*Government Auditing Standards*"); and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

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We are required to be independent of the Insight PA Cyber Charter School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the Insight PA Cyber Charter School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts, or grant agreements applicable to the Insight PA Cyber Charter School's federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the Insight PA Cyber Charter School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and, therefore, is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the Insight PA Cyber Charter School's compliance with the requirements of each major federal program as a whole.

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

- Exercise professional judgment and maintain professional skepticism throughout the audit.

- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the Insight PA Cyber Charter School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.

- Obtain an understanding of the Insight PA Cyber Charter School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the Insight PA Cyber Charter School's internal control over compliance. Accordingly, no such opinion is expressed.

To the Board of Trustees
Insight PA Cyber Charter School

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

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

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

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

Barbacane, Thornton & Company LLP

BARBACANE, THORNTON & COMPANY LLP

INSIGHT PA CYBER CHARTER SCHOOL
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2024

Federal/Pass-through Grantor Program Title	Source Code	Federal ALN	Pass-through Grantor's Number	Grant Period Beginning/ Ending Dates	Grant Amount	Total Received For Year	Accrued Revenue 7/1/2023	Revenue Recognized	Expenditures	Accrued (Unearned) Revenue 06/30/24	Passed Through to Subrecipient
U.S. Department of Education											
Passed through Pennsylvania Department of Education											
Title I	I	84.010	013-231153	08/30/22-09/30/23	1,811,594	912,208	1,277,599	25,555	25,555	390,946	-
Title I	I	84.010	013-241153	08/23/23-09/30/24	2,042,914	1,908,188	-	2,042,914	2,042,914	134,726	-
Total ALN #84.010						2,820,396	1,277,599	2,068,469	2,068,469	525,672	-
Title II - Improv Teacher Quality	I	84.367	020-231153	08/30/22-09/30/23	151,093	77,182	110,259	-	-	33,077	-
Title II - Improv Teacher Quality	I	84.367	020-241153	08/23/23-09/30/24	149,976	149,976	-	149,976	149,976	-	-
Total ALN #84.367						227,158	110,259	149,976	149,976	33,077	-
Title III	I	84.031	020-231153	06/30/22-09/30/23	26,409	26,671	26,671	-	-	-	-
Title III	I	84.031	020-241153	06/30/23-09/30/24	19,154	-	-	19,154	19,154	19,154	-
Total ALN #84.031						26,671	26,671	19,154	19,154	19,154	-
Title IV - Student Support and Academic Achievment	I	84.424	144-231153	09/26/22-09/30/23	141,548	55,588	48,334	51,725	51,725	44,471	-
Title IV - Student Support and Academic Achievment	I	84.424	144-241153	08/23/23-09/30/24	141,822	113,458	-	134,035	134,035	20,577	-
Total ALN # 84.424						169,046	48,334	185,760	185,760	65,048	-
ESSER III	I	84.425D	200-211153	03/13/20-09/30/23	6,163,017	-	-	-	-	-	-
ARP ESSER	I	84.425U	223-211153	03/13/20-09/30/24	12,465,999	5,893,018	4,424,177	1,383,753	1,383,753	(85,088)	-
ARP ESSER 7% Learning Loss	I	84.425U	225-21-1153	03/13/20-09/30/24	692,063	176,162	120,944	47,724	47,724	(7,494)	-
ARP ESSER 7% Summer Enrichment	I	84.425U	225-21-1153	03/13/20-09/30/24	138,413	35,233	25,654	9,579	9,579	-	-
ARP ESSER 7% Afterschool Programs	I	84.425U	225-21-1153	03/13/20-09/30/24	138,413	35,232	35,232	-	-	-	-
ESSER III ARP Homeless	I	84.425W	181-21-2192	07/01/21-09/30/24	67,368	-	6,389	(6,389)	(6,389)	-	-
Total ALN #84.425						6,139,645	4,612,396	1,434,667	1,434,667	(92,582)	-
IDEA 611	I	84.027	N/A	07/01/22-09/30/23	744,009	744,009	744,009	-	-	-	-
IDEA 611	I	84.027	N/A	07/01/23-09/30/24	758,088	-	-	758,088	758,088	758,088	-
IDEA 619	I	84.027	N/A	07/01/22-06/30/23	640	640	640	-	-	-	-
IDEA 619	I	84.027	N/A	07/01/23-06/30/24	2,712	-	-	2,712	2,712	2,712	-
IDEA Transition Discoveries	I	84.027	N/A	07/01/22-06/30/23	7,500	3,750	3,750	-	-	-	-
Total IDEA Cluster (ALN 84.027)						748,399	748,399	760,800	760,800	760,800	-
School Improvement Grant Program Improv-Set Aside	I	84.377	042 231153	08/29/23-09/30/24	237,236.00	203,345	-	237,236	237,236	33,891	-
TOTAL U.S. DEPARTMENT OF EDUCATION						10,334,660	6,823,658	4,856,062	4,856,062	1,345,060	-
TOTAL FEDERAL AWARDS						$10,334,660	$6,823,658	$ 4,856,062	$ 4,856,062	$1,345,060	$ -

Source Code:

I = Indirect Funding

INSIGHT PA CYBER CHARTER SCHOOL

NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

NOTE A SCOPE OF SCHEDULE

The schedule of expenditures of federal awards reflects federal expenditures for all individual grants which were active during the fiscal year.

NOTE B BASIS OF ACCOUNTING

The School uses the modified accrual method of recording transactions. Revenues are recorded when measurable and available. Expenditures are recorded when incurred.

NOTE C INDIRECT COST RATE

The School has not elected to use the 10% de minimis indirect cost rate allowed under the Uniform Guidance.

INSIGHT PA CYBER CHARTER SCHOOL

SCHEDULE OF FINDINGS AND RECOMMENDATIONS

PART A – SUMMARY OF AUDITOR'S RESULTS

Financial Statements

Type of auditor's report issued [*unmodified, qualified, adverse, or disclaimer*]:

Unmodified

Internal control over financial reporting:

• Material weakness(es) identified?	_____ Yes	__X__ No
• Significant deficiency(ies) identified?	_____ Yes	__X__ None reported
• Noncompliance material to financial statements noted?	_____ Yes	__X__ No

Federal Awards

Internal control over major programs:

• Material weakness(es) identified?	_____ Yes	__X__ No
• Significant deficiency(ies) identified?	_____ Yes	__X__ None reported

Type of auditor's report issued on compliance for major programs [*unmodified, qualified, adverse, or disclaimer*]:

Unmodified

Any audit findings disclosed that are required to be reported in accordance with the Uniform Guidance? _____ Yes __X__ No

Identification of major programs:

Assistance Listing Numbers	Name of Federal Program or Cluster
84.010	Title I

Dollar threshold used to distinguish between Type A and Type B programs: $750,000

Auditee qualified as low-risk auditee? __X__ Yes _____ No

PART B – FINDINGS RELATED TO FINANCIAL STATEMENTS

STATUS OF PRIOR YEAR FINDINGS

None.

CURRENT YEAR FINDINGS AND RECOMMENDATIONS

None.

PART C – FINDINGS RELATED TO FEDERAL AWARDS

STATUS OF PRIOR YEAR FINDINGS

None.

CURRENT YEAR FINDINGS AND RECOMMENDATIONS

None.

Section: Narratives - Targeted Assistance Programs

TITLE I TARGETED ASSISTANCE PROGRAMS--OVERVIEW
Section 1115 of ESSA

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

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

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

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

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

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

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

No

TITLE I STAFF IN TARGETED ASSISTED PROGRAMS

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

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

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

TITLE I TARGETED ASSISTANCE PROGRAM DETAILS

Instructional delivery

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

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

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

Program Resources

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

Academic Assessments - Grades PreK - 2

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

LEAs must use at a minimum two criteria, including at least one objective criteria (assessments). This may include data collected such as interviews with parents, teacher

judgment, and developmentally appropriate measures of child development.

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

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

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

Additional Assessment Measures - Grades PreK - 2

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

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

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

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

Academic Assessments - Grades 3 - 12

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

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

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

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

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

Timeline

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

Student Progress

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

TITLE IA TARGETED ASSISTANCE PROGRAM PROGRAM GOALS

Purpose

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

Creating Program Goals for Title IA Targeted Assistance Programs

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

Traits of quality program goals

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

Program Goal Components

LEAs are required to establish program goals consistent with the intent of a federally funded program. Each Title program has its own unique areas to measure performance (program goals) and can be measured by either outcomes or outputs. In the tables below, LEAs must categorize each goal added as outcome or output.

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

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

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

Goal completion

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

Goal Type	Outcome/Output	Audience	Behavior	Condition	Degree	Goal Statement

---

TITLE IA TARGETED ASSISTANCE PROGRAM ASSURANCES

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

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

Section: Narratives - Schoolwide Programs

TITLE IA SCHOOLWIDE PROGRAMS

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

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

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

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

TITLE IA SCHOOLWIDE PROGRAMS--BUILDINGS

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

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

Yes

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

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

Title I Building Name	Grade Span	Date SWP was last updated	Total Number of FTEs
Insight PA Cyber CS	K-12	7/17/2023	1.00

TITLE IA SCHOOLWIDE PROGRAMS PROGRAM GOALS

Purpose

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

Creating Program Goals for Title IA Schoolwide Programs

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

Traits of quality program goals

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

Program Goal Components

LEAs are required to establish program goals consistent with the intent of a federally funded program. Each Title program has its own unique areas to measure performance (program goals) and can be measured by either outcomes or outputs. In the tables below, LEAs must categorize each goal added as outcome or output.

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

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

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

Goal completion

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

Goal Type	Outcome/Output	Audience	Behavior	Condition	Degree	Goal Statement
Title IA--SWP LEA Level Goal	Outcome Goal	FAY students recieving Tier 2 and Tier 3 support for academics	Meet or exceed target rate of improvement	By June 30th, 2025	75% meet or exceed the established growth target	75% of students (enrolled for a full year) receiving Tier 2 or Tier 3 support in Academics will meet or exceed target rate of improvement by June 30, 2025.
Title IA--SWP LEA Level Goal	Outcome Goal	FAY students recieving Tier 2 and Tier 3 support for attendance	Meet or exceed target rate of improvement	By June 30th, 2025	75% of students meet or exceed established growth target	75% of FAY students recieving tier 2 or tier 3 support in attendance will meet or exceed their targeted rate of improvement by June 30, 2025.

TITLE IA SCHOOLWIDE PROGRAMS--ASSURANCES

The school/charter assures that:

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

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

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

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

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

- **Designated schools (CSI, A-TSI,TSI) Schoolwide will be completed by September 1, 2024**
- **Undesignated schools/charters will have their School Level Plan/Schoolwide Plan updated and submitted by September 1, 2024.**

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

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

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

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

Section: Narratives - Professional Development

TITLE IA PROFESSIONAL DEVELOPMENT (PD) PLAN

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

☐ **Check here if your LEA will not use Title IA funds for Professional Development. Then mark section complete.**

1-DAY OR SHORT-TERM WORKSHOPS

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

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

Yes

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

We will be utilizing a portion of the parent and family engagement set-aside funds to send parents/families and a few staff members to the annual Title I State Parent Advisory Council . This conference is sponsoored in part by PDE and activities are in line with ESSA, Section 8101(42). The event was filled with families, educators, presenters, and friends who enjoyed enriching conference sessions that provided them with tools to enhance student achievement, opportunities to learn more about the role of parents and families in education, and networking with others from across the state of Pennsylvania.

Is your LEA using Title IA funds for Out-of -State Professoinal Development/Conferences? If no, select 'No' and mark the section complete. If yes, select 'Yes' and complete the table as applicable and the questions.

No

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

OUT-OF-STATE TRAVEL

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

Notes:

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

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

Section: Narratives - Parent and Family Engagement

TITLE IA PARENT AND FAMILY ENGAGEMENT

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

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

TITLE IA LEA PARENT AND FAMILY ENGAGEMENT REQUIREMENTS

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

Yes

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

Yes

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

N/A

TITLE IA PARENT AND FAMILY ENGAGEMENT USE OF FUNDS

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

Yes

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

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

Funds will be used for educational field trips and to send parents/families and staff to the SPAC conference.

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

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

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

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

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

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

Yes

TITLE IA PARENT AND FAMILY ENGAGEMENT PROGRAM GOALS

Purpose

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

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

No

Creating Program Goals for Title IA Parent and Family Engagement

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

Traits of Quality Program Goals

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

Program Goal Components

LEAs are required to establish program goals consistent with the intent of a federally funded program. Each Title program has its own unique areas to measure performance (program goals) and can be measured by either outcomes or outputs. In the tables below, LEAs must categorize each goal added as outcome or output.

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

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

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

Goal completion

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

Goal Type	Outcome/Output	Audience	Behavior	Condition	Degree	Goal Statement
Title IA--Parent and Family Engagement	Outcome Goal	Students and families	attend field trips/engagement opportunities	by June 30th, 2025	10% of students and families	10% of students and families will attend at least 1 field trip/engagement opportunity by June 30, 2025.

TITLE IA SCHOOL LEVEL PARENT AND FAMILY ENGAGEMENT ASSURANCES

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

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

For details regarding requirements, click here: Parent and Family Engagement — SPAC Home

Yes

Section: Narratives - Transitions and Coordination

TRANSITIONS AND COORDINATION--IDENTIFICATION OF ORGANIZATIONS

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

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

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

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

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

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

Indicate which agencies for coordination efforts.

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

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

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

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

Yes

TRANSITIONS AND COORDINATION--MEMORANDUM OF UNDERSTANDING (MOU)

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

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

The MOU must be uploaded to this application.

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

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

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

- ☐ **Yes**
- ☑ **N/A**

Section: Narratives - Homeless Children and Youth

HOMELESS CHILDREN AND YOUTH

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

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

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

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

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

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

If Other selected above, please describe below:

Character limit 1000

Because Insight PA is a cyber School, students must have access to the internet. Mobile hotspots will be purchased so that homeless students have access to the internet. Winter and summer care kits will be provided to students. When homeless students need to attend state testing or field trips are offered, Insight PA will provide transportation and/or pay the associated fees.

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

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

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

Section: Narratives - Foster Care

FOSTER CARE

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

TRANSPORTATION PROCEDURE ASSURANCES

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

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

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

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

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

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

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

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

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

POINT OF CONTACT REQUIREMENT (POC)

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

Yes

Enter the name of the POC in the table below.

Name	Title	Email Address
Sarah Ronosky	Director of Student Services	saronosky@insightpaschool.org
David Surovec	Student Resource Coordinator	dasurovec@insightpaschool.org

Section: Narratives - Equity Plan

EQUITY PLAN

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

Character limit 3000

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

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

Yes

Section: Narratives - Supplement Not Supplant Methodology

SUPPLEMENT, NOT SUPPLANT METHODOLOGY

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

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

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

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

N/A

Neglected Institutions

There are no Neglected Institutions for Insight PA Cyber CS

Section: Carryover - Previous Year Carryover

PREVIOUS YEAR CARRYOVER

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

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

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

Enter $10,000 in Nonpublic Carryover Amount field.

*Nonpublic Carryover will be tracked separately by the LEA.

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

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

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

N/A - No carryover

PUBLIC LEA CARRYOVER

Enter the amount of Public carryover from the previous year.

Agency/LEA	Carryover Amount
Insight PA Cyber CS	$0.00

This value represents your TOTAL allocation from last year.

Enter your previous years grant application's allocation 2,042,914

Carryover Percentage % 0.00 Carryover amount cannot exceed 15%

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

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

If there is carryover, will the LEA be redistributing the carryover among schools?

N/A

If yes, the redistributed carryover funds must be tracked separately. Please complete the table below with how you plan to spend redistributed carryover funds. (This total should match the Carryover Funds line item entered in the Selection of Schools Reservation of Funds section). For Totals, the system will populate these data fields after you hit the 'Save' button at the bottom of the page.

School Building	Function Code	Object Code	Amount	Description
			$	
			$0.00	

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

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

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

	Amount
Nonpublic Carryover	

*For Consortium Lead use only.

List each LEA member of the Consortium that has nonpublic carryover funds in the table below.

LEA Name	Nonpublic Carryover Amount
	$
	$0.00

Section: Carryover - Transferability

TRANSFERABILITY

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

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

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

Section: Non Public Organizations - Nonpublic Assurances

TITLE IA NONPUBLIC ASSURANCES

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

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

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

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

N/A

If 'No' was selected, please explain.

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

N/A

If 'No' was selected, please explain.

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

N/A

If 'No' was selected, please explain.

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

N/A

If 'No' was selected, please explain.

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

N/A

If 'No' was selected, please explain.

Nonpublic Institutions

There are no Nonpublic Institutions

Section: Non Public Organizations - Nonpublic Organizations Summary

Nonpublic Organizations Summary

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

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

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

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

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

Nonpublic Organizations Summary

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

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

Section: Non Public Organizations - Nonpublic Program Goals

TITLE IA NONPUBLIC PROGRAM GOALS

Purpose

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

Creating Program Goals for Title IA Nonpublic Programs

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

Traits of quality program goals

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

Program Goal Components

LEAs are required to establish program goals consistent with the intent of a federally funded program. Each Title program has its own unique areas to measure performance (program goals) and can be measured by either outcomes or outputs. In the tables below, LEAs must categorize each goal added as outcome or output.

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

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

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

Goal completion

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

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

Goal Type	Outcome/Output	Audience	Behavior	Condition	Degree	Goal Statement

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW
(includes all budgeted items in all budget sections)

Budget	$2,016,949.00
Allocation	$2,016,949.00
Budget Over(Under) Allocation	$0.00

Instruction Expenditures

Function	Object	Amount	Description
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	600 - Supplies	$10,980.00	Unique and Conover
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	500 - Other Purchased Services	$20,000.00	Hotsports for Homeless Students
		$30,980.00	

Section: Budget - Equipment Expenditures

BUDGET OVERVIEW
(includes all budgeted items in all budget sections)

Budget	$2,016,949.00
Allocation	$2,016,949.00
Budget Over(Under) Allocation	$0.00

Equipment Expenditures

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

Section: Budget - Other Expenditures

BUDGET OVERVIEW
(includes all budgeted items in all budget sections)

Budget	$2,016,949.00
Allocation	$2,016,949.00
Budget Over(Under) Allocation	$0.00

Other Expenditures

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	$40,000.00	MKV(Amazon puchases, Walmart purchases)
3300 - Community Services	600 - Supplies	$50,000.00	Parent and Family Engagement
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	$867,998.00	Salaries for 12 Interventionists
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	$870,500.00	Salaries for 13 LEAP Specialists
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	$78,621.00	Partial Benefits for Interventionists
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	$78,850.00	Partial Benefits for LEAP Specialists
		$1,985,969.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW
(includes all budgeted items in all budget sections)

Budget	$2,016,949.00
Allocation	$2,016,949.00
Budget Over(Under) Allocation	$0.00

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1190 FEDERALLY FUNDED REGULAR PROGRAMS	$0.00	$0.00	$0.00	$0.00	$20,000.00	$10,980.00	$0.00	$30,980.00
1450 Instructional Programs Outside the School Day	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1500 * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1800 Pre-K	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2100 SUPPORT SERVICES – STUDENTS	$1,738,498.00	$157,471.00	$0.00	$0.00	$0.00	$40,000.00	$0.00	$1,935,969.00
2160 * SOCIAL WORK SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2220 TECHNOLOGY SUPPORT SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2240 COMPUTER-ASSISTED INSTRUCTION SUPPORT SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2250 * SCHOOL LIBRARY SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2260 INSTRUCTION AND CURRICULUM DEVELOPMENT SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2270 Professional Development	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2280 * NONPUBLIC SUPPORT SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2350 * LEGAL AND ACCOUNTING SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2380 * OFFICE OF THE PRINCIPAL SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2400 Health Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2600 Operation and Maintenance	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2700 Student Transportation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2810 PLANNING, RESEARCH, DEVELOPMENT AND EVALUATION SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2813 Evaluation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2820 INFORMATION SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2830 STAFF SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2850 STATE AND FEDERAL AGENCY LIAISON SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2900 Other Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3100 Food Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3300 Community Services	$0.00	$0.00	$0.00	$0.00	$0.00	$50,000.00	$0.00	$50,000.00
	$1,738,498.00	**$157,471.00**	**$0.00**	**$0.00**	**$20,000.00**	**$100,980.00**	**$0.00**	**$2,016,949.00**
							Approved Indirect Cost/Operational Rate:	**$0.00**
							Final	**$2,016,949.00**

Section: Budget - Budget Comparison

BUDGET COMPARISON

This is a read-only section that summarizes budget changes made between the previous version of the application (Budget Amount) and this version (Actual Amount).

Spending by Object Code Total

Object Codes	Budget Total ($)	Actual Total ($)	Change Amount ($)	Change %
100 - Salaries	$1,521,517.00	$1,738,498.00	$216,981.00	14.26%
200 - Benefits	$365,526.00	$157,471.00	($208,055.00)	-56.92%
500 - Other Purchased Services	$25,000.00	$20,000.00	($5,000.00)	-20%
600 - Supplies	$107,249.00	$100,980.00	($6,269.00)	-5.85%

Spending by Function Code Total

Function Codes	Budget Total ($)	Actual Total ($)	Change Amount ($)	Change %
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	$42,249.00	$30,980.00	($11,269.00)	-26.67%
2100 - SUPPORT SERVICES – STUDENTS	$1,927,043.00	$1,935,969.00	$8,926.00	0.46%
3300 - Community Services	$50,000.00	$50,000.00	$0.00	0%

Section: Narratives - Assurances

ASSURANCES

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

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

NOTE: All assurances must be completed for grant approval.

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

Yes

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

- Are identified as CSI/ATSI under section 1111(d) of ESSA;
- Have the highest numbers of students from low-income families counted under 1124(c)

Yes

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

Yes

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

Yes

LEAs has consulted **Evidence for PA**, **What Works Clearinghouse**, **Best Practices Clearinghouse**, **PaTTAN** and **Evidence for ESSA** when researching and selecting evidence-based practices, strategies and interventions.

Yes

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

Yes

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

N/A – LEA not using funds for Class Size Reduction

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

Yes

The LEA assures that all costs paid with Title IIA funds must be reasonable, necessary, and allocable (2 CFR 200.405).

Yes

Section: Narratives - Program Description

PROGRAM DESCRIPTION

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

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

EVIDENCE BASIS

Do the Title IIA professional development activities align with Tier 1, 2 or 3 of the ESSA Tiers of Evidence?

Note:

- LEAs must consult **Evidence for PA**, **What Works Clearinghouse**, **Best Practices Clearinghouse**, **PaTTAN** and **Evidence for ESSA** when researching and selecting evidence-based practices, strategies and interventions. For more information on identifying and navigating clearinghouses and databases, please visit this **USDE resource page.**
- For monitoring purposes: If utilizing strategies that align with Tier 4 of the ESSA Tiers of Evidence, LEAs are required to provide either a Logic Model or citations to research supporting the evidence-basis of activities. (Refer to **PAFPC website** for support in developing Logic Models.)

Yes

If Title IIA professional development activities align with Tier 4 of the ESSA Tiers of Evidence, please explain how the activities are evidence-based (e.g. utilization of Logic Models, citations to research supporting activities).

N/A- We use Tier 3 Strategies.

Optional: Providing additional information for instructional coaching

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

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

The New Teacher Project. This satisfies Tier 3 of the ESSA Tiers of Evidence.

PRIORITIZATION OF HIGHEST NEEDS SCHOOLS

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

Note:

- If LEA is a charter school, please type "N/A."

N/A

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

N/A

1-DAY OR SHORT-TERM CONFERENCES OR WORKSHOPS

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

N/A

OUT-OF-STATE TRAVEL

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

Note:

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

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

ALIGNMENT WITH STATUTORY DEFINITION

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

Note:

- If using funds for Class-Size Reduction, type "N/A."

N/A

MEASURING EFFECTIVENESS OF ACTIVITIES

Describe how the LEA plans to **measure the effectiveness** of the professional development activities or Class Size Reduction teacher(s).

Note:

- If using funds for Class-Size Reduction, please see the following requirements below:
  - LEA must have a qualified supervisor or individual to perform teacher evaluations that are classroom-focused and provide ongoing feedback to the CSR teacher being hired.
  - LEA must submit student achievement data with the performance output report.

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

CLASS-SIZE REDUCTION (CSR)

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

Note:

- CSR may not be used for nonpublic equitable services.
- CSR requirements:
  - LEA must assure that it has a clearly defined role of having a qualified supervisor or individual to perform teacher evaluations that are classroom-focused and provide ongoing feedback to the CSR teacher being hired.
  - LEA is required to submit student achievement data with the performance output report.
  - LEAs is required to develop program goals related to student achievement outcomes.

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

If using funds for CSR, enter the total amount budgeted.

TITLE IIA STAFF

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

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

Position/Job Title	Number of positions	Percentage of time spent on Title IIA	Time/Effort Documentation Method	Summary of Title IIA Responsibilities
Instructional Coach	2	100	Single-Funded Certification	• Create and deliver ongoing professional development for teachers and school leaders • Design and implement well organized individual and group learning opportunities for teachers and school leaders • Assist teachers in aligning their instruction with strong teaching methods, state standards, and student achievement data • Model effective and differentiated instructional practices for teachers • Increase teacher effectiveness by improving the quality of teaching plans • Facilitate data meetings with teachers and administrators with using formative assessment data to narrow achievement gaps among students in all content areas and grade levels • Develop teachers' abilities to adjust instructional plans based on student achievement data • Train instructional staff in use of local screeners, state testing,

Position/Job Title	Number of positions	Percentage of time spent on Title IIA	Time/Effort Documentation Method	Summary of Title IIA Responsibilities
				and common formative assessments to plan instruction and identify strengths and gaps in curriculum • Coordinate the state mandated Induction program and keeps accurate records of new teacher completion and training for mentors • Visits classes on a regular basis to monitor effectiveness of implementation of the strategies learned through professional development/collaboratio n • Participates in analyzing data to identify professional development needs and evaluates effectiveness of the program.

TITLE IIA TARGETED PROGRAM GOALS

Purpose

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

Creating program goals for Title IIA

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

Traits of quality program goals

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

Program Goal Components

LEAs are required to establish program goals consistent with the intent of a federally funded program. Each Title program has its own unique areas to measure performance (program goals) and can be measured by either outcomes or outputs. In the tables below, LEAs must categorize each goal added as outcome or output.

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

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

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

Goal completion

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

Will the LEA be transferring all Title IIA funds? **If Yes, program goals are NOT required.**

No

Goal Type	Outcome/Output	Audience	Behavior	Condition	Degree	Goal Statement
Professional Development	Outcome Goal	K-12 teachers	will participate in PD	based on instructional needs, observation PD plan and mandated trainings described by PDE	by June 30, 2025.	100% of teachers will have differentiated professional development based on their instructional needs, instructional observations, Professional Development Plan, and mandated trainings described by PDE by June 30, 2025.

Section: Narratives - Supplement Not Supplant

SUPPLEMENT, NOT SUPPLANT

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

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

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

If funds are supplemental, select yes.

Yes

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

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

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

N/A

Section: Carryover - Previous Year Carryover

PREVIOUS YEAR CARRYOVER

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

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

Will you be using funds from the previous year?

No

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

N/A - No carryover

Enter your Title IIA Project Number from the previous year.

FA-020-24-1153 A

Enter your Title IIA Allocation from the previous year.

149,976

Enter the amount of carryover from previous year.

0

Carryover Percentage

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

0.00

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

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

Section: Carryover - Transferability

TRANSFERABILITY

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

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

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

Nonpublic Institutions

There are no Nonpublic Institutions

Section: Non Public Organizations - Nonpublic Program Goals

TITLE IIA NONPUBLIC PROGRAM GOALS

Purpose

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

Creating Program Goals for Title IIA Nonpublic Programs

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

Traits of quality program goals

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

Program Goal Components

LEAs are required to establish program goals consistent with the intent of a federally funded program. Each Title program has its own unique areas to measure performance (program goals) and can be measured by either outcomes or outputs. In the tables below, LEAs must categorize each goal added as outcome or output.

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

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

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

Goal completion

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

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

Goal Type	Outcome/Output	Audience	Behavior	Condition	Degree	Goal Statement

Section: Budget - Administration and Indirect Cost Expenditures

BUDGET OVERVIEW
(includes all budgeted items in all budget sections)

Budget
$137,715.00
Allocation
$137,715.00

Budget Over(Under) Allocation
$0.00

Administration and Indirect Cost Expenditures

An LEA reserves funds for administrative costs, including indirect costs, from a program's total allocation (off the top) before the LEA determines the allocation for services and benefits for public and nonpublic school children and educators. (34 C.F.R. § 299.7(a)(2)).

Function	Object	Amount	Description
		$	
		$0.00	

Section: Budget - Equitable Nonpublic Share

NONPUBLIC EQUITABLE SHARE STATUS

☐ **Check here if your LEA has no nonpublic schools within the boundary of your district attendance areas or all eligible nonpublic schools have declined to participate in Title IIA.** ***If checked, mark this section complete at the bottom and proceed to the next section.***

☐ **Check here if your LEA has decided to transfer 100% of your Title IIA allocation into another grant program. This decision will require you to determine the nonpublic share of the receiving program, i.e, TIA, TIVA, etc. to include the amount transferred into that program from Title IIA. Nonpublic funds must be budgeted in the originating program. (Program from which they are transferred)**

If checked, where is the nonpublic equitable share budgeted?

Title IIA allocations are subject to a nonpublic equitable share requirement for all nonpublic schools located within your district's geographic boundary. This share is calculated based on a proportionate share of your total allocation.

Instructions:

Please follow the instructions below to determine the appropriate information for each corresponding cell in the Equitable Nonpublic Share table.

Charter Schools are exempt from this equitable share requirement and may mark the section complete without entering data.

If this is a consortium, list each member separately.

Total Allocation: This amount should be the allocation *post transfers*. If you are transferring partial funds out of Title II, Part A, complete the transfer first and then enter the remaining amount to stay in Title IIA in the Total Allocation cell below. If you are transferring funds in to Title II, Part A include those funds in the Total Allocation cell below.

LEA ADMINISTRATIVE COSTS (OPTIONAL): Those costs incurred by the LEA for administering the nonpublic programs. An LEA reserves funds for administrative costs, including indirect costs, from a program's total allocation (off the top) before the LEA determines the allocation for services and benefits for public and nonpublic school children and educators. (34 C.F.R. § 299.7(a)(2)). Do not include Administrative fees listed within third party contracts. If an LEA chooses to charge administrative costs, appropriate time and effort documentation should be maintained to document the amount charged to the Title IIA nonpublic equitable share.

Total combined LEA and Nonpublic enrollment from October of the previous year: Include both public and nonpublic enrollment.

Total Nonpublic enrollment from October of the previous year: Please contact your participating nonpublic schools for previous year October enrollment (all children in the nonpublic school, not just those who would have attended your district).

Nonpublic Ratio, Nonpublic Share of Total Allocation, Public Allocation, and Nonpublic Per Pupil Amount: Leave blank - the system will populate these data fields after you hit the 'Save' button at the bottom of the page.

School District Name	Total Allocation (post transfers)	LEA Administrative Costs (Optional)	Total combined LEA and Nonpublic enrollment from October of the previous year	Total Nonpublic enrollment from October of the previous year	Nonpublic Ratio (*calculated - leave blank)	Nonpublic Share of Total Allocation (*calculated - leave blank)	Public Allocation (*calculated - leave blank)	Nonpublic Per Pupil Amount (*calculated - leave blank)

NONPUBLIC ALLOCATION BREAKOUT

List each nonpublic school and input the total enrollment and the per pupil amount calculated in the previous section to determine each nonpublic allocation.

Nonpublic School Name	Nonpublic School Total Enrollment	Per Pupil Amount (enter amount from previous table)	Total Allocation (*calculated - leave blank)	Description of services

Any use of Title IIA funds for the benefit of private school participants must:

- Be an allowable local use of Title IIA funds under the authorizing statute. (ESEA section 2103(b)(3))
- Meet the specific needs of students enrolled in a private school, and not the school itself. Title IIA funds may not be used to meet the needs of a private school or the general needs of the students enrolled in the private school. In some instances, however, a program or activity that primarily benefits a private school's students (because it addresses specific, rather than general, needs of the students) will also incidentally benefit the school. (34 CFR 76.658.)
- Ensure that the public agency (e.g., an LEA) responsible for providing equitable services retains control of the funds used to provide such services.

In addition, equitable services must be provided by either an employee of the public agency or through a contract by the public agency with an individual, association, agency, or organization. These employees, individuals, association, agencies, or organizations providing the services must be independent of the private school and any religious organization and the employment or contract must be under the control and supervision of the public agency. (ESEA section 8501(d))

Professional Development can include areas covered under the ESSA definition of a well-rounded education.

Well-Rounded Education: English, reading, or language arts, writing, science, technology, engineering, mathematics, computer science, foreign languages, civics and government, economics, arts, music, history, geography, career and technical education, health, physical education, and others as designated by State/LEA.

Such educational services or other benefits, including materials and equipment, shall be secular, neutral, and non-ideological. Section 1117(a)(2).

Describe the intended use of the Title IIA Nonpublic funds.

Please describe the use of funds for each Nonpublic Title IIA program in the space provided below.

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW
(includes all budgeted items in all budget sections)

Budget
$137,715.00
Allocation
$137,715.00

Budget Over(Under) Allocation
$0.00

Instruction Expenditures

Function	Object	Amount	Description
		$	
		$0.00	

Section: Budget - Equipment Expenditures

BUDGET OVERVIEW
(includes all budgeted items in all budget sections)

Budget
$137,715.00
Allocation
$137,715.00

Budget Over(Under) Allocation
$0.00

Equipment Expenditures

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

Section: Budget - Other Expenditures

BUDGET OVERVIEW
(includes all budgeted items in all budget sections)

Budget
$137,715.00
Allocation
$137,715.00

Budget Over(Under) Allocation
$0.00

Other Expenditures

Function	Object	Amount	Description
2270 - Professional Development	100 - Salaries	$137,715.00	Salaries for 2 Instructional Coaches
		$137,715.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW
(includes all budgeted items in all budget sections)

Budget
$137,715.00
Allocation
$137,715.00

Budget Over(Under) Allocation
$0.00

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1190 FEDERALLY FUNDED REGULAR PROGRAMS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1450 Instructional Programs Outside the School Day	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1500 * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1800 Pre-K	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2100 SUPPORT SERVICES – STUDENTS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2160 * SOCIAL WORK SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2220 TECHNOLOGY SUPPORT SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2240 COMPUTER-ASSISTED INSTRUCTION SUPPORT SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2250 * SCHOOL LIBRARY SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2260 INSTRUCTION AND CURRICULUM DEVELOPMENT SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2270 Professional Development	$137,715.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$137,715.00
2280 * NONPUBLIC SUPPORT SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2350 * LEGAL AND ACCOUNTING SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2400 Health Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2600 Operation and Maintenance	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2700 Student Transportation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2810 PLANNING, RESEARCH, DEVELOPMENT AND EVALUATION SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2813 Evaluation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2820 INFORMATION SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2830 STAFF SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2850 STATE AND FEDERAL AGENCY LIAISON SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2900 Other Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3100 Food Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

Project #: FA-020-25-1153 A
Agency: Insight PA Cyber CS
AUN: 124152637
Grant Content Report
Title II, Part A - Improving Teacher Quality

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
3300 Community Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
	$137,715.00	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$137,715.00**
							Approved Indirect Cost/Operational Rate:	**$0.00**
							Final	**$137,715.00**

Section: Budget - Budget Comparison

Budget Comparison

This is a read-only section that summarizes budget changes made between the previous version of the application (Budget Amount) and this version (Actual Amount).

Spending by Object Code Total

Object Codes	Budget Total ($)	Actual Total ($)	Change Amount ($)	Change %
100 - Salaries	$142,692.00	$137,715.00	($4,977.00)	-3.49%

Spending by Function Code Total

Function Codes	Budget Total ($)	Actual Total ($)	Change Amount ($)	Change %
2270 - Professional Development	$142,692.00	$137,715.00	($4,977.00)	-3.49%

Section: Narratives - Assurances

TITLE IVA-STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS

Purpose: To provide all students access to a well-rounded education, improve school conditions for student learning, and improve the use of technology to improve the academic achievement and digital literacy of all students.

TITLE IVA ASSURANCES

LEAs receiving at least $30,000 in Title IV, A funding must complete the assurances below as it applies to your LEA.

LEAs receiving less than $30,000 in Title IV, A funding only need to mark Yes for one of the assurances below as it applies to your LEA.

The LEA assures that at least 20% of its allocation is spent on activities to support well-rounded educational opportunities.

Please note: Percentage requirements do not apply to the Nonpublic Equitable Share.

Yes

The LEA assures that at least 20% of its allocation is spent on activities to support safe and healthy students.

Please note: Percentage requirements do not apply to the Nonpublic Equitable Share.

Yes

The LEA assures that some of its allocation is spent on activities to support the effective use of technology.

Please note: Percentage requirements do not apply to the Nonpublic Equitable Share.

Yes

The LEA assures that it will comply with ESSA Sections 8501-8504, regarding equitable participation of Nonpublic school children and teachers.

Yes

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

- Are among those with the greatest needs, as determined by the LEA or consortium;
- Have the highest numbers of students from low-income families under section 1124(c) of the ESEA;
- Are identified as CSI/A-TSI;
- Are identified as persistently dangerous public school under section 8532.

N/A

The LEA assures that Title IV, Part A activities are evidence-based and expected to improve student outcomes.

Yes

The LEA has consulted **Evidence for PA**, **What Works Clearinghouse**, **Best Practices Clearinghouse**, **PaTTAN** and **Evidence for ESSA** when researching and selecting evidence-based practices, strategies and interventions.

Yes

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

Yes

The LEA assures that all costs paid with Title IV, Part A funds must be reasonable, necessary, and allocable (2 CFR 200.405).

Yes

Section: Narratives - Comprehensive Needs Assessment

COMPREHENSIVE NEEDS ASSESSMENT

Section 4106(1-3) of Title IVA requires LEAs that receive an allocation greater than $30,000 to utilize data from a Comprehensive Needs Assessment that is conducted at least once every three years to determine how Title IVA funds are spent at the district and/or school level. LEAs in Phase 1 or 2 of the Comprehensive Planning Cycle may use their District Comprehensive Plan or School Level Plans (if targeting funds to schools) submitted through PDE's Future Ready Comprehensive Planning Portal (FRCPP) as their needs assessment and evidence of using Title IVA funds for priority needs. Phase 3 LEAs requiring a comprehensive needs assessment may use a locally developed needs assessment until their plans are updated and submitted in the FRCPP.

If an LEA receives less than $30,000, the needs assessment is not required and this section can be marked complete.

If an LEA received more than $30,000 and are transferring Title IVA funds, the needs assessment is still required. Please complete the questions below.

Is your 2024-25 Title IV allocation greater than $30,000?

Yes

Did your LEA conduct a Comprehensive Needs Assessment at least once during the past three years to determine how Title IVA funds are prioritized?

Yes

If your LEA is transferring all or part of Title IVA to be used in another ESSA program, the decision to transfer the funds is supported by the needs assessment and has been discussed with the stakeholder group prior to submitting this application.

N/A

Is your LEA using the District Comprehensive Plan in PDE's Future Ready Comprehensive Planning Portal and associated needs assessment and goals identified through that process to determine how Title IVA funds are targeted?

Yes

If not using the Future Ready Comprehensive Planning Portal, describe what your LEA has used to determine priority needs for Title IVA:

Summarize your LEA/school priorities for Title IVA programs based on the data collected from your Comprehensive Needs Assessment in each of the Title IVA targeted areas.

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Title IVA Targeted Area	District Level or School Level	Describe Priority Need
Well Rounded Education	District Level	Increased reading profientcy, CTE and STEM education.
Safe and Healthy Students	District Level	Social Emotional Learning, Trauma informed practices and community health screenings, outreach and supplies.
Effective Use of Technology	District Level	PD on use of technology.

☑ **LEA will maintain a copy of the Comprehensive Needs Assessment and data for review by monitors during the next Consolidated Application monitoring visit.**

Section: Narratives - Stakeholder Engagement

STAKEHOLDER ENGAGEMENT

LEAs receiving Title IVA funds are required to involve a stakeholder group in decisions on how to prioritize Title IVA implementation programs prior to submitting an application for funds to PDE and during the life of the grant.

Stakeholders include, but are not limited to, the following: parents, teachers, principles, other school leaders, specialized instructional support personnel, nonpublic schools, community partners/ organizations, others with relevant experience (i.e. behavioral health specialist).

Has your LEA consulted with a stakeholder group prior to submitting this application regarding the use of Title IVA funds for the upcoming school year?

Yes

If no is selected above, please provide an explanation. If yes is selected above, please write in N/A.

N/A

Please write in the estimated date of the second stakeholder meeting (recommended December). Please note: if your LEA transferred all of your Title IVA funds the second stakeholder meeting is not required. Please write in "N/A, all Title IVA funds are transferred."

3/14/2024

Section: Narratives - Well-Rounded Educational Opportunities

WELL-ROUNDED EDUCATIONAL OPPORTUNITIES - PROGRAM DETAILS

The tables below do not need to be completed if your LEA falls into one of the following categories. If applicable, please select the appropriate option, and Mark Section complete.

- ☐ **LEA received less than $30,000 for Title IV allocation and will not be spending on Well Rounded Education.**
- ☐ **LEA is transferring 100% of Title IV funds to another program.**

Title IV requires than any LEA receiving more than $30,000 must allocate a minimum of 20% for the Well Rounded Education area of the grant.

In the following table, select from the Well Rounded Education catetory(ies) from the dropdown box and then indicate the amount of funding being budgeted for that category. If "other", describe the activities being supported in the text box below the table. The total amount in the table should be equal to or greater than 20% when completed.

Note:

- If LEAs receive less than $30,000, LEAs do not need to spend a minimum of 20% in this category. You must still indicate the dollar amount being allocated to each option you select.
- LEAs must consider consulting **Evidence for PA**, **What Works Clearinghouse**, **Best Practices Clearinghouse**, **PaTTAN** and **Evidence for ESSA** when researching and selecting evidence-based practices, strategies and interventions. For more information on identifying and navigating clearinghouses and databases, please visit this **USDE resource page**.

Well Rounded Education Category	Amount Budgeted for this Category
STEM Subjects	$57,097
Other Activities	$55,750
	$112,847.00

If 'other activities' was selected above, please describe. *Character limit 3000*

Raz Plus (Reading A-Z), Boom Learning, Playposit, Aimsweb and Scholastic Magazine.

Describe the well-rounded educational opportunities program in your school(s) based on the items checked above.*Character limit 3000*

Raz Plus (Reading A-Z) is a personalized blended learning approach to literacy. Boom Learning is a platform that allows teachers to download free or paid digital activities for students. The use of Aimsweb is an online system that provides reading and math benchmarks and progress monitoring assessments. The use of Aimsweb will be expanded to include all students. Playposit will be used to implement interactive videos in lessons, courses, and curricula. Scholastic Magazines will be purchased for elementary school students. Students will be able to participate in work-based learning experiences thru pre-apprenticeship programs, Robotics Simulation, Advanced Manufacturing (PCT), Career Safe OSHA training, and Cerified Nursing Coursework. Students will participate in eSports competitions, Future Business Leaders of America memeberships and conference, Microsoft credential/simulation and industry exams, Code HS curriculum, Marketing/Business/ Entreprenurship industry certifications, stocks and investment industry credential and industry certifications. Additionally, students will have the opportunity to receive first aid, CPR and AED certifications.

WELL-ROUNDED EDUCATIONAL OPPORTUNITIES - PERFORMANCE MEASUREMENT

Purpose

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

Creating Performance Based Goals for Title IVA-Well Rounded Educational Activities
The intent of Title IVA is to provide student support and academic enrichment. One category of funding is to provide well rounded educational activities**.** Program goals for Title IVA Well Rounded Educational Activities are encouraged to be outcome goals; however, output goals are accepted.

Traits of Quality Program Goals

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

Program Goal Components

LEAs are required to establish program goals consistent with the intent of a federally funded program. Each Title program has its own unique areas to measure performance (program goals) and can be measured by either outcomes or outputs. In the tables below, LEAs must categorize each goal added as outcome or output.

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

Audience—Program participants (Must be Specific, Relevant, Inclusive, and Equitable)

Behavior—Expected results (Must be Specific, Measurable, Attainable, Relevant, and Equitable)

Condition—When changes/results are expected to occur

Degree—How much change occurs

Goal statement—All ABCD components are summarized into one cohesive goal statement.

Goal completion

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

Goal Type	Outcome/Output	Audience	Behavior	Condition	Degree	Goal Statement
Title IVA--Well Rounded Educational Opportunities	Outcome Goal	K-5th grade students	meet the annual growth target in reading local diagnostic assessment	fall compared to spring	60% of students meet or exceed the annual growth target	60% students in all student groups in grades K through 5 will meet the annual growth target in Reading as measured by local diagnostic assessment Fall compared to Spring by June 30, 2025.
Title IVA--Well Rounded Educational Opportunities	Outcome Goal	9-12th grade students	recieve industry certifications	by June 30, 2025	increase amount of students recieving industry certifications by 25%	Increase the amount of students recieving industry certifications in grades 9-12 by 25% by June 30, 2025.
Title IVA--Well Rounded Educational Opportunities	Outcome Goal	5-12th grade students	join FBLA	by June 30, 2025	increase the amount of students who join FBLA by 33%	Increase the amount of students in 5-12th grades that become members of FBLA by 33% by June 30, 2025.
Title IVA--Well Rounded Educational Opportunities	Outcome Goal	11-12th grade students	use career cards	by June 30, 2025	100% of students career portfolios transfer to Career Cards	100% of students in grades 11-12 will transition their career portfolios to Career Cards by June 30, 2025.
Title IVA--Well Rounded Educational Opportunities	Outcome Goal	6-12th grade students	increase the particiption in eSports	by June 30, 2025	Increase the amount of students participating in eSports by 20%	Increase the amount of students participating in eSports in grades 6-12th by 20% by June 30th, 2025.
Title IVA--Well Rounded Educational Opportunities	Outcome Goal	10-12th grade students	increase participation in pre-apprentiships	by June 30, 2025	increase the amount of students participating in pre-apprentiships program by 20%	Increase the amount of students in grades 10-12th participating in pre-apprentiship program by 20% by June 30th, 2025.
Title IVA--Well Rounded Educational Opportunities	Outcome Goal	6-12th grade students	increase participation in career pathways curriculums	by June 30, 2025	increase participation in career pathways curriculums by 5%	Increase the amount of 6-12th grade students participating in career pathways curriculums by 5% by June 30, 2025.

Section: Narratives - Safe and Healthy Students

SAFE AND HEALTHY STUDENTS - PROGRAM DETAILS

The tables below do not need to be completed if the LEA falls into one of the following categories. If applicable, please select the appropriate option, and Mark Section complete.

- ☐ **LEA received less than $30,000 for Title IV allocation and will not be spending on Safe and Healthy Students.**
- ☐ **LEA is transferring 100% of Title IV funds to another program.**

Title IVA requires than any LEA receiving more than $30,000 must allocate a minimum of 20% for the Safe and Healthy Students area of the grant.

In the following table, select from the Safe and Healthy Students catetory(ies) from the dropdown box and then indicate the amount of funding being budgeted for that category. If "other", describe the activities being supported in the text box below the table. The total amount in the table should be equal to or greater than 20% when completed.

Note:

- If LEAs receive less than $30,000, LEAs do not need to spend a minimum of 20% in this category. You must still indicate the dollar amount being allocated to each option you select.
- LEAs must consider consulting **Evidence for PA**, **What Works Clearinghouse**, **Best Practices Clearinghouse**, **PaTTAN** and **Evidence for ESSA** when researching and selecting evidence-based practices, strategies and interventions. For more information on identifying and navigating clearinghouses and databases, please visit this **USDE resource page**.

Safe and Healthy Student Categories	Amount Budgeted to Support this Category
Other Activities	$31,000
	$31,000.00

If 'other activities' was selected above, please describe.*Character limit 3000*

Nurses and counselors willl participate in PA based trainings, workshops and conferences to improved their professional understanding of 504 plans, trauma informaed practices and social emotional learing. Nurses will faciltate community health screening and outreach to students across the state. Students will be able to participate in Pharmacy Tech Certification, EMT Certification, CNA Certification and recieve first aide, CPR and AED training and certifications.

Describe the safe and healthy students program in your school(s) based on the items checked above.*Character limit 3000*

Nurses, counselors, teacher and behavioral interventionists willl participate in PA based trainings, workshops and conferences to improved their professional understanding of 504 plans, trauma informaed practices and social emotional learing. Nurses will faciltate community health screening and outreach to students across the state.

SAFE AND HEALTHY STUDENTS - PERFORMANCE MEASUREMENT

Purpose

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

Creating Performance Based Goals for Title IVA-Well Rounded Educational Activities

The intent of Title IVA is to provide student support and academic enrichment. One category of funding is to promote safe and healthy students**.** Program goals for Title IVA Safe and Healthy Students are encouraged to be outcome goals; however, output goals are accepted.

Traits of Quality Program Goals

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

Program Goal Components

LEAs are required to establish program goals consistent with the intent of a federally funded program. Each Title program has its own unique areas to measure performance (program goals) and can be measured by either outcomes or outputs. In the tables below, LEAs must categorize each goal added as outcome or output.

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

Audience—Program participants (Must be Specific, Relevant, Inclusive, and Equitable)

Behavior—Expected results (Must be Specific, Measurable, Attainable, Relevant, and Equitable)

Condition—When changes/results are expected to occur

Degree—How much change occurs

Goal statement—All ABCD components are summarized into one cohesive goal statement.

Goal completion

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

Goal Type	Outcome/Output	Audience	Behavior	Condition	Degree	Goal Statement
Title IVA--Safe and Healthy Students	Outcome Goal	45% of FAY students	will complete annual health screenings	by June 30, 2025	compete annual health screenings	45% of students (enrolled for a full year) will complete annual health screenings by June 30, 2025
Title IVA--Safe and Healthy Students	Outcome Goal	FAY Nurses	attend Institution for Education Nursing Conference, PASNP and New Nurse Conference	by June 30, 2025	attend Institution for Education Nursing Conference, PASNP and New Nurse Conference	FAY Nurses will attend Institution for Education Nursing Conference, PASNP and New Nurse Conference by June 30, 2025.
Title IVA--Safe and Healthy Students	Outcome Goal	Students enrolled for a full academic year receiving Tier 2 support for SEL	meet or exceed established target rate of improvement	by June 30, 2025	meet or exceed established target rate of improvement	70% of students (enrolled for a full year) receiving Tier 2 support for social and emotional learning skill development will meet or exceed target rate of improvement by June 30, 2025.
Title IVA--Safe and Healthy Students	Outcome Goal	10th-12th grade students	participate in health related certification/training programs	by June 30, 2025	increase participation by 20%	Increase the amount of students in grades 10-12th participating in health related certification/training programs by 20% by June 30th, 2025.

Section: Narratives - Effective Use of Technology

EFFECTIVE USE OF TECHNOLOGY - PROGRAM DETAILS

The tables below do not need to be completed if the LEA falls into one of the following categories. If applicable, please select the appropriate option, and Mark Section complete.

- ☐ **LEA received less than $30,000 for Title IVA allocation and will not be spending on Effective Use of Technology.**
- ☐ **LEA is transferring 100% of Title IVA funds to another program.**

The LEA assures that no more than **15%** of the amount allocated for Effective Use of Technology will be used to purchase "infrastructure" as describe in ESSA, section 4109(b).

Yes

Title IVA requires than any LEA receiving more than $30,000 must allocate something (greater than $0 but no minimum) to the Effective Uses of Technology portion of the grant.

In the following table, select from the Effective Use of Technology catetory(ies) from the dropdown box and then indicate the amount of funding being budgeted for that category. If "other", describe the activities being supported in the text box below the table. The Title IVA law limits the amount spent on "infrastructure" (including devices, equipment, software applications, platforms, digital instructional resources, and/or other one time IT purchases) to 15% of the amount budgeted for Effective Use of Technology.

Note:

- If LEA receives less than $30,000, LEAs do not need to allocate funds in this category. You must still indicate the dollar amount being allocated to each option you select (if any).
- LEAs must consider consulting **Evidence for PA**, **What Works Clearinghouse**, **Best Practices Clearinghouse**, **PaTTAN** and **Evidence for ESSA** when researching and selecting evidence-based practices, strategies and interventions. For more information on identifying and navigating clearinghouses and databases, please visit this **USDE resource page**.

Effective Use of Technology Categories	Amount to be allocated to this Category
Other Activities	$10,000
	$10,000.00

Describe the program in your school(s) based on the items checked above.

*Note: Spending on purchasing technology infrastructure is limited to **15%** of the amount budgeted for Effective Use of Technology.*

Staff will attend the PETE & C Conference.

EFFECTIVE USE OF TECHNOLOGY - PERFORMANCE MEASUREMENT

Purpose

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

Creating Performance Based Goals for Title IVA-Well Rounded Educational Activities
The intent of Title IVA is to provide student support and academic enrichment. One category of funding is to provide support for the effective use of technology**.** Program goals for Title IVA Effective Use of Technology are encouraged to be outcome goals; however, output goals are accepted.

Traits of Quality Program Goals

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

Program Goal Components

LEAs are required to establish program goals consistent with the intent of a federally funded program. Each Title program has its own unique areas to measure performance (program goals) and can be measured by either outcomes or outputs. In the tables below, LEAs must categorize each goal added as outcome or output.

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

Audience—Program participants (Must be Specific, Relevant, Inclusive, and Equitable)

Behavior—Expected results (Must be Specific, Measurable, Attainable, Relevant, and Equitable)

Condition—When changes/results are expected to occur

Degree—How much change occurs

Goal statement—All ABCD components are summarized into one cohesive goal statement.

Goal completion

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

Goal Type	Outcome/Output	Audience	Behavior	Condition	Degree	Goal Statement
Title IVA--Effective Use of Technology	Outcome Goal	4 staff	attend Pete &C conference	by June 30, 2025	complete training on education technology systems currently used or to be prospectivly purchases	Staff will attend PETE & C Conference and attend trainings on education technology systems currently used or to be prospectivly purchased by June 30, 2025.

Section: Narratives - Professional Development

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

Yes

MEASURING EFFECTIVENESS OF ACTIVITIES

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

Insight PA will survey participants to gauge satisfaction and percieved value of PD observe staff implementing new strategies learned at PD, track student progress in areas aligned with PD focus, and assess if the professional development activity led to improved processes at the school.

1-DAY OR SHORT-TERM WORKSHOPS

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

SEL, trauma informed practices, 504 plans and effective use of educational technology are a part of the year long professional development plan for school staff. In addition to the short term workshops, professional development in these areas will continue throughout the school year during in-service days and departmental professional development sessions.

OUT-OF-STATE TRAVEL

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

Note:

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

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

ALIGNMENT TO STATUTORY DEFINITION

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

During the workshops and conferences attendees will experience impactful professional development and increase their knowledge and awareness of new concepts and resources. Then conferences and workshops will tie together both the information and tools to take back to Insight PA in the areas of social emotional learning, trauma informed practices, 504 plans and educational technology in order to make a difference in student outcomes.

Section: Narratives - Title IV Paid Staff

TITLE IVA STAFF

If staff are paid by Title IVA, appropriate time and effort documentation must be maintained to support their payment from Title IVA versus other funding sources.

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

Position/Job TItle	Number of positions	Percentage of time spent on Title IVA	TIVA Category	Time/Effort Documentation Method	Summary of TIVA Responsibilities

Section: Narratives - Supplement, Not Supplant

SUPPLEMENT, NOT SUPPLANT

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

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

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

If funds are supplemental, select yes.

Yes

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

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

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

Section: Carryover - Previous Year Carryover

PREVIOUS YEAR CARRYOVER

☑ **Check here if your LEA has no nonpublic schools within the boundary of your district attendance area or all nonpublic schools have declined to participate in Title IV, Part A - Student Support and Academic Enrichment.**

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

Will you be using funds from the previous year?

No

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

N/A - No carryover

Enter Title IV, Part A Project Number from your previous year.

144-24-1153

Enter your Title IV, Part A Allocation from the previous year.

141,822

Enter the amount of carryover from previous year.

0

Carryover Percentage

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

0

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

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

Section: Carryover - Administrative Costs

ADMINISTRATIVE COSTS

Title IV statute imposes a 2% limit in your budget of your total allocation for administrative costs.

The following types of activities are considered to be examples of administrative tasks. They are provided as a guideline for LEAs to use when determining the amount of time a federally-funded employee spends on administration. This list is not exhaustive. If there are other activities needing consideration, please contact a regional coordinator.

Examples of administrative tasks include

- Helps develop plans and application;
- Supervises staff;
- Oversees budget;
- Monitors implementation;
- Understands and informs staff of legal requirements;
- Helps develop strategies;
- Monitors program evaluation; and
- Maintains required documentation.

Explain below which administrative tasks, if any, you will allocate 2% of Title IV funding to:

(Max character length 3000)

N/A

Input your 2024-25 Title IV allocation (from blue heading at the top of this screen) here:

153847.00

The 2% cap on Administrative Costs for 2024-25 is:

3,077

The LEA assures that it has not budgeted more than 2% of the 2024-25 Title IV allocation for administrative costs.

Yes

Section: Carryover - Transferability

TRANSFERABILITY

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

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

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

Nonpublic Institutions

There are no Nonpublic Institutions

Section: Non Public Organizations - Nonpublic Program Goals

TITLE IVA NONPUBLIC PROGRAM GOALS

Purpose

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

Creating Program Goals for Title IVA Nonpublic Programs

The intent of Title IVA is to provide student support and academic enrichment including supports for students attending nonpublic schools that lie in an LEA's geographical boundaries. Funding can provide supports for a well-rounded education, promote safe and healthy students, and encourage the effective use of technology**. Program goals for Title IVA activities are encouraged to be outcome goals; however, output goals are acceptable.**

Traits of quality program goals

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

Program Goal Components

LEAs are required to establish program goals consistent with the intent of a federally funded program. Each Title program has its own unique areas to measure performance (program goals) and can be measured by either outcomes or outputs. In the tables below, LEAs must categorize each goal added as outcome or output.

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

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

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

Goal completion

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

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

Goal Type	Outcome/Output	Audience	Behavior	Condition	Degree	Goal Statement

Section: Budget - Administration and Indirect Cost Expenditures

BUDGET OVERVIEW
(includes all budgeted items in all budget sections)

ESSA, Section 4105(c) specifies that an LEA **may not spend more than 2 percent** of its SSAE funds on direct administrative costs.

Budget	$153,847.00
Allocation	$153,847.00
Budget Over(Under) Allocation	$0.00

Administration and Indirect Cost Expenditures

Function	Object	Amount	Description
		$	
		$0.00	

Section: Budget - Equitable Nonpublic Share

NONPUBLIC EQUITABLE SHARE--OVERVIEW

Please note: Charter Schools are exempt from this equitable share requirement and may mark the section complete without entering data.

☑ **Check here if your LEA has no nonpublic schools within the boundary of your district attendance areas or all eligible nonpublic schools have declined to participate in Title IV, Part A.** ***If checked, mark this section complete at the bottom and proceed to the next section.***

☐ **Check here if your LEA has decided to transfer 100% of your Title IVA allocation into another grant program. This decision will require you to determine the nonpublic share of the receiving program, i.e, TIA, TIIA, etc. to include the amount transferred into that program from Title IVA. Nonpublic funds must be budgeted in the originating program. (Program from which they are transferred)**

If yes, where is the nonpublic equitable share budgeted?

NONPUBLIC EQUITABLE SHARE--PROGRAM DETAILS

Title IV, Part A Allocations are subject to a nonpublic equitable share requirement. This share is calculated based on a proportionate share of your total allocation.

Instructions:

Please follow the instructions below to determine the appropriate information for each corresponding cell in the Equitable Nonpublic Share table.

If this is a consortium, list each member separately.

Total allocation: This amount should be the allocation *post transfers*. If you are transferring partial funds out of Title IV, complete the transfer first and then enter the remaining amount to stay in Title IV in the Total Allocation cell below. If you are transferring funds in to Title IV include those funds in the Total Allocation cell below.

LEA Administrative Costs (Optional): Those costs incurred by the LEA for administering the nonpublic programs. An LEA reserves funds for administrative costs, including indirect costs, from a program's total allocation (off the top) before the LEA determines the allocation for services and benefits for public and nonpublic school children and educators. (34 C.F.R. § 299.7(a)(2)). Do not include Administrative fees listed within third party contracts. If an LEA chooses to charge administrative costs, appropriate time and effort documentation should be maintained to document the amount charged to the Title IV nonpublic share. (Title IV statute imposes a 2% limit of your total allocation for administrative costs.)

Total combined LEA and NONPUBLIC enrollment from October of the previous year: Include both public and nonpublic enrollment.

Total NONPUBLIC enrollment from October of the previous year: Please contact your participating nonpublic schools for previous year October enrollment (all children in the nonpublic school, not just those who would have attended your district).

NONPUBLIC ratio, NONPUBIC share of total allocation, PUBLIC allocation, and NONPUBLIC per pupil amount: Leave blank - the system will populate these data fields after you hit the 'Save' button at the bottom of the page.

School District Name	Total Allocation (post transfers)	LEA Title IV/Nonpublic Administrative Costs (Optional)	Total combined LEA and Nonpublic enrollment from October of the previous year	Total Nonpublic enrollment from October of the previous year	Nonpublic Ratio (*calculated - leave blank)	Nonpublic Share of Total Allocation (*calculated - leave blank)	Public Share of Total Allocation (*calculated - leave blank)	Nonpublic Per Pupil Amount (*calculated - leave blank)

NONPUBLIC ALLOCATION BREAKOUT

List each nonpublic school and input the total enrollment and the per pupil amount calculated in the previous section to determine each nonpublic allocation.

Nonpublic School Name	Nonpublic School Total Enrollment	Per Pupil Amount (enter amount from previous table)	Total Allocation (*calculated - leave blank)	Description of services

Any use of Title IV, Part A funds for the benefit of private school participants must:

- Be an allowable local use of Title IV, Part A funds under the authorizing statute.
- Meet the specific needs of students enrolled in a private school, and not the school itself. Title IV, Part A funds may not be used to meet the needs of a private school or the general needs of the students enrolled in the private school. In some instances, however, a program or activity that primarily benefits a private school's students (because it addresses specific, rather than general, needs of the students) will also incidentally benefit the school. (34 CFR 76.658.)
- Ensure that the public agency (e.g., an LEA) responsible for providing equitable services retains control of the funds used to provide such services.

In addition, equitable services must be provided by either an employee of the public agency or through a contract by the public agency with an individual, association, agency, or organization. These employees, individuals, association, agencies, or organizations providing the services must be independent of the private school and any religious organization and the employment or contract must be under the control and supervision of the public agency. (ESEA section 8501(d))

Well-Rounded Education: English, reading, or language arts, writing, science, technology, engineering, mathematics, computer science, foreign languages, civics and government, economics, arts, music, history, geography, career and technical education, health, physical education, and others as designated by State/LEA.

Such educational services or other benefits, including materials and equipment, shall be secular, neutral, and non-ideological. Section 1117(a)(2).

Please contact your regional coordinator if planned activities are not listed here. You'll need to contact your participating nonpublic schools to engage in consultation before completing this section.

If, after consultation you and your nonpublic schools agree that services will be contracted out by a third party, all applicable Uniform Grants Guidance requirements will apply.

Section: Budget - Instruction Expenditures

Budget Overview
(includes all budgeted items in all budget sections)

Budget	$153,847.00
Allocation	$153,847.00
Budget Over(Under) Allocation	$0.00

Instruction Expenditures

Function	Object	Program Area	Amount	Description
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	600 - Supplies	Well Rounded	$9,500.00	Raz Plus/Reading
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	600 - Supplies	Well Rounded	$8,000.00	Boom Learning
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	600 - Supplies	Well Rounded	$6,500.00	AimsWeb
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	600 - Supplies	Well Rounded	$10,000.00	Playposit
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	600 - Supplies	Well Rounded	$8,750.00	Scholastic Magazine
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	300 - Purchased Professional and Technical Services	Safe and Healthy	$2,500.00	Pharmacy Tech Certification
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	600 - Supplies	Well Rounded	$2,000.00	eSports
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	600 - Supplies	Well Rounded	$9,000.00	Certiport Testing
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	300 - Purchased Professional and Technical Services	Well Rounded	$6,000.00	ASK Certifications
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	300 - Purchased Professional and Technical Services	Well Rounded	$8,000.00	Code HS Curriculum License-Computer Science Pathway
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	300 - Purchased Professional and Technical Services	Well Rounded	$4,000.00	Work-Based Learning Experiences
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	600 - Supplies	Well Rounded	$11,597.00	CareerSafe
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	300 - Purchased Professional and Technical Services	Safe and Healthy	$2,000.00	First Aid/CPR/AED Training/Certifications- Staff
			$87,847.00	

Section: Budget - Equipment Expenditures

Budget Overview
(includes all budgeted items in all budget sections)

Budget	$153,847.00
Allocation	$153,847.00
Budget Over(Under) Allocation	$0.00

Equipment Expenditures

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

Section: Budget - Other Expenditures

Budget Overview
(includes all budgeted items in all budget sections)

Budget	$153,847.00
Allocation	$153,847.00
Budget Over(Under) Allocation	$0.00

Other Expenditures

Function	Object	Program Area	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	800 - Dues & Fees	Well Rounded	$14,000.00	FBLA- Future Business Leaders of America Memebership/Conference
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	Well Rounded	$2,500.00	Carnegie Mellon Robotics Pre-Apprentiship
2270 - Professional Development	300 - Purchased Professional and Technical Services	Well Rounded	$13,000.00	Career Cards
2400 - Health Support Services	500 - Other Purchased Services	Safe and Healthy	$7,000.00	Community Health Screenings and Outreach (travel, per diems, hotels)
2400 - Health Support Services	600 - Supplies	Safe and Healthy	$2,000.00	Community Health Screening Supplies
2270 - Professional Development	500 - Other Purchased Services	Safe and Healthy	$15,000.00	Trauma informed/504 Plan and SEL Training for Counselors and Nurses (conferences/workshops PA Only)
2270 - Professional Development	300 - Purchased Professional and Technical Services	Effective Use of Technology	$10,000.00	Pete &C Conference
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	Safe and Healthy	$2,500.00	CNA Carebridge Course
			$66,000.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW
(includes all budgeted items in all budget sections)

Budget	$153,847.00
Allocation	$153,847.00
Budget Over(Under) Allocation	$0.00

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1190 FEDERALLY FUNDED REGULAR PROGRAMS	$0.00	$0.00	$22,500.00	$0.00	$0.00	$65,347.00	$0.00	$87,847.00
1450 Instructional Programs Outside the School Day	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1490 Other Instructional	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1500 * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1800 Pre-K	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2100 SUPPORT SERVICES – STUDENTS	$0.00	$0.00	$5,000.00	$0.00	$0.00	$14,000.00	$0.00	$19,000.00
2160 * SOCIAL WORK SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2220 TECHNOLOGY SUPPORT SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2240 COMPUTER-ASSISTED INSTRUCTION SUPPORT SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2250 * SCHOOL LIBRARY SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2260 INSTRUCTION AND CURRICULUM DEVELOPMENT SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2270 Professional Development	$0.00	$0.00	$23,000.00	$0.00	$15,000.00	$0.00	$0.00	$38,000.00
2280 * NONPUBLIC SUPPORT SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2350 * LEGAL AND ACCOUNTING SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2380 * OFFICE OF THE PRINCIPAL SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2400 Health Support Services	$0.00	$0.00	$0.00	$0.00	$7,000.00	$2,000.00	$0.00	$9,000.00
2600 Operation and Maintenance	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2700 Student Transportation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2810 PLANNING, RESEARCH, DEVELOPMENT AND EVALUATION SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2813 Evaluation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2820 INFORMATION SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2850 STATE AND FEDERAL AGENCY LIAISON SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2900 Other Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3100 Food Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3300 Community Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
	$0.00	**$0.00**	**$50,500.00**	**$0.00**	**$22,000.00**	**$81,347.00**	**$0.00**	**$153,847.00**
							Approved Indirect Cost/Operational Rate:	**$0.00**
							Final	**$153,847.00**

Section: Budget - Budget Comparison

BUDGET COMPARISON

This is a read-only section that summarizes budget changes made between the previous version of the application (Budget Amount) and this version (Actual Amount).

Spending by Object Code Total

Object Codes	Budget Total ($)	Actual Total ($)	Change Amount ($)	Change %
300 - Purchased Professional and Technical Service	$42,500.00	$50,500.00	$8,000.00	18.82%
500 - Other Purchased Services	$22,000.00	$22,000.00	$0.00	0%
600 - Supplies	$75,347.00	$67,347.00	($8,000.00)	-10.62%
800 - Dues & Fees	$14,000.00	$14,000.00	$0.00	0%

Spending by Function Code Total

Function Codes	Budget Total ($)	Actual Total ($)	Change Amount ($)	Change %
1190 - FEDERALLY FUNDED REGULAR PROGRAMS	$95,847.00	$87,847.00	($8,000.00)	-8.35%
2100 - SUPPORT SERVICES – STUDENTS	$19,000.00	$19,000.00	$0.00	0%
2270 - Professional Development	$30,000.00	$38,000.00	$8,000.00	26.67%
2400 - Health Support Services	$9,000.00	$9,000.00	$0.00	0%

pennsylvania
DEPARTMENT OF EDUCATION

Wednesday, April 9, 2025

Eileen Cannistraci
CEO

Dear Eileen Cannistraci,

I sincerely appreciate you and your staff's participation in the Federal Programs Consolidated Review for the 2024-25 school year.

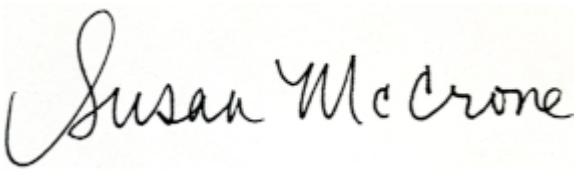
Our monitoring provides a reasonable basis for our opinion on compliance for each major federal program. However, our monitoring results do not constitute a determination of Insight PA Cyber CS compliance.

At this time, all documents uploaded to FedMonitor have been reviewed and **no further action is required.** The 2024-25 Consolidated Monitoring is now closed.

You may print off a copy of your completed Monitoring Instrument in FedMonitor by selecting the "Locked" link next to your LEA's assessment. If you have any questions, please feel free to contact your regional coordinator or email ra-edessamonitoring@pa.gov.

Thank you for your continued commitment to federal programs and the students you serve.

Sincerely,



Susan McCrone
Chief
Division of Federal Programs

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

Division of Federal Programs
Consolidated Program Review
2024-2025 School Year

Insight PA Cyber CS

LEA Level Monitoring

	Name	Check if Interviewed
Superintendent:	Eileen Cannistraci	☑
Business Manager:	Jeff curtis	☑
Federal Program Coordinator:	Johanna Best	☑
Other:	Julisa Epps	☑

Program(s) Reviewed:

- ☑ Title IA: Program
- ☐ Ed-Flex Waiver: Review
- ☑ Title IIA: Program
- ☐ Title IIIA: Program
- ☑ Title IVA: Program
- ☐ Title VI-B REAP
- ☐ Title VIIIA
- ☑ School Level

Program Reviewer(s): Dr. Helen Gross Dr. Pamela Lenz

Program Review Date: 04/01/2025

Title IA: Program

Component I: Appropriately State Certified

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

Section 1111(c)(6)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1A. For Districts only, Charter Schools mark N/A - Teachers working in a Title IA program are appropriately state certified. **Are there any staff on emergency permits? If yes, submit suggested evidence and mark Not Met.** If no, mark N/A and add the comment that all staff at the LEA are Appropriately State Certified.	☐	☐	☑	☐ list of staff on emergency permits	**District Comments** 1/8/2025 10:17:01 AM Other Julisa Epps Insight PA is a Cyber Charter School. **Monitor Comments** 3/20/2025 1:51:10 PM monitor Pam Lenz Insight PA is a Cyber Charter School.
1B. For Charter Schools only, Districts mark N/A Charter schools that receive Title IA funds must ensure that at least 75% of their professional staff have the appropriate state certification.	☑	☐	☐	☑ Submit a list of certified and non-certified professional staff working in a Title IA program (all professional staff if in a schoolwide charter) and the PDE 414 form	**Monitor Comments** 3/20/2025 4:46:28 PM monitor Pam Lenz This is Met as per an updated PDE414 emailed to me on 3/20/2025.
					PDE414.xlsx

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. For all LEAs - All instructional staff paid with federal funds must be appropriately state certified.	☑	☐	☐	☑ list of staff, their teaching assignment, and certifications of all staff being paid with federal funds broken out by building assignment	

District Comments

3/17/2025 11:58:35 AM

Dir. of Reporting and Compliance Johanna Best

Staff highlighted in yellow are paid with federal funds.

Monitor Comments

3/20/2025 4:47:49 PM

monitor Pam Lenz

This is Met as per an updated PDE414 emailed to me on 3/20/2025.

PDE414.xlsx

Component II: Equity Plan

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

Section 1111(b)(2)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA has developed an Equity plan that assures, through the implementation of various strategies, poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers in Title IA schools.	☑	☐	☐	☑ **Updated** Equity Plan, with dated agenda and corresponding sign-in sheet. For an Equity Plan sample please visit: DFP - ESSA Monitoring Resources/Templates/Samples	
				SY24_25EquityPlan.pdf EquityPlanpresentation2025.pdf EquityPlanSigninSheet.xlsx	

Component III: Foster Care

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

Section 1112(c)(5)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA developed and signed transportation procedures for students in foster care.	☐	☐	☑	☐ Written transportation procedures with signatures DFP - ESSA Monitoring Resources/Templates/Samples	**District Comments** 1/8/2025 10:34:12 AM Other Julisa Epps Insight PA is a Cyber Charter School and is exempt from this requirement. **Monitor Comments** 3/20/2025 2:05:36 PM monitor Pam Lenz This is N/A as it's not required of a cyber charter school.

Component IV: Head Start Coordination Requirements

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

Section 1119(a-c)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA developed a Memorandum of Understanding (MOU) with local Head Start agency(ies) that increase coordination. Must be reviewed and signed annually. **In order to meet requirements** of ESEA, as amended by ESSA, it's required that LEAs receiving Title IA funds include the following in their MOU: • Establish channels of communication between school staff and Head Start staff; • Receive and transfer childrens records, enrollment, parent communication; • Conduct parent meetings with Head Start teachers and kindergarten or elementary school teachers; • Organize and participate in joint transition-related training of Head Start staff, school staff, and early childhood education staff, as appropriate; and • Link LEA educational services with Head Start agency services.	☐	☐	☑	☐ MOU, with signatures, uploaded to eGrants. **MOU must be dated to demonstrate it was reviewed this year.** DFP - ESSA Monitoring Resources/Templates/Samples	**District Comments** 1/8/2025 10:41:49 AM Other Julisa Epps Insight PA is a cyber charter school and is exempt from this requirement. **Monitor Comments** 3/20/2025 2:07:00 PM monitor Pam Lenz This is N/A as it's not required of a cyber charter school.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. Is the LEA operating a district wide preschool program with set-aside funds? If yes, evidence of criteria is in place for eligibility selection. If no, check N/A. ***Note:** Districtwide - An LEA may not use Title IA funds to implement a district wide preschool program to benefit all preschool students in the LEA unless all the school buildings in the LEA are Title IA schools operating Schoolwide programs.	☐	☐	☑	☐ Selection criteria used to determine eligibility for preschool programming.	

District Comments
1/8/2025 10:42:09 AM Other Julisa Epps Insight PA is a cyber charter school and is exempt from this requirement.
Monitor Comments
3/20/2025 2:07:13 PM monitor Pam Lenz This is N/A as it's not required of a cyber charter school.

Component V: Transition

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

Section 1112(b)(8)
Section 1112(b)(10)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA implements strategies to facilitate effective transitions for students.	☑	☐	☐	☑ **Formal documentation of a list of transition strategies** for served Title IA buildings for students transitioning from early childhood/preschool to kindergarten, from middle school to high school, and/or from high school to post-secondary education and the Consolidated Application Transition and Coordination	**Monitor Comments** 3/20/2025 2:14:15 PM monitor Pam Lenz Very clear and comprehensive plans. Your including an evaluation piece is a best practice.

MSTransitionPlan24-25.pdf
TransitionPre-K_K24-25SY.docx-1.pdf
InsightTransitionandCoordination.pdf
HSTransitionPlan24-25.pdf

Component VI: Parent and Family Engagement

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

Section 1116(a)(1-3)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. LEA has a written Parent and Family Engagement policy **that includes the required components BELOW and a description of how the components are met at the LEA.** Required Components: • description of how the LEA involves parents in the joint development of the Title I Plan (Title I Application) • description of how the LEA provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent involvement and described in Section 1116 parent and family involvement activities to improve student academic achievement and school performance	☑	☐	☐	☐ LEA Parent and Family Engagement policy **that includes the required components and a description of how the components are met at the LEA. Submitting just the board approved policy that does not include individual requirements for the LEA will result in a Not Met**. LEA must also upload **dated** parent meeting agenda and corresponding sign in sheet as well as evidence of the method of distribution of the policy. ☑ LEA Level Parent and Family Engagement policy **that includes the required components and a description of how the components are met at the school.** PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet. Documents must be dated. LEAs also include method of distribution of the policy. DFP - ESSA Monitoring Resources/Templates/Samples	**Monitor Comments** 3/20/2025 2:34:25 PM monitor Pam Lenz While all of the components are mentioned, the policy should more: 1) explicitly describe how strategies are coordinated and integrated with parent and family engagement strategies under other relevant Federal, State, and local laws and programs, and 2) explicitly mention the identification of the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers, or strategies to support successful school and family interactions. I also noticed only 1 community member attended the meeting. It would be worthwhile to brainstorm how to increase attendance.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
• description of how the LEA coordinates and integrates parent and family engagement strategies under Title I, Part A with parent and family engagement strategies, with other relevant Federal, State, and local laws and programs • description of how the LEA conducts with parents an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all school served under Title I, Part A, including identifying: ◦ barriers to greater participation in activities, ◦ the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers ◦ strategies to support successful school and family interactions					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
• description of how the LEA uses the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and how to revise, if necessary, the parent and family engagement policies, and • description of involvement of parents in the activities of the Title I schools.					
				OctTitleMeetingSigninSheet.xlsx ParentandFamilyEngagementPolicy-DISTRICTTranslated.pdf OctoberNewsletter.pdf Oct2024TitleProgramsPresentation.pdf	
Parents and family members of Title IA students shall be involved in the decisions regarding how funds reserved are allotted for **parent and family engagement activities.** • Please note: This can be marked N/A if the LEA did not reserve funds for Parent and Family Engagement.	☑	☐	☐	☑ **Dated** agendas and corresponding sign in sheets demonstrating parents were included in the decision on **how to use the LEA Parent & Family Engagement set aside**.	
				23-24ParentandFamilyNeedsAssessment(Responses).xlsx CAC5-21MeetingAgenda.pdf MayCACTitlePresentation.pdf	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
					5-21-24CACMeetingSign-InForm(Responses).xlsx 5-21-24CACMeetingEmailandInvitees.pdf
3. 3. If the LEA received $500,000 or more in Title IA funds, the set aside funds shall be used to carry out activities and strategies consistent with the LEA Parent and Family Engagement Policy, **including at least one of the following**: • Supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies. • Supporting programs that reach parents and family members at home, in the community, and at school. • Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.	☑	☐	☐	☑ LEA Parent and Family Engagement policy that **includes at least one of the five bullets**, parent meeting agenda and sign in sheet	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
• Collaborating, or providing subgrants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement. • Engaging in any other activities and strategies that the LEA determines appropriate and consistent with the Parent and Family Engagement Policy. ***Please note: These bullets are what your LEA would have selected in the Consolidated Application under Title IA > Narratives: Parent and Family Engagement section > Title IA Parent and Family Engagement Use of Funds section.** ***Please note: This can be marked N/A if the LEA received $500,000 or less in Title IA funds.**					
				ParentandFamilyEngagementPolicy-DISTRICTTranslated.pdf OctTitleMeetingSigninSheet.xlsx OctoberNewsletter.pdf Oct2024TitleProgramsPresentation.pdf	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
4. LEA must conduct an annual evaluation of **the content and effectiveness of the parent and family engagement policy** use the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies.	☑	☐	☐	☐ Dated agenda and corresponding sign in sheets from meeting with parents to discuss the evaluation **of the contents of the LEA level policy**. ☑ Survey of parents that assesses the contents of the LEA parent and family engagement policy. **Survey must include questions that address the contents of the parent and family engagement policy**.	
					2024-2025ParentandFamilyEngagementPolicyQuestionnaireandResponses.xlsx

Component IX: Title IA Nonpublic Schools

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

Sections 1117, 8501, and 8503
Uniform Grants Guidance (UGG) Sec. 200.313 and 200.320

☑ **If the LEA does not serve Nonpublic Schools with Title IA funds, this section can be skipped.**

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. LEA has documented procedures detailing the provision of services. Please note: Procedures should include step by step instructions of how the nonpublic equitable services are delivered start to finish each school year.	☐	☐	☐	☐ Copy of LEA's Nonpublic Procedures DFP - ESSA Monitoring Resources/Templates/Samples	
2. Initial Consultation has occurred between the LEA and nonpublic official(s) **prior** to submitting LEA's Consolidated Application and the start of the services.	☐	☐	☐	☐ Evidence must include intent to participate, copies of outreach attempts, i.e., letters, e-mails, call log AND meeting agenda and sign-in sheet(s) between LEA and nonpublic official(s).	
3. Consultation is ongoing between LEA and nonpublic officials **including decisions made as to how to provide services, prior to the start of services**.	☐	☐	☐	☐ Dated copies of outreach attempts, i.e., letters, e-mails, call log ☐ Meeting agenda / sign-in sheet(s) between LEA and nonpublic official(s)	
4. The results of agreement following consultation have been transmitted to the PDE's equitable services ombudsman.	☐	☐	☐	☐ Signed Affirmation of Consultation form for each participating nonpublic school must be uploaded to eGrants.	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. LEA regularly **monitors the Title IA services being provided to the nonpublic students** on the provision of Title IA services to nonpublic students, including the amount of funds remaining.	☐	☐	☐	☐ Dated copies of outreach attempts, i.e., letters, e-mails, call log ☐ Visitation log ☐ Virtual visit/meeting	
6. COMPLETE THIS ONLY IF: If Multiple LEAs contract with the same vendor to provide services to the same nonpublic(s), **AND ARE REPRESENTED BY ONE LEA**, a signed agreement identifying the process for disseminating program effectiveness exists. Mark N/A if this does not apply to your LEA. *Note: One LEA representative may visit the school on behalf of all LEAs to observe/monitor the Title IA services being provided to the nonpublic students. **Mark N/A if this does not apply to your LEA.**	☐	☐	☐	☐ Signed agreement between LEAs, documentation from visit, **AND** dated copies of outreach attempts, ie., letters, emails, call log, visitation log, or virtual visit/meeting evidence.	
7. LEA is evaluating the Title IA program serving nonpublic school students.	☐	☐	☐	☐ Evaluation data ☐ Needs assessment, survey form and collated results ☐ Assessment data	
8. If LEA has Nonpublic Carryover funds, there is evidence to demonstrate Nonpublic school(s) were consulted.	☐	☐	☐	☐ Dated copies of letters, emails, AND the Carryover section of eGrants ☐ Agendas and meeting sign-in sheets between LEA and nonpublic officials AND the Carryover section of eGrants	
9. LEAs are properly monitoring the distribution and use of equipment and supplies purchased for the purpose of providing equitable services to eligible nonpublic school students. If equipment was not purchased for Nonpublic schools, select N/A.	☐	☐	☐	☐ Inventory equipment log **dated, signed and reviewed** annually to ensure the use of equipment and supplies purchased is tracked per Uniform Grants Guidance Sec. 200.313. DFP - ESSA Monitoring Resources/Templates/Samples	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
10. LEA has third-party contracts (per Uniform Grant Guidance and the District's Procurement Procedures) that include the proportionate share of Title IA funds determined by eGrants. **Please note:** Third party contracts must not be paid in full up front.	☐	☐	☐	☐ Copy of third-party contracts **must** include **ALL** of the following: • Breakdown of instructional costs, • Frequency of payments. (monthly, quarterly, etc.), • Type of services to be delivered, • Administrative costs for the provision of services to eligible nonpublic school students • An exit clause • Multi-year contracts DO NOT exceed three years	
11. LEA ensures they are detailing the provision of services to eligible children attending nonpublic schools.	☐	☐	☐	☐ Consolidated application, Nonpublic Narrative section, detailing the services provided to nonpublic students at each school	
12. LEA has a Nonpublic Program Goal detailing the use of the equitable share as discussed and agreed upon during consultation with the nonpublic official(s).	☐	☐	☐	☐ Consolidated application, Nonpublic Program Goal Section listing nonpublic students measurable goals	
13. Evidence the LEA is following procurement procedures when using a third-party provider for providing nonpublic equitable services.	☐	☐	☐	☐ Informal quotes, bids or RFPs	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
14. LEA has Title IA Nonpublic complaint procedures available for the nonpublic schools and evidence they were shared with nonpublic official(s) before or during consultation.	☐	☐	☐	☐ Copy of LEAs Nonpublic Complaint Procedure and proof of distribution to nonpublic schools, AND agenda listing review/receipt of Complaint Procedures ☐ Copy of LEAs Nonpublic Complaint Procedure and proof of distribution to nonpublic schools, AND Mail receipt ☐ Copy of LEAs Nonpublic Complaint Procedure and proof of distribution to nonpublic schools, AND Email to nonpublic official(s) including a copy of the procedures or the URL link to LEAs website with Complaint Procedures	
15. Nonpublic school students are receiving equitable services as discussed during consultation and Parent & Family Engagement (PFE) set-aside is budgeted if allocation is $500,000 and over.	☐	☐	☐	☐ Nonpublic Organizations Summary and Nonpublic Institutions sections of eGrants AND Budget Description detailing the Nonpublic Parent and Family Engagement share.	
16. Evidence of data used to calculate the amount of funds (equitable share) available to provide services.	☐	☐	☐	☐ Data provided by the nonpublic school to determine the number of income eligible students. Including addresses and grade levels only.	
17. Evidence that the district budgeted appropriate Nonpublic Equitable Share.	☐	☐	☐	☐ Number of income eligible (low-income) students (Title IA specific) in eGrants Nonpublic Organizations Summary Section AND Title I budget Summary section of eGrants.	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
18. Transferability Sec. 5103(b) Up to 100% of Title II and IV funds can be transferred. Funds can be transferred into Title I and Title III but not out of either subprogram. Title IIA and IV can transfer between programs. Evidence that transferability was discussed with the Nonpublic school officials during initial consultation. **Please note: If the LEA did not transfer funds into Title IA, this can be marked N/A.**	☐	☐	☐	☐ Agendas listing topics discussed/sign in sheets. ☐ Emails including discussion of transferred funds. ☐ Other documentation to reflect nonpublic consultation occurred, transfer of funds was discussed prior to funds being transferred.	

Ed-Flex Waiver Review

Ed-Flex Waiver

A Local Educational Agency (LEA) that receives funds under a program authorized under this Act and desires a waiver of any statutory or regulatory requirement of this Act shall submit a request containing the information described in subsection (b)(1) to the appropriate State educational agency. The State educational agency determines if the waiver is appropriate.

SEC. 8401

☑ **If the LEA does not operate on an Ed-Flex Waiver, this section can be skipped.**

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA has evidence of which Federal Program(s) and Federal Requirement(s) are to be waived, including the expected results of waiving each requirement.	☐	☐	☐	☐ Section 1 Waiver Application	
2. The LEA has evidence of how it will continue to aid the same populations served by program for which waivers were requested.	☐	☐	☐	☐ Section 3 Waiver Application	
3. The LEA has evidence of how the waiver will improve the instructional program and academic performance of students and how non-public students will be affected.	☐	☐	☐	☐ Section 3 Waiver Application	
4. The LEA has evidence of the education improvement goals, including methods that will be used to assess student progress toward the goals, and how the LEA will be able to determine the impact of any school that benefits from an approved waiver.	☐	☐	☐	☐ Section 3 Waiver Application	
5. The LEA has evidence of how it provided notice and information to the public regarding the waiver request.	☐	☐	☐	☐ Section 5 Waiver Application	
6. If an application was submitted for an extension of an approved waiver, the LEA has evidence of effectiveness of the waiver, how the waiver improved student performance and how the waiver extension was in the public interest.	☐	☐	☐	☐ Waiver Performance Report	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
7. The LEA has evidence of services provided, schools served with waiver and school years approved with waiver.	☐	☐	☐	☐ Approval Letter from PDE ☐ eGrants Budget and Selection of Schools	

Title IIA: Program

Component I

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

If the LEA transferred all of Title IIA funds only answer question, #3. All others can be marked N/A, with comment all Title IIA funds transferred to Title IA/Title IVA.

Section 2001

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA provides evidence that Title II activities are data driven and that if data indicates a need in higher poverty schools, priority is given to these school(s). *This can be marked N/A if LEA uses Title II funds for district-wide professional development.	☐	☐	☑	☐ Evidence of data used to indicate large class sizes, such as grade level enrollment and/or roster of teachers ☐ Evidence of prioritization of poorest schools: Title II activities show that priority is given to the poorest schools identified in Title I - Selection of Schools - Step 3 Ranking in Consolidated Application	**District Comments** 1/16/2025 11:37:35 AM Compliance Manager Julisa Epps Insight PA Cyber Charter School uses the Title II funds for organization-wide professional development. **Monitor Comments** 3/20/2025 2:45:44 PM monitor Pam Lenz This is NA as Insight PA Cyber Charter School uses Title II funds for schoolwide professional development.
2. If applicable to CSI and ATSI schools: the LEA provides evidence that Title IIA activities are data driven and that if data indicates a need in ATSI and CSI schools, priority is given to these schools.	☑	☐	☐	☑ Evidence of prioritization of CSI and ATSI schools, i.e. building level budget for CSI or ATSI school, confirmation letter identifying these schools as CSI or ATSI	**Monitor Comments** 3/20/2025 2:48:06 PM monitor Pam Lenz Insight PA Cyber Charter School has a CSI designation. As it is a single entity, the school is prioritized as a whole.
					2022CSILetter.pdf

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
3. The LEA provides evidence of stakeholder engagement in the development of Title IIA activities (including transfer discussions) e.g., parents, community members, schools staff **(prior to submitting the grant).**	☑	☐	☐	☑ Dated agendas and sign-in sheets **that includes all required stakeholders (teachers, principals, other school leaders, parents, paraprofessionals, specialized instructional support personnel, Nonpublic School Officials (if applicable) and community partners)** for meetings that took place **prior** to the writing of the grant.	

23-24StaffNeedsAssessment(Responses).xlsx
5-21-24CACMeetingSign-InForm(Responses).xlsx
5-21-24CACMeetingEmailandInvitees.pdf
MayCACTitlePresentation.pdf
23-24ParentandFamilyNeedsAssessment(Responses).xlsx

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
4. The LEA provides evidence that Title IIA activities are evidence-based and expected to improve student achievement. **This can be marked N/A if all funds are used for CSR.**	☑	☐	☐	☑ Evidence components include (a) category/topic of intervention (i.e., reading, school climate and culture, graduation, family engagement, multilingual learners) (b) evidence-based practice and rationale (c) grade band (d) tier and source.	

District Comments
1/16/2025 12:08:00 PM Compliance Manager Julisa Epps Evidence strongly suggests that a well-designed instructional coaching program improves teacher practice and student outcomes. Instructional coaching programs that incorporate the essential features of high-quality professional development are more likely to improve teacher practice. Educator performance evaluation systems are a potential tool for improving student achievement by increasing the effectiveness of the educator workforce (Stecher et al., 2016; Weisburg et al., 2009). For example, research suggests that giving more frequent, specific feedback on classroom practice may lead to improvements in teacher performance and student achievement (Steinburg & Sartain, 2015; Taylor & Tyler, 2012). Stecher, B., Garet, M.S., Hamilton, L.S., Steiner, E.D., Robyn, A., Porier, J., Holzman, D., Fulbeck, E.S., Chambers, J., and de los Reyes, I.B. (2016). Improving Teaching Effectiveness: Implementation. The Intensive Partnerships for Effective Teaching Through 2013-2014. Santa Monica, CA: RAND. Steinberg, M., and Sartain, L. (2015). Does teacher evaluation improve school performance? Experimental evidence from Chicago's Excellence in Teaching Project. Education Finance and Policy 10(4), 1-38. Taylor, E.S., and Tyler, J.H. (2012). The effect of evaluation on teacher performance. American Economic Review, 102(7), 3628-3651. Weisberg, D., Sexton, S., Mulhern, J., and Keeling, D. (2009). The Widget Effect: Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness. Brooklyn, NY: The New Teacher Project.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. Ensuring professional development meets the statutory definition of sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused. ESEA § 2102(2)(B).	☑	☐	☐	☑ Documentation of the **LEA's professional development plan** and educator evaluation framework	
					ProfessionalDevelopmentPlan(Act48)2022-2025.pdf
6. LEA utilizes tools that measure effectiveness of PD.	☑	☐	☐	☑ Tools (i.e., surveys, teacher evaluation forms, student achievement data) ☐ Documentation of review of results (i.e., meeting notes or plans with modifications or changes for future)	
					TitleIISurveyResponses-SPED.xlsx TitleIISurveyResponses-ProvidingStudentFeedback.xlsx TitleIISurveyResponses-SSISAnalysisforCounselingTeam.xlsx
7. Class Size Reduction (CSR) the LEA ensures that class size reduction teachers have a qualified supervisor to perform classroom evaluations and provide feedback to the CSR teacher hired.	☐	☐	☑	☐ Documentation to verify that CSR teacher was evaluated by supervisor (i.e., dated/signed meeting or schedule; dated teacher or classroom observation form with redacted teacher feedback information).	**District Comments** 1/17/2025 9:30:55 AM Compliance Manager Julisa Epps We do not use our Title II funds for Class Size Reduction. **Monitor Comments** 3/20/2025 3:02:13 PM monitor Pam Lenz Insight PA Cyber Charter School doesn't use Title II funds for Class Size Reduction.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
8. Title IIA: Program Goals - Data has begun to be collected for 24-25 program goals **Professional Development**.	☑	☐	☐	☐ Data summary narrative ☐ Data reports ☑ Other tool as identified in program goal section in eGrants.	
					24-25-professional-development-calendar.pdf
9. Title IIA: Program Goals - Data has begun to be collected for 24-25 program goals **Class Size Reduction**.	☐	☐	☑	☐ Data summary narrative ☐ Data reports ☐ Other tool as identified in program goal section in eGrants.	**District Comments** 1/17/2025 9:45:14 AM Compliance Manager Julisa Epps We do not use our Title II funds for Class Size Reduction. **Monitor Comments** 3/20/2025 3:05:44 PM monitor Pam Lenz Insight PA Cyber Charter School doesn't use Title II funds for Class Size Reduction.

Title IVA: Program

Component I:

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

If the LEA received less than $30,000 and is transferring all funds, answer question #1 and mark N/A for all other questions.

Sec. 4101

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA involves stakeholders (teachers, principals, parents/family members, specialized instructional support, nonpublic school officials (consultation), community partners/members, employers, and local government representatives) in the planning of the Title IVA application and activities staff **(prior to submitting the grant)**.	☑	☐	☐	☑ **Dated** agendas and sign-in sheets, **(prior to submitting the grant), that includes all required stakeholders (Teachers, principals, school leaders, parents, administrators, specialized instructional support personnel Nonpublic School Officials (if applicable), community members, and others with relevant experience)** for meetings that took place **prior** to submitting the grant.	
5-21-24CACMeetingSign-InForm(Responses).xlsx CAC5-21MeetingAgenda.pdf 5-21-24CACMeetingEmailandInvitees.pdf MayCACTitlePresentation.pdf 23-24ParentandFamilyNeedsAssessment(Responses).xlsx					
2. The LEA **continued to consult** with stakeholders to improve the activities it conducts and coordinates implementation with other related activities conducted in the community. **If your LEA transferred all Title IVA funds this requirement can be marked NA.**	☑	☐	☐	☑ **Dated** agendas and sign-in sheets **that includes all required stakeholders (Teachers, school leaders, parents, administrators, paraprofessionals, specialized instructional support personnel Nonpublic School Officials (if applicable), community members, higher education (where applicable), and others with relevant experience** for consultation that took place during the implementation of the grant.	**Monitor Comments** 3/20/2025 3:13:53 PM monitor Pam Lenz A recommendation to write Title I, II, and IV on invitations, etc. rather than "Title Programs".
OctTitleMeetingSigninSheet.xlsx Oct2024TitleProgramsPresentation.pdf OctoberNewsletter.pdf					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
					OctoberTownhallStakeholderEmail.pdf StakeholderMailingList.xlsx
3. If LEA receives more than $30,000, the activities supported by Title IVA are aligned with the needs of the district/schools. Please note: the needs Assessment Data must be less than 3 years old.	☑	☐	☐	☑ Sections of dated needs assessment that address how the LEA chose to use Title IVA funds.	**Monitor Comments** 3/20/2025 3:17:09 PM monitor Pam Lenz The staff needs assessment seems more aligned with Title II. Was there a staff needs assessment for Title IV? 3/25/2025 4:29:18 PM monitor Pam Lenz An email was received on March 25, 2025 from Julisa Epps that contained dated needs assessments that detailed how the LEA chose to use Title IVA funds.
					23-24StaffNeedsAssessment(Responses).xlsx 23-24ParentandFamilyNeedsAssessment(Responses).xlsx
4. If the LEA **distributed funds to schools**, it targeted schools that have the greatest needs; have the highest percentages or numbers of children low-income; are identified as CSI and TSI; or are identified as persistently dangerous. If the LEA did not distribute funds to schools this can be marked N/A.	☑	☐	☐	☐ Consolidated application Selection of Schools ranking page demonstrating priority was given to high poverty schools. ☑ If LEA has schools designated CSI and A-TSI, list of schools receiving funds.	**Monitor Comments** 3/20/2025 3:19:23 PM monitor Pam Lenz Insight PA Cyber Charter School has a CSI designation. As it is a single entity, the school is prioritized as a whole.
					2022CSILetter.pdf

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. Title IVA Program Goals Well-Rounded Education - Baseline data has been collected for the current year's grant program goals in Well-Rounded Education. Note: Please select N/A if LEA did not allocate funds in this area.	☑	☐	☐	☐ Data summary narrative ☐ Data Reports ☑ Other tool as identified in program goal section in eGrants.	
insightwellrounded.pdf 2425SELFallWinterT2T3Screener.xlsx 2425Q1Q2AttendanceRates.xlsx 2425WinterMTSS.xlsx Title1StudentEventAttendance24-25.xlsx TitleIV-HealthcareIRCorWBLStudents24.25.xlsx TitleIV-24-25EsportsRoster.xlsx TitleIV-AMPPre-Apprenticeship.pdf TitleIV-CareerReadinessCurriculum_SmartFutures_6-12grade.xlsx					
6. Title IVA Program Goals - Safe & Healthy - Baseline data has been collected for the current year's grant program goals in Safe & Healthy. Note: Please select N/A if LEA did not allocate funds in this area.	☑	☐	☐	☐ Data summary narrative ☐ Data Reports ☑ Other tool as identified in program goal section in eGrants.	
insightsafeandhealthy.pdf TitleIV_NursePLGoal_Conferenceattendancetracker.xlsx TitleIV_AnnualScreeningGoal_HealthRecordsTracker_SY24-25.xlsx					
7. Title IVA Program Goals - Effective Use of Technology - Baseline data has been collected for the current year's grant program goals in Effective Use of Technology. Note: Please select N/A if LEA did not allocate funds in this area.	☑	☐	☐	☐ Data summary narrative ☐ Data Reports ☑ Other tool as identified in program goal section in eGrants	
insighteffectivetechnology.pdf PeteCConferenceAgenda.pdf PEETEC24-25Registrations.pdf					

Personnel Interviews

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

Personnel Interviews

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

Division of Federal Program
Consolidated Program Review
2024-2025 School Year
Insight PA Cyber CS

Insight PA Cyber CS

SCHOOL Level Monitoring

	Name	Check if Interviewed
Principal:	Julie Jazscar	☐
Parent:		☐
Parent:		☐
Parent:		☐
Parent:		☐
Parent:		☐

Program Reviewers: Dr. Helen Gross Dr. Pamela Lenz

Visit Date: 4/1/2025

School Level Monitoring

Component I: Appropriately State Certified

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

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. **All instructional paraprofessionals** working in a Title IA program are appropriately certified.	☑	☐	☐	☑ List of paraprofessionals working in the school & their qualifications: HS Diploma plus 2 years of college (48 credits), AA Degree or local assessment	
				ParaListingasof2-5.xlsx	
2. Parents (in Title I schools only) are directly notified annually that they may request information regarding the professional qualifications of their child's teacher(s), and of paraprofessionals who provide instructional services to their children.	☑	☐	☐	☑ Copy of Right-to-Know - Teacher Qualifications letter **dated** and evidence of distribution date	
				InsightPA_Right_to_Know_24-25_Translated.pdf SEP2024Newsletter.pdf	
3. Parents (in Title I schools only) are notified if their child is assigned to or being taught for four or more consecutive weeks by a teacher who is not appropriately state certified. (This cannot be marked N/A.) LEA must provide example of letter even if it was not utilized.	☑	☐		☑ Copy of Right-to-Know **Four Consecutive Week letter** AND evidence of distribution date with signature, if distributed. If the letter was not distributed the date is not required in the letter. DFP - ESSA Monitoring Resources/Templates/Samples	
				InsightPA_Right_to_Know_4_Week_Letter_24-25_Translated.pdf	

Component II: Parent and Family Engagement

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

Sec. 1116

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Schools receiving Title I funds shall jointly develop with, and distribute to, Title I parents and family members a written parent and family engagement policy **that includes the required components below and a description of how the components are met at the school**. Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. **All the following are Required components**: • Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their school's Title I program and to explain the requirements of Title I and the right of parents to be involved. • Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement	☑	☐	☐	☐ School Level Parent and Family Engagement policy **that includes the required components and a description of how the components are met at the school**. School must also upload **dated** parent meeting agendas and corresponding sign-in sheets, as well as method of distribution. ☑ School Level Parent and Family Engagement policy **that includes the required components and a description of how the components are met at the school**. PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet. Documents must be dated. Title I schools must also include method of distribution of the policy. DFP - ESSA Monitoring Resources/Templates/Samples	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
• Involve parents, in an organized ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan, if applicable, except that is a school has a process in place in process for involving parents in the joint planning and design of the school's programs, the school may use the process, if such process included an adequate representation of Title I. • Provide Title I parents the following ◦ Timely information about Title I programs. ◦ A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards. ◦ If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible. ◦ If the schoolwide plan is not satisfactory to Title I parents, submit any parent comments on the plan when the school makes the plan available to the LEA. (Only applies to Schoolwide schools).					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
○ Shall educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school. ○ Describes how the school will aid parents in understanding the State's academic content standards and student achievement standards, local academic assessments and how to monitor a child's progress and work with teachers to improve the achievement of their children. ○ States that a school-parent compact was jointly developed with parents and the compact outlines how parents, the entire school staff and students will share in the responsibility for improved student achievement. ○ Describes how the school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement.					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
○ States how the school will, to the extent feasible and appropriate, coordinate, and integrate parent involvement programs and activities with other Federal, State, and local programs including public preschool programs and conduct other activities, that encourage and support parents and family members in more fully participating in the education of their children. ○ States how the school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and family members of participating children in a format and to the extent practicable, in a language the parents and family members can understand. ○ States how the school, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children). - **IF** school is operating a Title IA funded preschool program, **(not from set aside funds)** preschool language must be in its policy. Section 1116(b).					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
					SchoolLevelParentandFamilyEngagementPolicy-Translated.pdf OctTitleMeetingSigninSheet.xlsx Oct2024TitleProgramsPresentation.pdf November2024TitlePresentation.pdf SigninSheet_TitleIAnnualCommunityTownHall.xlsx Title1ParentMeetingYoutubeVideoViews.pdf InsightNov19TitleMeetingSigninSheet(1).xlsx
2. Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their school's Title I program and to explain the requirements of Title I and the right of parents to be involved.	☑	☐	☐	☐ **Dated** Title I meeting agenda and corresponding sign-in sheets ☑ PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet, Documents must be dated.	
					OctTitleMeetingSigninSheet.xlsx Oct2024TitleProgramsPresentation.pdf
3. Each Title I school shall jointly develop with parents of Title I children a school parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact shall • describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I children to meet the State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom, and participating as appropriate, in decisions relating to the education of their children and positive use of extracurricular time, and	☑	☐	☐	☑ School-parent compact, dated agenda and corresponding, sign-in sheet as well as method of distribution of the compact ☐ School-parent compact, PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet. Documents must be dated. Title I schools must also include method of distribution of the compact. DFP - ESSA Monitoring Resources/Templates/Samples	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
• address the importance of communication between teachers and parents on an ongoing basis through at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; frequent reports to parents on their children's progress; reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and ensuring two way meaningful communication between family members and school staff, and to the extent practicable, in a language that family members can understand.					
				OctoberTownhallStakeholderEmail.pdf Oct2024TitleProgramsPresentation.pdf OctoberNewsletter.pdf InsightPA_Parent_Family_Compact_24-25_Translated.pdf TownhallMailinglist-ParentSquare-Redacted.csv OctTitleMeetingSigninSheet.xlsx	
4. Title I Schools shall aid parents of Title I children in understanding such topics as the challenging State academic standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.	☑	☐	☐	☑ **Dated** Title I meeting agenda & corresponding sign-in sheets that indicate topics of discussion ☑ PowerPoint presentations/notes from meeting that identifies topics discussed as well as corresponding sign in sheet. Documents must be dated.	
				November2024TitlePresentation.pdf NovTitleMeetingSigninSheet.xlsx NovemberTownHallLayoutPresentation.pdf	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. Title I Schools shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy) as appropriate, to foster parent involvement.	☑	☐	☐	☐ Submit only one example of Training materials provided to parents, evaluations, agendas & sign-in sheets, or calendar of events. ☐ Submit only one example of workshops with copies of dated agendas and sign-in sheets. ☑ Resource given to parents to aid in academic support.	
				FamilyTechSupportPresentation.pdf NovemberTownHallLayoutPresentation.pdf November2024TitlePresentation.pdf CSIandAssessmentPresentation.pdf OverallAgendaandClosing.pdf	
6. **ALL** schools' teachers and staff shall **annually** be educated, with the assistance of parents, in how to better communicate with, or work with, parents as equal partners.	☑	☐	☐	☐ SPAC skits and staff agendas and corresponding sign in sheets ☑ Dated staff meeting agenda and corresponding sign-in sheets utilizing parent survey results (open-ended questions included)	**Monitor Comments** 3/20/2025 4:06:09 PM monitor Pam Lenz The staff meeting agenda and sign-ins were present, but I couldn't find the parent survey results including open-ended questions. 3/25/2025 4:37:43 PM monitor Pam Lenz The "Parents are Partners Survey Responses" emailed to me on March 25, 2025 provide the required open-ended questions and survey results.
				2024InsightPAParentandLearningCoachCommunication.pdf SigninSheet-Parent-LearningCoachCommunication.pdf ParentCommunicationAgendaEmail.pdf	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
7. Title I Schools shall coordinate and integrate parent and family engagement programs and activities with other Federal, State, and local programs, including public preschool programs.	☑	☐	☐	☑ Transition Plan ☐ Parent training materials, evaluations, agendas, calendar of events ☐ Staff/Parent meeting agendas and sign-in sheets	
					MSTransitionPlan24-25.pdf TransitionPre-K_K24-25SY.docx-1.pdf TransitionPlan.InsightPA.HS.2024-2025.docx.pdf
8. Title I schools shall ensure that information related to school and parent programs, meetings, and other activities is sent to Title I parents in a format and, the extent practicable, in a language the parents can understand.	☑	☐	☐	☑ All Title I schools must have at least one translated document. This can include one example of letters, web site posting, or the Schoolwide Plan.	
					InsightPA_Parent_Family_Compact_24-25_Translated.pdf

Component III: Schoolwide Programs

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

Sec. 1114

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. An approved Schoolwide Plan is present in the FRCPP.	☑	☐	☐	☑ Documentation of approval such as an email from FRCPP saying it has been approved or a screenshot from the FRCPP dashboard where the plan's status is **"Approved"**.	**Monitor Comments** 3/20/2025 4:08:54 PM monitor Pam Lenz The screenshot of FRCPP shows an approved plan.
					CSIPlanApprovalScreenshot.pdf
A. The Title IA Schoolwide plan was submitted in FRCPP and has a status of "In Revision" or "Submitted". Mark NA if Schoolwide plan is in "Approved" status.	☐	☐	☑	☐ Documentation such as an email from FRCPP or a screenshot from the FRCPP dashboard where the plans status is "In Revision", or "Submitted".	**District Comments** 2/5/2025 1:57:28 PM Compliance Manager Julisa Epps Our Schoolwide plan was approved in September 2024. **Monitor Comments** 3/20/2025 4:09:38 PM monitor Pam Lenz This is NA as the screenshot of FRCPP shows an approved plan.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
B. Is your building operating a Title IA preschool program? If so, check "Met" and provide evidence in the plan. If your building does not operate a Title IA preschool program, check "N/A".	☐	☐	☑	☐ Evidence from Schoolwide plan to demonstrate building is operating Title IA preschool program.	**District Comments** 2/5/2025 1:57:14 PM Compliance Manager Julisa Epps Insight PA Cyber Charter School does not operate a Title IA preschool program. **Monitor Comments** 3/20/2025 4:10:39 PM monitor Pam Lenz This is NA as Insight PA Cyber Charter School doesn't operate a preschool program.
2. Evidence exists of the schoolwide plan being developed in the year prior to initial implementation for schools newly identified as implementing a schoolwide program OR evidence of annual evaluation of an existing schoolwide plan. ESEA §1114(b)(1) requires a schoolwide be developed in the year prior to initial implementation ESEA §1114(b)(3) requires that the school must revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement.	☑	☐	☐	☐ **For newly identified Schoolwide schools - Agendas and sign-in sheets** demonstrating plan was developed in the year prior to initial implementation. OR ☑ **For existing Schoolwide schools - agendas and sign-in sheets** demonstrating plan was updated within a year of the monitoring visit.	

Quarter2CSIMeetingAgenda_January23,2025.pdf
October2024CSIMonthlyMeetingAgenda-10.24.24.pdf
September2024CSIMonthlyMeetingAgenda-9.26.24.pdf
CSI-January2025SigninSheet.pdf

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
					CSI-September2024SigninSheet.pdf October2024CSIMonthlyMeetingSigninSheet.pdf
3. (a) Evidence exists of ongoing review and revisions, as necessary, of the schoolwide plan's goals. ESEA §1114(b)(3) requires that the schoolwide plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards.	☑	☐	☐	☑ **Agendas and sign-in sheets** of meetings AND **copies of data reports**.	
					CSI-January2025SigninSheet.pdf 20242025QuarterlyMonitoringReport-Q2.pdf
4. The Schoolwide Program/Plan has been made available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. ESEA Section1114(b)(4)	☑	☐	☐	☑ A link available on school website to the schoolwide plan, and, if applicable, evidence of how the SWP Plans are made available in alternate languages. ☐ Statement in handbook to say that Title IA schoolwide plan is in the office for review And, if applicable, evidence of how the SWP Plans are made available in alternate languages.	**District Comments** 2/5/2025 2:33:20 PM Compliance Manager Julisa Epps https://insightpaschool.org/about-insight-pa/school-improvement/

Component IV: Targeted Assistance Programs

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

Sec. 1113

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Note: If the school does not have an "Approved", "In Revision", or "Submitted" 2024-25 Schoolwide Plan, it must be monitored in the Targeted Assistance section.					
1. The Title I school determines which students will be served, and serves participating students identified as eligible.	☐	☐	☐	☐ Selection criteria and student roster with test scores that includes rank order listing.	
2. If operating a Title IA preschool in a Targeted Assistance building (not from set aside funds), evidence of selection criteria is needed. Please mark N/A if this is not applicable.	☐	☐	☐	☐ Selection criteria and student roster that includes rank order listing.	
3. The Title I school uses resources under this part to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education.	☐	☐	☐	☐ List of programs, activities, and academic courses provided to eligible children	
4. The Title I school uses methods and instructional strategies to strengthen the academic program of the school through activities, which may includeexpanded learning time, before- and after-school, and summer programs and opportunities; and a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).	☐	☐	☐	☐ List of instructional strategies including activities that strengthen the academic program provided to eligible children	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. The Title I school coordinates with and supports the regular education program. Please note: this may include services to assist preschool children in the transition from early childhood education programs such as Head Start or State-run preschool programs to elementary school programs.	☐	☐	☐	☐ Documentation of regular team meetings, **dated** agenda, corresponding sign-in sheets, and minutes	
6. The Title I school provides professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program.	☐	☐	☐	☐ List of professional development activities, **dated** agendas, and corresponding sign in sheets	

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

Division of Federal Programs
Consolidated Program Review

2023-2024 School Year

Insight PA Cyber CS

LEA Level Monitoring

	Name	Phone Number	Check if Interviewed
Superintendent:	Eileen Cannistraci	4847134353	☑
Business Manager:	Abby Dubinchik	4847134353	☑
Federal Program Coordinator:	Johanna Best	4847134353	☑
Parent/Family Member:			☐

Program(s) Reviewed:

- ☑ Title IA: Program
- ☐ Ed-Flex Waiver: Review
- ☑ Title IIA: Program
- ☐ Title IIIA: Program
- ☑ Title IVA: Program
- ☐ Title VI-B REAP
- ☐ Title VIIIA
- ☑ School Level

Program Reviewer(s): Dr. Helen Gross Dr. Pamela Lenz

Program Review Date: 04/12/2024

Title IA: Program

Component I: Appropriately State Certified

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

Section 1111(c)(6)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1A. For Districts only, Charter Schools mark N/A - Teachers working in a Title IA program are appropriately state certified. **Are there any staff on emergency permits? If yes, submit suggested evidence and mark Not Met.** If no, mark N/A and add the comment that all staff at the LEA are Appropriately State Certified.	☐	☐	☑	☐ list of staff on emergency permits	**District Comments** 1/29/2024 9:07:16 AM Other Julisa Epps Insight PA is a cyber charter school. We marked N/A. **Monitor Comments** 3/27/2024 9:47:48 AM monitor Pam Lenz N/A as Insight is a cyber charter school.
1B. For Charter Schools only, Districts mark N/A Charter schools that receive Title I funds must ensure that at least 75% of their professional staff have the appropriate state certification.	☑	☐	☐	☑ Submit a list of certified and non-certified professional staff working in a Title IA program (all professional staff if in a schoolwide charter) and the PDE 414 form	**Monitor Comments** 4/6/2024 4:38:30 PM monitor Pam Lenz Met as per the updated PDE414 sent to me by Insight. The new file is labeled UPDATED, was emailed to me prior to our meeting and by my request, and was uploaded by me since FedMonitor was closed to Insight.
					PDE41423-24SY.xlsx AllStaffasof3.19.24.xlsx UPDATED-CopyofPDE41423-24SY.xlsx

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. For all LEAs - All staff paid with federal funds must be appropriately state certified.	☑	☐	☐	☑ list of staff and certifications of all staff being paid with federal funds broken out by building assignment	

District Comments

1/29/2024 9:10:44 AM

Other Julisa Epps

All of our staff being paid with federal funds, and their certifications, are listed in the PDE 414.

Monitor Comments

4/15/2024 3:20:31 PM

monitor Pam Lenz

Additional documentation was emailed and questions answered that verified this item is Met.

PDE41423-24SY.xlsx

Component II: Equity Plan

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

Section 1111(b)(2)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA has developed an Equity plan that assures, through the implementation of various strategies, poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers in Title I schools.	☑	☐	☐	☑ **Updated** Equity Plan, with dated agenda and corresponding sign-in sheet	**Monitor Comments** 3/27/2024 10:04:40 AM monitor Pam Lenz Meeting held March 1, 2024, accompanied by corresponding sign-in sheet and plan.

SY23_24EquityPlan.pdf
MarchParticipantList-EquityPlanMeeting.xlsx
EquityPlanpresentation2024.pdf

Component III: Foster Care

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

Section 1112(c)(5)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA developed and signed transportation procedures for students in foster care.	☐	☐	☑	☐ Written transportation procedures with signatures	

District Comments

1/24/2024 12:04:43 PM

Other Julisa Epps

Insight PA is a cyber charter school and is exempt from this requirement.

Monitor Comments

3/27/2024 10:05:59 AM

monitor Pam Lenz

N/A as not required of a cyber charter school.

Component IV: Head Start Coordination Requirements

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

Section 1119(a-c)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA developed a Memorandum of Understanding (MOU) with local Head Start agency(ies) that increase coordination. Must be reviewed and signed annually.	☐	☐	☑	☐ MOU, with signatures, uploaded to eGrants. **MOU must be dated to demonstrate it was reviewed this year.**	

District Comments

1/24/2024 12:05:35 PM
Other Julisa Epps
Insight PA is a cyber charter school and is exempt from this requirement.

Monitor Comments

3/27/2024 10:06:52 AM
monitor Pam Lenz
N/A as not required of a cyber charter school.

Component V: Transition

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

Section 1112(b)(8)
Section 1112(b)(10)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA implements strategies to facilitate effective transitions for students.	☑	☐	☐	☑ List of transition strategies for served Title I buildings for students transitioning from early childhood/preschool to kindergarten, from middle school to high school, and/or from high school to post-secondary education and the Consolidated Application Transition and Coordination	

District Comments
1/29/2024 9:24:36 AM Other Julisa Epps See pg. 11 of the Grant Content attachment.
Monitor Comments
3/27/2024 10:10:31 AM monitor Pam Lenz Very well-defined plan...thank you!

MiddleSchoolTransitionPlanSY2324.pdf
TransitionPlan.ISPA.HS.2023-2024.docx.pdf
TransitionPre-K_K23-24SY.pdf
Title1GrantContent.pdf

Component VI: Parent and Family Engagement

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

Section 1116(a)(1-3)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. LEA has a written Parent and Family Engagement policy **that includes the required components below and a description of how the components are met at the LEA.** Required Components: • description of how the LEA involves parents in the joint development of the Title I Plan (Title I Application) • description of how the LEA provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent involvement and described in Section 1116 parent and family involvement activities to improve student academic achievement and school performance	☑	☐	☐	☐ LEA Parent and Family Engagement policy **that includes the required components and a description of how the components are met at the LEA. Submitting just the board approved policy that does not include individual requirements for the LEA will result in a Not Met**. LEA must also upload **dated** parent meeting agenda and corresponding sign in sheet as well as evidence of the method of distribution of the policy. ☑ LEA Level Parent and Family Engagement policy **that includes the required components and a description of how the components are met at the school.** PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet. Documents must be dated. LEAs also include method of distribution of the policy.	**District Comments** 3/19/2024 12:09:01 PM Other Julisa Epps Although we did provide the policy in our meting agenda, we always distribute them in our monthly schoolwide news letters. Please see the links below: https://www.smore.com/fb80j and https://www.smore.com/vfq43 **Monitor Comments** 3/27/2024 10:18:48 AM monitor Pam Lenz Meeting held 11/15/2023 with corresponding electronic sign-in and dated PowerPoint. Plan present and shared in monthly newsletter.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments	
• description of how the LEA coordinates and integrates parent and family engagement strategies under Title I, Part A with parent and family engagement strategies, with other relevant Federal, State, and local laws and programs • description of how the LEA conducts with parents an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all school served under Title I, Part A, including identifying: ◦ barriers to greater participation in activities, ◦ the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers ◦ strategies to support successful school and family interactions						

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
• description of how the LEA uses the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and how to revise, if necessary, the parent and family engagement policies, and • description of involvement of parents in the activities of the Title I schools.					
					ParentandFamilyEngagementPolicy.pdf TitlePresentationViews1.png TitlePresentationViews2.png TownhallInvitation.png TOWNHALL-FEDERALPROGRAMS2023-2024.pdf
2. Parents and family members of Title I students shall be involved in the decisions regarding how funds reserved are allotted for parental involvement activities. (This can be marked N/A if the LEA did not reserve funds for Parent and Family Engagement)	☑	☐	☐	☑ **Dated** agendas and corresponding sign in sheets demonstrating parents were included in the decision on how to use the LEA Parent & Family set aside.	
					ParentandFamilyNeedAssessmentSY22-23.xlsx CACMeeting5-24-23-Participants.xlsx CACMeeting5-24-23-Agenda.pdf
	☑	☐	☐	☑ LEA Parent and Family Engagement policy that **includes at least one of the five bullets**, parent meeting agenda and sign in sheet	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
3. If the LEA received $500,000 or more in Title I funds, the set aside funds shall be used to carry out activities and strategies consistent with the LEA Parent and Family Engagement Policy, **including at least one of the following:** • supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies. • supporting programs that reach parents and family members at home, in the community, and at school • disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members • collaborating, or providing subgrants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement					

Monitor Comments
4/12/2024 5:15:00 PM monitor Pam Lenz As the uploaded meeting agenda, sign-in, and meeting notes were older than required for this item, a newer agenda, sign-in, and notes (2/13/2023) were shared during our meeting and emailed to the monitors. While still outside of the desired year window for monitoring documents, it's obvious that Insight meets regularly to discuss Title I programs and funds. We understand parent attendance is low or non-existent, and that Insight administration recognizes this and is working on improving parent representation.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
• engaging in any other activities and strategies that the LEA determines appropriate and consistent with the Parent and Family Engagement Policy. (This can be marked N/A if the LEA received $500,000 or less in Title I funds.)					

ParentandFamilyEngagementPolicy.pdf
CACMeeting1-Participants-12-13-22.xlsx
ANSWERS-TitleIDocumentQuestions-12_13_22CAC.pdf
CACMeetingAgenda-12_13_22.pdf
CACMeetingNotes-12_13_22.pdf

4. LEA must conduct an annual evaluation of **the content and effectiveness of the parent and family engagement policy** use the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies.	☑	☐	☐	☑ Dated agenda and corresponding sign in sheets from meeting with parents to discuss the evaluation **of the contents of the LEA level policy**. ☐ Survey of parents that assesses the contents of the LEA parent and family engagement policy. **Survey must include questions that address the contents of the parent and family engagement policy**.	**Monitor Comments** 4/12/2024 5:17:24 PM monitor Pam Lenz As the uploaded meeting agenda, sign-in, and meeting notes were older than required for this item, a newer agenda, sign-in, and notes (2/13/2023) were shared during our meeting and emailed to the monitors. While still outside of the desired year window for monitoring documents, it's obvious that Insight meets regularly to discuss Title I programs and funds. We understand parent attendance is low or non-existent, and that Insight administration recognizes this and is working on improving parent representation.

CACMeetingAgenda-12_13_22.pdf
SY23-24ParentandFamilyEngagementSurveyQuestions.pdf
CACMeeting1-Participants-12-13-22.xlsx
CACMeetingNotes-12_13_22.pdf

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. Each LEA shall reserve at least one percent of its Title I allocation to assist schools to carry out the activities in this section, unless the LEA receives less than $500,000 in Title I funds. (This can be marked N/A if the LEA receives less than $500,000 in Title I funds.)	☑	☐	☐	☑ **LEA level budget** (not from eGrants) demonstrating 1% was reserved for allowable parent and family engagement activities	
					FundingAdjustmentEmailfromPDE.pdf Insight23-24TitleBudgets.xlsx InsightTitleIGLExpenditures.xlsx
6. For those LEAs that received $500,000 and more, of the 1% reserved, LEAs must distribute at least 90% to schools with priority given to high need schools. LEAs receiving less than $500,000 in Title I can mark N/A.	☑	☐	☐	☑ Building Level budgets that demonstrate at least 90% was allocated to schools **AND** building expenditures that demonstrate 90% was spent on allowable Parent and Family Engagement activities.	
					FundingAdjustmentEmailfromPDE.pdf Insight23-24TitleBudgets.xlsx InsightTitleIGLExpenditures.xlsx

Component IX: Nonpublic Schools

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

Sections 1117, 8501, and 8503
Uniform Grants Guidance (UGG) Sec. 200.313 and 200.320

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. LEA has documented procedures detailing the provision of services.	☐	☐	☐	☐ Copy of LEA's Nonpublic Procedures	
2. Initial Consultation has occurred between the LEA and nonpublic official(s) **prior** to submitting LEA's Consolidated Application and the start of the services.	☐	☐	☐	☐ Evidence must include intent to participate, copies of outreach attempts, i.e., letters, e-mails, call log AND meeting agenda and sign-in sheet(s) between LEA and nonpublic official(s).	
3. Consultation is ongoing between LEA and nonpublic officials **including decisions made as to how to provide services**.	☐	☐	☐	☐ Dated copies of outreach attempts, i.e., letters, e-mails, call log ☐ Meeting agenda / sign-in sheet(s) between LEA and nonpublic official(s)	
4. The results of agreement following consultation have been transmitted to the PDE's equitable services ombudsman.	☐	☐	☐	☐ Signed Affirmation of Consultation form for each participating nonpublic school must be uploaded to eGrants.	
5. LEA regularly monitors the provision of Title I services to nonpublic students.	☐	☐	☐	☐ Dated copies of outreach attempts, i.e., letters, e-mails, call log ☐ Visitation log ☐ Virtual visit/meeting	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
6. LEA is evaluating the Title I program serving nonpublic school students.	☐	☐	☐	☐ Evaluation data ☐ Needs assessment, survey form and collated results ☐ Assessment data	
7. If LEA has Nonpublic Carryover funds, there is evidence to demonstrate Nonpublic school(s) were consulted.	☐	☐	☐	☐ Dated copies of letters, emails, AND the Carryover section of eGrants ☐ Agendas and meeting sign-in sheets between LEA and nonpublic officials AND the Carryover section of eGrants	
8. LEAs are properly monitoring the distribution and use of equipment and supplies purchased for the purposes of providing equitable services to eligible nonpublic school students. If equipment was not purchased for Nonpublic schools, select N/A.	☐	☐	☐	☐ Inventory equipment log **dated, signed and reviewed** annually to ensure the use of equipment and supplies purchased is tracked per Uniform Grants Guidance Sec. 200.313.	
9. LEA has third-party contracts (per Uniform Grants Guidance / Procurement procedures) that include the proportionate share of Title I funds determined by eGrants. **Please note:** Third party contracts must not be paid in full up front. Effective for the 2024-25 school year, contracts will be reviewed to ensure they are amended based on the funding adjustment allocation changes.	☐	☐	☐	☐ Copy of third-party contracts **must** include **ALL** of the following: • Breakdown of instructional costs, • Frequency of payments. (monthly, quarterly, etc.), • Type of services to be delivered, • Administrative costs for the provision of services to eligible nonpublic school students • An exit clause • Multi-year contracts DO NOT exceed three years	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
10. LEA ensures they are detailing the provision of services to eligible children attending nonpublic schools.	☐	☐	☐	☐ Consolidated application, Nonpublic Narrative section, detailing the services provided to nonpublic students at each school	
11. LEA has a Nonpublic Program Goal detailing the use of the equitable share as discussed and agreed upon during consultation with the nonpublic official(s).	☐	☐	☐	☐ Consolidated application, Nonpublic Program Goal Section listing nonpublic students measurable goals	
12. Evidence the LEA is following procurement procedures when using a third-party provider for providing nonpublic equitable services.	☐	☐	☐	☐ Informal quotes, bids or RFPs	
13. LEA has Title IA Nonpublic complaint procedures available for the nonpublic schools and evidence they were shared with nonpublic official(s) before or during consultation.	☐	☐	☐	☐ Copy of LEAs Nonpublic Complaint Procedure and proof of distribution to nonpublic schools, AND agenda listing review/receipt of Complaint Procedures ☐ Copy of LEAs Nonpublic Complaint Procedure and proof of distribution to nonpublic schools, AND Mail receipt ☐ Copy of LEAs Nonpublic Complaint Procedure and proof of distribution to nonpublic schools, AND Email to nonpublic official(s) including a copy of the procedures or the URL link to LEAs website with Complaint Procedures	
14. Nonpublic school students are receiving equitable services as discussed during consultation and Parent & Family Engagement (PFE) set-aside is budgeted if allocation is $500,000 and over.	☐	☐	☐	☐ Nonpublic Organizations Summary and Nonpublic Institutions sections of eGrants AND Budget Description detailing the Nonpublic Parent and Family Engagement share.	
15. Evidence of data used to calculate the amount of funds (equitable share) available to provide services.	☐	☐	☐	☐ Data provided by the nonpublic school to determine the number of income eligible students. Including addresses and grade levels only.	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
16. Evidence that the district budgeted appropriate Nonpublic Equitable Share.	☐	☐	☐	☐ Number of income eligible (low-income) students (Title IA specific) in eGrants Nonpublic Organizations Summary Section AND Title I budget Summary section of eGrants.	
17. Transferability Sec. 5103(b) Up to 100% of Title II and IV funds can be transferred. Funds can be transferred into Title I and Title III but not out of either subprogram. Title IIA and IV can transfer between programs. Evidence that transferability was discussed with the Nonpublic school officials during initial consultation. **Please note: If the LEA did not transfer funds into Title IA, this can be marked N/A.**	☐	☐	☐	☐ Agendas listing topics discussed/sign in sheets. ☐ Emails including discussion of transferred funds. ☐ Other documentation to reflect nonpublic consultation occurred, transfer of funds was discussed prior to funds being transferred.	

Comments

The administration team at Insight PA Cyber Charter School evidences a high degree of teamwork in educating students. Their focus on students and families, in addition to their embedded career training opportunities, are to be highly commended!

Title IIA: Program

Component I

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

If the LEA transferred all of Title IIA funds only answer question, #3. All others can be marked N/A, with comment all Title IIA funds transferred to Title IA/Title IVA.

Section 2001

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA provides evidence that Title II activities are data driven and that if data indicates a need in higher poverty schools, priority is given to these school(s). *This can be marked N/A if LEA uses Title II funds for district-wide professional development.	☐	☐	☑	☐ Evidence of data used to indicate large class sizes, such as grade level enrollment and/or roster of teachers ☐ Evidence of prioritization of poorest schools: Title II activities show that priority is given to the poorest schools identified in Title I - Selection of Schools - Step 3 Ranking in Consolidated Application	

District Comments

1/29/2024 10:34:11 AM

Other Julisa Epps

Over the last several years, Insight PA has identified several areas of need for our teachers. Formal/Informal evaluations and staff needs assessments were used to determine areas of focus. Instructional Coaches were hired to help develop teachers and to provide district-wide professional development.

Monitor Comments

3/27/2024 10:50:31 AM

monitor Pam Lenz

This is N/A as Insight is using Title II funds for organization-wide professional development.

TitleIStaffNeedsAssessmentSY22-23.xlsx

2. If applicable to CSI and ATSI schools: the LEA provides evidence that Title IIA activities are data driven and that if data indicates a need in ATSI and CSI schools, priority is given to these schools.	☑	☐	☐	☑ Evidence of prioritization of CSI and ATSI schools, i.e. building level budget for CSI or ATSI school, confirmation letter identifying these schools as CSI or ATSI	

124152637InsightPACyberCSCSILetter.pdf
124152637InsightPACyberCSCSI.pdf
TitleIIBudget.xlsx

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
3. The LEA provides evidence of stakeholder engagement in the development of Title IIA activities (including transfer discussions) e.g., parents, community members, schools staff.	☐	☑	☐	☑ Dated agendas and sign-in sheets **that includes all required stakeholders (teachers, principals, other school leaders, parents, paraprofessionals, specialized instructional support personnel, Nonpublic School Officials (if applicable) and community partners)** for meetings that took place **prior** to the writing of the grant.	

District Comments

1/29/2024 1:37:52 PM
Other Julisa Epps
We used a needs assessment for Stakeholder engagement.

3/26/2024 12:49:09 PM
Dir. of Reporting and Compliance Johanna Best
Additionally, we met with learning coaches to discuss the planned use of funds during the CAC meeting on 5.24.23

Monitor Comments

3/27/2024 11:12:59 AM
monitor Pam Lenz
The May 24, 2023 agenda doesn't specifically mention Title II, and the PowerPoint that includes Title II is not dated. This will be accepted this year, but please specify on the agenda each Title program to be discussed and include the date on all PowerPoints, handouts, etc. As all required stakeholders with the exception of a paraprofessional attended this meeting, the item is Not Met. I'm sure that all required stakeholders will be in attendance moving forward.

TitleIStaffNeedsAssessmentSY22-23.xlsx
ParentandFamilyNeedAssessmentSY22-23.xlsx
CACMeetingTitleFundsUsageSY23-24.pdf
SY23-24UseofFundsPlanningAgendaCACMeeting-5_24_23.docx
CACMeeting5.24.23-Participants.xlsx
CACMeetingNotes-5_24_23.docx

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
4. The LEA provides evidence that Title IIA activities are evidence-based and expected to improve student achievement.	☑	☐	☐	☑ Evidence components include (a) category/topic of intervention (i.e., reading, school climate and culture, graduation, family engagement, multilingual learners) (b) evidence-based practice and rationale (c) grade band (d) tier and source.	

District Comments
1/29/2024 1:55:44 PM Other Julisa Epps Evidence strongly suggests that a well-designed instructional coaching program improves teacher practice and student outcomes. Instructional coaching programs that incorporate the essential features of high-quality professional development are more likely to improve teacher practice. Educator performance evaluation systems are a potential tool for improving student achievement by increasing the effectiveness of the educator workforce (Stecher et al., 2016; Weisburg et al., 2009). For example, research suggests that giving more frequent, specific feedback on classroom practice may lead to improvements in teacher performance and student achievement (Steinburg & Sartain, 2015; Taylor & Tyler, 2012). Stecher, B., Garet, M.S., Hamilton, L.S., Steiner, E.D., Robyn, A., Porier, J., Holzman, D., Fulbeck, E.S., Chambers, J., and de los Reyes, I.B. (2016). Improving Teaching Effectiveness: Implementation. The Intensive Partnerships for Effective Teaching Through 2013-2014. Santa Monica, CA: RAND. Steinberg, M., and Sartain, L. (2015). Does teacher evaluation improve school performance? Experimental evidence from Chicago's Excellence in Teaching Project. Education Finance and Policy 10(4), 1-38. Taylor, E.S., and Tyler, J.H. (2012). The effect of evaluation on teacher performance. American Economic Review, 102(7), 3628-3651. Weisberg, D., Sexton, S., Mulhern, J., and Keeling, D. (2009). The Widget Effect: Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness. Brooklyn, NY: The New Teacher Project.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. Ensuring professional development meets the statutory definition of sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused. ESEA § 2102(2)(B). • Note: Effective 2024-25, this requirement cannot be marked Not Met.	☑	☐	☐	☑ Documentation of the LEAs professional development plan and educator evaluation framework	
ProfessionalDevelopmentPlan(Act48)2022-2025.pdf					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
6. LEA utilizes tools that measure effectiveness of PD. • Note: Effective 2024-25, this requirement cannot be marked Not Met.	☑	☐	☐	☑ Tools (i.e., surveys, teacher evaluation forms, student achievement data) ☐ Documentation of review of results (i.e., meeting notes or plans with modifications or changes for future)	**District Comments** 2/5/2024 11:54:16 AM Other Julisa Epps Here is the direct link to the survey: https://docs.google.com/forms/d/e/1FAIpQLSebkYX_O3xFlOqxn9Y8RFMc1oLa_Ey0EJ9Ree1rZ7q63zg7qA/viewform **Monitor Comments** 3/27/2024 11:20:09 AM monitor Pam Lenz I needed permission to log in to the survey, but thanks for providing the link.
					MenteeSurveyResults-Oct23.pdf 23-24PLCPDFeedback(Responses).xlsx
7. Class Size Reduction (CSR) the LEA ensures that class size reduction teachers have a qualified supervisor to perform classroom evaluations and provide feedback to the CSR teacher hired. • Note: Effective 2023-2025, this requirement cannot be marked "Not Met"	☐	☐	☑	☐ Documentation to verify that CSR teacher was evaluated by supervisor (i.e., dated/signed meeting or schedule; dated teacher or classroom observation form with redacted teacher feedback information).	**District Comments** 1/30/2024 9:07:27 AM Other Julisa Epps Insight PA does not use Title II funds for Class Size Reduction **Monitor Comments** 3/27/2024 11:21:21 AM monitor Pam Lenz This is N/A as Insight does not use Title II funds for class-size reduction.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
8. Program Goals - Data has been collected for 23-24 program goals Professional Development.	☑	☐	☐	☐ Data summary narrative ☐ Data reports ☑ Other tool as identified in program goal section in eGrants.	**Monitor Comments** 3/27/2024 11:33:44 AM monitor Pam Lenz eGrants specifies that data will be collected by June 30, 2024.
					PDCalendar23_24SY.xlsx
9. Program Goals - Data has been collected for 23-24 program goals Class Size Reduction.	☐	☐	☑	☐ Data summary narrative ☐ Data reports ☐ Other tool as identified in program goal section in eGrants.	**District Comments** 2/14/2024 11:16:11 AM Dir. of Reporting and Compliance Johanna Best Insight PA does not use Title II funds for Class Size Reduction **Monitor Comments** 3/27/2024 11:34:33 AM monitor Pam Lenz This is N/A as Insight does not use Title II funds for class-size reduction.

Title IVA: Program

Component I:

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

If the LEA received less than $30,000 and is transferring all funds, answer question #1 and mark N/A for all other questions.

Sec. 4101

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA involves stakeholders (teachers, principals, parents/family members, specialized instructional support, nonpublic school officials (consultation), community partners/members, employers and local government representatives) in the planning of the Title IV application and activities.	☑	☐	☐	☑ **Dated** agendas and sign-in sheets **that includes all required stakeholders (Teachers, principals, school leaders, parents, administrators, specialized instructional support personnel Nonpublic School Officials (if applicable), community members, and others with relevant experience)** for meetings that took place **prior** to writing the grant.	**Monitor Comments** 3/27/2024 11:43:08 AM monitor Pam Lenz While the agenda does not specifically mention Title IV, it is found in the meeting notes. In the future, please specify each Title program to be discussed and include the date on all PowerPoints, handouts, etc.

ParentandFamilyNeedAssessmentSY22-23.xlsx
TitleIStaffNeedsAssessmentSY22-23.xlsx
CACMeeting5-24-23-Participants.xlsx
CACMeeting5-24-23-Agenda.pdf
CACMeetingNotes-5_24_23.docx

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. The LEA **continued to consult** with stakeholders to improve the activities it conducts and coordinates implementation with other related activities conducted in the community. **If your LEA transferred all Title IVA funds this requirement can be marked NA.**	☑	☐	☐	☑ **Dated** agendas and sign-in sheets **that includes all required stakeholders (Teachers, school leaders, parents, administrators, paraprofessionals, specialized instructional support personnel Nonpublic School Officials (if applicable), community members, higher education (where applicable), and others with relevant experience** for consultation that took place during the implementation of the grant.	**Monitor Comments** 4/15/2024 3:36:07 PM monitor Pam Lenz The names of all required stakeholders were emailed to me after the meeting as requested.
				3-14CACMeetingSign-inSheet.xlsx 3-14CACMeetingAgendaandNotes.pdf 3-14CACParentMeetingPresentation.pdf	
3. If LEA receives more than $30,000, the activities supported by Title IVA are aligned with the needs of the district/schools. Please note: the needs Assessment Data must be less than 3 years old.	☑	☐	☐	☑ **Dated** needs Assessment.	
				ParentandFamilyNeedAssessmentSY22-23.xlsx TitleIStaffNeedsAssessmentSY22-23.xlsx	
4. If the LEA **distributed funds to schools**, it targeted schools that have the greatest needs; have the highest percentages or numbers of children low-income; are identified as CSI and TSI; or are identified as persistently dangerous. If the LEA did not distribute funds to schools this can be marked N/A.	☐	☐	☑	☐ Consolidated application Selection of Schools ranking page demonstrating priority was given to high poverty schools. ☐ If LEA has schools designated CSI and A-TSI, list of schools receiving funds.	**District Comments** 1/30/2024 9:31:47 AM Other Julisa Epps Insgigt PA is a single school-LEA. **Monitor Comments** 3/27/2024 11:52:12 AM monitor Pam Lenz This is N/A as Insight is a single school entity.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. LEA has only budgeted **a maximum of** 15% of the **total** amount budgeted in Effective Use of Technology **for technology infrastructure** (devices, equipment, and software applications to address readiness shortfalls, blended learning technology software and platforms, the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases).	☑	☐	☐	☑ A **statement of expenditures** demonstrating funds are allowable and included in the approved application AND the Consolidated Application showing funds in the Effective Use of Technology expenditure section.	
					InsightTitleIVGLExpenditures.xlsx TitleIVFundingAdjustment(ProgramChange)_RCApproval.pdf TitleIVGrantContent-FA.pdf
6. If the LEA has received more than $30,000 in Title IV funds, a **minimum** of 20% has been budgeted for Well-Rounded Educational activities.	☑	☐	☐	☑ A **statement of expenditures** demonstrating funds are allowable and included in the approved application and a copy of the Consolidated Application Well-Rounded narrative.	
					InsightTitleIVGLExpenditures.xlsx TitleIVFundingAdjustment(ProgramChange)_RCApproval.pdf TitleIVGrantContent-FA.pdf
7. If the LEA has received more than $30,000 in Title IV funds, a **minimum** of 20% has been budgeted for Safe and Healthy activities.	☑	☐	☐	☑ A **statement of expenditures** demonstrating funds are allowable and included in the approved application AND a copy of the Consolidated Application Safe and Healthy narrative.	
					InsightTitleIVGLExpenditures.xlsx TitleIVFundingAdjustment(ProgramChange)_RCApproval.pdf TitleIVGrantContent-FA.pdf
8. If the LEA has received more than $30,000 in Title IV funds, some funds are budgeted for Effective Use of Technology activities.	☑	☐	☐	☑ A **statement of expenditures** demonstrating funds are allowable and included in the approved application AND a copy of the Consolidated Application showing funds in the Effective Use of Technology narrative section.	
					InsightTitleIVGLExpenditures.xlsx TitleIVFundingAdjustment(ProgramChange)_RCApproval.pdf

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
					TitleIVGrantContent-FA.pdf
9. Program Goals Well-Rounded Education - Baseline data has been collected for 2023-24 program goals in Well-Rounded Education. Note: Please select N/A if LEA did not allocate funds in this area. Note: For 24-25, LEAs must upload evidence of periodically evaluating the effectiveness of the funded activities, such as surveys and/or meeting agendas/sign-in sheets.	☑	☐	☐	☐ Data summary narrative ☐ Data Reports ☑ Other tool as identified in program goal section in eGrants.	**Monitor Comments** 3/27/2024 12:15:05 PM monitor Pam Lenz Please note that student names are not to be included in FedMonitor.
					WellRoundedBackupData-2023-2024IndustryCertifications.xlsx WellRoundedBackupData-2022-2023IndustryCertifications.xlsx WellRoundedBackupData-2324WINTERSGP.xlsx WellRoundedBackupData-FINAL2324WINTERREADExactPath.xlsx TitleIVBaselineData-WellRounded.pdf
10. Program Goals - Safe & Healthy - Baseline data has been collected for 2023-24 program goals in Safe & Healthy. Note: Please select N/A if LEA did not allocate funds in this area. Note: For 24-25, LEAs must upload evidence of periodically evaluating the effectiveness of the funded activities, such as surveys and/or meeting agendas/sign-in sheets.	☑	☐	☐	☐ Data summary narrative ☐ Data Reports ☑ Other tool as identified in program goal section in eGrants.	**Monitor Comments** 3/27/2024 12:16:24 PM monitor Pam Lenz Please note that student names are not to be included in FedMonitor.
					SafeandHealthyBackupData-SD_2023-24Gr8Well-BeingPanorama_03-20-2024.xlsx SafeandHealthyBackupData-HealthRecordsTracker_SY23-24.xlsx SafeandHealthyBackupData-SD_2023-24MOYGr10SELSELPanorama_03-20-2024.xlsx SafeandHealthyBackupData-SD_2023-24MOYGr1SELSELPanorama_03-20-2024.xlsx

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
					TitleIVBaselineData-SafeandHealthy.pdf
11. Program Goals - Effective Use of Technology - Baseline data has been collected for 2023-24 program goals in Effective Use of Technology. Note: Please select N/A if LEA did not allocate funds in this area. Note: For 24-25, LEAs must upload evidence of periodically evaluating the effectiveness of the funded activities, such as surveys and/or meeting agendas/sign-in sheets.	☑	☐	☐	☐ Data summary narrative ☑ Data Reports ☐ Other tool as identified in program goal section in eGrants	
					TitleIStaffNeedsAssessmentSY22-23.xlsx

Personnel Interviews

Building	Date	Staff Member Interviewed	Staff Member Position
Insight PA Cyber CS	4/12/2024	Julissa Epps	Compliance Manager

Division of Federal Program
Consolidated Program Review
2023-2024 School Year
Insight PA Cyber CS

Insight PA Cyber Charter School

SCHOOL Level Monitoring

	Name	Check if Interviewed
Principal:	Julie Jaszcar	☐
Parent:		☐
Parent:		☐
Parent:		☐
Parent:		☐
Parent:		☐

Program Reviewers: Dr. Helen Gross Dr. Pamela Lenz

Visit Date: 4/12/2024

School Level Monitoring

Component I: Appropriately State Certified

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

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. **All instructional paraprofessionals** working in a Title IA program are appropriately certified.	☑	☐	☐	☑ List of paraprofessionals working in the school & their qualifications: HS Diploma plus 2 years of college (48 credits), AA Degree or local assessment	**Monitor Comments** 3/27/2024 1:07:49 PM monitor Pam Lenz All paras are appropriately certified.
					ParaProfessionalListing.xlsx
2. Parents (in Title I schools only) are directly notified annually that they may request information regarding the professional qualifications of their child's teacher(s), and of paraprofessionals who provide instructional services to their children.	☑	☐	☐	☑ Copy of Right-to-Know - Teacher Qualifications letter **dated** and evidence of distribution date	**District Comments** 1/30/2024 11:20:15 AM Other Julisa Epps Right to Know Letters are included in our news letters and available on our webpage: https://www.smore.com/nes3y 3/26/2024 12:58:52 PM Dir. of Reporting and Compliance Johanna Best Website: https://insightpaschool.org/academics/federal-programs/
					InsightPA_Right_to_Know_23-24_GENERAL.pdf TitlePresentationViews1.png TownhallInvitation.png TitlePresentationViews2.png TOWNHALL-FEDERALPROGRAMS2023-2024.pdf TitlePresentationViews3.png

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
3. Parents (in Title I schools only) are notified if their child is assigned to or being taught for four or more consecutive weeks by a teacher who is not appropriately state certified. (This cannot be marked N/A.)	☑	☐		☑ Copy of Right-to-Know Four Consecutive Week letter AND evidence of distribution date with signature, if distributed. If the letter was not distributed the date is not required in the letter.	
ParentRighttoKnow23-244WeekLetter.pdf					

Component II: Parent and Family Engagement

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

Sec. 1116

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Schools receiving Title I funds shall jointly develop with, and distribute to, Title I parents and family members a written parent and family engagement policy **that includes the required components below and a description of how the components are met at the school**. Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. **All the following are Required components**:	☑	☐	☐	☐ School Level Parent and Family Engagement policy **that includes the required components and a description of how the components are met at the school**. School must also upload **dated** parent meeting agendas and corresponding sign-in sheets, as well as method of distribution. ☑ School Level Parent and Family Engagement policy **that includes the required components and a description of how the components are met at the school**. PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet. Documents must be dated. Title I schools must also include method of distribution of the policy.	

District Comments
3/26/2024 3:32:32 PM Dir. of Reporting and Compliance Johanna Best Parents/Learning Coaches were invited to the Annual Title I Townhall meeting in November. No parents attended. A recording of the Townhall was included in the December Schoolwide newsletter. The policy is included each monthly schoolwide newletter in the Focus on Federal Programs section (https://www.smore.com/vfq43), as well as on the website (https://insightpaschool.org/academics/federal-programs/) .

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
• Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their school's Title I program and to explain the requirements of Title I and the right of parents to be involved. • Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
• Involve parents, in an organized ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan, if applicable, except that is a school has a process in place in process for involving parents in the joint planning and design of the school's programs, the school may use the process, if such process included an adequate representation of Title I. • Provide Title I parents the following ○ Timely information about Title I programs.					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
○ A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards. ○ If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
○ If the schoolwide plan is not satisfactory to Title I parents, submit any parent comments on the plan when the school makes the plan available to the LEA. (Only applies to Schoolwide schools).					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
○ Shall educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school.					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
○ Describes how the school will aid parents in understanding the State's academic content standards and student achievement standards, local academic assessments and how to monitor a child's progress and work with teachers to improve the achievement of their children. ○ States that a school-parent compact was jointly developed with parents and the compact outlines how parents, the entire school staff and students will share in the responsibility for improved student achievement.					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
○ Describes how the school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement.					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
○ States how the school will, to the extent feasible and appropriate, coordinate, and integrate parent involvement programs and activities with other Federal, State, and local programs including public preschool programs and conduct other activities, that encourage and support parents and family members in more fully participating in the education of their children.					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
○ States how the school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and family members of participating children in a format and to the extent practicable, in a language the parents and family members can understand.					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
○ States how the school, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children).					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
					ParentandFamilyEngagementPolicy.pdf TitlePresentationViews1.png TitlePresentationViews2.png TownhallInvitation.png TitlePresentationViews3.png TOWNHALL-FEDERALPROGRAMS2023-2024.pdf
2. Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their school's Title I program and to explain the requirements of Title I and the right of parents to be involved.	☑	☐	☐	☑ **Dated** Title I meeting agenda and corresponding sign-in sheets ☐ PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet, Documents must be dated.	**District Comments** 3/26/2024 3:33:01 PM Dir. of Reporting and Compliance Johanna Best Parents/Learning Coaches were invited to the Annual Title I Townhall meeting in November. No parents attended. A recording of the Townhall was included in the December Schoolwide newsletter. The policy is included in each monthly schoolwide newletter in the Focus on Federal Programs section (https://www.smore.com/vfq43), as well as on the website (https://insightpaschool.org/academics/federal-programs/) . **Monitor Comments** 3/27/2024 1:43:34 PM monitor Pam Lenz Could this possibly be combined with another virtual event so as to gain some attendees?
					TitlePresentationViews1.png TitlePresentationViews2.png TownhallInvitation.png TitlePresentationViews3.png TOWNHALL-FEDERALPROGRAMS2023-2024.pdf
	☑	☐	☐	☐ School-parent compact, dated agenda and corresponding, sign-in sheet as well as method of distribution of the compact	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
3. Each Title I school shall jointly develop with parents of Title I children a school parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact shall • describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I children to meet the State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom, and participating as appropriate, in decisions relating to the education of their children and positive use of extracurricular time, and				☑ School-parent compact, PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet. Documents must be dated. Title I schools must also include method of distribution of the compact.	

District Comments
3/26/2024 3:33:54 PM Dir. of Reporting and Compliance Johanna Best Parents/Learning Coaches were invited to the Annual Title I Townhall meeting in November. No parents attended. A recording of the Townhall was included in the December Schoolwide newsletter. The school parent compact is included in each monthly schoolwide newletter in the Focus on Federal Programs section (https://www.smore.com/vfq43), as well as on the website (https://insightpaschool.org/academics/federal-programs/) .

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
• address the importance of communication between teachers and parents on an ongoing basis through at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; frequent reports to parents on their children's progress; reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and ensuring two way meaningful communication between family members and school staff, and to the extent practicable, in a language that family members can understand.					
				SchoolParent_Family_Compact_23-24_Translated.pdf TitlePresentationViews1.png TitlePresentationViews2.png	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
					TownhallInvitation.png TOWNHALL-FEDERALPROGRAMS2023-2024.pdf TitlePresentationViews3.png
4. Title I Schools shall aid parents of Title I children in understanding such topics as the challenging State academic standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.	☑	☐	☐	☐ **Dated** Title I meeting agenda & sign-in sheets that indicate topics of discussion ☑ PowerPoint presentations/notes from meeting that identifies topics discussed as well as corresponding sign in sheet. Documents must be dated.	**District Comments** 3/20/2024 12:46:34 PM Dir. of Reporting and Compliance Johanna Best We were prepared to host the Fall Town Hall, however no Learning Coaches attended. We then included a link to the annual meeting in the December Schoolwide newsletter in an effort to get the information out to families. **Monitor Comments** 3/27/2024 1:51:46 PM monitor Pam Lenz I already mentioned this, but could this presentation (or parts of it) possibly be combined with another virtual event so as to gain some attendees?
					TitlePresentationViews1.png TitlePresentationViews2.png TitlePresentationViews3.png TownhallInvitation.png TOWNHALL-FEDERALPROGRAMS2023-2024.pdf
5. Title I Schools shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy) as appropriate, to foster parent involvement.	☑	☐	☐	☑ Submit only one example of Training materials provided to parents, evaluations, agendas & sign-in sheets, or calendar of events. ☐ Submit only one example of workshops with copies of dated agendas and sign-in sheets. ☐ Resource given to parents to aid in academic support.	**District Comments** 3/18/2024 9:24:14 AM Other Julisa Epps The links within this document will show you the attendees, agenda and training material.
					PARENTTRAININGDATESLINKSSY23-24.xlsx

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
6. **ALL** schools' teachers and staff shall **annually** be educated, with the assistance of parents, in how to better communicate with, or work with, parents as equal partners.	☑	☐	☐	☐ SPAC skits and staff agendas and sign in sheets ☑ Dated staff meeting agenda and sign-in sheets utilizing parent survey results (open-ended questions included)	**Monitor Comments** 3/27/2024 2:03:02 PM monitor Pam Lenz In the future, be sure to include the following in your Learning Coach Communication presentation: 1). The date; 2). An agenda of what will be covered, and 3). Specific parent survey open-ended questions and results. (Dates were included on staff sign-ins.)
					CommunicatingwithParentsSessionResponses.xlsx InsightPALearningCoachCommunication.pdf
7. Title I Schools shall coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs.	☑	☐	☐	☑ Transition Plan ☐ Parent training materials, evaluations, agendas, calendar of events ☐ Staff/Parent meeting agendas and sign-in sheets	
					MiddleSchoolTransitionPlanSY2324.pdf TransitionPlan.ISPA.HS.2023-2024.docx.pdf TransitionPre-K_K23-24SY.pdf
8. Title I schools shall ensure that information related to school and parent programs, meetings, and other activities is sent to Title I parents in a format and, the extent practicable, in a language the parents can understand.	☑	☐	☐	☑ All Title I schools must have at least one translated document. This can include one example of letters, web site posting, or the Schoolwide Plan.	
					InsightPA_Right_to_Know_23-24_GENERAL.pdf

Component III: Schoolwide Programs

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

Sec. 1114

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. An approved Schoolwide Plan is present in the FRCPP. ESEA §1114(b)(6) requires that the schoolwide plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. Additionally §1114(b)(7) the schoolwide plan needs to include a description ofthe strategies that the school will be implementing to address school needs, including a description of how such strategies willprovide opportunities for all children, including each of the subgroups of students (as defined in §1111(c)(2)) to meet the challenging State academic standards; use methods and instructional strategies that strengthen the academic program in the school ,increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.	☑	☐	☐	☑ Documentation of approval such as an email from FRCPP saying it has been approved or a screenshot from the FRCPP dashboard where the plan says Approved	

Monitor Comments
3/27/2024 2:05:41 PM monitor Pam Lenz Plan submitted 8/29/2023 as per FRCPP.

CSIApprovedPlanFRCPP2024-01-31094819.png

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. Evidence exists of the schoolwide plan being developed in the year prior to initial implementation for schools newly identified as implementing a schoolwide program OR evidence of annual evaluation of an existing schoolwide plan. ESEA §1114(b)(1) requires a schoolwide be developed in the year prior to initial implementation ESEA §1114(b)(3) requires that the school must revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement.	☑	☐	☐	☐ **For newly identified Schoolwide schools - Agendas and sign-in sheets** demonstrating plan was developed in the year prior to initial implementation. OR ☑ **For existing Schoolwide schools - agendas and sign-in sheets** demonstrating plan was updated within a year of the monitoring visit.	

CACMeeting5-24-23-Participants.xlsx
ParentandFamilyNeedAssessmentSY22-23.xlsx
CACMeeting5-24-23-Agenda.pdf
TitleIStaffNeedsAssessmentSY22-23.xlsx

3. (a) Evidence exists of ongoing review and revisions, as necessary, of the schoolwide plans action plan. Please note: Schoolwide plans must be regularly monitored as determined by the frequency indicated in the action plan and revised, as necessary, based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. (b) Evidence exists that data has been collected in line with the schoolwide plans goals targeted timeframes. ESEA §1114(b)(3) requires that the schoolwide plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards.	☑	☐	☐	☑ **Agendas and sign-in sheets** of meetings ☐ **Copies of data reports**	**Monitor Comments** 3/27/2024 2:12:18 PM monitor Pam Lenz Two meetings were held. A Community Advisory Committee meeting (with sign-in) was held 3/14/2024 and a CSI Committee meeting (with sign-in) was held 3/4/2024.

CSIQuarterlySteeringCommittee3.4.24.docx
3-4-24CSIQuarterlyBenchmarkReport.pdf
3-4-24CSIMeetingParticipantList3.jpg

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
					3-4-24CSIMeetingParticipantList2.jpg 3-4-24CSIMeetingParticipantList1.jpg 3-14CACMeetingSign-inSheet.xlsx 3-14CACMeetingAgendaandNotes.pdf 3-14CACParentMeetingPresentation.pdf
Note: If the school does not have an approved 2023-24 Schoolwide Plan, must monitor requirements in the Targeted Assistance section.					

Component IV: Targeted Assistance Programs

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

Sec. 1113

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The Title I school determines which students will be served, and serves participating students identified as eligible.	☐	☐	☐	☐ Selection criteria and student roster with test scores that includes rank order listing.	
2. The Title I school uses resources under this part to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education.	☐	☐	☐	☐ List of programs, activities, and academic courses provided to eligible children	
3. The Title I school uses methods and instructional strategies to strengthen the academic program of the school through activities, which may includeexpanded learning time, before- and after-school, and summer programs and opportunities; and a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).	☐	☐	☐	☐ List of instructional strategies including activities that strengthen the academic program provided to eligible children	
4. The Title I school coordinates with and supports the regular education program. Please note: this may include services to assist preschool children in the transition from early childhood education programs such as Head Start or State-run preschool programs to elementary school programs.	☐	☐	☐	☐ Documentation of regular team meetings, **dated** agenda, sign-in sheets, and minutes	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. The Title I school provides professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program.	☐	☐	☐	☐ List of professional development activities, **dated** agendas, and sign in sheets	

Comments

Documentation was thorough, consistent, and provided in a timely manner.

Executive Summary
BSE Compliance Monitoring Review
of the
Insight PA Cyber

PART I
SUMMARY OF FINDINGS

A. Review Process

Prior to the Bureau's monitoring the week of November 4, 2024, the Insight PA Cyber was formally notified of the dates the onsite review would be conducted. Notice and invitation to comment was also provided to the Local Task Force on Right-to-Education. The charter school was informed of its responsibility to compile various reports, written policies, and procedures to document compliance with requirements.

While onsite, the monitoring team employed a variety of techniques to gain an in depth understanding of the charter school's program operations. This included:

- Interviews of charter school administrative and instructional personnel
- Review of policies, notices, plans, outcome and performance data, special education forms and formats, and data reports used and compiled by the charter school (Facilitated Self-Assessment)
- Comprehensive case studies (including classroom observations, student file reviews, and interviews of parents and general and special education teachers).

B. General Findings

In reaching compliance determinations, the Bureau of Special Education (BSE) monitoring teams apply criteria contained in federal and state special education regulations. Specifically, these are:

- Individuals with Disabilities Education Improvement Act of 2004
- 22 Pa. Code Chapter 711
- 34 CFR Part 300

This report focuses on compliance with regulatory requirements and also contains descriptive information (such as interview and survey results) intended to provide feedback to assist in program planning.

C. Overall Findings

1. FACILITATED SELF ASSESSMENT (FSA)

The team reviewed the FSA submitted by the charter school and conducted onsite verification activities of the information submitted in the FSA. The onsite verification activities included review of policies, notices, procedures, and file reviews.

FSA	In Compliance	Out of Compliance
Assistive Technology and Services; Hearing Aids	2	0
Positive Behavior Support Policy	1	0
Child Find (Annual Public Notice and General Dissemination Materials)	1	0
Confidentiality	1	0
Dispute Resolution (Due process hearing decision implementation)	0	0
Exclusions: Suspensions and Expulsions (Procedural Requirements)	0	0
Independent Education Evaluation	1	0
Least Restrictive Environment (LRE)	1	0
Provision of Extended School Year Services	1	0
Provision of Related Service Including Psychological Counseling	1	0
Parent Training	1	0
Public School Enrollment	1	0
Surrogate Parents (Students Requiring)	1	0
Personnel Training	1	0
Intensive Interagency Approach	1	0
Summary of Academic Achievement and Functional Performance/Procedural Safeguard Requirements for Graduation	1	0
SPP/APR Indicator 13 (Transition)	1	0
Disproportionate Representation that is the Result of Inappropriate Identification	1	0

IMPROVEMENT PLAN REQUIRED*	Yes	No
Effective Use of Dispute Resolution	0	0
Graduation Rates (SPP)	1	0
Dropout Rates (SPP)	1	0
Suspensions (Rates)	0	0
Least Restrictive Environment (LRE) (SPP)	1	0
Participation in PSSA and PASA (SPP)	1	0
Participation in Charter-Wide Assessment	0	1
Public School Enrollment	0	1
Disproportionate Representation that is the Result of Inappropriate Identification	0	1

*This determination is based on the data used for the monitoring. More recent data provided by the LEA may demonstrate that the LEA does not require an improvement plan for this topic. Please refer to the Corrective Action Verification/Compliance and Improvement Plan for final guidance.

2. FILE REVIEW (Student case studies)

The education records of randomly selected students participating in special education programs were studied to determine whether the charter school complied with essential requirements.

The status of compliance of the Insight PA Cyber is as follows:

Sections of the FILE REVIEW	In Compliance	Out of Compliance	NA
Essential Student Documents Are Present and Were Prepared Within Timelines	84	1	75
Evaluation/Reevaluation: Process and Content	240	2	538
Individualized Education Program: Process and Content	522	1	277
Procedural Safeguards: Process and Content	120	0	0
TOTALS	**966**	**4**	**890**

3. TEACHER AND PARENT INTERVIEWS

Interviews were conducted with parents and teachers of students selected by the BSE for the sample group. The goal is to determine if the charter school involves parents and professionals in required processes (e.g., evaluation, IEP development), whether programs and services are being provided, and whether the charter school provides training to enhance knowledge. Parent and teacher satisfaction with the special education program is also generally assessed.

	# Yes Responses	# No Responses	# of Other Responses
Program Implementation: General Ed Teacher Interviews	228	5	105
Program Implementation: Special Ed Teacher Interviews	299	0	135
Program Implementation: Parent Interviews	141	20	94
TOTALS	**668**	**25**	**334**

4. CLASSROOM OBSERVATIONS

Observations are conducted in classrooms of students selected by the BSE for the sample group.

	# Yes Responses	# No Responses	# of Other Responses
Classroom Observations	0	0	0

5. EDUCATIONAL BENEFIT REVIEW

	In Compliance	Out of Compliance
Educational Benefit Review	X	

PART II
CORRECTIVE ACTION PROCESS

PART I of this report presented an overall summary of findings. In the Appendix to the report, we have provided the detailed findings for each of the criteria of the compliance monitoring document, i.e. FSA, File Reviews, Interviews and Classroom Observations. The detailed report of findings includes:

- Criteria Number
- Statements of all requirements
- Whether each requirement was met, not met, not applicable or other
- Statements of corrective action required for those criteria not met. ***Criteria not met that require corrective action by the charter school are gray-shaded.***

Charter schools are advised that in accordance with requirements of the Individuals with Disabilities Education Act, all noncompliance must be corrected as soon as possible but in no case later than one year from the date of the monitoring report. The BSE is required to verify timely correction of noncompliance, and must report annually to the federal government and the public on this requirement.

Upon receipt of this report, the charter school should review the corrective action and improvement planning required. The report is formatted so that findings from all components of the monitoring are consolidated by topical area. The report lists the finding, and whether corrective action is required. For certain types of findings, corrective action will be prescribed, and will not vary from charter school to charter school. For example, if the finding is that the charter school lacks a specific required policy, it is reasonable to have the BSE prescribe a standardized remedy and timeline for correcting this deficiency. However, the majority of corrective action activities will be individually designed by the charter school based on their own unique circumstances and goals. Consistent with IDEA's general supervision requirements for states, BSE must approve all proposed corrective action.

With respect to the File Review, because students were selected at random, findings are generalized to the entire population of students with disabilities. During the corrective action review, the BSE Advisor will select students at random and will review updated data, i.e. records that were developed subsequent to the monitoring. Consequently, the charter school should approach corrective action on a systemic basis. As indicated above, the charter school is also required to correct student specific noncompliance identified during monitoring under the ICAP process. If there has been a finding of noncompliance in the Educational Benefit Review component, the individual students are identified to the charter school and, because of the significance of the provision of a free appropriate public education (FAPE) to these students; the charter school must take immediate corrective action.

The BSE Advisor will schedule an onsite visit with the charter school within 60 days following issuance of the monitoring report. The BSE Advisor, charter school, and PaTTAN staff will develop a Charter School Corrective Action Verification/Compliance and Improvement Plan. PaTTAN and IU staff are available to assist the charter school.

Upon conclusion of the corrective action process, the charter school will be notified of its successful completion of the monitoring process.

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Insight PA Cyber Charter School

INVITATION TO PARTICIPATE IN THE INDIVIDUALIZED EDUCATION

PROGRAM (IEP) TEAM MEETING OR OTHER MEETING

We would like to invite you to a meeting to talk about special education programs and services for your child. **The purpose of this meeting is to:** ***(Check all that apply)***

☒ Develop an IEP, if your child is eligible, or continues to be eligible, for special education and related services. *(check this box for enrollment and annual meetings)*

☐ Discuss possible changes in your child's current IEP and revise it as needed. *(check this box for revision meetings)*

☒ **Transition Planning.** If your child will be at least 14 years old during the duration of this IEP, the IEP team will develop postsecondary goals based on transition assessments and transition services to promote movement from school to post school activities. Your child is invited by the school to attend this meeting and is included in the list of invited IEP team members listed below. *(always check Transition Planning)*

☒ **Transition Services.** If necessary, and with your consent, staff from other public agencies that may be providing or paying for transition services will be invited to IEP team meeting. We are inviting representative(s) from the agency or agencies as listed*: (always check Transition Services)*

CHOOSE **ONE** OPTION

Information about the Office of Vocational Rehabilitation was provided to HS and her family, however, at this time permission to invite OVR to the IEP team meeting has not been received. The IEP Team will continue the conversation with HS and her family about available future agency involvement.

Information about the Office of Vocational Rehabilitation (OVR) was provided to HS and her family and they have agreed for OVR to participate in the IEP team meeting. OVR was invited to the meeting via email on *fill in date(s) attempt(s) were made to invite OVR and list the OVR Office and contact information for the student's county.*

Information about the Office of Vocational Rehabilitation was provided to HS and her family, however, at this time they are not interested. The IEP Team will continue the conversation with HS and her family about available future agency involvement.

☐ Other:

IEP Team Meeting - Invited IEP Team Members

As the parent, you are a member of your child's IEP team, and we, the Local Education Agency (LEA) want you to attend the IEP team meeting. Listed below are the other team members, including your child, if 14 years or older, that we are inviting. In addition, you may bring other people to the IEP team meeting who have knowledge or expertise regarding your child. If you have any questions or comments about this, please contact the LEA as soon as possible.

Role	Name
Legal Guardian	Legal Guardian
Student *(always invite student)*	HS SAMPLE
Local Ed. Agency Rep.	LEA
Special Education Teacher *(Add All Individually)*	Special Education Teacher
General Education Teacher *(Add All Individually)*	General Education Teacher
Transition Coordinator	Transition Coordinator
Advisor	Advisor
School Counselor	School Counselor
Related Service Providers *(Add All Individually - if applicable)*	Relate Service Provider
School Psychologist *(If ER/RR Was Completed)*	School Psychologist
OVR *(If Parent Signed Consent Form)*	OVR

* As required by federal and state regulations, the LEA invites your son/daughter to attend the IEP meeting when transition services and postsecondary goals will be considered. Transition services and postsecondary goals may be considered at any age, but must be included in the first IEP to be in effect when your child reaches age 14. ** A teacher of the gifted is required when writing an IEP for a student with a disability who also is gifted.
*** As determined by the parent and LEA as needed for transition services and other community services

We suggest these arrangements for the meeting:

Date: 8/1/2022

Location: Zoom Link

Time: Time of Meeting

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

School Age

Student's Name: HS SAMPLE
IEP Team Meeting Date (mm/dd/yyyy): 8/1/2022
IEP Implementation Date (Projected Date when Services and Programs Will Begin): 8/2/2022 *(typically the next school day)*
Anticipated Duration of Services and Programs: 7/31/2023

Date of Birth: 9/12/2007
Age: 14
Grade: 10th
Anticipated Year of Graduation: 2025

Local Education Agency (LEA): Insight PA Cyber Charter School
County of Residence: Chester County

Name and Address of Parent/Guardian/Surrogate:

Kate Sample
100 Sample Dr
West Chester, PA 19382

Phone (Home):
Phone (Work):
Phone (Cell): 610-000-0000
Phone (Other):

Email (Home): kate@sample.org
Email (Work):
Email (Other):

Other Information: *Include when you sent the invite/attempts and when it was signed.*
Include when you sent reminder email with meeting link.

- Date:
- Date:
- Date:
- Date:

IEP TEAM/SIGNATURES

The Individualized Education Program team makes the decisions about the student's program and placement. The student's parent(s), the student's special education teacher, and a representative from the Local Education Agency are required members of this team. Signature on this IEP documents attendance, not agreement.

Printed Name	***Role***	***Signature***
HS SAMPLE	Student *(always add student)*	*Indicate **Did Not Attend** if they didn't. Do not remove them from participant list.*
Legal Guardian	Legal Guardian *If LG cannot attend and they give permission for someone else (step-father, etc). who isn't an LG to attend in their place, you must obtain written permission from the LG for this. Document the written permission in the 'other information' box on demographic page*	*Indicate **Did Not Attend** if they didn't. Do not remove them from participant list.*
LEA	Local Ed. Agency Rep. (Chair)	
Transition Coordinator	Transition Coordinator	*Remove if they did not attend and place in 'written input'*
Advisor	Advisor	*Remove if they did not attend and place in 'written input'*
School Counselor	School Counselor	*Remove if they did not attend and place in 'written input'*
Relate Service Provider	Related Service Providers *(add all who attended the meeting*	*Remove if they did not attend and place in 'written input'* *Also complete excusal form if RS provider cannot attend.*
General Education Teacher	General Education Teacher *(add all who attended the meeting)*	*Remove the gen teachers who did not attend and place in 'written input'* *At least 1 gen ed teacher needs to attend*
Special Education Teacher	Special Education Teacher *(add all who attended the meeting)*	*Remove the spd teachers who did not attend and place in 'written input' (if they have LS classes)* *Al least 1 spd teacher (CM) needs to attend*
School Psychologist	School Psychologist *(add if ER/RR was completed)*	
OVR	OVR *(add if **Parent Signed Consent Form** and OVR rep attended)*	

Written input received from the following members:

If the RS provider cannot attend, you need to send a consent to excuse

*If you invited **required members** of the IEP team and they were unable to come (parent and/or student), write "did not attend" on their line within the signature page*

This section is used to document the names of the IEP team members who were excused from the IEP Team meeting or submitted information to the IEP team in writing before the meeting as well as information received in writing from other school personnel.
*If the staff/IEP team member **attends** the meeting, **do not** include them in this box*

Transfer of Rights at Age of Majority

For purposes of education, the age of majority is reached in Pennsylvania when the individual reaches 21 years of age. Likewise, for purposes of the Individuals with Disabilities Education Act, the age of majority is reached for students with disabilities when they reach 21 years of age.

I. SPECIAL CONSIDERATIONS THE IEP TEAM MUST CONSIDER BEFORE DEVELOPING THE IEP. ANY FACTORS CHECKED AS "YES" MUST BE ADDRESSED IN THE IEP.

Is the student blind or visually impaired?

☐ Yes — The IEP must include a description of the instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student.

☑ No

Is the student deaf or hard of hearing?

☐ Yes — The IEP must include a communication plan to address the following: language and communication needs; opportunities for direct communications with peers and professional personnel in the student's language and communication mode; academic level; full range of needs, including opportunities for direct instruction in the student's language and communication mode; and assistive technology devices and services. Indicate in which section of the IEP these considerations are addressed. The Communication Plan must be completed and is available at www.pattan.net

☑ No

Does the student have communication needs?

☐ Yes — Student needs must be addressed in the IEP (i.e., present levels, specially designed instruction (SDI), annual goals, etc.

☑ No

Does the student need assistive technology devices and/or services?

☐ Yes — Student needs must be addressed in the IEP (i.e., present levels, specially designed instruction, annual goals, etc.

☑ No

Does the student have limited English proficiency?

☐ Yes — The IEP team must address the student's language needs and how those needs relate to the IEP.

☑ No

Does the student exhibit behaviors that impede his/her learning or that of others?

☐ Yes — The IEP team must develop a Positive Behavior Support Plan that is based on a functional assessment of behavior and that utilizes positive behavior techniques. Results of the functional assessment of behavior may be listed in the Present Levels section of the IEP with a clear measurable plan to address the behavior in the Goals and Specially Designed Instruction sections of the IEP or in the Positive Behavior Support Plan if this is a separate document that is attached to the IEP. A Positive Behavior Support Plan and a Functional Behavioral Assessment form are available at www.pattan.net

☑ No

Other
(specify):

Note any related services in this section:
'Communication Needs' checked YES for students receiving Speech & Language
'Assistive Tech' checked YES for students with specially ordered school purchases
'Exhibit Behaviors' checked YES for students with PBSP

- *Individual Health Plans (IHP) can be documented here if student has one.*
- *ALL related services (Instructional Aid, Speech & Language Therapy, Counseling, etc.) should be documented here.*

II. PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Include the following information related to the student:

- **Present levels of academic achievement (e.g., most recent evaluation of the student, results of formative assessments, curriculum-based assessments, transition assessments, progress toward current goals)**

* is an XXX student who has enrolled in Insight Pennsylvania Cyber Charter School (ISPA) for the 2022-2023 school year. * was found to be eligible for special education services under the eligibility of XXXX with noted needs in the area of as reported on his/her reevaluation report dated XXXX from the XXXX School District. XXX is anticipated to graduate in XXXX.

* plans to participate in post-secondary education or training in the field of XXX, participate in full-time *OR* part-time employment *(must match post secondary education/training goals)* , and live independently/with family/with a roommate etc. upon graduation from high school (*individualize this to what is written in the transition section of present levels.)*

Alternate Graduation Plan *ONLY applicable for seniors that are graduating off of credits AND goals*
* currently has X credits and needs 22 credits to graduate in 20XX. *'s current transition goals indicate he/she plans to *(list educational and employment transition goals).*

The IEP team agreed that * will graduate on a combination of goals and credits. * currently has X IEP goals and will attend scheduled Resource Room and Transition Seminar courses to work on his/her IEP goals. * agreed to make Resource Room and Transition Seminar a priority in order to show progress in their areas of need and fulfill this portion of this graduation plan. * will also take and show progress within the following classes: *(list courses)*. * agreed to prioritize attending class and completing assignments in order to fulfill this portion of this graduation plan. The IEP team has discussed the implications of this alternate plan ensuring the parent and student understand this graduation plan does not produce a full and complete high school transcript, which could limit *'s application and acceptance into some post-secondary programs in the future.

Any student with a disability who satisfactorily completes a special education program developed by an individualized education program team under the Individuals with Disabilities Education Act and 22 Pa. Code Ch. 14 (relating to special education services and programs) that does not otherwise meet the requirements of Act 158 or Act 6 shall be granted and issued a regular high school diploma by the student's LEA.

Special Education Case Manager Input/Summary

- Resource Room -

Reading

Summary of Reevaluation Report dated XXX from XXXX School District:

- *Reading information from RR*
- *Assessments: (include the type of assessment and data outcomes with notes if applicable)*

Exact Path - Reading Diagnostic:

* took the Exact Path Reading Diagnostic Assessment on XXXX. He/She completed the test in XXXX minutes. The assessment gives a scaled score between 500-1500. * earned a scaled score of XXXX, putting him/her in the XX percentile and a grade equivalent of XX grade reading instruction.

If we do not have data for Exact Path for the 2022/23 school year use data from last school year to help baseline goals.

The Exact Path Reading Diagnostic provides detailed scores in 3 areas: Language & Vocabulary, Reading Literature, and Reading Informational Text. In the area of Language & Vocabulary, * answered XX out of XX questions correctly (XX%). In the area of Reading Literature, * answered XX out of XX questions correctly (XX%). In the area of Reading Informational Text, * answered XX out of XX questions correctly (XX%). The results indicate *'s relative area of strength is XX and his/her area of relative need is XX.

The Exact Path Reading diagnostic recommended that * works on the following skills:

Study Island Diagnostic Testing

Study Island is an assessment tool that provides an accurate portrait of each student. By answering questions in the Diagnostic, students can pinpoint their current levels of knowledge. * completed Study Island diagnostic assessment in Reading Comprehension at X grade level. The following are his/her results:

Teacher Input

- History *(HST Courses)* -
- English *(ENG Courses)* -
- Humanities & Electives *(ART, WLG Courses)* -

Progress Towards Current Reading Goals

- *List goal*
- *List most recent data indicating mastery or progress towards the goal. If the goal has not been implemented for a year, please note that.*

DO NOT list the new IEP goal but include a rationale towards the progression of the next target skill.

Writing

Summary of Reevaluation Report dated XXX from XXXX School District:

- *Writing information from RR*
- *Assessments: (include the type of assessment and data outcomes with notes if applicable)*

Study Island Diagnostic Testing

Study Island is an assessment tool that provides an accurate portrait of each student. By answering questions in the Diagnostic, students can pinpoint their current levels of knowledge. * completed Study Island diagnostic assessment in Writing X grade level. The following are his/her results:

Progress Towards Current Writing Goals

- *List goal*
- *List most recent data indicating mastery or progress towards the goal. If the goal has not been implemented for a year, please note that*

DO NOT list the new IEP goal but include a rationale towards the progression of the next target skill.

Math

Summary of Reevaluation Report dated XXX from XXXX School District:

- *Math information from RR*
- *Assessments: (include the type of assessment and data outcomes with notes if applicable)*

Exact Path - Math Diagnostic

* took the Exact Path Math Diagnostic Assessment on XX. He/She completed the test in XX minutes. The assessment gives a scaled score between 500- 1500. * earned a scaled score of XX, putting him/her in the XX percentile with a grade equivalent of a XX grade instructional level.

If we do not have data for Exact Path for the 2022/23 school year use data from last school year to help baseline goals.

The Exact Path Math Diagnostic provides detailed scores in 5 areas: Algebra & Expressions, Fractions & Ratios, Geometry, Measurement, Data & Statistics and Numbers & Operations. In the area of Algebra & Expressions, * answered XX out of XX questions correctly (XX%). In the area of Fractions & Ratios, * answered XX out of XX questions correctly (XX%). In the area of Geometry, * answered XX out of XX questions correctly (XX%). In the area of Measurement, Data, & Statistics, * answered XX out of XX questions correctly (XX%). In the area of Numbers & Operations, * answered XX out of XX questions correctly (XX%). The results indicate *'s relative area of strength is XX and his/her relative area of need is XX.

The Exact Path Math diagnostic recommended that * works on the following skills:

Study Island Diagnostic Testing

Study Island is an assessment tool that provides an accurate portrait of each student. By answering questions in the Diagnostic, students can pinpoint their current levels of knowledge. * completed Study Island diagnostic assessment in Math X grade level.. The following are his/her results:

Teacher Input

- Math *(MTH Courses)* -
- Science *(SCI Courses)* -

Progress Towards Current Math Goals

- *List goal*
- *List most recent data indicating mastery or progress towards the goal. If the goal has not been implemented for a year, please note that*

DO NOT list the new IEP goal but include a rationale towards the progression of the next target skill.

• Present levels of functional performance (e.g., results from a functional behavioral assessment, results of ecological assessments, progress toward current goals)

Student summary
Summarize and include anything you know about the student, their home life, work habits, etc.

Teacher Input

- Health & Physical Education *(OTH Courses)* -
- Humanities & Electives *(OTH Courses)* -

Attendance
* has missing attendance for XXX of the XXX days of school so far in the 2022-2023 school year.

Executive Functioning
The special education case manager is implementing a program designed to address goal setting, cognitive flexibility, organization, prioritization, remembering, and self-monitoring skills. Work within these skill areas will support progress towards course work completion, participation, attention to task, and attendance/promptness skills in the school setting.

Progress Towards Current Executive Functioning Goals

- *List goal and most recent data*

Proposed New Executive Functioning Goals

- *List & include baseline data*
- *IF NO BASELINE DATA:* Baseline data was attempted to be collected on the following dates:

Social Emotional and Behavior
The special education case manager is implementing a program designed to address social-emotional needs in the areas of self-awareness, social-awareness, self-management, relationship skills, and responsible decision making. Work within these skill areas will support progress towards appropriate peer and adult interactions, class participation, and engagement in course work. *(Note if student has a BPSP to support this area of need)*

*Paragraph for PBSP students who **no longer** need PBSP implemented*
* has made progress in the area of SEL with his/her behaviors. Looking at *'s previous IEP and PBSP, the team has determined that a PBSP is no longer needed for * as he/she does not exhibit any of these behaviors he/she did at his/her previous brick and mortar and cyber school. * regularly attends all of his/her class sessions, completes his/her work in a timely fashion, and has good grades in all subjects. If any concerns do arise, the IEP team will meet

and discuss implementing a PBSP again if necessary.

Insert related services HERE related to PBSP/behavior/social skills

Related Service Provider Input

- Behavior Support Consultant -
- Board Certified Behavior Analyst -
- Counselor -

Progress Towards Current Social Emotional Learning Goals

- *List goal and most recent data*
  NO PRs: *s progress reports were not submitted with *prior documents. Thus, progress on this goal is unknown.

Proposed New Social Emotional Learning Goals

- *List & include baseline*
- *IF NO BASELINE DATA:* Baseline data was attempted to be collected on the following dates:

Physical Development
* has developed appropriately for *s age and does not present any physical or motor limitations that would impede on *'s ability to access and progress in the general education curriculum at this time.

Related Service Provider Input

- Occupational Therapy -
- Physical Therapy -

Progress Towards Current Occupational/Physical Therapy Goals

- *List goal and most recent data*
- *NO PRs:* *s progress reports were not submitted with *prior documents. Thus, progress on this goal is unknown.

Proposed New Occupational/Physical Goals

- *List & include baseline*

- *IF NO BASELINE DATA:* Baseline data was attempted to be collected on the following dates:

Communication
* does not present any receptive or expressive communication issues that would limit *'s ability to access and progress in the general education curriculum. *(update if student does have speech and language needs)*

Related Service Provider Input

- Speech and Language Pathologist -

Progress Towards Current Speech and Language Goals

- *List & include baseline*
- *IF NO BASELINE DATA:* Baseline data was attempted to be collected on the following dates:

Proposed New Speech and Language Goals

- *List & include baseline*
- *IF NO BASELINE DATA:* Baseline data was attempted to be collected on the following dates:

Include a sentence here indicating if any services have been interrupted and the reasons. Include a statement that these remain available to the student.

** does not currently present any needs that would require * to receive related services. Therefore, * does not receive any related services*

- **Present levels related to current postsecondary transition goals if the student's age is 14 or younger if determined appropriate by the IEP team (e.g., results of**

formative assessments, curriculum-based assessments, progress toward current goals)

Assessments / Surveys

*Include **ALL assessment/survey titles** completed (and **dates sent)** by the student and parent for this IEP related to post-secondary education and training, employment, and independent living (including dates).*

9th Grade:
Student Transition Questionnaire
Self-Determination & Self-Advocacy Skills Questionnaire
Independent Living Skills - Student Self-Assessment
Social Skills Inventory for Students

10th Grade:
Student Transition Questionnaire
Self-Determination & Self-Advocacy Skills Questionnaire
Employability Skills Checklist
Adolescent Autonomy Checklist

11th Grade:
Student Transition Questionnaire
College Planning Worksheet
College Readiness Assessment
Postsecondary Planning Worksheet
Self-Determination & Self-Advocacy Skills Questionnaire

12th Grade:
Student Transition Questionnaire
Study Skills Inventory
Self-Determination & Self-Advocacy Skills Questionnaire
Independent Living Assistance Form
Health and Medical Form

If the student and/or parent did not complete an assessment, note all the dates (at least 3) that attempts were made.

*All completed assessment information should be summarized and included **within** the **Education/Training, Employment, or Independent Living** headings below.*

Post-Secondary Education and Training

Assessments / Surveys

Choose One
Upon graduation from high school, * has a goal of attending a post-secondary program to study....
OR
Upon graduation from high school, * has a goal to attend a trade school/certificate program to study...
OR
Upon graduation from high school, * is planning on entering the workforce and receive on the job training in his/her competitive place of employment in the area of....
OR
Upon graduation from high school, * has a goal to enlist in the military. (include branch if known)

In order to support this goal area, * will have the opportunity to (include activities that will be on the grid) Also consider/summarize the following:

- *student plans based on discussions, surveys, transition assessments, etc. and document these with dates if possible. Also include high school courses to consider taking, any needed tests such as ASVAB, SAT, ACT, certifications, or licensing if required, post-secondary education/training school of interest*
- *Will the student need accommodations on the SAT, ACT, ASVAB?*
- *transition activities completed or attempted in the grid from the previous IEP and indicate whether he completed the transition course*
- *how student's academic and functional strengths/needs relate to post-secondary education and/or training*
- *any courses taken by the student at the college level (dual enrollment, summer courses, etc.)*
- *visit to disability services office and disclose disability at the post-secondary institution of interest*
- *how the student's academic and functional strengths/needs relate to post-secondary education and/or training*

Teacher Input

- Post-Secondary *(CAR, Transition Courses)* -
- Career & Technical Education (CTE) *(HLT, BUS, D-CS, TCH Courses)* -

Employment

Choose One
Upon graduation from high school, * has a goal of seeking competitive employment in…
OR
Upon graduation from high school, * has a goal of seeking competitive employment based on his/her area of interest with/without support.(use this statement only for students planning on pursuing competitive employment right upon graduation from high school)
OR
Upon graduation from high school, * has a goal of obtaining employment in the military. (include branch if known)
OR
Upon graduation from high school, *has a goal of obtaining employment within the family business.

In order to support this goal area, * will have the opportunity to. (include activities that will be on the grid) Also consider/summarize the following:

- *transition activities completed or attempted in the grid from the previous IEP and indicate whether he completed the transition course*

- *past/present work experience and work performed*
- *past/present volunteer experience and work performed*
- *how the student's academic and functional strengths/needs relate to employment*

Independent Living

Upon graduation from high school, * has a goal to live (independently, independently with support, with family members, in a group home, in an apartment near family with support, etc.)

In order to support this goal area, * will have the opportunity to. (include activities that will be on the grid) Also consider/summarize the following:

- *involvement in community activities (sports, music, art clubs, local gym, etc.)*
- *transportation (use of public or para transit independently, para transit assessment, family/friends for rides, driver's license/permit, bike, walk, etc.)*
- *household chores, inside and out, completed independently*
- *if any male student will be 18 during the duration of the IEP give information about registering with selective service and note that in the IEP*
- *if any student will be 18 during the duration of the IEP give information regarding voter registration and note that in the IEP*
- *if the student is going to be 16 during the duration of the IEP ask about interest in obtaining a learner's permit/driver's license*
- *at age 10 students may acquire their state photo ID. That ID number stays with them and eventually will turn into DL if so desired.*
- *how the student's academic and functional strengths/needs relate to independent living*
- *consider, if students are taking medications, to summarize weather or not they do that independently/schedule own doctor appointments, pick up/pay for medications, call for refills, etc.?*

Agency Involvement

Office of Vocational Rehabilitation (OVR)
Discuss attempts to invite/obtain permission for OVR to participate in the IEP team meeting. Document dates of attempts to reach parents and dates invitation was sent to OVR for attendance. If OVR does not attend make note that information will be sent to the parent/guardian/student.

Use one of the following:

Although the agency did not participate in the IEP meeting, information was provided to the family regarding the Office of Vocational Rehabilitation (OVR). https://www.pacareerlink.pa.gov/jponline/

If a representative from OVR was present, add information from the meeting. Make sure to add individual to the signature page.

Family is currently involved with OVR, add case manager's name and information from the meeting.

Add County Office Address and Phone
https://www.dli.pa.gov/Individuals/Disability-Services/ovr/Pages/OVR-Office-Directory.aspx

Previous Transition Information

Summarize the student's post-secondary, employment and independent living interests from the year prior and include summary of previous assessments/surveys.

- **Parental concerns for enhancing the education of the student**

  Parent IEP input form was sent to (PARENT NAME) on the following dates, but no input was returned: *list dates sent*

  OR

  *'s mother/father completed the Parent IEP Input form on DATE. His/her input is as follows:

  [PARENT NAME] stated that his/her primary concern regarding *'s school performance is XXX. [PARENT NAME] feels the school can best address *'s academic/behavioral performance by XXX. [PARENT NAME] indicated that *'s academic strengths include XXX. According to [PARENT NAME], *'s current present level of health includes XXX. *(Also note team discussion/agreement to address the expressed needs)*

- **How the student's disability affects involvement and progress in the general education curriculum**

  * is classified under the eligibility category of XXX and has deficits in the areas of XXX *(math, reading, writing, add related service needs, etc.)*. * will receive additional academic support through Resource Room and Transition *(also list Learning Support Math and/or Learning Support English here)* with the special education teacher. * will be included in the general education classroom for XXX *(Math, English, Science, History, Electives, Humanities)* with support from school staff for exposure to grade level content.

- **Strengths**

  Include strengths as noted in the ER/RR

  Expand on strengths that you know are true through data collection or observation within the classroom

- **Academic, developmental, and functional needs related to student's disability**

  Include needs as noted in the ER/RR

  EXAMPLES:
  Improve Reading Comprehension Skills (goal)
  Improve Reading Fluency Skills (SDI)
  Improve Math Application Skills (goal)
  Improve Written Expression Skills (SDI)

III. TRANSITION SERVICES - This is required for students age 14 or younger if determined appropriate by the IEP team.

If the student does not attend the IEP meeting, the school must take other steps to ensure that the student's preferences and interests are considered.
Transition services are a coordinated set of activities for a student with a disability that is designed to be within a results oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation that is based on the individual student's needs taking into account the student's strengths, preferences, and interests.

POST SCHOOL GOALS - Based on age appropriate assessment, define and project the appropriate measurable postsecondary goals that address education and training, employment, and as needed, independent living. Under each area, list the services/activities and courses of study that support that goal. Include for each service/activity the location, frequency, projected beginning date, anticipated duration, and person/agency responsible.

For students in Career and Technology Centers, CIP Code: ☐

Health - 51.9999
Business - 52.0302
Computer 11.0201

Leave BLANK if student is not enrolled in a CTE course.

Postsecondary Education and Training Goal:	**Measurable Annual Goal** ☑ **Yes** / ☐ **No** **(Document in Section V)**
Choose one of the options below and be as specific as possible. Upon graduation from high school, * has a goal of attending a post-secondary program to study… Upon graduation from high school, * has a goal to attend a trade school/certificate program to study… Upon graduation from high school, * is planning on entering the workforce and receive on the job training in his/her competitive place of employment. (*list specific area of employment, if known)* Upon graduation from high school, *has a goal to continue working at their current place of employment. Upon graduation from high school, * has a goal to enlist in the military. *(include branch if known)*	

Courses of Study: *List all courses (Do NOT include the number listed in the course)*

Include LS in title of any Learning Support classes
Include Resource Room 22-23
Include Transition 22-23

**If students are taking a CTE course (as a separate elective or as part of a pathway, add the CIP code in the box above. Leave CIP code box BLANK if student is not enrolled in a CTE course.*

III. TRANSITION SERVICES (Continued)

Service/Activity	*Location*	*Frequency*	*Projected Beginning Date*	*Anticipated Duration*	*Person(s)/Agency Responsible*
*Use * in front of each service statement* *Bold each service statement* *At least one service must be listed for each goal* *List the basis (area of need) of the student's IEP goal (do not write entire goal)* *Include all academic, functional, and related services goals at least once throughout the full transition grid* *EXAMPLES:* * **Improve behavior regulation skills** * **Improve attention/focus skills** * **Improve coping skills** * **Improve task/work completion skills** * **Improve critical thinking skills** * **Improve pragmatic/language skills** * **Improve articulation skills** * **Improve gross motor skills** * **Improve fine motor skills** * **Improve written expression skills**	Insight PA	Weekly	8/2/2022	7/31/2023	Special Education Teacher; Transition Coordinator; Related Service Provider (if applicable)

III. TRANSITION SERVICES (Continued)

9th Grade Examples * will be provided the opportunity to continue developing self-advocacy and self-determination skills by presenting and/or introducing in his/her IEP meeting, learning about and show an understanding of his/her disability, and identify what accommodations and/or assistive technology he/she requires. * will be provided the opportunity to explore and identify 2-3 post-secondary options in career(s) of interest. *10th Grade Examples* * will be provided information regarding virtual and in-person college or technical school tours. * will be provided be given information to register for the PSAT test, and if needed, how to apply for accommodations. * will be provided the opportunity to schedule to meet with the school counselor to review goals and credits. * will have the opportunity to complete a college readiness assessment. *11th Grade Examples* * will have the opportunity to register for SAT/ACT and accommodations if necessary. * will have the opportunity to evaluate the different education paths to achieve their career choice. * will be provided with dates and times of virtual college visits. * will be offered the opportunity to recognize what characteristics are most important to her when choosing a post-secondary education. *12th Grade Examples* * will have the opportunity to explore involvement in extracurricular activities, volunteering, and internships or other work experiences. * will have the opportunity to begin the application to take the ACT or SAT. * will have the opportunity to complete any ACT or SAT required paperwork to access accommodations, if appropriate. * will have the opportunity to verify curriculum/course requirements for college entrance. * will be provided with information about contacting the disability services office at their post-secondary institution of interest.	Insight PA	Once per duration of IEP	8/2/2022	7/31/2023	Special Education Teacher; Transition Coordinator

III. TRANSITION SERVICES (Continued)

Employment Goal: *Choose one of the options below and be as specific as possible.* Upon graduation from high school, * has a goal of seeking competitive employment in… *(must match post-secondary goal)* Upon graduation from high school, * has a goal of seeking competitive employment based on his/her area of interest with/without support. *(use this statement only for students planning on pursuing competitive employment right upon graduation from high school)* Upon graduation from high school, * has a goal of obtaining employment in the military. *(use this statement for students planning on enlisting in the military and include specific branch if known)* Upon graduation from high school, *has a goal of obtaining employment within the family business.	**Measurable Annual Goal** ☑ **Yes** / ☐ **No** **(Document in Section V)**

Courses of Study: *List all courses (Do NOT include the number listed in the course)*

Include LS in title of any Learning Support classes
Include Resource Room 22-23
Include Transition 22-23

Service/Activity	*Location*	*Frequency*	*Projected Beginning Date*	*Anticipated Duration*	*Person(s)/Agency Responsible*

III. TRANSITION SERVICES (Continued)

*Use * in front of each service statement* *Bold each service statement* *At least one service must be listed for each goal* *List the basis (area of need) of the student's IEP goal (do not write entire goal)* *Include all academic, functional, and related services goals at least once throughout the full transition grid* *EXAMPLES:* * **Improve behavior regulation skills** * **Improve attention/focus skills** * **Improve coping skills** * **Improve task/work completion skills** * **Improve critical thinking skills** * **Improve pragmatic/language skills** * **Improve articulation skills** * **Improve gross motor skills** * **Improve fine motor skills** * **Improve written expression skills**	Insight PA	Weekly	8/2/2022	7/31/2023	Special Education Teacher; Transition Coordinator; Related Service Provider (if applicable)

9th Grade Examples * will be provided the opportunity to continue creating an individualized career plan that includes, but not limited to, ongoing assessments and continued development of career portfolio, development of career goals, exploration of career cluster/pathway opportunities, identify individual interests and abilities, and identify training/education requirements. * will be provided with contact information to their local OVR and other local community agencies. * will be provided the opportunity to virtually explore various career fields. *10th Grade Examples* * will be provided the opportunity to create a list of at least 3 individuals with contact information to use for job application references. * will have the opportunity to complete an employability checklist. * will have the opportunity to continue creating an individualized career plan that includes, but not limited to, ongoing assessments and continued development of career portfolio, development of career goals, exploration of career cluster/pathway opportunities, identify individual interests and abilities, and identify training/education requirements. *11th Grade Examples* * will have the opportunity to research up to 3 possible career clusters. * will have the opportunity to complete the creation of their individualized career plan that includes, but not limited to assessments, career portfolio, career goals, career pathways, and training/education requirements. * will be offered the opportunity to recognize the essential skills for a successful job interview. *12th Grade Examples* * will have the opportunity to identify job requirements and salary of chosen career. * will have the opportunity to meet with the case manager to prepare for what accommodations will be needed in a job setting. * will have the opportunity to be given support in requesting letters of recommendation. * will have the opportunity to pre-register with the office of vocational rehabilitation.	ISPA Courses	Once per duration of the IEP	8/2/2022	7/31/2023	Special Education Teacher; Transition Coordinator

III. TRANSITION SERVICES (Continued)

Independent Living Goal, if appropriate: *Choose the options below and be as specific as possible.* Upon graduation from high school, * has a goal to live… *(independently, independently with support, with family members, in a group home, in an apartment near family with support, etc.)*	**Measurable Annual Goal** ☑ Yes / ☐ No **(Document in Section V)**

Courses of Study: *List all courses (Do NOT include the number listed in the course)*

Include LS in title of any Learning Support classes
Include Resource Room 22-23
Include Transition 22-23

Service/Activity	*Location*	*Frequency*	*Projected Beginning Date*	*Anticipated Duration*	*Person(s)/Agency Responsible*

III. TRANSITION SERVICES (Continued)

*Use * in front of each service statement* *Bold each service statement* *At least one service must be listed for each goal* *List the basis (area of need) of the student's IEP goal (do not write entire goal)* *Include all academic, functional, and related services goals at least once throughout the full transition grid* *EXAMPLES:* * **Improve behavior regulation skills** * **Improve attention/focus skills** * **Improve coping skills** * **Improve task/work completion skills** * **Improve critical thinking skills** * **Improve pragmatic/language skills** * **Improve articulation skills** * **Improve gross motor skills** * **Improve fine motor skills** * **Improve written expression skills**	Insight PA	Weekly	8/2/2022	7/31/2023	Special Education Teacher; Transition Coordinator; Related Service Provider (if applicable)

9th Grade Examples * will be provided the opportunity to complete an independent living survey to determine strengths and area(s) of need. * will be provided the opportunity to develop their social skills through in class discussions and/or activities. * will be provided the opportunity to investigate money management and identify necessary skills. *10th Grade Examples* * will be provided with information on how to obtain a driver's license testing manual. * will be provided the opportunity to research outside agency involvement needs by completing an informal survey. * will have the opportunity to learn and practice appropriate interpersonal, communication, and social skills for different settings. (employment, school, recreation, with peers, etc.) *11th Grade Examples* ISPA will discuss voter registration for when * turns 18 and provide assistance as requested by family. * will have the opportunity to contact their Local Center for Independent Living resources. * will be offered the opportunity to make a sample budget including income and expenses. *12th Grade Examples* * will be provided the opportunity to register to vote * ISPA will provide information to “Student Name” on how to register for selective service. *(MALES ONLY)* * will be provided the opportunity to contact the local center for independent living. *will have the opportunity to obtain a state photo ID. *will have the opportunity to obtain a driver's license. *will have the opportunity to reapply for benefits before the student's 18th birthday.	Insight PA	Once per duration of the IEP	8/2/2022	7/31/2023	Special Education Teacher; Transition Coordinator

IV. PARTICIPATION IN STATE AND LOCAL ASSESSMENTS

Instructions for IEP Teams:
Please select the appropriate assessment option. Information on available testing accommodations may be found in the Accommodations Guidelines available on www.education.pa.gov.

☐	No statewide assessment is administered at this student's grade level
x	No English proficiency assessment administered because the student is not an English Learner.

State Assessments

Not Assessed

PSSA (Math and English Language Arts (ELA) administered in grades 3-8; Science administered in grades 4 and 8)

Tested Subject	Without Accommodations	With Accommodations	Accommodations to be Provided
Math	☐	☐	
Science	☐	☐	
ELA	☐	☐	

Keystone Exam (Replaces the 11th grade PSSA in high school; Student must participate by 11th grade)

Tested Subject	Without Accommodations	With Accommodations	Accommodations to be Provided
Algebra I	☐	☑	STATE TESTING: Calculator STATE TESTING: Opportunities for breaks STATE TESTING: Prompts to remain on task
Literature	☐	☑	STATE TESTING: Opportunities for breaks STATE TESTING: Prompts to remain on task
Biology	☐	☑	STATE TESTING: Opportunities for breaks STATE TESTING: Prompts to remain on task

Keystone Project Based Assessment (Available when student is unable to demonstrate proficiency on a Keystone Exam or Keystone Exam module.)

Tested Subject	Without Accommodations	With Accommodations	Accommodations to be Provided
Algebra I	☐	☐	
Literature	☐	☐	
Biology	☐	☐	

Validated Local Assessment (Available when selected as option by LEA)

Tested Subject	Without Accommodations	With Accommodations	Accommodations to be Provided
Algebra I	☐	☐	
Literature	☐	☐	
Biology	☐	☐	

PASA (Administered in grades 3-8, 11 for English Language Arts (ELA) and Math; Grades 4, 8, 11 for Science)

Student will participate in the PASA:

The IEP team must review each of Pennsylvania's 6 eligibility criteria to determine participation in the PASA. The IEP team must answer "YES" to ALL six criteria in order for the student to participate in the PASA. If the answer is "NO" to any of the questions, the student must participate in the PSSA/ Keystones with or without accommodations, as determined appropriate by the IEP team.

1. Will the student be in grade 3,4,5,6,7,8, or 11 by September 1st of the school year during which the IEP will be operative?
2. Does the student have significant cognitive disabilities? Pennsylvania defines significant cognitive disabilities as pervasive and global in nature, affecting student learning in all academic content areas, as well as adaptive behaviors and functional skills across life domains.
3. Does the student require intensive, direct, and repeated instruction in order to learn and generalize academic, functional, and adaptive behavior skills across multiple settings?
4. Does the student require extensive adaptations and support in order to perform and/or participate meaningfully and productively in the everyday life activities of integrated school, home, community, and work environments?
5. Does the student require substantial modifications to the general education curriculum?
6. Does the student's participation in the general education curriculum differ substantially in form and/or substance from that of most other students? Students found eligible to take the PASA must have measurable annual goals AND short-term objectives reflected in the IEP.

☐ Student will participate in the PASA.

Explain why the student cannot participate in the PSSA or the Keystone Exams, even with accommodations:

Explain why the PASA is appropriate considering the six eligibility criteria:

Explain any specific accommodations the student may require on the PASA (i.e. Assistive Technology, Signing):

ACCESS for ELs (Administered in grades K-12)

Domains	Without Accommodations	With Accommodations	Unable to Participate	Accommodations to be Provided or Rationale for Inability to Participate in Selected Domains
Listening	☐	☐	☐	
Reading	☐	☐	☐	
Writing	☐	☐	☐	
Speaking	☐	☐	☐	

Alternate ACCESS for ELs (Administered in grades 1-12)

☐ Student will participate in the Alternate ACCESS for ELs.

Explain why the student cannot participate in the ACCESS for ELs:

Explain why the Alternate ACCESS for ELs is appropriate:

Domains	Without Accommodations	With Accommodations	Unable to Participate	Accommodations to be Provided or Rationale for Inability to Participate in Selected Domains
Listening	☐	☐	☐	
Reading	☐	☐	☐	
Writing	☐	☐	☐	
Speaking	☐	☐	☐	

Local Assessments

☐ Local assessment is not administered at this student's grade level; OR
☑ Student will participate in local assessments without accommodations; OR
☐ Student will participate in local assessments with the following accommodations; OR

State and local assessment accommodations should align to current SDI's student receives on a typical basis.

There should be very few students who need accommodations for Exact Path.

☐ The student will take a local alternate assessment.

Explain why the student cannot participate in the local regular assessment:

V. GOALS AND OBJECTIVES

Include, as appropriate, academic and functional goals. Use as many copies of this page as needed to plan appropriately. Specially designed instruction may be listed with each goal/objective or listed in Section VI.
Short term learning outcomes are required for students who are gifted. The short term learning outcomes related to the student's gifted program may be listed under Goals or Short Term Objectives.

MEASURABLE ANNUAL GOAL
Include Baseline Data for Each Goal

Describe HOW - Progress monitoring data collection
Describe WHEN - Quarterly

Math - Grades 2-5

Given X *(choose one -bi-weekly, monthly, twice monthly)* opportunities to work through a computer based program, * will complete X*(choose one –5, 10)*math problems at the X*(choose one –2nd through 5th)*grade level in the area of Numbers and Operations in Base Ten *(Subskills - add subskill focus areas)* to earn a score of 80% or higher on each sub skill assessment throughout the duration of the IEP.

Numbers and Operations CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.

Given X *(choose one -bi-weekly, monthly, twice monthly)* opportunities to work through a computer based program, * will complete X*(choose one –5, 10)*math problems at the X*(choose one –2nd through 5th)*grade level in the area of Numbers and Operations Fractions *(Subskills - add subskill focus areas)* to earn a score of 80% or higher on each sub skill assessment throughout the duration of the IEP.

Numbers and Operations CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

Given X *(choose one -bi-weekly, monthly, twice monthly)* opportunities to work through a computer based program, * will complete X*(choose one –5, 10)*math problems at the X*(choose one –2nd through 5th)*grade level in the area of Operations and Algebraic Thinking *(Subskills - add subskill focus areas)* to earn a score of 80% or higher on each sub skill assessment throughout the duration of the IEP.

Algebraic Concepts CC.2.2.HS.D.10 Represent, solve, and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.

Given X *(choose one -bi-weekly, monthly, twice monthly)* opportunities to work through a computer based program, * will complete X*(choose one –5, 10)*math problems at the X *(choose one –2nd through 5th)*grade level in the area of Geometry *(Subskills - add subskill focus areas)* to earn a score of 80% or higher on each sub skill assessment throughout the duration of the IEP.

Geometry CC.2.3.HS.A.14 Apply geometric concepts to model and solve real world problems.

Given X *(choose one -bi-weekly, monthly, twice monthly)* opportunities to work through a computer based program, * will complete X*(choose one –5, 10)*math problems at the X*(choose one –2nd through 5th)*grade level in the area of Measurement and Data *(Subskills - add subskill focus areas)* to earn a score of 80% or higher on each sub skill assessment throughout the duration of the IEP.

Numbers and Operations CC.2.1.HS.F.3 Apply quantitative reasoning to choose and interpret units and scales in formulas, graphs, and data displays.

Math - Grades 6-8

Given X (choose one -bi-weekly, monthly, twice monthly) opportunities to work through a computer based program, * will complete X(choose one –5, 10)math problems at the X (choose one –6th through 8th)grade level in the area of The Number System *(Subskills - add subskill focus areas)* to earn a score of 80% or higher on each sub skill assessment throughout the duration of the IEP.

Numbers and Operations CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.

Given X (choose one -bi-weekly, monthly, twice monthly) opportunities to work through a computer based program, * will complete X(choose one –5, 10)math problems at the X (choose one –6th through 8th)grade level in the area of Ratios and Proportional Relationships *(Subskills - add subskill focus areas)* to earn a score of 80% or higher on each sub skill assessment throughout the duration of the IEP.

Numbers and Operations CC.2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi-step problems.

Given X (choose one -bi-weekly, monthly, twice monthly) opportunities to work through a computer based program, * will complete X(choose one –5, 10)math problems at the (choose one –6th through 8th)grade level in the area of Expressions and Equations *(Subskills - add subskill focus areas)* to earn a score of 80% or higher on each sub skill assessment throughout the duration of the IEP.

Algebraic Concepts CC.2.2.HS.D.10 Represent, solve, and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically.

Given X (choose one -bi-weekly, monthly, twice monthly) opportunities to work through a computer based program, * will complete X(choose one –5, 10)math problems at the (choose one –6th through 8th)grade level in the area of Geometry *(Subskills - add subskill focus areas)* to earn a score of 80% or higher on each sub skill assessment throughout the duration of the IEP.

Geometry CC.2.3.HS.A.14 Apply geometric concepts to model and solve real world problems.

Given X (choose one -bi-weekly, monthly, twice monthly) opportunities to work through a computer based program, * will complete X(choose one –5, 10)math problems at the (choose one –6th through 8th)grade level in the area of Statistics and Probability *(Subskills - add subskill focus areas)* to earn a score of 80% or higher on each sub skill assessment throughout the duration of the IEP.

Measurement, Data, and Probability CC.2.4.HS.B.6 Use the concepts of independence and conditional probability to interpret data

Math-Algebra

Given X (choose one -bi-weekly, monthly, twice monthly) opportunities to work through a computer based program, * will complete X(choose one –5, 10)math problems at the 9th grade level in the area of Operations with Real Numbers and Expressions *(Subskills - add subskill focus areas)* to earn a score of 80% or higher on each sub skill assessment throughout the duration of the IEP.

Numbers and Operations CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.

Given X (choose one -bi-weekly, monthly, twice monthly) opportunities to work through a computer based program, * will complete X(choose one –5, 10)math problems at the 9th grade level in the area of Linear Equations *(Subskills - add subskill focus areas)* to earn a score of 80% or higher on each sub skill assessment throughout the duration of the IEP.

Algebraic Concepts CC.2.2.HS.D.1 Interpret the structure of expressions to represent a quantity in terms of its context.

Given X (choose one -bi-weekly, monthly, twice monthly) opportunities to work through a computer based program, * will complete X(choose one –5, 10)math problems at the 9th grade level in the area of Linear Inequalities *(Subskills - add subskill focus areas)* to earn a score of 80% or higher on each sub skill assessment throughout the duration of the IEP.

Algebraic Concepts CC.2.2.HS.D.10 Represent, solve, and interpret equations/inequalities and systems of equations/inequalities algebraically and graphically

Given X (choose one -bi-weekly, monthly, twice monthly) opportunities to work through a computer based program, * will complete X(choose one –5, 10)math problems at the 9th grade level in the area of Functions *(Subskills - add subskill focus areas)* to earn a score of 80% or higher on each sub skill assessment throughout the duration of the IEP.

Algebraic Concepts CC.2.2.HS.C.1 Use the concept and notation of functions to interpret and apply them in terms of their context

Given X (choose one -bi-weekly, monthly, twice monthly) opportunities to work through a computer based program, * will complete X(choose one –5, 10)math problems at the 9th grade level in the area of Coordinate Geometry *(Subskills - add subskill focus areas)* to earn a score of 80% or higher on each sub skill assessment throughout the duration of the IEP.

Geometry CC.2.3.HS.A.1 Use geometric figures and their properties to represent transformations in the plane

Given X (choose one -bi-weekly, monthly, twice monthly) opportunities to work through a computer based program, * will complete X(choose one –5, 10)math problems at the 9th grade level in the area of Data Analysis *(Subskills - add subskill focus areas)* to earn a score of 80% or higher on each sub skill assessment throughout the duration of the IEP.

Measurement, Data, and Probability CC.2.4.HS.B.1 Summarize, represent, and interpret data on a single count or measurement variable.

ELA - Grades 2nd through 8th

Given X (choose one -bi-weekly, monthly, twice monthly) opportunities to work through a computer based program, * will complete X(choose one –5, 10) reading probes at the X(choose one-2nd through 8th) grade level in the area of Literature Text *(Subskills - add subskill focus areas)* to earn a score of 80% or higher on each sub skill assessment throughout the duration of the IEP.

Reading Literature
CC.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

Given X (choose one -bi-weekly, monthly, twice monthly) opportunities to work through a computer based program, * will complete X(choose one –5, 10)reading probes at the X(choose one-2nd through 8th)grade level in the area of Informational Text *(Subskills - add subskill focus areas)* to earn a score of 80% or higher on each sub skill assessment throughout the duration of the IEP.

Reading Informational Text
CC.1.2.9–10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Given X (choose one -bi-weekly, monthly, twice monthly) opportunities to work through a computer based program, * will complete X(choose one –5, 10)reading probes at the X(choose one-2nd through 8th)grade level in the area of Language *(Subskills - add subskill focus areas)* to earn a score of 80% or higher on each sub skill assessment throughout the duration of the IEP.

Writing
CC.1.4.9–10.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

Given X (choose one -bi-weekly, monthly, twice monthly) opportunities to work through a computer based program, * will complete X(choose one –5, 10)reading probes at the X(choose one-2nd through 8th)grade level in the area of Writing *(Subskills - add subskill focus areas)* to earn a score of 80% or higher on each sub skill assessment throughout the duration of the IEP.

Writing
CC.1.4.9–10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

ELA - English Literature (HS)

Given X (choose one -bi-weekly, monthly, twice monthly) opportunities to work through a computer based program, * will complete X(choose one –5, 10) reading probes at the X(choose one-2nd through 8th) grade level in the area of Vocabulary Strategies *(Subskills - add subskill focus areas)* to earn a score of 80% or higher on each sub skill assessment throughout the duration of the IEP.

Reading Literature
CC.1.3.9–10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools

Given X (choose one -bi-weekly, monthly, twice monthly) opportunities to work through a computer based program, * will complete X(choose one –5, 10)reading probes at the X(choose one-2nd through 8th)grade level in the area of Reading for Meaning *(Subskills - add subskill focus areas)* to earn a score of 80% or higher on each sub skill assessment throughout the duration of the IEP.

Reading Literature
CC.1.3.9–10.F Analyze how words and phrases shape meaning and tone in texts

Given X (choose one -bi-weekly, monthly, twice monthly) opportunities to work through a computer based program, * will complete X(choose one –5, 10)reading probes at the X(choose one-2nd through 8th)grade level in the area of Analyzing and Interpreting Literature-Fiction *(Subskills - add subskill focus areas)* to earn a score of 80% or higher on each sub skill assessment throughout the duration of the IEP.

Reading Literature
CC.1.3.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

Given X (choose one -bi-weekly, monthly, twice monthly) opportunities to work through a computer based program, * will complete X(choose one –5, 10)reading probes at the X(choose one-2nd through 8th)grade level in the area of Analyzing and Intepreting Literature-Nonfiction *(Subskills - add subskill focus areas)* to earn a score of 80% or higher on each sub skill assessment throughout the duration of the IEP.

Reading Literature
CC.1.3.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

ELA - English Composition (HS)

Given X (choose one -bi-weekly, monthly, twice monthly) opportunities to work through a computer based program, * will complete X(choose one –5, 10)reading probes at the X(choose one-2nd through 8th)grade level in the area of Writing to Inform and Persuade *(Subskills - add subskill focus areas)* to earn a score of 80% or higher on each sub skill assessment throughout the duration of the IEP.

Writing
CC.1.4.9–10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

Given X (choose one -bi-weekly, monthly, twice monthly) opportunities to work through a computer based program, * will complete X(choose one –5, 10)reading probes at the X(choose one-2nd through 8th)grade level in the area of Revision *(Subskills - add subskill focus areas)* to earn a score of 80% or higher on each sub skill assessment throughout the duration of the IEP.

Writing
CC.1.4.9–10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Given X (choose one -bi-weekly, monthly, twice monthly) opportunities to work through a computer based program, * will complete X(choose one –5, 10)reading probes at the X(choose one-2nd through 8th)grade level in the area of Editing for Conventions *(Subskills - add subskill focus areas)* to earn a score of 80% or higher on each sub skill assessment throughout the duration of the IEP.

Writing
CC.1.4.9–10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Written Expression Goals (Paragraph Writing)

Given a X *(choose one -bi-weekly, monthly, twice monthly)*writing prompt , * will compose one paragraph to include an introductory sentence, 3 detail sentences, and a closing sentence while using correct conventions (grammar, spelling, capitalization, punctuation) to obtain a score of 75% by scoring 1 point for an introductory sentence, 1 point for 3 detail sentences, 1 point for a closing sentence, and 1 point for correct conventions on 3 out of 4 consecutive trials throughout the duration of the IEP.

Writing
CC.1.4.9–10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Given a X *(choose one -bi-weekly, monthly, twice monthly)*writing prompt , * will compose two paragraphs to include an introductory sentence, 3 detail sentences, and a closing sentence (within each paragraph) while using correct conventions (grammar, spelling, capitalization, punctuation) to obtain a score of 75% by scoring 1 points for each introductory sentence, 1 point for each set of 3 detail sentences, 1 point for each closing sentence, and 1 point for correct conventions in each paragraph on 3 out of 4 consecutive trials throughout the duration of the IEP.

Writing
CC.1.4.9–10.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Executive Functioning Goals

Goal Setting
When given a monthly reflection sheet, * will develop at least 1 appropriate, measurable goal with clearly defined outcomes for each quarter of the school year and identify at least 2 strategies (per goal) to support his/her goal implementation for 3 / 4 months (75%) per school quarter throughout the duration of the IEP.

Career Retention and Advancement 13.3.11.A Evaluate personal attitudes and work habits that support career retention and advancement.

Cognitive Flexibility
When given a monthly reflection sheet, * will identify at least 2 strategies to solve a given and distinguish the problem's main ideas from the less important details to support his/her strategy focus and implementation for 3 / 4 months (75%) per school quarter throughout the duration of the IEP.

Career Retention and Advancement 13.3.11.A Evaluate personal attitudes and work habits that support career retention and advancement.

Organizing and Prioritizing Materials and Time
When given a monthly reflection sheet, * will identify at least 2 strategies or tools for organizing his/her materials and school schedule and breakdown long assignments into at least 4 smaller parts to support his/her organization and management skills for 3 / 4 months (75%) per school quarter throughout the duration of the IEP.

Career Retention and Advancement 13.3.11.E Evaluate time management strategies and their application to both personal and work situations.

Organizing and Prioritizing Ideas and Information
When given a monthly reflection sheet, * will implement at least 2 skills to organize information (for reading, writing assignments, note taking, and/or studying) and identify at least 1 memory strategy and at least 1 organizational strategy to support his/her understanding of course content for 3 / 4 months (75%) per school quarter throughout the duration of the IEP.

Career Retention and Advancement 13.3.11.G Evaluate the impact of lifelong learning on career retention and advancement

Remembering – Manipulating Information Mentally
When given a monthly reflection sheet, * will create at least 2 memory strategies (acronyms, cartoons, phrases) for course content in at least 2 different subject areas to support his/her recall of course content for 3 / 4 months (75%) per school quarter throughout the duration of the IEP.

Career Retention and Advancement 13.3.11.G Evaluate the impact of lifelong learning on career retention and advancement.

Self-Monitoring and Self-Checking
When given a monthly reflection sheet, * will identify at least 2 types of mistakes they demonstrate on a consistent basis and identify at least 2 strategies to stay on task/avoid repeating mistakes to support this/her self-monitoring and self- checking skills for 3 / 4 months (75%) per school quarter throughout the duration of the IEP.

Career Retention and Advancement 13.3.11.C Evaluate conflict resolution skills as they relate to the workplace: Constructive criticism, Group dynamic,s Managing/leadership, Mediation, Negotiation, Problem solving

Alternate Graduation Plan Student Goals Education/Training Given guided support on completing an online or PDF format training program application, * will complete all portions of the application with 100% writing mechanic accuracy (spelling, punctuation, capitalization, and grammar) by their graduation date. **Career Aquisition 13.2.11.C** Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to: Job application, Letter of appreciation following an interview, Letter of introduction, Postsecondary education/training applications, Request for letter of recommendation, Resume, etc. Employment Given guided support on completing an online or PDF format Office of Vocational Rehabilitation (OVR) pre- application, * will complete all portions of the application with 100% writing mechanic accuracy (spelling, punctuation, capitalization, and grammar) by their graduation date. **Career Awareness and Preparation 13.1.11.D** Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to: Career days, Career portfolio, Community service, Cooperative educatio,n Graduation/senior project, Internship, Job shadowing, Part-time employment, Registered apprenticeship, School-based enterprise, etc. Independent Living Given guided support on completing the PDF format DL-180 application, * will complete all portions of the application with 100% writing mechanic accuracy (spelling, punctuation, capitalization, and grammar) and download the PA driver's manual by their graduation date. **Career Aquisition 13.2.11.E** Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: Commitment, Communication,Dependability, Health/safety Laws and regulations, Personal initiative, Self-advocacy, Scheduling/time management, Team building, Technical literacy, Technology, etc.	Once per duration of the IEP and prior to graduation date

Behavior Goals Time on Task Given direct instruction in social and emotional skills and executive functioning skills, * will begin and complete an independent class assignment, with no more than 1 prompt after the initial task has been assigned, by remaining on task with no task avoidance behaviors for 15 minutes, in 3 out of 4 trials, as measured bi-weekly during class connect sessions. **Career Retention and Advancement 13.3.11.A** Evaluate personal attitudes and work habits that support career retention and advancement.	Once per duration of the IEP and prior to graduation date

Related Services Goals Specify the R/S Provider is monitoring this goal	Speech Therapist Data Collection/Social Worker Data Collection etc.

VI. SPECIAL EDUCATION / RELATED SERVICES / SUPPLEMENTARY AIDS AND SERVICES / PROGRAM MODIFICATIONS

Include, as appropriate, for nonacademic and extracurricular services and activities.

A. PROGRAM MODIFICATIONS AND SPECIALLY DESIGNED INSTRUCTION (SDI)

- SDI may be listed with each goal or as part of the table below.
- Include supplementary aids and services as appropriate.
- For a student who has a disability and is gifted, SDI also should include adaptations, accommodations, or modifications to the general education curriculum, as appropriate for a student with a disability.

Modifications and SDI	*Location*	*Frequency*	*Projected Beginning Date*	*Anticipated Duration*
Individual line per EACH SDI *Do not group in large boxes* *Only include if applicable to student's needs* *SDIs should be personalized and individualized-should not be the same list for EVERY student on your caseload* *Use Accommods program*	Insight PA	Specific to Each SDI	8/2/2022	7/31/2023

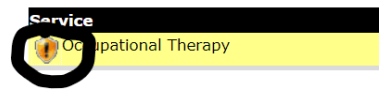
Modifications and SDI	*Location*	*Frequency*	*Projected Beginning Date*	*Anticipated Duration*
Academic Examples *SDI's must be individualized and specific - Use these as guides*	Insight PA	Specific to Each SDI	8/2/2022	7/31/2023
Modified Tests to include 1 less multiple choice option				
Chunking of assignments into shorter, manageable tasks				
Extended time to complete assignments (All assignments must be completed before the end of the quarter).				
Access to adapted or completed notes or study guides				
Repeated directions, broken down into smaller steps to address a task that has multiple steps				
Frequent checks for comprehension of content during live sessions (i.e private chat, ask student to participate an answer, green checks for understand, etc)				
Allow student to provide an alternate means of response when writing is not the task being measured (i.e short answer, verbal response, etc)				
Text to speech application programs				
Speech to text application programs				
Closed captioning when optional				
Spelling and grammar check tools				
*will be allowed use of a formula reference guide during math class and test situations.				
Modified tests/assignments (indicate what/how they are to be modified)				
Graph paper / vertical lined paper				
Calculator for computation tasks				
Opportunity to retake assignments and assessment below a passing grade				
Graphic organizers for written assignments that exceed two paragraphs				

Modifications and SDI	*Location*	*Frequency*	*Projected Beginning Date*	*Anticipated Duration*
Behavior Examples *SDI's must be individualized and specific - Use these as guides*	Insight PA	Specific to Each SDI	8/2/2022	7/31/2023
Provide positive and frequent reinforcement for task completion.				
Positive and frequent reinforcement for appropriate classroom behavior. (i.e verbal praise, private message, email or call after class praising behavior)				
Provide * with choices when making decisions				
Provide frequent cues to promote on-task behavior including verbal/chat reminders				
Assistance with organizational skills (ex. reminders to use planner, reminders for due dates)				
Allow for extra wait time so that * can organize his/her thoughts and respond to the question				
Calendar or planning tools				
Self-monitoring check-list (student checks that they have all necessary materials for the task and that they are maintaining attention to the task)				
Provide explicit instructions including when to start, how much to do, how to do it, what finished looks like and what to do next				
Create study plan / catch-up plan				
Provide frequent feedback and checks for understanding and completion				

B. **RELATED SERVICES** - List the services that the student needs in order to benefit from his/her special education program.

Service	*Location*	*Frequency*	*Projected Beginning Date*	*Anticipated Duration*
Add Service	Insight PA	Use Weekly Frequencies	8/2/2022	7/31/2023

As you are holding IEP meetings, you may see the 'inactive' symbol next to a service line. This is because there were many duplicates in IEP Writer and several were removed, causing this symbol on past IEP's. The student's service is still referred and assigned in RSM.



C. **SUPPORTS FOR SCHOOL PERSONNEL** - List the staff to receive the supports and the supports needed to implement the student's IEP.

School Personnel to Receive Support	*Support*	*Location*	*Frequency*	*Projected Beginning Date*	*Anticipated Duration*
Special Education Teacher	Teacher Training	Insight PA	Monthly	8/2/2022	7/31/2023
General Education Teachers	Collaboration with Special Education teacher	Insight PA	Bi-Weekly	8/2/2022	7/31/2023
Related Service Therapist (list individually)	Collaboration with Special Education Teacher	Insight PA	Quarterly	8/2/2022	7/31/2023

D. **GIFTED SUPPORT SERVICES FOR A STUDENT IDENTIFIED AS GIFTED WHO ALSO IS IDENTIFIED AS A STUDENT WITH A DISABILITY** - Support services are required to assist a gifted student to benefit from gifted education (e.g., psychological services, parent counseling and education, counseling services, transportation to and from gifted programs to classrooms in buildings operated by the school district).

None at this time.

E. EXTENDED SCHOOL YEAR (ESY) - The IEP team has considered and discussed ESY services, and determined that:

☐ Student IS eligible for ESY based on the following information or data reviewed by the IEP team:

OR

As of the date of this IEP, student is NOT eligible for ESY based on the following information or data reviewed by the IEP team:

* IS/IS NOT eligible for ESY based on the following information or data reviewed by the IEP team:

The IEP team has considered the 7 factors and determined that ESY services are or are not recommended for *during the summer of 202X. Present levels in previous and current IEPs indicate that he/she has or has not made consistent progress toward goals. *'s IEP progress reports from previous quarters also indicate that progress was made or was not made on current goals and objectives. Furthermore, teacher data collection, reevaluation reports, IEPs, and parent input indicate that *does or does not have difficulty with regression or recoupment of previously learned material. He/she does or does not have difficulty or withdraw from the learning process when there are successive interruptions in educational programming.

- Did the student receive ESY Services in the past? Yes/No
- Do the present education levels between the student's current IEP and previous IEP's indicate progress toward goals? Yes/No
- Do the goals and short-term objectives between the student's current IEP and previous IEP's indicate progress toward the goals? Yes/No
- Did the student master any of her goals from the previous or current IEP? Yes/No
- Does the student's IEP progress report indicate progress made on current goals and objectives? Yes/No
- Has the student demonstrated self-sufficiency and independence from caretakers on any of her goals, if appropriate? Not applicable
- If the student received therapy, do reports of the therapist indicate the student made progress? Not applicable
- Are there any reports by the parent(s) regarding negative changes in adaptive behaviors or in other skill areas? Yes/No
- Are there any medical or other agency reports indicating degenerative-type difficulties which increase or become more extreme during breaks in educational services? Yes/No
- Has information from other school staff who work with this student been provided regarding the relevant factors (i.e. regression/recoupment, mastery, self sufficiency, or successive interruption) that indicates any concerns in one or more of these areas? No
- Is there data indicating that successive interruptions in educational programming (i.e., winter break, summer vacation, etc.) resulted in a consistent pattern of withdrawal from the learning process? Yes/No
- Do the student's grades and report card indicate progress? Yes/No
- Do results of tests such as criterion-referenced tests, curriculum-based assessments, ecological life-skill assessments, or other equivalent measures (e.g., portfolio assessment, end of unit tests, etc.) indicate progress? Yes/No

The Annual Goals and, when appropriate, Short Term Objectives from this IEP that are to be addressed in the student's ESY Program are:

List all goals monitored during ESY

If the IEP team has determined ESY is appropriate, complete the following:

ESY Service to be Provided	*Location*	*Frequency*	*Projected Beginning Date*	*Anticipated Duration*
ELA Academic Support	Insight PA	2x/week-90 min/session	7/10/2023	8/3/2023
Math Academic Support	Insight PA	2x/week-90 min/session	7/10/2023	8/3/2023

VII. EDUCATIONAL PLACEMENT

A. **QUESTIONS FOR IEP TEAM -** The following questions must be reviewed and discussed by the IEP team prior to providing the explanations regarding participation with students without disabilities.

It is the responsibility of each public agency to ensure that, to the maximum extent appropriate, students with disabilities, including those in public or private institutions or other care facilities, are educated with students who are not disabled. Special classes, separate schooling or other removal of students with disabilities from the general educational environment occurs only when the nature or severity of the disability is such that education in general education classes, EVEN WITH the use of supplementary aids and services, cannot be achieved satisfactorily.

- **What supplementary aids and services were considered?**

  The IEP Team reviewed the previous IEP and subsequently changes were made to the goals and specially designed instruction.
- **What supplementary aids and services were rejected?**

  No services were rejected at this time.
- **Explain why the supplementary aids and services will or will not enable the student to make progress on the goals and objectives (if applicable) in this IEP in the general education class.**

  The IEP Team has agreed specially designed instruction and modifications will result in successful access to the general education curriculum in the general education classroom.
- **What benefits are provided in the general education class with supplementary aids and services versus the benefits provided in the special education class?**

  Within the general education classroom, * will have access to the general education curriculum with their general education peers to the highest extent, therefore accessing the academic standards with minimized alterations to content.
- **What potentially beneficial effects and/or harmful effects might be expected on the student with disabilities or the other students in the class, even with supplementary aids and services?**

  The IEP Team has determined the general education classroom will not be harmful with specially designed instruction and modifications.
- **To what extent, if any, will the student participate with nondisabled peers in extracurricular activities or other nonacademic activities?**

  * will have full access to extracurricular activities or other nonacademic activities.

Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class:

* will participate outside of the general education classroom for Resource Room and Transition. *(also list Learning Support Math and/or Learning Support English classes and related services if applicable).*

Instructional Aid *is not part of LRE and should NOT be included here or calculated into PennData.*

Use the LRE calculator to calculate PennData below
HS LRE Final_22/23SY.xlsx

Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum:

* will participate in all aspects of the general education curriculum with specially designed instruction and modifications.

VII. EDUCATIONAL PLACEMENT (Continued)

B. Type of Support

1. Amount of special education supports

- [x] Itinerant: Special education supports and services provided by special education personnel for 20% or less of the school day
- [ ] Supplemental: Special education supports and services provided by special education personnel for more than 20% of the day but less than 80% of the school day
- [ ] Full-Time: Special education supports and services provided by special education personnel for 80% or more of the school day

2. Type of special education supports

- [ ] Autistic Support
- [ ] Blind or Visually Impaired Support
- [ ] Deaf or Hearing Impaired Support
- [ ] Emotional Support
- [ ] Gifted Support
- [x] Learning Support
- [ ] Life Skills Support
- [ ] Multiple Disabilities Support
- [ ] Physical Support
- [ ] Speech and Language Support

C. Location of student's program

Name of School District where the IEP will be implemented: Insight PA Cyber Charter School

Name of School Building where the IEP will be implemented: Insight PA - High School

Is this school the student's neighborhood school (i.e., the school the student would attend if he/she did not have an IEP)?

- [x] Yes
- [ ] No
  - [ ] Special education supports and services required in the student's IEP cannot be provided in the neighborhood school
  - [ ] Other. Please explain:

VIII. PENNDATA REPORTING: Educational Environment (Complete either Section A or B; Select only one Educational Environment)

To calculate the percentage of time inside the regular classroom, divide the number of hours the student spends inside the regular classroom by the total number of hours in the school day (including lunch, recess, study periods). The result is then multiplied by 100.

SECTION A: For Students Educated in Regular School Buildings with Nondisabled Peers - Indicate the percentage of time INSIDE the regular classroom for this student:

Time spent outside the regular classroom receiving services unrelated to the student's disability (e.g., time receiving ESL services) should be considered time inside the regular classroom. Educational time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, should be counted as time spent inside the regular classroom.

Calculation for this Student:

Column 1	Column 2	Calculation	Indicate Percentage	Percentage Category
Total hours the student spends in the regular classroom per day	Total hours in a typical school day (including lunch, recess & study periods)	(Hours inside regular classroom ÷ hours in school day) x 100 = % (Column 1 ÷ Column 2) x 100 = %	Section A: The percentage of time student spends inside the regular classroom:	Using the calculation result - select the appropriate percentage category
	7.00	(÷ 7.00) x 100 = %	**% of the day**	☐ **INSIDE the Regular Classroom 80% or More of the Day** ☐ **INSIDE the Regular Classroom 79-40% of the Day** ☐ **INSIDE the Regular Classroom Less Than 40% of the Day**

SECTION B: This section required only for Students Educated OUTSIDE Regular School Buildings for more than 50% of the day - select and indicate the Name of School or Facility on the line corresponding with the appropriate selection: (If a student spends less than 50% of the day in one of these locations, the IEP team must do the calculation in Section A)

☐ Early Intervention _____

☐ Other Public Facility (Non Residential) _____

☐ Hospital/Homebound _____

☐ Correctional Facility _____

☐ Out of State Facility _____

☐ Instruction Conducted in the Home _____

☐ Approved Private School (Non Residential) _____

☐ Approved Private School (Residential) _____

☐ Other Private Facility (Non Residential) _____

☐ Other Private Facility (Residential) _____

☐ Other Public Facility (Residential) _____

EXAMPLES for Section A: How to Calculate PennData – Educational Environment Percentages

	Column 1	Column 2	Calculation	Indicate Percentage
	Total hours the student spends in the regular classroom – per day	Total hours in a typical school day (including lunch, recess & study periods)	(Hours inside regular classroom ÷ hours in school day) x 100 = % (Column 1 ÷ Column 2) x 100 = %	Section A: The percentage of time student spends inside the regular classroom:
Example 1	5.5	6.5	(5.5 ÷ 6.5) x 100 = 85%	85% of the day (Inside 80% or More of Day)
Example 2	3	5	(3 ÷ 5) x 100 = 60%	60% of the day (Inside 79-40% of Day)
Example 3	1	5	(1 ÷ 5) x 100 = 20%	20% of the day (Inside less than 40% of Day)

For help in understanding this form, an annotated *IEP* is available on the PaTTAN website at www.pattan.net Type "Annotated Forms" in the Search feature on the website. If you do not have access to the Internet, you can request the annotated form by calling PaTTAN at 800-441-3215.

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

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

Charter School: **Insight PA Cyber**

Chief Executive Officer: **Mrs. Eileen Cannistraci**

Special Education Director/Coordinator: **Saran Ronosky**

BSE Special Education Adviser: **Dr. Beth Marvin**

Date of Report: **April 02, 2025**

Date Final Report Sent to LEA: **January 17, 2025**

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

First Visit Date: **January 23, 2025**

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Topical Area 1: Policies, Practices, and Procedures			
Y						1. **FSA-ASSISTIVE TECHNOLOGY AND SERVICES** **Standard:** The Local Education Agency (LEA) observed the requirement that the provision of assistive technology is reflected in the student's IEP			
Y						1A. **FSA-HEARING AIDS** **Standard:** Each public agency shall ensure that the hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly. Each public agency must ensure that the external components of surgically implanted medical devices are functioning properly			
Y						2. **FSA-POSITIVE BEHAVIOR SUPPORT** **Standard:** LEA complies with the positive behavior support policy requirements.			
Y						3. **FSA-CHILD FIND** **Standard:** LEA demonstrates compliance with annual public notice requirements.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						4. **FSA-CONFIDENTIALITY** **Standard** The LEA is in compliance with confidentiality requirements.			
		X				5. **FSA-DISPUTE RESOLUTION (DUE PROCESS HEARING DECISION IMPLEMENTATION)** **Standard:** The LEA uses dispute resolution processes for program improvement.			
		X				8. **FSA-PROCEDURAL REQUIREMENTS FOR SUSPENSION** **Standard:** The LEA adheres to procedural requirements in suspending students with disabilities.			
Y						10. **FSA-INDEPENDENT EDUCATIONAL EVALUATION** **Standard:** The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense.			
Y						11A. **FSA-LEAST RESTRICTIVE ENVIRONMENT** **Standard:** The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.			
Y						12. **FSA-EXTENDED SCHOOL YEAR SERVICES**			
Y						13. **FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING**			
Y						15. **FSA-PARENT TRAINING** **Standard:** Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.			
						INTERVIEW RESULTS (Parent)			
						P 62. My school district/charter school makes available training related to the needs of students with disabilities that I could attend.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					4	Always			
					0	Sometimes			
					1	Rarely			
					0	Never			
					2	Don't Know			
					0	Does not Apply			
						P 63. My school district/charter school invites parents to trainings that are available to school staff regarding research based best practices, supplementary aids and services, differentiating instruction and modifying the general education curriculum.			
					3	Always			
					0	Sometimes			
					1	Rarely			
					0	Never			
					3	Don't Know			
					0	Does not Apply			
Y						18. **FSA-SURROGATE PARENTS (STUDENTS REQUIRING)** **Standard:** The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.			
Y						19. **FSA-PERSONNEL TRAINING** **Standard:** In-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills, and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable.			
						INTERVIEW RESULTS (General & Special Education Teacher)			
10	0	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
9	0	1				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
8	1	1				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			
10	0	0				GE 91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in regular education classrooms?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	1	4				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
10	0	0				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
Y						20. **FSA-INTENSIVE INTERAGENCY APPROACH** **Standard:** The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.			
Y						21. **FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION** **Standard:** The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation			
Y						21A. **TRANSITION REQUIREMENTS** **Standard:** The LEA complies with requirements for transition planning for students.			
						Topical Area 2: Delivery of Service			
Y						17. **FSA-PUBLIC SCHOOL ENROLLMENT** **Standard:** The LEA's percentage of children with disabilities served in special education is comparable to state data.			
Y						17A. **FSA-PUBLIC SCHOOL ENROLLMENT**			
Y						17B. **FSA-PUBLIC SCHOOL ENROLLMENT** **Standard:** Timely provision of FAPE for students who transfer public agencies within state, and from another state.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						22. **FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION** **Standard:** LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.			
Y						23. **FSA-EDUCATIONAL BENEFIT REVIEW** **Standard:** The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals.			
						CLASSROOM OBSERVATIONS			
0	0	0		0		CO 1. Is the instruction provided to the student individualized as required by his/her IEP?			
0	0	0		0		CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?			
0	0	0		0		CO 3. If assistive technology is included in the student's IEP and required for the activity observed, is it being used?			
0	0	0		0		CO 4. If the student is in a regular education setting, is he/she participating in the lesson taught by the general education teacher or a co-teacher?			
0	0	0		0		CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?			
0	0	0		0		CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?			
0	0	0		0		CO 7. Does this setting coincide with the student's IEP with regard to the extent to which the student is educated with non-disabled peers?			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
						P 55. My child does classroom work in a regular classroom with students without disabilities.			
					2	Always			
					5	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						P 56. My child participates or has the opportunity to participate in school activities other than classroom work, including extra-curricular activities, with students without disabilities.			
					5	Always			
					1	Sometimes			
					1	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			
						P 56a. My child goes on field trips, attends school functions and/or participates in extracurricular activities with their same age/grade peers who are non-disabled.			
					6	Always			
					0	Sometimes			
					1	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			
						P 56b. There are routine opportunities for my child to interact with peers who are non-disabled that are planned and/or facilitated by school personnel.			
					5	Always			
					1	Sometimes			
					0	Rarely			
					1	Never			
					0	Don't Know			
					0	Does not Apply			
10	0	0				GE 70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals?			
10	0	0				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
10	0	0				GE 72. Do you have support from special education personnel to help you modify curriculum, instruction and assessment as required in the student's current IEP?			
10	0	0				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			
10	0	0				GE 78. Are all the supplementary aids and services necessary for the student's progress in the general education class included in his/her current IEP?			
9	1	0				GE 80. Is the student making progress within the general education curriculum?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?			
0	0	0				GE 80b. If yes, in what ways? I think being with kids of own age and getting the general education level helps student reach ability. I appreciate participation; student engages in the classroom and completes assignments and engages with the curriculum. Demonstrates grade level appropriate behavior, in class interaction, completes all assignments. Being with similar peers and a higher level of expectation and getting student college and career-ready. A more relaxed environment, and student can gain confidence by participating in the class. To have collaboration opportunities with peers and hear others' questions and responses is helping student access the class. Mastery of all of standards, student participates, gives opinion and comprehends the curriculum. Is a member of the classroom community and an active participant; shares background of culture and content, which boosts confidence. Motivated to come to class. Very good to experience this class. Getting interaction with like-minded peers, participating and getting exposed to different stuff and what's in the world.			
0	0	10				GE 80c. If no, what does this student need that he/she is not receiving in your class?			
10	0	0				GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
10	0	0				GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				GE 85b. If no, what training or support would assist you?			
8	0	2				GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?			
10	0	0				SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	0	2				SE 95a. In the most recent IEP meeting for this student, did you discuss whether he/she could be educated in a general education classroom for the entire school day?			
8	0	2				SE 95b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	2				SE 95c. If yes, what reasons were discussed for recommending removal? Based on the areas of needs that need to be supported in the learning support classroom. Based on needs. To work on IEP goals. Based on need. Based on progress reports, evaluation and needs. Supports for classes in the curriculum. Based on need. Scores and abilities, peers and smaller group setting.			
0	0	2				SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? Based on the area of need and the block time needed. The team felt the curriculum better suited needs. Based on student needs. Based on evaluation and needs. Based on need. Based on need. As needed. As needed.			
8	0	2				SE 95e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
10	0	0				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
6	0	4				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
7	0	3				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
8	0	2				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
10	0	0				SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom?			
						Topical Area 3: Performance Indicators			
		X				5A. **FSA-EFFECTIVE USE OF DISPUTE RESOLUTION** **Standard:** The LEA uses dispute resolution processes for program improvement.			
	N					6. **FSA-GRADUATION RATES (SPP)** **Standard:** The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.	Originally, this LEA was required to create and implement an Improvement plan that would increase the number of students graduating from HS. However, the following year, an increase to the graduation rate demonstrated compliance. Therefore, there is no need for an improvement plan.	01/17/2026 LEA IU PaTTAN BSE Adviser	01/23/2025
	N					7. **FSA-DROPOUT RATES (SPP)** **Standard:** The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.	Originally, this LEA was required to create and implement an Improvement plan that would decrease the number of students dropping out from HS. However, the following year, a decrease in the number of students dropping out demonstrated compliance. Therefore, there is no need for an improvement plan.	01/17/2026 LEA IU PaTTAN BSE Adviser	01/23/2025
		X				8A. **FSA-SUSPENSION RATES** **Standard:** The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
	N					11. **FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP)** **Standard:** Students with disabilities are provided for in the least restrictive environment	The LEA will create an improvement plan to address the need for students to be included in general education classes as the first placement. Evidence of Change: LEA will provide SPOC with training dates for workshops. Random selection of files will also occur to check for accuracy of data and placement decisions. The improvement plan is due to the Adviser by 6/1/2025.	01/17/2026 LEA IU PaTTAN BSE Adviser	
	N					16. **FSA-PARTICIPATION IN PSSA AND PASA (SPP)** **Standard:** The LEA's population of students who participate in state assessment is comparable with the state data.	This LEA will create an improvement plan to increase the participation rate for students taking grade level standardized tests. Evidence of Change: LEA will provide SPOC with an IP that demonstrates increase in participation The improvement plan is due to the Adviser by 6/1/2025.	01/17/2026 LEA IU PaTTAN BSE Adviser	
Y						16A. **FSA-LOCAL ASSESSMENT**			
						Topical Area 4: Evaluation and Reevaluation Process and Content			
						CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION			
						PERMISSION TO EVALUATE (File Reviews)			
2	0	8				FR 153. PTE-Consent Form is present in the student file			
2	0	8				FR 154. Demographic data			
2	0	8				FR 155. Reason(s) for referral for evaluation			
2	0	8				FR 156. Proposed types of tests and assessments			
2	0	8				FR 157. Contact person's name and contact information			
2	0	8				FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
2	0	8				FR 159. Parent has selected a consent option			
						PERMISSION TO REEVALUATE (File Reviews)			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	0	7				FR 194. PTRE-Consent Form is present in the student file			
3	0	7				FR 195. Demographic data			
3	0	7				FR 196. Reason for reevaluation			
3	0	7				FR 197. Types of assessment tools, tests and procedures to be used			
3	0	7				FR 198. Contact person's name and contact information			
3	0	7				FR 199. Parent has selected a consent option			
3	0	7				FR 200. Parent signature or documentation of reasonable efforts to obtain consent			
						AGREEMENT TO WAIVE REEVALUATION (File Reviews)			
0	0	10				FR 201. Agreement to Waive Reevaluation is present in the student file			
0	0	10				FR 202. Waiver was completed within required timelines (3 years (2 years for any ID student or any student placed in an Approved Private School) from date of ER, prior RR, or Agreement to Waive RR)			
0	0	10				FR 203. Reason reevaluation is not necessary at this time is included			
0	0	10				FR 204. Contact person's name and contact information			
0	0	10				FR 205. Parent has selected a consent option			
0	0	10				FR 206. Parent signature			
						EVALUATION REPORT (INITIAL) (File Reviews)			
2	0	8				FR 160. ER is present in the student file			
2	0	8				FR 161. Evaluation was completed within timelines			
2	0	8				FR 162. A copy of the ER was disseminated to parents at least 10 school days prior to meeting of the IEP team (unless this requirement is waived by parent in writing)			
2	0	8				FR 163. Demographic data			
2	0	8				FR 164. Date report was provided to parent			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	0	8				FR 165. Reason(s) for referral			
2	0	8				FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			
2	0	8				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
2	0	8				FR 168. Teacher observations and observations by related service providers, when appropriate			
2	0	8				FR 169. Recommendations by teachers			
2	0	8				FR 170. The student's physical condition (including health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education			
2	0	8				FR 171. Assessments, including when appropriate, current classroom based assessments, aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc.			
1	0	9				FR 172. If an assessment is not conducted under standard conditions, description of the extent to which it varied from standard conditions (including if the assessment was given in the student's native language or other mode of communication)			
2	0	8				FR 173. Lack of appropriate instruction in reading			
2	0	8				FR 174. Lack of appropriate instruction in math			
2	0	8				FR 175. Limited English proficiency			
2	0	8				FR 176. Present levels of academic achievement			
2	0	8				FR 177. Present levels of functional performance			
2	0	8				FR 178. Behavioral information			
2	0	8				FR 179. Conclusions			
2	0	8				FR 180. Disability Category			

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	0	8				FR 181.	Recommendations for consideration by the IEP team			
2	0	8				FR 182.	Evaluation Team Participants documented			
1	0	9				FR 183.	For students evaluated for SLD documentation of Agree/Disagree			
1	0	9				FR 184.	Documentation that the student does not achieve adequately for age, etc.			
1	0	9				FR 185.	Indication of process(es) used to determine eligibility			
1	0	9				FR 186.	Instructional strategies used and student-centered data collected			
1	0	9				FR 187.	Educationally relevant medical findings, if any			
1	0	9				FR 188.	Effects of the student's environment, culture, or economic background			
1	0	9				FR 189.	Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
1	0	9				FR 190.	Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
1	0	9				FR 191.	Observation in the student's learning environment			
0	0	10				FR 192.	Other data if needed			
1	0	9				FR 193.	Statement for all 6 items indicated to support conclusions of the evaluation team			
						REEVALUATION REPORT (File Reviews)				
8	0	2				FR 207.	RR is present in the student file			
7	1	2			13%	FR 208.	Reevaluation was completed within timelines (either 60 calendar days from the date of LEA receipt of signed PTRE-Consent Form, excluding summer break, or within 3 years (2 years for any ID student or any student placed in an Approved Private School) of date of ER, prior RR, or Agreement to Waive RR)	This LEA has demonstrated compliance for SPP 11. no further action is required.	01/17/2026 LEA IU PaTTAN BSE Adviser	01/23/2025
8	0	2				FR 209.	A copy of the RR was disseminated to parents at least 10 school days prior to the meeting of the IEP team (unless this requirement was waived by a parent in writing)			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	0	2				FR 210. Demographic data			
8	0	2				FR 211. Date IEP team reviewed existing evaluation data			
8	0	2				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
8	0	2				FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
8	0	2				FR 214. Aptitude and achievement tests			
8	0	2				FR 215. Current classroom based assessments and local and/or state assessments			
8	0	2				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
8	0	2				FR 217. Teacher recommendations			
8	0	2				FR 218. Lack of appropriate instruction in reading			
8	0	2				FR 219. Lack of appropriate instruction in math			
8	0	2				FR 220. Limited English proficiency			
8	0	2				FR 221. Conclusion regarding need for additional data is indicated			
5	0	5				FR 222. Reasons additional data are not needed are included			
8	0	2				FR 223. Determination whether the child has a disability and requires special education			
8	0	2				FR 224. Disability category(ies)			
8	0	2				FR 225. Summary of findings includes student's educational strengths and needs			
8	0	2				FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate			
8	0	2				FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	1	7			33%	FR 228. Interpretation of additional data	The LEA will review and discuss aspects of RR with school-based psychologists. Evidence of Change: SPOC will randomly select 10 files and review RRs.	01/17/2026 LEA IU PaTTAN BSE Adviser	
1	0	9				FR 229. Documentation that the student does not achieve adequately for age, etc.			
1	0	9				FR 230. Indication of process(es) used to determine eligibility			
1	0	9				FR 231. Instructional strategies used and student-centered data collected			
1	0	9				FR 232. Educationally relevant medical findings, if any			
1	0	9				FR 233. Effects of the student's environment, culture, or economic background			
1	0	9				FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
1	0	9				FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
1	0	9				FR 236. Observation in the student's learning environment			
1	0	9				FR 237. Other data if needed			
1	0	9				FR 238. Statement for all 6 items			
7	1	2			13%	FR 239. Documentation of Evaluation Team Participants	he LEA will review and discuss aspects of RR with school-based psychologists. Evidence of Change: SPOC will randomly select 10 files and review RRs.	01/17/2026 LEA IU PaTTAN BSE Adviser	
1	0	9				FR 240. Documentation that team members Agree/Disagree			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
5	1	0	1			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	0	2	0			P 25.	Were you given the opportunity to provide this information in writing or in another way that worked for you?			
5	0	2	0			P 26.	Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
0	0	6	1			P 27.	If your child was not reevaluated when required (every 2 years for children with intellectual disability (consent retardation), or any child placed in an Approved Private School, and every 3 years for children with other disabilities) did you agree in writing to waive the reevaluation?			
0	7	0	0			P 51.	Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
0	0	7	0			P 52.	If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
0	0	7	0			P 53.	Were the results of the IEE included in the school's Evaluation Report for your child?			
0	0	10				SE 119.	If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?			
						Topical Area 5: IEP Process and Content				
						INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)				
10	0	0				FR 241.	Invitation is present in the student file			
10	0	0				FR 242.	Invitation to Participate in the IEP Meeting was issued prior to the meeting (or documentation that parent signed waiver to move directly to IEP meeting)			
10	0	0				FR 243.	Demographic data			
10	0	0				FR 244.	Purpose(s) of the meeting			
5	0	5				FR 245.	Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)			
4	0	6				FR 246.	Transition planning and services - if appropriate, evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student			
5	0	5				FR 247.	Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 248. Invited IEP team members			
10	0	0				FR 249. Date/time/location of meeting			
10	0	0				FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation			
						PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)			
0	0	10				FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			
0	0	10				FR 252. Demographic data			
0	0	10				FR 253. Form designates required IEP team member(s) for whom attendance is not necessary			
0	0	10				FR 254. Form designates which members will submit written input prior to the meeting			
0	0	10				FR 255. Parent written consent is documented			
						FR 256. The team members excused:			
					0	a. General Education Teacher			
					0	b. Special Education Teacher			
					0	c. Local Education Agency Representative			
						IEP CONTENT (File Reviews)			
10	0	0				FR 257. IEP is present in the student file			
10	0	0				FR 258. IEP was completed within timelines			
10	0	0				FR 259. Demographic data			
10	0	0				FR 260. IEP implementation date			
10	0	0				FR 261. Anticipated duration of services and programs			
7	0	3				FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting			
						DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)			
10	0	0				FR 263. Parents			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	1	5			20%	FR 264. Student	The LEA will provide the BSE adviser with documentation of transition trainings, including agendas and sign-in sheets. The BSE adviser will conduct a review of files to verify compliance Evidence of Change: LEA will provide SPOC with sign in sheets. Random selection of files will be reviewed.	01/17/2026 LEA IU PaTTAN BSE Adviser	
10	0	0				FR 265. General Education Teacher			
10	0	0				FR 266. Special Education Teacher			
10	0	0				FR 267. Local Education Agency Representative			
4	0	6				FR 270. Community Agency Representative			
0	0	10				FR 271. Teacher of the Gifted			
0	0	10				FR 272. Written input provided by IEP team member(s) excused from participating in the IEP meeting if the invitation stated they were to provide written input			
10	0	0				FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year			
						SPECIAL CONSIDERATIONS (File Reviews)			
0	0	10				FR 274. If the student is blind or visually impaired, a description of the instruction in Braille and the use of Braille, unless the IEP team determines that such instruction is not appropriate			
0	0	10				FR 275. If the student is deaf or hard of hearing, a communication plan			
6	0	4				FR 276. If the student has communication needs, needs must be addressed in the IEP			
0	0	10				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
0	0	10				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			
1	0	9				FR 279. If the student has behaviors that impede his/her learning or that of others, the IEP includes a Positive Behavior Support Plan based on a functional assessment of behavior utilizing positive behavior techniques			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 280. If the student has other special considerations, these are addressed in the IEP			
						PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)			
10	0	0				FR 281. Student's present levels of academic achievement			
10	0	0				FR 282. Student's present levels of functional performance			
7	0	3				FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)			
10	0	0				FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)			
10	0	0				FR 285. How the student's disability affects involvement and progress in the general education curriculum			
10	0	0				FR 286. Strengths			
10	0	0				FR 287. Academic, developmental, and functional needs related to student's disability			
						TRANSITION SERVICES (File Reviews)			
5	0	5				FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment			
5	0	5				FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living			
5	0	5				FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually			
5	0	5				FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service			
5	0	5				FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)			
5	0	5				FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)			
5	0	5				FR 292c. Annual goals are related to the student's transition services			
						PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA/Keystone Exams, ACCESS for ELLS, Alternate ACCESS for ELLS or PASA)			
8	0	2				FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			
3	0	7				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA/Keystone Exams			
3	0	7				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
3	0	7				FR 297. If the student will participate in the PASA, how student's performance will be documented			
10	0	0				FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
9	0	1				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
3	0	7				FR 300. If the IEP indicates the student will participate in an alternate local assessment, explanation of why the student cannot participate in the regular assessment			
3	0	7				FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			
						ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)			
10	0	0				FR 302. Measurable Annual Goals			
10	0	0				FR 303. Description of how student progress toward meeting goals will be measured			
10	0	0				FR 304. Description of when periodic reports on progress will be provided to parents			
10	0	0				FR 305. Documentation of progress reporting on Annual Goals			
3	0	7				FR 306. Short Term Objectives			
						SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)			
10	0	0				FR 307. Program Modifications and Specially-Designed Instruction			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 308. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations, did the IEP team address those recommendations in development of this IEP			
10	0	0				FR 309. If Program Modifications and Specially Designed Instruction are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
0	0	10				FR 310. If a student attends a Career or Vocational Technical School, evidence that the specially designed instruction addresses the student's needs in Career and Vocational Technical School			
8	0	2				FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
9	0	1				FR 312. If the student's most recent Evaluation Report contained recommendations for the provision of related services, including psychological counseling, did the IEP team address those recommendations in development of this IEP			
10	0	0				FR 313. If Supports for school personnel are included on the IEP, the personnel to receive support, support, location, frequency, projected beginning date and anticipated duration of services			
10	0	0				FR 314. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel provided for the student, did the IEP team address those recommendations in development of this IEP			
0	0	10				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			
10	0	0				FR 316. A conclusion regarding student eligibility for ESY			
9	0	1				FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination			
2	0	8				FR 318. Where ESY services were deemed appropriate, annual goals and when appropriate, short term objectives that are to be addressed in the child's ESY program			
2	0	8				FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services			
						EDUCATIONAL PLACEMENT (File Reviews)			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class			
10	0	0				FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum			
10	0	0				FR 322. Type of support, by amount (itinerant, supplemental, full-time)			
10	0	0				FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.			
10	0	0				FR 324. Location of student's program (name of LEA where the IEP will be implemented)			
10	0	0				FR 325. Location of student's program (name of School Building where the IEP will be implemented)			
4	0	6				FR 326. If child will not be attending his/her neighborhood school, reason why not			
						PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)			
10	0	0				FR 327. Completed Section A or Section B			
						IEP DEVELOPMENT			
						INTERVIEW RESULTS (Parent & General Education Teacher)			
7	0	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
5	2	0	0			P 29. Did you participate in developing the current IEP for your child?			
6	0	1	0			P 30. Was the meeting held at a time and location that was convenient for you?			
1	0	6	0			P 31. If you were unable to participate in person, did the school offer other arrangements for you to participate by phone or through other methods?			
6	1	0	0			P 32. Was the input you provided considered in the development of your child's current IEP?			
4	1	2	0			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	6	0			P 32b. If no, what training or support would assist you? Where to get more help through the school for child but not really sure what would help, just use to doing everything.			

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	1	0	0			P 33.	Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			
6	1	0	0			P 35.	Was the current IEP developed at the IEP meeting?			
7	0	0	0			P 36.	If there was a draft IEP developed prior to the IEP meeting were you provided a copy of the draft either before or at the meeting?			
4	1	0	2			P 37.	Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
1	0	6	0			P 38.	If required IEP team members (special education teacher, general education teacher, or LEA) did not attend the meeting, did you agree in writing to them not being there?			
1	0	6	0			P 39.	Was written input from the excused IEP team member(s) available to you before the meeting?			
		6	0			P 65.	If you did not participate in your child's IEP meeting, what kept you from participating?			
					1	g. other				
3	0	7				GE 74.	Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
1	1	8				GE 75.	Did you recommend any needed supports to implement the current IEP for this student?			
1	0	9				GE 76.	Were those recommendations considered by the IEP team?			
10	0	0				GE 86.	When a student with a disability is included in your class do you have the opportunity to provide information to the IEP team?			
10	0	0				GE 87.	Do you provide progress monitoring data as part of the IEP development process?			
						IEP CONTENT				
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)				
6	0	0	1			P 40.	Did the IEP team consider the recommendations that were made in your child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel?			

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	0	0	1			P 41.	Did the IEP team accept or reject the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons.			
10	0	0				GE 81.	Are this student's goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
10	0	0				GE 82.	Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
10	0	0				GE 83.	Is the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 98.	Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as nondisabled students?			
10	0	0				SE 102.	Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 103.	Are the student's annual goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
6	0	4				SE 104.	If appropriate, are the student's annual goals based on functional performance?			
10	0	0				SE 106.	If the student's most recent Evaluation Report contained recommendations for modifications and accommodations did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
7	0	3				SE 107.	If the student's most recent Evaluation Report contained recommendations for provision of related services, including psychological counseling, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
10	0	0				SE 108.	If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel that will be provided for the student, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				SE 112. Was it an IEP team decision as to whether this student would participate in the PSSA/Keystone Exams, PASA, and other district-wide/charter school-wide assessments?			
10	0	0				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
10	0	0				SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?			
0	0	0				SE 117b. If yes, in what ways? Is engaging and loves to talk with other students. Gets exposure to general education level content, goal is to transition back into general education classroom. Being around same-age peers is beneficial. Good exposure to grade level content and a lot of variety to give information and shows knowledge of content. Engaging in positive peer interaction. Student likes peer interactions and is given a little push. I see an increase in self advocacy and grades. With same-age peers and is getting curriculum on grade level. Does not participate much, but engages with peers more and strengthens performance in the classes. Student is trying more and participating more. Very much higher level by progressing better. Exploring independence in the class, conversing with typical peers, getting to experience those classes. Expanding social skills, allowing the sharing of knowledge with peers, making progress on goals by seeing the peers making progress so it's a motivation.			
0	0	10				SE 117c. If no, what does this student need that he/she is not receiving?			
10	0	0				SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?			
						IEP IMPLEMENTATION			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
6	0	0	1			P 48. Were the special education and related services in your child's current IEP provided within 10 school days of the completion of the IEP?			
7	0	0	0			P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals.			
					7	Always			
					0	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			
						P 58. My child's progress is reported to me by the school in a manner that I understand.			
					7	Always			
					0	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			
7	0	0	0			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
9	0	1				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
10	0	0				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
2	0	8				GE 79a. In the most recent IEP meeting for this student, did you discuss whether the student could be educated in a general education classroom for the entire school day?			
1	1	8				GE 79b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	9				GE 79c. If yes, what reasons were discussed for recommending removal? Looked at test scores.			
0	0	9				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? Based on needs and grades.			
2	0	8				GE 79e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				GE 84.	If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
9	0	1				GE 92.	If a student with an IEP is having behavioral difficulties in your classroom, do you address the behavior in your classroom rather than sending him/her back to the special education classroom to address the behavior issue unless indicated otherwise in the student's IEP?			
10	0	0				SE 105.	Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
10	0	0				SE 109.	Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP?			
10	0	0				SE 110.	Was this student's current IEP implemented no later than 10 school days after its completion or no later than the IEP implementation date?			
10	0	0				SE 111.	If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
7	0	3				SE 113.	If required, were the testing accommodations included in this student's current IEP implemented?			
10	0	0				SE 114.	Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			
10	0	0				SE 120.	Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?			
						PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent & Special Education Teacher)				
5	0	2	0			P 42.	If your child's current IEP includes psychological counseling as a related service, and he/she receives these services, including transportation, are they provided at no cost to you?			
4	0	2	1			P 43.	Was your child's need for extended school year (ESY) – which means services over the summer or during breaks from the regular school calendar - discussed at an IEP meeting?			
3	1	2	1			P 44.	Did you receive an explanation of what would make your child eligible for ESY services?			

Y	N	NA	D K	Not Obs	% #	Citation		Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	0	2	1			P 45.	Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
0	0	7	0			P 46.	If you did not agree with the decision on ESY eligibility, were you given a written notice (NOREP/PWN) explaining that you could ask for a due process hearing?			
3	0	4	0			P 47.	If your child was determined to be eligible for ESY services, did the IEP team decide upon the goals and services needed for the ESY program?			
10	0	0				SE 121.	Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
3	0	7				SE 122.	If this student was determined to be ESY eligible, did the IEP team determine what goals and services were needed and include them in the IEP?			
0	0	10				SE 122a.	At the most recent IEP meeting, did the IEP team discuss the development of a plan to transition this student back into the school district (or charter school if student is enrolled in a charter school) with supplementary aids and services?			
0	0	10				SE 122b.	Are staff from the home district (or charter school if student is enrolled in a charter school) involved with the planning and implementation of this student program?			
0	0	10				SE 122c.	Does this student go on field trips, attend school functions or participate in extracurricular activities with his/her same age/grade peers who are non-disabled?			
0	0	10				SE 122d.	Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?			
0	0	10				SE 122e.	If yes, are needed supplementary aids and services being provided to this student?			
0	0	10				SE 122f.	Are there routine opportunities for this student to interact with non-disabled peers that are planned and/or facilitated by school personnel?			
						SECONDARY TRANSITION (Parent & Special Education Teacher)				
3	0	4	0			P 50.	If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
2	1	0	4			P 50a.	In the most recent IEP meeting for your child, did you discuss whether your child could be educated in a general education classroom for the entire school day?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	1	0	2			P 50b. In the most recent IEP meeting, did the IEP team recommend removal of your child from the general education classroom for any part of the school day?			
0	0	3	0			P 50c. If yes, what reasons were discussed for recommending removal? Is behind in specific area. For the related services and therapy. Related services. Resource room - helps with other classes.			
0	0	3	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided? Not sure, don't remember that. Monitored while in the classroom. As needed. Scheduled as a regular class.			
5	2	0	0			P 50e. In the most recent IEP meeting, did the IEP team discuss whether your child could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
6	0	0	1			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	1	0			P 50g. If yes, in what ways? I do not know. Getting better with increased focus and trying to find more supports as needed. Functional and Academic Skills. Some of the things are helpful in class but some of them are not helpful (therapy sessions). Helps with growth and confidence. Has come a long way compared to public school. Is more confident, can do a lot, asks for help and is trying. Asks a lot of questions and participates more.			
0	0	7	0			P 50h. If no, what does your child need that he/she is not receiving in the class?			
						P 59. I am satisfied with the transition services developed for my child.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					3	Always			
					0	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					4	Does not Apply			
						P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment.			
					7	Always			
					0	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			
5	0	5				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
7	0	3				SE 123. Where appropriate, does the LEA invite a representative of a participating agency that is likely to be responsible for providing or paying for transition services to the IEP meeting?			
						Topical Area 6: NOREP/PWN			
						(File Reviews)			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
						P 54. I am a partner with school personnel when we plan my child's education program.			
					3	Always			
					2	Sometimes			
					0	Rarely			
					0	Never			
					1	Don't Know			
					1	Does not Apply			
10	0	0				FR 328. NOREP/PWN is present in the student file			
10	0	0				FR 329. Demographic data			
		2	0			P 66. Tell me anything you really like about your child's special education program.			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					2	g. staff open to suggestions, good communication			
					1	h. follow the IEP			
					1	i. support services			
					3	k. staff's understanding and attitude			
		3	2			P 67. Tell me anything you would like to change about the program.			
					1	g. staff open to suggestions, good communication			
					1	n. other			
10	0	0				FR 330. Type of action taken			
10	0	0				FR 331. A description of the action proposed or refused by the LEA			
		0	0			P 68. The school explains what options parents have if the parent disagrees with a decision of the school.			
					2	b. Strongly agree			
					4	c. Agree			
					1	d. Disagree			
						P 69. Additional comments about your child's program. They helped my child a lot, and I am thankful. It helped limit distractions, and my child has gained confidence, which has helped a lot. The school is great! The computer is not working properly; child has requested assistance with the device. Seen nice growth and feels like time should be really taken and not rushed.			
10	0	0				FR 332. An explanation of why the LEA proposed or refused to take the action			
10	0	0				FR 333. A description of the other options the IEP team considered and the reason why those options were rejected			
10	0	0				SE 101. Do you hold the required certification to implement this student's program?			
10	0	0				SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			
10	0	0				FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			
10	0	0				FR 335. Description of other factor(s) relevant to LEA's proposal or refusal			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				SE 101b. If no, what training or support would assist you?			
10	0	0				FR 336. Educational placement recommended (including amount and type)			
10	0	0				FR 337. Signature of school district superintendent or charter school CEO or designee			
10	0	0				FR 338. Parent signature or documentation of reasonable efforts to obtain consent (e.g. mailed to parents, certified mail, visit to the parent's home, etc.)			
10	0	0				FR 339. Parent has selected a consent option			
10	0	0				FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP			
						INTERVIEW RESULTS (Parent)			
1	0	6	0			P 34. If services that you requested for your child were rejected by the school, did you receive a written notice (NOREP/PWN) explaining why the request was rejected?			
						P 61. If I don't understand my child's educational rights, and I inquire about them, someone from the school takes the time to explain them to me.			
					6	Always			
					1	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			
						Topical Area 8: Other Non-compliance Issues			
						Topical Area 9: Other Improvement Plan Issues			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						SPP #11 requires that this LEA provide a procedure and protocol for evaluating new students for special education service.	This LEA will demonstrate accurate managing of all PTEs and ERs to comply with the 60 day requirement for students newly identified. Evidence of Change: The SPOC will collect data on all students being evaluated for special education services and meet the 60 day requirement. Evidence of Change: The LEA will send information to SPOC every quarter to demonstrate compliance with 60 day requirement.	06/01/2025 LEA IU PaTTAN BSE Adviser	02/10/2025

Agenda

- Quick Review of Autism Spectrum Disorder
- Supporting Families
  - Psychoeducation
- Supporting Students
  - Programs and Supports
  - Interventions

Timestamp	Email Address	Name (First & Last)	I attended the live training.	I did not attend the live training, but I did view the re	What questions do you still have?
4/15/2025 10:59:44	chpanchura@insightpasc	Chelsey Panchura	Yes	N/A	
4/15/2025 10:59:47	vistawinski@insightpasc	Vince Stawinski	Yes	N/A	
4/15/2025 10:59:48	cahockman@insightpasc	Carolyn Hockman	Yes	N/A	
4/15/2025 10:59:48	mepifer@insightpaschoc	Megan Pfer	Yes	N/A	
4/15/2025 10:59:48	kaamodeo@insightpasch	Kattreena Amodeo	Yes	N/A	N/A
4/15/2025 10:59:50	gipfeiffer@insightpascho	gillianne pfeiffer	Yes	N/A	none. this was great. thank you
4/15/2025 10:59:51	kimccawley@insightpa.o	Kiley McCawley	Yes	N/A	
4/15/2025 10:59:51	krsalamone@insightpasc	Kristen Salamone	Yes	N/A	
4/15/2025 10:59:52	Kabeadle@insightpa.org	Karla Beadle	Yes	N/A	NA
4/15/2025 10:59:54	jeschreiner@insightpasc	Jenna Schreiner	Yes	N/A	
4/15/2025 10:59:55	emprohorchuck@insight	Emily Prohorchuck	Yes	N/A	
4/15/2025 10:59:56	kijones@insightpaschool	kim jones	Yes	N/A	no
4/15/2025 10:59:56	brfox@insightpaschool.o	Brittany Fox	Yes	N/A	N/a
4/15/2025 10:59:59	limapstone@insightpasc	Lindsey mapstone	Yes	N/A	no
4/15/2025 11:00:02	doholliii@insightpaschoc	Donald Holl	Yes	N/A	
4/15/2025 11:00:02	nicolavecchia@insightpa	Nicole Colavecchia	Yes	N/A	None
4/15/2025 11:00:02	tasaunders@insightpasc	Tara Saunders	Yes	N/A	
4/15/2025 11:00:02	shbrodmerkel@insightpa	Shawna Brodmerkel	Yes	N/A	none
4/15/2025 11:00:04	chglennon@insightpasch	Christan Glennon	Yes	N/A	None at this time
4/15/2025 11:00:06	Vaalchier@insightpascho	Valerie Alchier	Yes	N/A	
4/15/2025 11:00:07	bemoore@insightpascho	Bethany Moore	Yes	N/A	
4/15/2025 11:00:07	elhabbyshaw@insightpas	Beth Habbyshaw	Yes	N/A	
4/15/2025 11:00:12	samalis@insightpaschoc	Sarah Malis	Yes	N/A	NA
4/15/2025 11:00:13	jemercatoris@insightpas	Jenna Mercatoris	Yes	N/A	
4/15/2025 11:00:15	nimillard@insightpascho	Nicole Millard	Yes	N/A	none
4/15/2025 11:00:19	ambuffington@insightpa	Ambra Buffington	Yes	N/A	
4/15/2025 11:00:24	tialger@insightpaschool.	Tiffany Alger	Yes	N/A	
4/15/2025 11:00:25	laolbryk@insightpa.org	Lacey Olbryk	Yes	N/A	
4/15/2025 11:00:28	macollins@insightpasch	Macaela Collins	Yes	N/A	
4/15/2025 11:00:29	nashifflett@insightpasch	Nancy Shifflett	Yes	N/A	none
4/15/2025 11:00:30	kasmaniotto@insightpas	Kathy Smaniotto	Yes	N/A	
4/15/2025 11:00:32	meprobst@insightpasch	Missy Probst	Yes	N/A	Nothing at this time.
4/15/2025 11:00:34	gematos@insightpascho	Genice Matos	Yes	N/A	None
4/15/2025 11:00:34	erharper@insightpascho	Erin Harper	Yes	N/A	None, very thorough and great ideas
4/15/2025 11:00:34	kecorneal@insightpasch	Kelly Corneal	Yes	N/A	
4/15/2025 11:00:34	jerussell@insightpascho	Jennifer Russell	Yes	N/A	None at this time.
4/15/2025 11:00:36	kadillon@insightpaschoc	Karla Dillon	Yes	N/A	
4/15/2025 11:00:40	alswantner@insightpasc	Alyssa Swantner	Yes	N/A	
4/15/2025 11:00:41	jianderson@insightpasch	Jill Anderson	Yes	N/A	
4/15/2025 11:00:42	laharkleroad@insightpas	Laece Harkleroad	Yes	N/A	NA
4/15/2025 11:00:41	najobe@insightpaschool	Natasha Jobe	Yes	N/A	n/a
4/15/2025 11:00:42	krbarone@insightpascho	Krista Barone	Yes	N/A	
4/15/2025 11:00:43	liconty@insightpaschool.	Lindsay Conty	Yes	N/A	
4/15/2025 11:00:44	mbotti@ispacyber.net	Michelle Botti	Yes	N/A	
4/15/2025 11:00:47	mafederowicz@insightpa	Maggie Federowicz	Yes	N/A	None. This was a wonderful training an
4/15/2025 11:00:47	dewilhelm@insightpasch	Deanna Wilhelm	Yes	N/A	
4/15/2025 11:00:48	mejohnson@insightpasc	Megan Johnson	Yes	N/A	
4/15/2025 11:00:49	jesauers@insightpascho	Jessica Sauers	Yes	N/A	n/a
4/15/2025 11:00:54	dacummings@insightpas	Danielle Cummings	Yes	N/A	

Timestamp	Email Address	Name (First & Last)	I attended the live training.	I did not attend the live training, but I did view the re	What questions do you still have?
4/15/2025 11:00:55	carussell@insightpascho	Catrina Russell	Yes	N/A	None at this time. Thank you!
4/15/2025 11:00:56	cadecker@insightpascho	Caryn Decker	Yes	N/A	None at this time.
4/15/2025 11:00:56	emmiller@insightpascho	Emily Miller	Yes	N/A	None at this time.
4/15/2025 11:00:58	chwiddop@insightpasch	Christen Widdop	Yes	N/A	
4/15/2025 11:01:05	shwild@insightpaschool.	Shelly Wild	Yes	N/A	n/a
4/15/2025 11:01:10	pao'donnell@insightpasc	Trish O'Donnell	Yes	N/A	NA
4/15/2025 11:01:14	erpavlowski@insightpas	Erika Pavlowski	Yes	N/A	None at this time
4/15/2025 11:01:26	reperri@insightpaschool.	Renee Perri	Yes	N/A	None at this time
4/15/2025 11:01:28	brlorenz@insightpascho	Brittney Lorenz	Yes	N/A	How can we better implement social sk
4/15/2025 11:01:33	jedautel@insightpascho	Jean Dautel	Yes	N/A	None
4/15/2025 11:01:35	lireitz@insightpaschool.c	Lisa Reitz	Yes	N/A	NA
4/15/2025 11:01:54	elgierczynski@insightpas	Elizabeth Gierczynski	Yes	N/A	NA
4/15/2025 11:02:09	jidunlap@insightpascho	Jill Dunlap	Yes	N/A	Non at this time
4/15/2025 11:02:13	dimorian@insightpascho	Diane Morian	Yes	N/A	N/A
4/15/2025 11:03:06	haschwendler@insightpa	Hannah Schwendler	Yes	N/A	NA
4/15/2025 11:03:55	nisilerpastman@insightp	Nicole Siler Pastman	Yes	N/A	None - it was great!
4/15/2025 11:05:44	amtingler@insightpasch	Amanda Tingler	Yes	N/A	N/A
4/15/2025 11:06:46	frrodriguez@insightpasc	Frayma Roriguez	Yes	N/A	
4/15/2025 11:06:57	cspeece@ispacyber.net	Caura Speece	Yes	N/A	
4/15/2025 11:06:57	sehollingsworth@insight	Seana Hollingsworth	Yes	N/A	none
4/15/2025 11:07:04	stjack@insightpaschool.(	Stephanie Jack	Yes	N/A	None
4/15/2025 11:07:59	alcappetta@insightpasch	Alyssa Cappetta	Yes	N/A	
4/15/2025 11:09:06	chschell@insightpascho	Charmaine Schell	Yes	N/A	
4/15/2025 11:10:46	saboyer@insightpascho	Sarah Boyer	Yes	N/A	
4/15/2025 11:18:48	julong@insightpaschool.	Julia Long	Yes	N/A	none
4/15/2025 11:23:16	astomaino@insightpasch	Ashley Tomaino	Yes	N/A	None at this time.
4/15/2025 11:24:31	crthomas@insightpasch	Crystal Thomas	Yes	N/A	
4/15/2025 11:35:38	limays@insightpaschool.	Lisa Mays	Yes	N/A	N/A
4/15/2025 11:37:14	dawenzler@insightpasch	Danielle Wenzler	Yes	N/A	
4/15/2025 11:48:57	anbrucker@insightpacho	Anta Brucker	Yes	N/A	None at this time
4/15/2025 11:52:14	juhickman@insightpasch	Judy Hickman	Yes	N/A	none
4/15/2025 11:56:09	amcampbell@insightpas	Amanda Campbell	Yes	N/A	n/a
4/15/2025 12:35:45	andominytus@insightpas	Andrea Dominytus	Yes	N/A	
4/15/2025 12:40:47	mefontana@insightpasch	melissa fontana	No	Yes	na
4/21/2025 9:00:53	zograham@insightpasch	Zoe Graham	No	Yes	N/A
4/21/2025 9:24:04	mecichello@insightpasch	Melissa Cichello	No	Yes	N/A
4/21/2025 10:31:44	coleaidicker@insightpas	Courtney Leaidicker	No	Yes	n/a
4/21/2025 10:41:57	kijones@insightpaschool	kim jones	Yes	N/A	
4/21/2025 12:24:21	brcoxen@insightpascho	Brandy Coxen	Yes	N/A	N/A
4/21/2025 12:54:15	rasaul@insightpaschool.(	Rachel Saul	No	Yes	None, thank you!
4/23/2025 13:17:22	tamartin@insightpascho	Tara Martin	Yes	N/A	n/a
4/26/2025 10:54:20	alspigarelli@insightpasch	Alyssa Spigarelli	Yes	N/A	

Chelsey Panchura, Vince Stawinski, Carolyn Hockman, Megan Pfer, Kattreena Amodeo, gillianne pfeiffer, Kiley McCawley, Kristen Salamone, Karla Beadle, Jenna Schreiner, Emily Prohorchuck, kim jones, Brittany Fox, Lindsey mapstone, Donald Holl , Nicole Colavecchia, Tara Saunders, Shawna Brodmerkel, Christan Glennon, Valerie Alchier, Bethany Moore, Bet

Agenda

1. Program Overview
2. Umatch, Uhelp, Urise
3. Demo
4. Resources
5. Q&A

Timestamp	Email Address	Name (First & Last)	I attended the live training.	I did not attend the live training, but I did view the re	What questions do you still have?
3/6/2025 14:20:48	brferris@insightpaschoo	Brittani Ferris	Yes	N/A	None at this time.
3/6/2025 14:21:03	shwashington@insightpa	Shaneka Washington	Yes	N/A	
3/6/2025 14:21:15	jekoleno@insightpascho	Jeff Koleno	Yes	N/A	N/A
3/6/2025 14:21:54	jacruz@insightpaschool.	Jazmin Cruz	Yes	N/A	
3/6/2025 14:21:55	coloughney@insightpasc	Colleen Loughney	Yes	N/A	
3/6/2025 14:22:12	madrake@insightpascho	Marcell Drake	Yes	N/A	
3/6/2025 14:24:41	kachisholmmcleish@insi	Kayann Chisholm McLeisl	Yes	N/A	None
3/6/2025 14:24:47	erdavenport@insightpas	Erica Davenport	Yes	N/A	None
3/6/2025 14:24:48	amsleighter@insightpas	Mandy Sleighter	Yes	N/A	
3/6/2025 14:27:18	cowade@insightpascho	Courtney Wade	Yes	N/A	
3/6/2025 14:29:07	dasurovec@insightpasch	David Surovec	Yes	Yes	N/A
3/6/2025 14:33:09	miturner@insightpascho	Michelle Turner	Yes	N/A	N/A
3/6/2025 14:51:41	lojones@insightpaschoo	Lori Jones	Yes	N/A	
3/6/2025 15:03:14	kegreen@insightpascho	Kelly Green	Yes	N/A	
3/6/2025 15:13:16	brryen@insightpaschool.	Bri Ryen	Yes	N/A	None at this time
3/6/2025 15:22:39	aschappelle@insightpas	Asia Chappelle	Yes	N/A	N/A
3/6/2025 15:31:01	rebrossman@insightpas	Becky Brossman	Yes	N/A	
3/6/2025 15:40:54	kefuller@insightpaschoo	Kelsey Fuller	Yes	N/A	Can we get Uwill information in Spanish
3/6/2025 17:59:57	jacrump@insightpascho	JaNae Crump	Yes	N/A	
3/7/2025 8:11:18	jebatovsky@insightpascl	Jennifer Batovsky	Yes	N/A	
3/10/2025 8:42:54	tydavis@insightpaschool	Tynisha Davis	Yes	N/A	n/a
3/10/2025 10:09:00	crmcclure@insightpasch	Crystal McClure	Yes	N/A	
3/12/2025 11:13:41	comcgourney@insightpa	Corinne McGourney	Yes	N/A	N/A
3/12/2025 11:15:04	alschleifer@insightpasch	Allie Schleifer	Yes	N/A	Can counselors be informed of students
3/13/2025 9:01:45	tamcpherson@insightpa	Taylor McPherson	No	Yes	
3/13/2025 11:13:30	ersteiner@insightpascho	Erin Steiner	Yes	N/A	What happens if we cannot get a studer
3/13/2025 11:42:27	pablackstone@insightpa	Patrick Blackstone	Yes	N/A	

Timestamp	Email Address	Name (First & Last)	I attended the live training.	I did not attend the live training, but I did view the re	What questions do you still have?
3/13/2025 12:11:32	amclark@insightpascho	Amber Clark	Yes	N/A	N/A
3/13/2025 13:01:00	ellanzendorfer@insightpa	Elyse Lanzendorfer	Yes	N/A	
3/13/2025 13:46:03	stklepfer@insightpascho	Stacey Klepfer	Yes	N/A	
3/14/2025 13:38:13	kadeturck@insightpasch	Karina deTurck	Yes	N/A	Do we get access to see which of our st
3/17/2025 8:40:23	jasnyder@insightpascho	Jaclyn Snyder	Yes	N/A	If our school can share the data of our s
3/18/2025 15:51:52	anorbin@insightpascho	Angela Orbin	Yes	Yes	None
4/2/2025 14:49:00	lejudson@insightpascho	Leann Judson	No	Yes	
4/3/2025 8:23:24	altesta@insightpaschool	Alison Testa	Yes	N/A	
6/12/2025 15:13:03	mabenvenuti@insightpas	Mara Benvenuti	Yes	N/A	

Meeting Agenda

sight PA Attendance Policy
ubmitting Excuses
0 Day Excused Absences
ttendance Codes
sync Status Protocol
sight PA Truancy Process
Vithdrawal Process
AIC Review

Timestamp	Email Address	Name (First & Last)	I attended the live training.	I did not attend the live training, but I did view the re	What questions do you still have?
4/21/2025 13:03:01	rebrossman@insightpas	Becky Brossman	Yes	N/A	n/a
4/21/2025 13:04:44	aschappelle@inisghtpas	Asia Chappelle	Yes	N/A	N/A
4/21/2025 13:05:30	lojones@insightpaschoo	Lori Jones	Yes	N/A	
4/21/2025 13:05:47	tydavis@insightpaschool	Tynisha davis	Yes	N/A	Why the attendance clerks were not incl
4/21/2025 13:05:47	miturner@insightpascho	Michelle Turner	Yes	N/A	none
4/21/2025 13:11:36	kecaraballo-garcia@insig	Ketsy Caraballo-Garcia	Yes	N/A	
4/21/2025 13:13:10	madrake@insightpascho	Marcell Drake	Yes	N/A	
4/21/2025 13:14:02	jebatovsky@insightpascl	Jennifer Batovsky	Yes	N/A	
4/21/2025 13:19:02	cowade@insightpaschoc	Courtney Wade	Yes	N/A	
4/21/2025 13:20:36	brferris@insightpaschoo	Brittani Ferris	Yes	N/A	None at this time
4/21/2025 13:21:11	saridder@insightpascho	Sarah Ridder	Yes	N/A	
4/21/2025 13:29:40	jekoleno@insightpascho	Jeff Koleno	Yes	N/A	N/A
4/21/2025 13:30:01	kegreen@insightpaschoc	Kelly Green	Yes	N/A	
4/21/2025 13:33:38	delebron@insightpascho	Destiny Lebron	Yes	N/A	
4/21/2025 13:38:11	sigregg-estrada@insight	Sierra Gregg-Estrada	Yes	N/A	
4/21/2025 13:38:47	erevans@insightpaschoc	Erica Evans	Yes	N/A	
4/21/2025 13:44:24	mewolf@insightpaschoo	Melissa Wolf	Yes	N/A	I have no questions
4/21/2025 13:53:05	kachisholmmcleish@insi	Kayann Chisholm McLeisl	Yes	N/A	None
4/21/2025 13:53:35	jacrump@insightpascho	JaNae Crump	Yes	N/A	
4/21/2025 14:05:40	trwilliams@insightpasch	Trevor Williams	Yes	N/A	N/A
4/21/2025 14:12:44	jacruz@insightpaschool.	Jazmin Cruz	Yes	N/A	
4/21/2025 14:16:14	erdavenport@insightpas	Erica Davenport	Yes	N/A	None that I can think of at this time, but
4/21/2025 14:36:23	brryen@insightpaschool.	Bri Ryen	Yes	N/A	
4/21/2025 15:23:57	amsleighter@insightpas	Mandy Sleighter	Yes	N/A	
4/21/2025 15:24:15	kafeaster@insightpasch	Kasey Feaster	Yes	N/A	
4/21/2025 15:25:10	shwashington@insightpa	Shaneka Washington	Yes	N/A	
4/21/2025 15:41:14	kefuller@insightpaschoo	Kelsey Fuller	Yes	N/A	N/A

Timestamp	Email Address	Name (First & Last)	I attended the live training.	I did not attend the live training, but I did view the re	What questions do you still have?
4/21/2025 20:23:35	shoutlaw@insightpascho	Shirena Outlaw	Yes	N/A	
4/21/2025 22:31:18	admargovic@insightpas	Adam Margovic	Yes	N/A	I attended off-camera while commuting
4/22/2025 10:41:22	jefritz@insightpaschool.(	Jessica Fritz	No	Yes	
4/22/2025 15:44:44	rehoward@insightpasch	Reginald Howard	Yes	N/A	
4/23/2025 7:16:46	coloughney@insightpasc	Colleen Loughney	No	Yes	
4/23/2025 8:11:08	kaomalley@insightpasch	Kay-Cee O'Malley	Yes	N/A	
4/23/2025 9:03:36	codavis@insightpaschoc	Corinne Davis	No	Yes	On the topic of providing a loosely word It would be more helpful on the LEAP er The boxes with drop down menus, I can
4/29/2025 10:07:07	rehoward@insightpasch	Reginald Howard	Yes	N/A	

PBSP
Overview and Review

Hello!!



Ivy Avery
Elementary and Middle School Behavior Analyst



Kristina Bowen
Elementary Behavioral Interventionist



Natalee Kluchurosky
Middle School Behavioral Interventionist



Cat Ponterio
High School Behavior Analyst



Gabi Jones
High School Behavioral Interventionist (A-K)



Brittany Reamer
High School Behavioral Interventionist (L-Z)

Today We Will Talk About

- **Writing and updating PBSP's to fit the virtual setting.**
- **Different components of PBSP's**
- **Things we can change, and things that should not be changed.**
- **PBSP writing activity**
- **Questions**

What is a PBSP



Positive Behavior Support Plans (PBSP) are behavior intervention plans **that implement function-based strategies to help address maladaptive behavior and utilize a positive behavior approach.**



PBSP'S detail the steps and interventions delivered by the team to best support the student.



PBSP's are considered a "living document" that is ongoing and regularly visited to ensure accuracy and efficacy of interventions.



PBSP's must consider where the student is most appropriate and how we can cultivate more of these instances.



PBSP's also help **the educational team to come to an agreement about the strategies and** interventions **that will be consistently given, and the data analysis that will be measured.**

PBSP's are

Hypothesis based

Student Centered

Personalized

They include function-based interventions and support strategies

PBSP Components Include:

1. **Assessment Section**

2. **Function of the Behavior**

3. **Hypothesis Statement**

4. **Skill Deficits**

5. **Recommendations/Program Modifications/Specially Designed Instruction (SDI's)**

Behavior Box

Does the student exhibit behaviors that impede his/her learning or that of others?

☑ Yes — The IEP team must develop a Positive Behavior Support Plan that is based on a functional assessment of behavior and that utilizes positive behavior techniques. Results of the functional assessment of behavior may be listed in the Present Levels section of the IEP with a clear measurable plan to address the behavior in the Goals and Specially Designed Instruction sections of the IEP or in the Positive Behavior Support Plan if this is a separate document that is attached to the IEP. A Positive Behavior Support Plan and a Functional Behavioral Assessment form are available at www.pattan.net

☐ No

Other
(specify):

PBSP Overview: Assessment Summary

- This is where you will get the Antecedents, Behaviors of Concern and Consequences that maintained that behavior that took place during the FBA process.
- This section is only for the information that the Assessor presented that was reported or observed.

PBSP: ASSESSMENT SUMMARY

Antecedents to the Behavior of Concern	Behavior of Concern	Consequences Maintaining the Behavior of Concern
When academic tasks or demands are placed on (student name).	Active Off- task Behaviors Definition: Any instance in which (student name) engages in a behavior that deviates from directives or that may be disruptive to others. Example: Leaving his learning area, looks away from camera, throws pencil. Elopement Definition: Leaving the seat or academic computer area without permission Elopement is defined as being more than 3 feet away from a designated area (seat or academic computer) without adult permission for any duration of time. Example: Gets up and walks away from computer/class.	(Student name) escapes, avoids or postpones the task or demand.
	Perceived function of the behavior of concern	

Antecedent to the Behavior of Concern

Taken directly from the Assessment/ Antecedent events section of the FBA.

It is what the evaluator observed happening just prior to the behavior(s).

PBSP: ASSESSMENT SUMMARY

Antecedents to the Behavior of Concern
When academic tasks or demands are placed on (student name).

Behavior of Concern

Behavior of Concern

Active Off- task Behaviors

Definition: Any instance in which (student name) engages in a behavior that deviates from directive or that may be disruptive to others.

Example: Leaving his learning area, looks away from camera, throws pencil.

Elopement

Definition: Leaving the seat or academic compute area without permission Elopement is defined as being more than 3 feet away from a designated area (seat or academic computer) without adult permission for any duration of time.

Example: Gets up and walks away from computer/class.

The Behavior of concern comes directly from the FBA, and it may also include additional descriptive information such definitions and examples of the behavior(s).

Consequence Maintaining The Behavior of Concern

This is what is observed to happen directly after the Behavior/s of Concern occurred and it identifies the function of the behavior.

This will be found in the Assessment/ Consequence section of the FBA.

Consequences Maintaining the Behavior of Concern
(Student name) escapes, avoids or postpones the task or demand.

Examples of Incoming PBSP's

Assessment Summary

Strengths of the student:

When he is interested in a subject or topic, he is very engaged.
[redacted]is smart and likeable.
Reads with fluency and accuracy
Can retell facts that he has read
Supportive parents

Antecedents to Behavior

Asked to complete a non-prefered task

Behavior of Concern

-difficulty staying on task
-talk to self
-Defiance towards adults (will talk back, cross arms)
-distracts other students by talking to them, making noises, making faces with them
-uses inappropriate language
-Demonstrates aggressive behaviors (kicks furniture, throws chairs (not seen at SMS), pushes desk/table, rips paper)
-Makes statements he wants to die (not observed this school year 2023-2024)

Consequence of Maintaining Behavior:

-in order to satisfy his need for movement and self-stimulatory need
-to gains peer attention
-a way to release pent-up anger
-escape from demands

Perceived Function of Behavior of Concern:*

to gain:
-peer attention
-to satisfy his need for movement
-self-stimulatory talk
-a way to release pent up anger

to avoid, escape, or postpone
-escape from demands

Section I - Assessment Summary:

Antecedents to the behavior of concern:
When [redacted]becomes upset of frustrated When [redacted] is presented with challenging work

Behavior of Concern:
[redacted]n elopes from the classroom or designated area

Consequences maintaining the behavior of concern:
[redacted]is able to escape and avoid a non-preffered task

Perceived function of the behavior of concern:
non proffered tasks

Assessment Summary from FBA

I. Description of the Behavior of Concern (specifically describe what the behavior looks and sounds like):

Description of the Behavior of Concern (specifically describe what the behavior looks and sounds like):

Target Behavior:

Emotional Outbursts - An episode that includes, but is not limited to,
Example: crying, yelling, throwing items, hitting the table, task refusal, aggression, for a variable duration of >30 seconds to 5 minutes when asked to complete a nonpreferred directive
Non-Example: screaming, crying, hitting due to physical stress, fear, or injury

Antecedent and Consequence Factors

1. Describe the antecedents that are present when the behavior of concern occurs.
Sam's Emotional Outbursts and Active Off task behaviors occur when she is presented with academic assignments outside of the live class setting. This includes both asynchronous and independent academic tasks.

2. Describe the consequences that appear to be maintaining the behavior of concern.
Sam's Emotional Outbursts and Active Off task behavior allow her to avoid and delay nonpreferred directives, escape demands that she is engaged in, and gain access to preferred activities and items.

Hypothesis Regarding Function of the Behavior of Concern

(The team may identify more than one hypothesis.)

1. When presented with nonpreferred demands, predominantly asynchronous and independent academic tasks, (antecedent to behavior of concern), Insight D Sample (student) will engage in emotional outbursts and active off-task behavior (behavior of concern) in order to

avoid and delay nonpreferred directives, escape demands that she is engaged in.

(perceived function of the behavior).

Assessment Section: Go to Present Levels (PBSP: Strengths)

3 Sections (Taken directly from FBA)

PBSP: ASSESSMENT SUMMARY

Quicker Links

Return to Student Home

Form Navigation Menu

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- IEP Revision Team / Signatures
- I. Special Considerations
- II. Present Levels of Performance
- Present Level Page 1
- Present Level Page 2
- Present Level Page 3
- *Present Levels (PBSP: Strengths)*
- Present Levels (PBSP: Perceived Function)
- Present Levels (PBSP: Educational Skills)
- III. Transition Services
- IV. Participation in State Assessments
- IV. Participation in Local Assessments
- VI. PBSP: Program Mods/SDI
- V. Goals and Objectives
- VI. Special Education / Related Services
- VII. IEP Team Questions P1
- VII. IEP Team Questions P2
- VII. Placement and VIII. Reporting
- IEP Attachment

Generate Draft

Antecedents to the Behavior of Concern:
Identify what happens before the behavior of concern:
(Consider medical factors, social variables, activity dem

When academic tasks or demands are placed on (student name)

1. Antecedents to the Behavior of Concern:
Identify what happens before the behavior of concern:(Consider medical factors, social variables, activity demands, environmental stimuli, etc.)

Behavior of Concern:
Describe the behavior using measurable, observable terms:

Active Off- task Behaviors

Definition: Any instance in which (student name) engages in a behavior that deviates from directives or that may be disruptive to others.

Example: Leaving his learning area, looks away from camera, throws pencil.

Elopement

Definition: Leaving the seat or academic computer area without permission Elopement is defined as being more than 3 feet away from a designated area (seat or academic computer) without adult permission for any duration of time.

Example: Gets up and walks away from computer class.

2. Behavior of Concern:
Describe the behavior using measurable, observable terms:

Restraint Used? ☐

Restraint Used? (do not check)

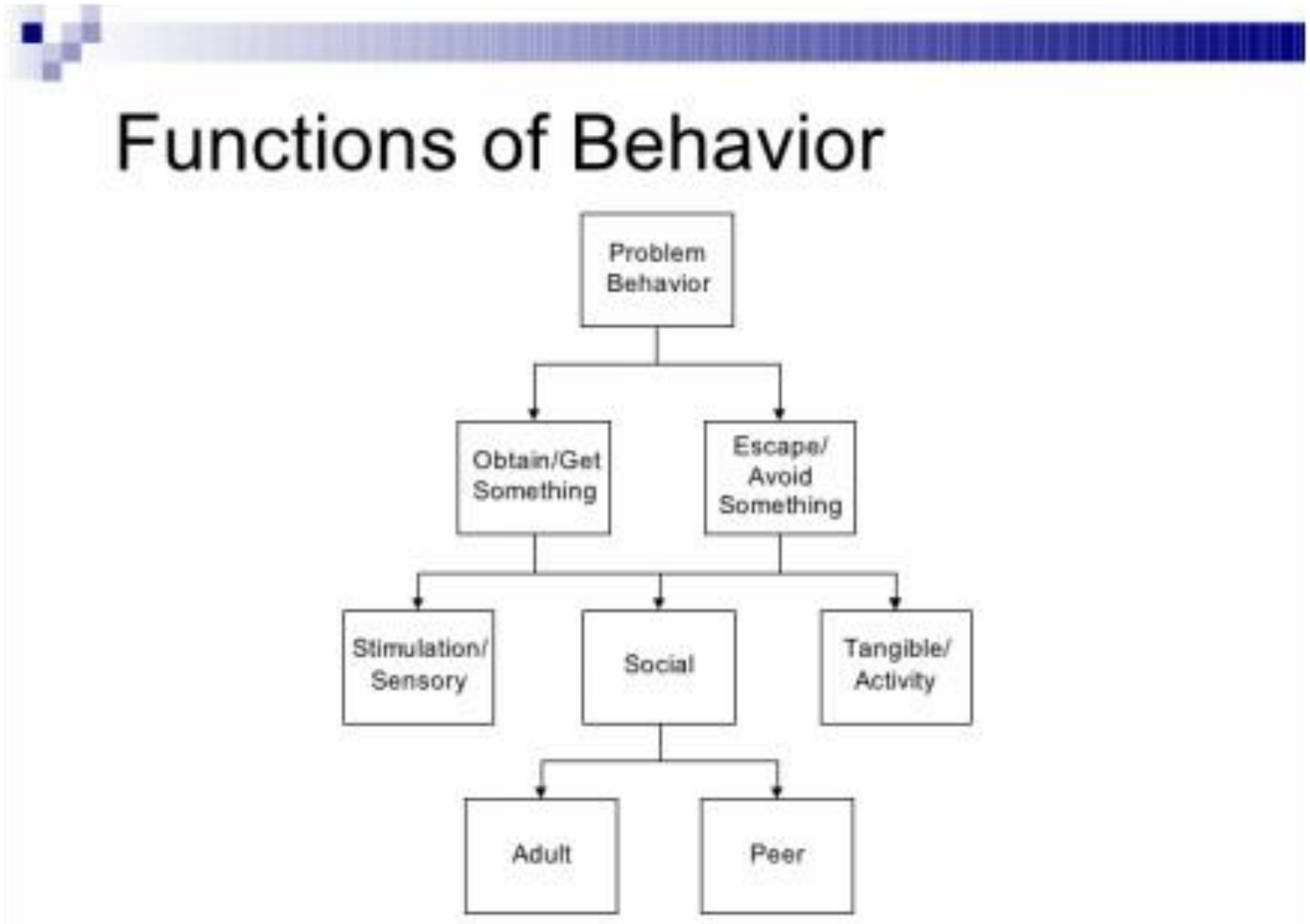
Consequences maintaining the Behavior of Concern:
Identify what happens after the behavior of concern:
(What are actions taken by adults/peers? What activities does

(Student name) escapes, avoids or postpones the task or demand.

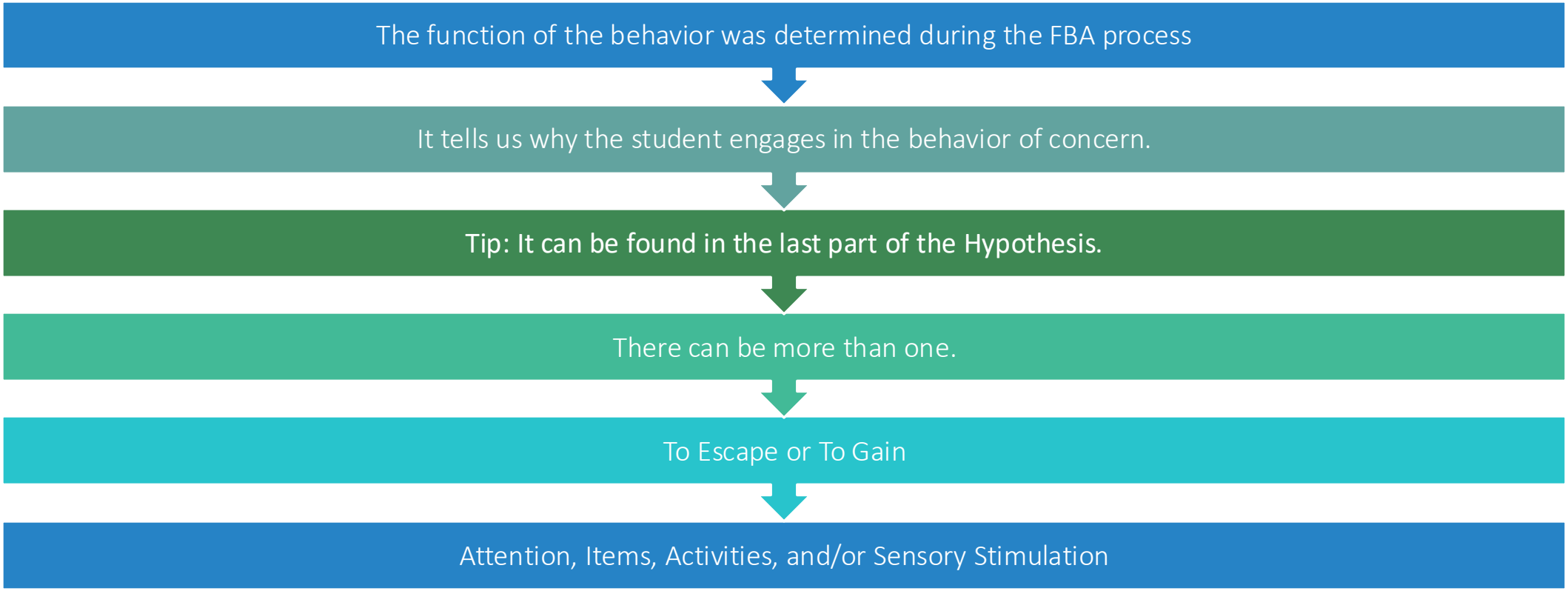
3. Consequences maintaining the Behavior of Concern:
Identify what happens after the behavior of concern:
(What are actions taken by adults/peers? What activities does the student engage in or stop engaging in? What does the student gain, or what does the student avoid, escape, or postpone?)

Page 2: PBSP Manual

The Functions of the Behavior



What is the Function(s) of the Behavior?



WHAT ARE THE FUNCTION(S) OF BEHAVIOR FOR THIS HYPOTHESIS STATEMENT?

Hypothesis (Summary Statement)

When (antecedents to the behavior of concern)

presented with a nonpreferred task, demand, and/or activity, during unstructured activities/settings, during peer interactions, and/or when he is redirected.

the student (behavior of concern)

may engage in off-task, elopement and/or verbal/physical aggressive behaviors

in order to (perceived function of the behavior of concern)

avoid, delay and escape nonpreferred tasks/demands/activities and/or to gain peer/adult attention, and/or access to an object or activity.

in order to (perceived function of the behavior of concern) avoid, delay and escape nonpreferred tasks/demands/activities and/or to gain peer/adult attention, and/or access to an object or activity.

For Function Box

To GAIN:

Check attention: To gain peer/adult attention.

Check Items: To gain a preferred item.

Check Activities: To gain a preferred activity.

To ESCAPE…

Check: Items/Activities: Escapes, postpones, or avoids non-preferred tasks/demands and/or activities.

Now we enter the Summary (Hypothesis) statement

PBSP: Perceived Function of the Behavior of Concern

Hypothesis from FBA: When presented with non-preferred tasks or demands, Sam Flower will engage in elopement and/or off-task behaviors in order to escape/postpone task and/or demand.

*Note: The perceived function of the behavior of concern is the team's hypothesis. Ongoing data collection and analysis are required to support or refute this hypothesi

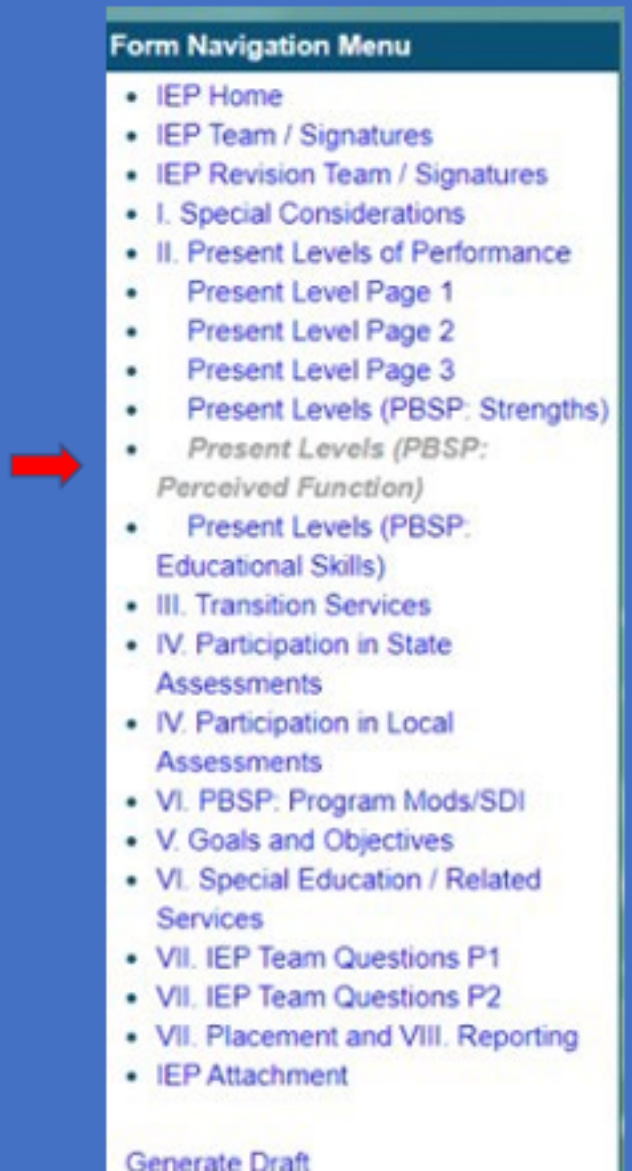
Summary Statement

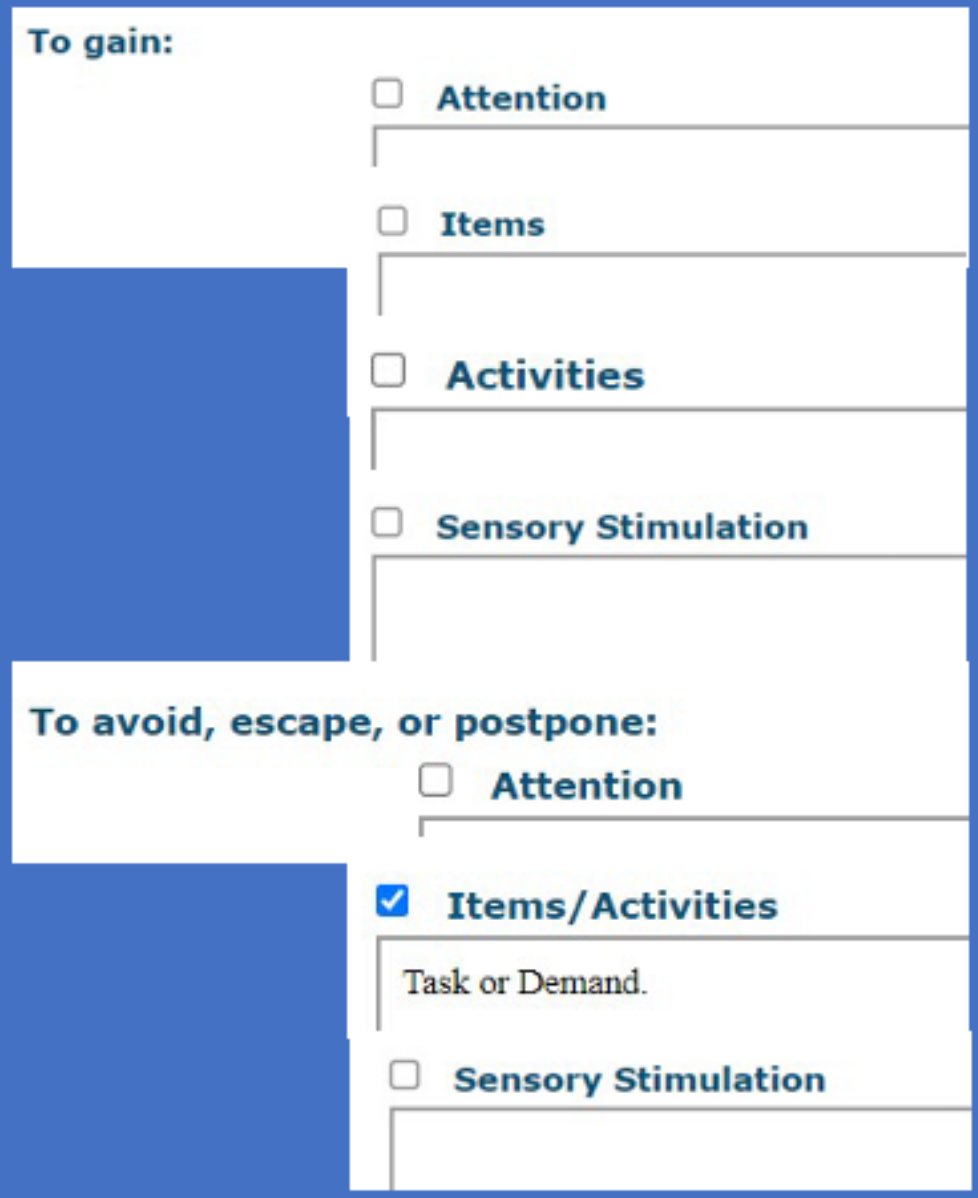
When	presented with non-preferred tasks or demands	(antecedents to the behavior of concern)
the student	will engage in elopement and/or off-task behaviors	(behavior of concern)
in order to	escape/postpone task and/or demand.	(perceived function of the behavior of concern)

Function: Go to Present Levels (PBSP: Perceived Function)

PBSP: Perceived Function of the Behavior of Concern

Page 3: PBSP-IEP Writer Manual





Sample Hypothesis: When presented with non-preferred tasks or demands (antecedent to behavior of concern), Sam Flower (student) will engage in elopement and/or off-task behaviors (behavior of concern) ***in order to escape/postpone task and/or demand (perceived function of the behavior).***

PBSP: ASSESSMENT SUMMARY (Continued)

Function of the Behavior

Perceived function of the behavior of concern

To gain:

- ☐ Attention
- ☐ Items
- ☐ Activities
- ☐ Sensory Stimulation

To avoid, escape, or postpone:

- ☐ Attention
- ☑ Items/Activities
  When Demands are placed
- ☐ Sensory Stimulation

Look in the FBA for the hypothesis statement. The end of the hypothesis statement will identify the function. Choose (check) the correct functions and include any other information that was provided in regards to this.

Sample Hypothesis:

When presented with non-preferred tasks or demands (antecedent to behavior of concern), Sam Flower (student) will engage in elopement and/or off-task behaviors (behavior of concern) *in order to escape/postpone task and/or demand* (perceived function of the behavior).

Hypothesis Statement

Hypothesis statement:

The hypothesis should be in the FBA and copied over to this section directly.
The hypothesis is a statement that presents the behavior, what preceded it, and the supposed function.

When (antecedents to the behavior of concern) presented with non-preferred tasks or demands

the student (behavior of concern) will engage in elopement and/or off-task behaviors

in order to (perceived function of the behavior of concern) to escape/postpone task and/or demand

Educational Skill Deficits

PBSP: ASSESSMENT SUMMARY (Continued)

Identify educational (skill) deficit(s) related to the behavior of concern: *(Academic skill deficits, communication and/or social skill deficits, sensory processing skill deficits)*

Academic Skills, Participation Skills, Communication Skills, Self-Regulation Skills, Motor Skills, and Play Skills. These are found in the FBA typically in a checklist format.

☐ **Refer for further assessment:** *(check here and describe plan for assessment if skill deficits have not previously been assessed and identified).*

Describe:

☑ **Educational deficits addressed in other areas of IEP:** *(check here if deficits have previously been assessed and identified and describe how they are being addressed in the IEP).*

Describe: Specially Designed Instruction, Goals, and Related Services (OT and Speech).

These are a few examples. Will be based on students individual services and needs.

Skill Deficits: Present Levels (PBSP: Educational Skills)

Page 5: PBSP-IEP Writer Manual

PBSP: Skills & Deficits

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- IEP Home
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- Present Levels (PBSP: Strengths)
- Present Levels (PBSP: Perceived Function)
- *Present Levels (PBSP: Educational Skills)*
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- VI. Special Education / Related Services
- VII. IEP Team Questions P1
- VII. IEP Team Questions P2
- VII. Placement and VIII. Reporting
- IEP Attachment

Generate Draft

Identify educational (skill) deficit(s) related to the behavior of concern:

Organizational Skills
Self-Regulation Skills
Communication Skills

These are found in the FBA. Typically in a checklist format.

☐ **Refer for further assessment**

(check here and describe your plan for assessment if skill deficits have not previously been assessed and identified).

☑ **Educational deficits addressed in other areas of the IEP**

(check here if deficits have previously been assessed and identified and describe how they are being addressed in the IEP)

Example: Specially Designed Instruction, Goals, and Related Services.

This is one of the most important sections of the PBSP because this is how we will support the student and also target to decrease the behaviors of concern and increase the behaviors we want the student to engage in.

Next step: Program Modifications and Specially Designed Instruction

A Antecedent (prevention) Strategies: Outline *strategies to assist in preventing the behavior of concern from occurring and to increase the occurrence of the replacement behavior*. This may include a description of environmental adjustments, or adjustments to type of content or instruction presented to the student.

B Replacement Behavior: Identify *the behavior that will be taught to the student as a replacement to the behavior of concern*. The replacement behavior should efficiently achieve the same function as the behavior of concern.

C Consequences (reinforcement) for when the student performs the replacement behavior: Describe specific procedures for providing reinforcement *when the student performs the replacement behavior*, so that the replacement behavior will be effective and efficient for the student in achieving the same function. Reinforcement should increase the likelihood that the student will continue or increase the replacement behavior.

C Consequences (including procedures to follow) when the student performs the behavior of concern: Describe specific procedures to follow *when the student performs the behavior of concern*. Procedures should ensure that the behavior of concern will no longer be effective and efficient in achieving the function, thus weakening the behavior of concern.

A Antecedent (prevention) Strategies

- Antecedent strategies prevent the student from engaging in problem behaviors before they occur.
- This is done by manipulating or modifying the environment.
- For example, a student that has a difficult time with organizing their homework assignments. They may do well with a visual planner that they can print out and check off as they complete each assignment.
- Think of these strategies as things that will set the student up for success so that they do not engage in the behavior that we want to eliminate or decrease.
- Reflect back on the assessment section to see what antecendents triggered the behaviors when planning out these strategies.

Replacement Behaviors

- We teach the student a behavior that is appropriate (what we want them to do) in place of the unwanted or problematic behavior (what we don't want them to do).

- **In the student's repertoire**: The replacement behavior should be something the student can do, or it should be easy to teach.

- **Serves the same function**: The replacement behavior should serve the same function as the challenging behavior. (e.g., Student engages in outbursts to escape ⟶ Teach the student coping skills or how to ask for a break).

- **Socially acceptable**: The replacement behavior should be socially acceptable and adaptive.

A few questions to ask ourselves when planning replacement behaviors for the PBSP.

Are they trying to gain or get something (e.g., food, activity, attention)?

Are they trying to avoid or to escape something (e.g., homework, a lecture, math class, bedtime)?

Are they seeking out or trying to avoid sensory stimulation (e.g., bright lighting, deep pressure, a loud environment)?

It is important to know the “why” or the function because that is how we determine what replacement behavior to teach them. We want it to serve the same purpose (function) to them.

Target Behavior (unwanted) → Replacement Behavior (new taught behavior)

- **Aggression and Emotional Outbursts:** Teach the student how to use their words to express their wants, needs and feelings. Teach coping and self-regulation skills (e.g. go for a walk, take a break).
- **Off-Task Behavior:** Teach the student how to minimize distractions (e.g., turn off phone, music). Utilize fidgets. Teach them to ask for a break. Assist them in making a visual planner or daily checklist to help them stay on task that they can refer to when needed.
- **Self-Injurious (e.g. skin picking):** Teach coping skills, utilize stickers, peel dried glue off laminated paper, shredding or tearing paper, use of fidgets or stress balls.
- **Elopement (running away from class):** Teach them how to ask for a break, how to use noise canceling headphones if there are distractions in the environment.

These are just a few examples. Every single student is different and what works for one may not work for another.

It is so important to know the “why” of the behavior or the function before planning replacement behavior skills.

C Consequence Strategies

When the student performs the replacement (desired) behavior



- These are responses that we provide when the student engages in the desired behavior.
- We want to deliver this reinforcement as soon as possible after the desired behavior so they increase that behavior in the future.
- For example, verbal or written praise, Bull Dog Bucks, a short break, a positive call or email to the legal guardian.

C Consequence Strategies

When the student performs the behavior of concern (unwanted)



- These are responses that we provide when the student engages in the unwanted behavior.
- We want to deliver this reinforcement as soon as possible after the unwanted behavior so they decrease that behavior in the future.
- For example, taking a student into a break-out room to reflect or process the situation and what they could have done differently, providing redirection or prompting.

Student came in with a PBSP from another district (in-person setting).

Behavior(s) of Concern:

- Off-Task
- Emotional Outbursts

Function: Escape

What needs changed and/or corrected ?

Program Modifications and Specially Designed Instruction for the Positive Behavioral Support Plan:

Positive Behavior Support Plan (If not needed check box ☐)

A. Prevention (Antecedent Strategies)
- Give clear directions on assignments
- Give an assignment or direction, check for understanding
- Check in when student appears to be upset
- Teacher proximity during instructions and more unstructured activities
- Cues to alert student to off task behaviors
- Modeling of appropriate social and peer interactions
- Allow time to de-escalate outside of the classroom
- Use of visual schedules
- Modifications of tasks to use behavioral momentum and perceived choice during non preferred tasks
- Breaks when appropriate and requested
- Timers used for time on task and breaks where appropriate
- Small class sizes
- Consistent and highly structured environment

B. Replacement Behavior (Achieving the same function)
- will follow staff directions with no more than 2 prompts
- will remain on-task

C. Reinforcement for when the student performs the replacement behavior
- Positive reinforcement visually and/or verbally
- Participation and/or behavior points earned
- Progress up level system
- Privileges and trips based upon level
- High academic achievement

D. Consequences and procedures to follow when the student performs the behavior of concern
- Non-verbal redirection
- Verbal redirection
- Failure to earn of participation and/or behavior points
- Individual Programming
- On Notice
- Loss of Level
- Out of school suspension
- Low academic grades

- Behavior(s) of Concern:
  - Off-Task
  - Emotional Outbursts

These are just a few examples of each section.

A Antecedent (prevention) Strategies:

- Provide clear and consistent behavior expectations with John with frequent reminders of expectations to help John stay on task
- Provide clear, concise directions on assignments to John when needed.
- Provide reminders as John works through an assignment to stay on task
- Provide reminders to John of incentives/rewards such as Bull Dog bucks
- Provide positive reinforcement for appropriate behavior and participation (give verbal or written praise to John “great job” – privately in chat).
- John will be taught to utilize coping strategies when struggling to manage negative emotions.
- John will be provided with a break if appropriately requested (privately in chat, raise hand)
- Case manager will provide check ins with John during resource room as needed to identify any barriers to academic performance (verbal/written check in).

B Replacement Behavior:

Teacher and/or counselor will:*If not giving counseling remove**

- Teach John how to organize his daily/weekly calendar.
- John will be taught to follow directions given by the teachers and complete tasks/assignments when given.
- John will be taught to make appropriate requests for assistance when he is struggling to stay on task (communicating his needs with school staff, learning coach) .
- John will be taught how and when he is to ask for a “break” in place of off-task behavior or emotional outbursts.

C Consequences (reinforcement) for when the student performs the Replacement Behavior:

- Provide verbal and/or written praise for compliance and appropriate behaviors.
- John will receive a short break when appropriately requested when this is possible.
- Positive reporting to the Learning Coach (positive call, text, or email home)
- John will earn tangible rewards (Bulldog Bucks)
- Make specific connections between appropriate behaviors (replacement behaviors) and positive outcomes

Consequences (including procedures to follow) when the student performs the behavior of concern:

- Provide prompting to John to utilize his learned replacement strategies and/or take a break.
- When possible, move John to a Breakout room (with adult) or privately prompt John in chat if he needs redirected and/or extra support
- Use a calm, quiet voice to discuss the situation/concern with John.
- Contact parents to communicate behavioral situations when appropriate.
- Provide verbal/ nonverbal redirection privately (in chat and/or when in a breakout room) during live instruction.
- Call to learning coach and if they cannot be reached then follow up with email.

Recommendations/Program Modifications/Specially Designed Instruction (SDI's)

PBSP - Specially Designed Instruction

This is where you enter the antecedent strategies. The strategies listed below are just to show an example. These must be tailored for each individual student and their needs.

Form Navigation Menu

- IEP Home
- IEP Team / Signatures
- IEP Revision Team / Signatures
- I. Special Considerations
- II. Present Levels of Performance
- Present Level Page 1
- Present Level Page 2
- Present Level Page 3
- Present Levels (PBSP: Strengths)
- Present Levels (PBSP: Perceived Function)
- Present Levels (PBSP: Educational Skills)
- III. Transition Services
- IV. Participation in State Assessments
- IV. Participation in Local Assessments
- *VI. PBSP: Program Mods/SDI*
- V. Goals and Objectives
- VI. Special Education / Related Services
- VII. IEP Team Questions P1
- VII. IEP Team Questions P2
- VII. Placement and VIII. Reporting
- IEP Attachment

Generate Draft

1. Prevention (antecedent) strategies:

Design strategies to assist in preventing the behavior of concern from occurring

•Explain what is expected to be completed within a certain timeframe.
•Provide clear and concise directions with checks for understanding/reassurance.
•Provide clear and consistent behavioral and academic expectations.
•Provide positive reinforcement for appropriate behavior and participation
•Provide choices when possible.
•Extended time to complete assignments and tests.
•Built in small breaks to allow for movement and to decrease stress.
•Frequent teacher check-ins for work completion and progress monitoring on independent tasks.
•Access to one-on-one instruction.

Page 6: PBSP-IEP Writer Manual

Continued....

Andy is 16 years old and has a PBSP that lists elopement as a behavior of concern. The function is escape. His teachers are reporting that he keeps walking away from the screen during class.

What is a replacement behavior that we could teach Andy?

John is 10 years old, and he engages in outbursts (e.g., crying, yelling) when he has to change classes. The function is escape. His mom reported to the teacher that she has a hard time getting him to sign back in.

What are a few antecedent strategies that we could utilize?

***Remember these are what we do before the behavior to try and keep it from happening.


Time for
a break

The attached Manual will assist you in how to enter the PBSP into IEP Writer.



PBSP to IEP Writer Manual

Timestamp	Email Address	Name (First & Last)	I attended the live training.	I did not attend the live training, but I did view the re	What questions do you still have?
11/1/2024 10:52:41	haneal@insightpaschool	Haylee Neal	Yes	N/A	
11/1/2024 10:52:52	brwoodcock@insightpas	Brittany Woodcock	Yes	N/A	none
11/1/2024 10:52:54	jodorfzaun@insightpascl	Josh Dorfzaun	Yes	N/A	
11/1/2024 10:52:55	nicolavecchia@insightpa	Nicole Colavecchia	Yes	N/A	
11/1/2024 10:52:57	mefontana@insightpascl	Melissa Fontana	Yes	N/A	
11/1/2024 10:53:00	doholliii@insightpaschoc	Donald Holl	Yes	N/A	
11/1/2024 10:53:01	kadillon@insightpaschoc	Karla Dillon	Yes	N/A	none
11/1/2024 10:53:03	mamack@insightpascho	Mary Mack	Yes	N/A	
11/1/2024 10:53:04	Brreamer@insightpascho	Brittany Reamer	Yes	N/A	N/A
11/1/2024 10:53:05	jemercatoris@insightpas	Jenna Mercatoris	Yes	N/A	
11/1/2024 10:53:06	sakesten@insightpascho	Sarah Kesten	Yes	N/A	None at this time. Thank you
11/1/2024 10:53:08	erharper@insightpascho	Erin Harper	Yes	N/A	None at the moment
11/1/2024 10:53:08	kijones@insightpaschool	kimberly jones	Yes	N/A	
11/1/2024 10:53:08	saboyer@insightpaschoc	Sarah Boyer	Yes	N/A	
11/1/2024 10:53:09	juroycroft@insightpasch	Justin Roycroft	Yes	N/A	None at this time. Great traininng!
11/1/2024 10:53:10	julong@insightpaschool.	Julia Long	Yes	N/A	none
11/1/2024 10:53:10	mibotti@insightpaschool	Michelle Botti	Yes	N/A	
11/1/2024 10:53:12	brdavis@insightpaschoo	Brian Davis	Yes	N/A	No questions- great job by the presente
11/1/2024 10:53:13	liconty@insightpaschool.	Lindsay Conty	Yes	N/A	
11/1/2024 10:53:13	ivavery@insightpaschool	Ivy Avery	Yes	N/A	
11/1/2024 10:53:13	amcampbell@insightpas	Amanda Campbell	Yes	N/A	
11/1/2024 10:53:14	stjack@insightpaschool.(	Stephanie Jack	Yes	N/A	none
11/1/2024 10:53:14	meprobst@insightpasch	Missy Probst	Yes	N/A	Nothing at this time.
11/1/2024 10:53:15	coleaidicker@insightpas	Courtney Leaidicker	Yes	N/A	n/a
11/1/2024 10:53:16	elgierczynski@insightpas	Elizabeth Gierczynski	Yes	N/A	NA
11/1/2024 10:53:17	caspeece@insightpasch	Caura Speece	Yes	N/A	N/a
11/1/2024 10:53:17	laharkleroad@insightpas	Lacee Harkleroad	Yes	N/A	NA, great meeting/training.
11/1/2024 10:53:17	vistawinski@insightpasc	Vincent Stawinski	Yes	N/A	
11/1/2024 10:53:18	mecichello@insightpascl	Melissa Cichello	Yes	N/A	N/A
11/1/2024 10:53:19	mafederowicz@insightpa	Maggie Federowicz	Yes	N/A	None. This was a great presentation. T
11/1/2024 10:53:20	haschwendler@insightpa	Hannah Schwendler	Yes	N/A	
11/1/2024 10:53:20	krsalamone@insightpasc	Kristen Salamone	Yes	N/A	None, great training!
11/1/2024 10:53:20	chwiddop@insightpasch	Christen Widdop	Yes	N/A	None at the moment
11/1/2024 10:53:21	carussell@insightpaschc	Catrina Russell	Yes	N/A	None at this time
11/1/2024 10:53:22	dewilhelm@insightpasch	Deanna Wilhelm	Yes	N/A	
11/1/2024 10:53:23	kaamodeo@insightpasch	Kattreena Amodeo	Yes	N/A	N/A
11/1/2024 10:53:24	juhickman@insightpasch	Judy Hickman	Yes	N/A	None
11/1/2024 10:53:24	jidunlap@insightpaschoc	Jill Dunlap	Yes	N/A	None at this time
11/1/2024 10:53:26	dimorian@insightpascho	DeeDee Morian	Yes	N/A	None at this time. Great Presentation!
11/1/2024 10:53:26	crthomas@insightpasch	Crystal Thomas	Yes	N/A	
11/1/2024 10:53:29	alswantner@insightpasc	Alyssa Swantner	Yes	N/A	
11/1/2024 10:53:31	kasmaniotto@insightpas	Kathy Smaniotto	Yes	N/A	none - it was a great training :)
11/1/2024 10:53:32	andominytus@insightpas	Andrea Dominytus	Yes	N/A	
11/1/2024 10:53:35	jerussell@insightpascho	Jennifer Russell	Yes	N/A	Not at this time.
11/1/2024 10:53:41	chpanchura@insightpasc	Chelsey Panchura	Yes	N/A	
11/1/2024 10:53:41	anbrucker@insightpasch	Anta Brucker	Yes	N/A	Non at this time
11/1/2024 10:53:43	limapstone@insightpasc	Lindsey mapstone	Yes	N/A	Id love to have some examples and ann
11/1/2024 10:53:46	mepifer@insightpaschoc	Megan Pifer	Yes	N/A	
11/1/2024 10:53:46	frrodriguez@insightpacyl	Frayma Rodriguez	Yes	N/A	N/A

Timestamp	Email Address	Name (First & Last)	I attended the live training.	I did not attend the live training, but I did view the re	What questions do you still have?
11/1/2024 10:53:47	krbarone@insightpascho	Krista Barone	Yes	N/A	
11/1/2024 10:53:48	brlorenz@insightpascho	Brittney Lorenz	Yes	N/A	N/A
11/1/2024 10:53:51	tasaunders@insighpasch	Tara Saunders	Yes	N/A	
11/1/2024 10:53:53	mirabe@insighpaschool.	Michelle Rabe	Yes	N/A	No questions.
11/1/2024 10:53:54	nimillard@insightpascho	Nicole Millard	Yes	N/A	na
11/1/2024 10:54:08	alcappetta@insightpasch	Alyssa Cappetta	Yes	N/A	
11/1/2024 10:54:09	zograham@insightpasch	Zoe Graham	Yes	N/A	N/A
11/1/2024 10:54:12	emprohorchuck@insight	Emily Prohorchuck	Yes	N/A	
11/1/2024 10:54:13	lireitz@insightpaschool.c	Lisa Reitz	Yes	N/A	
11/1/2024 10:54:21	elhabbyshaw@insightpa	Beth Habbyshaw	Yes	N/A	
11/1/2024 10:54:25	astomaino@insightpasch	Ashley Tomaino	Yes	N/A	N/A
11/1/2024 10:54:39	nakluchurosky@insightp	Natalee Kluchurosky	Yes	N/A	
11/1/2024 10:54:42	najobe@insightpaschool	Natasha Jobe	Yes	N/A	n/a
11/1/2024 10:54:52	jedautel@insightpaschoc	Jean Dautel	Yes	N/A	None, very informative and great suppo
11/1/2024 10:55:08	krbowen@insightpascho	Kristina Bowen	Yes	N/A	
11/1/2024 10:56:11	sehollingsworth@insight	Seana Hollingsworth	Yes	N/A	That was really helpful. I had no prior ex
11/1/2024 10:56:39	rasaul@insightpaschool.	Rachel Saul	Yes	N/A	N/A
11/1/2024 10:57:39	chockman@insightpasch	Carolyn Hockman	Yes	N/A	
11/1/2024 10:59:12	laolbryk@insightpaschoc	Lacey Olbryk	Yes	N/A	
11/1/2024 10:59:32	ambuffington@insightpa	Ambra Buffington	Yes	N/A	none
11/1/2024 11:02:41	dawenzler@insightpasch	Danielle Wenzler	Yes	N/A	none
11/1/2024 11:04:55	erpavlowski@insightpasc	Erika Pavlowski	Yes	N/A	None at this time.
11/1/2024 11:05:12	emmiller@insightpascho	Emily Miller	Yes	N/A	None at the moment
11/1/2024 11:41:48	reperri@insightpaschool.	Renee Perri	Yes	Yes	
11/1/2024 14:06:58	resube@insightpaschool	Rebecca Sube	Yes	N/A	
11/1/2024 16:27:56	gematos@insightpascho	Genice Matos	Yes	N/A	none
11/2/2024 20:26:45	kymatachak@insightpa.c	Kyra Matachak	Yes	N/A	None at this time
11/4/2024 9:02:28	kaamodeo@insightpasch	Kattreena Amodeo	Yes	N/A	N/A
11/4/2024 15:57:08	raroberts@insightpaschc	Rachel Roberts	Yes	N/A	NA
11/4/2024 15:58:44	jeweimer@insightpaschc	Jen Weimer	Yes	N/A	NA
11/4/2024 16:18:03	limays@insightpaschool.	Lisa Mays	Yes	N/A	
11/4/2024 16:46:47	jemercatoris@insightpas	Jenna Mercatoris	Yes	N/A	
11/5/2024 7:51:02	kecorneal@insightpasch	Kelly Corneal	Yes	N/A	
11/5/2024 9:31:25	kasmaniotto@insightpas	Kathy Smaniotto	Yes	N/A	none
11/5/2024 11:59:57	trmcdonald@insightpasc	Tracy McDonald	Yes	N/A	
11/5/2024 21:42:53	shbrodmerkel@insightpa	Shawna Brodmerkel	No	Yes	
11/6/2024 1:26:27	jedautel@insightpaschoc	Jean Dautel	Yes	N/A	None, thank you very informative
11/6/2024 8:15:06	lamarriggi@insightpasch	Laura Marriggi	Yes	N/A	
11/6/2024 8:21:43	mejohnson@insightpasc	Megan Johnson	Yes	N/A	n/a
11/6/2024 13:40:37	nashifflett@insightpasch	Nancy Shifflett	No	Yes	none
11/6/2024 14:00:41	gajones@insightpa.org	Gabrielle Jones	Yes	N/A	
11/12/2024 7:55:10	caponterio@insightpasch	Catherine Ponterio	Yes	N/A	na
11/13/2024 9:44:36	shwild@insightpaschool.	Shelly Wild	Yes	N/A	N/A

Haylee Neal, Brittany Woodcock, Josh Dorfzaun, Nicole Colavecchia, Melissa Fontana, Donald Holl , Karla Dillon, Mary Mack, Brittany Reamer, Jenna Mercatoris, Sarah Kesten, Erin Harper, kimberly jones, Sarah Boyer, Justin Roycroft, Julia Long, Michelle Botti, Brian Davis, Lindsay Conty, Ivy Avery, Amanda Campbell , Stephanie Jack, Missy Probst, Courtney Le

HAT'S THE PLAN!

Future Ready PA Index & Alignment
- What is Future Ready Index

What is Smart Futures
- Strands
- Grade band activities

Logging in process

Teacher Dashboard view
- Finding a class
- IEP toggle
- Monitoring student progress

- Student Dashboard view
  - Impersonating students
  - Pulling reports
  - Choosing grade band activities
  - Accommodations
  - Completing/clearing activities
- Micro-credentials
- My Careers - videos/information
- Practice Activity
- Q & A



Timestamp	Email Address	Name (First & Last)	I attended the live training.	I did not attend the live training, but I did view the re	What questions do you still have?
2/7/2025 10:16:31	julong@insightpaschool.	Julia Long	Yes	N/A	None
2/7/2025 10:16:34	samalis@insightpaschoc	Sarah Malis	Yes	N/A	NA
2/7/2025 10:16:32	gipfeiffer@insightpaschc	Gillianne Pfeiffer	Yes	N/A	
2/7/2025 10:16:38	tasaunders@insightpasc	Tara Saunders	Yes	N/A	
2/7/2025 10:16:37	jeschreiner@insightpascl	Jenna Schreiner	Yes	N/A	
2/7/2025 10:16:39	mecichello@insightpascl	Melissa Cichello	Yes	N/A	N/A
2/7/2025 10:16:39	brwoodcock@insightpas	Brittany Woodcock	Yes	N/A	
2/7/2025 10:16:39	doholliii@insightpaschoc	Donald Holl	Yes	N/A	none, thank you very much!!
2/7/2025 10:16:40	alswantner@insightpasc	Alyssa Swantner	Yes	N/A	
2/7/2025 10:16:41	caspeece@insightpasch	Caura Speece	Yes	N/A	n/a
2/7/2025 10:16:43	mibotti@insightpaschool	Michelle Botti	Yes	N/A	
2/7/2025 10:16:44	kabeadle@insightpaschc	Karla Beadle	Yes	N/A	NA
2/7/2025 10:16:44	amcampbell@insightpas	Amanda Campbell	Yes	N/A	
2/7/2025 10:16:46	coleaidicker@insightpas	Courtney Leaidicker	Yes	N/A	n/a
2/7/2025 10:16:47	bemoore@insightpascho	Bethany Moore	Yes	N/A	N/A
2/7/2025 10:16:51	limapstone@insightpasc	Lindsey mapstone	Yes	N/A	na
2/7/2025 10:16:51	elgierczynski@insightpas	Elizabeth Gierczynski	Yes	N/A	
2/7/2025 10:16:54	mepifer@insightpaschoc	Megan Pifer	Yes	N/A	
2/7/2025 10:16:55	Mirabe@insightpaschool	Michelle Rabe	Yes	N/A	I have a few kids missing from my roste
2/7/2025 10:16:54	liconty@insightpaschool.	Lindsay Conty	Yes	N/A	
2/7/2025 10:16:56	mafederowicz@insightpa	Maggie Federowicz	Yes	N/A	None
2/7/2025 10:16:57	kasmaniotto@insightpas	Kathy Smaniotto	Yes	N/A	None. The training was great :)
2/7/2025 10:16:57	stjack@insightpaschool.(	Stephanie Jack	Yes	N/A	none at this time
2/7/2025 10:16:58	nashifflett@insightpasch	Nancy Shifflett	Yes	N/A	none
2/7/2025 10:16:58	brlorenz@insightpaschoc	Brittney Lorenz	Yes	N/A	N/A- Thank you! :)
2/7/2025 10:17:01	emprohorchuck@insight	Emily Prohorchuck	Yes	N/A	
2/7/2025 10:17:04	saboyer@insightpaschoc	Sarah Boyer	Yes	N/A	
2/7/2025 10:17:07	rhbrody@insightpaschoc	Rhonda Brody	Yes	N/A	
2/7/2025 10:17:09	dimorian@insightpascho	DeeDee Morian	Yes	N/A	None at this time sent question.
2/7/2025 10:17:10	kecorneal@insightpasch	Kelly Corneal	Yes	N/A	
2/7/2025 10:17:12	erpavlowski@insightpas	Erika Pavlowski	Yes	N/A	None at this time.
2/7/2025 10:17:13	juhickman@insightpasch	Judy Hickman	Yes	N/A	None.
2/7/2025 10:17:17	krbarone@insightpascho	Krista Barone	Yes	N/A	
2/7/2025 10:17:20	kijones@insightpaschool	Kim Jones	Yes	N/A	
2/7/2025 10:17:20	Jeweimer@insightpasch	Jen Weimer	Yes	N/A	NA
2/7/2025 10:17:34	chwiddop@insightpasch	Christen Widdop	Yes	N/A	I have a student whose answers are mo
2/7/2025 10:17:38	emmiller@insightpascho	Emily Miller	Yes	N/A	None at this time
2/7/2025 10:17:41	chpanchura@insightpasc	Chelsey Panchura	Yes	N/A	
2/7/2025 10:17:42	trmcdonald@insightpasc	Tracy McDonald	Yes	N/A	
2/7/2025 10:17:54	brcoxen@insightpaschoc	Brandy Coxen	Yes	N/A	N/A
2/7/2025 10:17:59	shbrodmerkel@insightpa	Shawna Brodmerkel	Yes	N/A	
2/7/2025 10:18:04	gematos@insightpascho	Genice Matos	Yes	N/A	None
2/7/2025 10:18:07	astomaino@insightpascl	Ashley Tomaino	Yes	N/A	None! Thank you!
2/7/2025 10:18:10	alcappetta@insightpascl	Alyssa Cappetta	Yes	N/A	
2/7/2025 10:18:16	mejohnson@insightpasc	Megan Johnson	Yes	N/A	n/a
2/7/2025 10:18:28	jerussell@insightpaschc	Jennifer Russell	Yes	N/A	None at this time.
2/7/2025 10:18:33	juroycroft@insightpasch	Justin Roycroft	Yes	N/A	No questions.
2/7/2025 10:18:37	nisilerpastman@ispacyb	Nicole Siler Pastman	Yes	N/A	N/A
2/7/2025 10:18:41	jedautel@insightpaschoc	Jean Dautel	Yes	N/A	None, very informative thank you

Timestamp	Email Address	Name (First & Last)	I attended the live training.	I did not attend the live training, but I did view the re	What questions do you still have?
2/7/2025 10:18:46	pao'donnell@insightpasc	Trish O'Donnell	Yes	N/A	NA
2/7/2025 10:18:55	alspigarelli@insightpascl	Alyssa Spigarelli	Yes	N/A	
2/7/2025 10:18:56	andominytus@insightpas	Andrea Dominytus	Yes	N/A	
2/7/2025 10:19:33	jajohnson@insightpasch	Jasmine Johnson	Yes	N/A	N/A
2/7/2025 10:19:37	anbrucker@insightpasch	Anta Brucker	Yes	N/A	
2/7/2025 10:20:15	frrodriguez@insightpascl	Frayma Rodriguez	Yes	N/A	N/A
2/7/2025 10:21:07	kimccawley@insightpasc	Kiley McCawley	Yes	N/A	
2/7/2025 10:21:41	sehollingsworth@insight	Seana Hollingsworth	Yes	N/A	Will IEP case managers in Elementary h
2/7/2025 10:22:10	haschwendler@insightpa	Hannah Schwendler	Yes	N/A	NA
2/7/2025 10:22:43	dewilhelm@insightpasch	Deanna Wilhelm	Yes	N/A	Great presentation! Thanks for the info
2/7/2025 10:33:19	jidunlap@insightpaschoc	Jill Dunlap	Yes	N/A	
2/7/2025 10:47:24	crthomas@insightpasch	Crystal Thomas	Yes	N/A	
2/7/2025 11:05:56	vaalchier@insightpaschc	Valerie Alchier	Yes	N/A	
2/7/2025 11:30:37	dawenzler@insightpasch	Danielle Wenzler	Yes	N/A	
2/7/2025 11:38:18	nimillard@insightpascho	Nicole Millard	Yes	N/A	na
2/7/2025 11:40:02	kadillon@insightpaschoc	Karla Dillon	Yes	N/A	
2/7/2025 11:42:17	mefontana@insightpascl	Melissa Fontana	Yes	N/A	
2/7/2025 11:48:18	carussell@insightpaschc	Catrina Russell	Yes	N/A	none
2/10/2025 10:37:01	jemercatoris@insightpas	Jenna Mercatoris	No	Yes	
2/11/2025 14:25:48	chglennon@insightpasch	Christan Glennon	Yes	N/A	none at this time
2/18/2025 16:28:30	limapstone@insightpasc	LIndsey Mapstone	No	Yes	no

Julia Long, Sarah Malis, Gillianne Pfeiffer, Tara Saunders, Jenna Schreiner, Melissa Cichello, Brittany Woodcock, Donald Holl , Alyssa Swantner, Caura Speece, Michelle Botti, Karla Beadle, Amanda Campbell, Courtney Leaidicker, Bethany Moore, Lindsey mapstone, Elizabeth Gierczynski, Megan Pifer, Michelle Rabe, Lindsay Conty, Maggie Federowicz, Kathy Sm

Parent Training - Related Services
Sep 10, 2024

RS Team Introductions
- Related Services Supervisor
- Related Services Specialists

What are Related Services?
- General explanation of RS

Why does my student have RS?
- They can be included in your student's IEP plan

Why are RS important?
- They're mandated through your student's IEP or 504 plan
- Services help support them in accessing the general education curriculum

Importance of scheduling with your therapist
- We value your time and our therapist's time
- If your contact info is out of date, please update it with the school so the therapist can reach you
- They auto schedule if they do not hear from you, so it's beneficial to connect with them to choose the best day/time for you and your student's therapist

Understanding services
- If you ever have questions about your student's services, please reach out to relatedservices@insightpa.org and your student's case manager (who is the special education teacher for your child)
- Progress Reports will be sent on a quarterly basis from your student's case manager to provide a summary of their progress
- Explain attendance policy - when student is absent, therapists are unaware - please contact the therapist to cancel/reschedule session in the event your student is absent on a day when therapy is scheduled to take place

Timestamp	Email Address	LC's Name:	Name of Student(s)	Student(s) grade:	I attended the live training	I did not attend the live tra	Was this information usefi	What questions do you still have?
9/10/2024 12:43:26	allanabelroseguidry78@g	Allana Guidry	Nisa Guidry	6	Yes	No	Not really at this time but	None
9/10/2024 12:44:31	Rmrazik23@gmail.com	Becky Mrazik	Nathan Peters	9th	Yes	No	Yes. It is good to know that this is there if I need it.	
9/12/2024 13:43:02	yanetborges44@gmail.co	Yanet Borges	Alejandro Roman	8	No	Yes	No now	No
9/12/2024 13:45:17	huntermaria277@gmail.c	Kimberly Bussey	Dayyana Johnson	9	No	No	Yes	I don't have any
9/12/2024 13:47:10	trosa.tr13@gmail.com	Tamara Rosa	Gabriella Thomas	6th	No	Yes	Yes, it explained the expe	None at the moment.
9/12/2024 13:48:32	villafane.chelsea@gmail.c	Chelsea Villafane	Liam Arroyo	1st grade	No	Yes	Yes the information sas very useful.	
9/12/2024 13:58:27	underthedome511@gmail	Amber Axtell	Zen Axtell	10th	No	Yes	Exactly as stated a lot of i	None at this time if need be I'll reach out to Danielle.
9/12/2024 13:59:44	danaking21@aol.com	Dana King	Christian Cupid	8th	No	Yes	Yes	When will I be notified on who is my Special Ed teacher, what classes will be modified and will all services be on zoom?
9/12/2024 14:00:28	tanya197748@gmail.com	Tanya	Christian	3rd grade	No	Yes	Yes it explained a lot about how the therapy works with school classes not being interupted.	
9/12/2024 14:00:57	adrena.ray@icloud.com	Adrena	Ayana	11	No	Yes	How the IEP was explained and who I would need to contact if I have any concerns	
9/12/2024 14:58:01	arrows6hunters2@gmail.c	April Copeland	Allison Copeland	7th	No	Yes	Yes	None at this time
9/12/2024 15:02:24	cboggs50@gmail.com	Christy boggs	Tabitha adams	Chloe adams	No	Yes	Yes	
9/12/2024 15:09:06	dimplez854@gmail.com	Georgina Buchanan	Cory Buchanan	11	Yes	Yes	I'm still waiting for my computer which is on back order. so i have been signing in to class through my tablet.	
9/12/2024 17:12:33	cvm992013@gmail.com	Carrianne Mille	Luke Mille	12	No	Yes	Yes	
9/12/2024 17:21:07	twoangelswithme80@yah	April Boggs	Mariah Boggs	10	No	Yes	Yes. Everything was helpf	None
9/12/2024 18:05:19	mgmwk133027@gmail.co	Martin Lemon Jr	William Lon	6	No	Yes	Yes	None
9/12/2024 18:23:32	zayhdaih22@gmail.com	Maryluz Dejesus	Zayhdaih Dejesus Dennis	10	No	Yes	Yes	None
9/12/2024 18:23:38	aprildotchristenmcneil@gi	Aprilmcneil	Leo Anthony McNeil Lope	5	No	Yes	Yes	No
9/12/2024 18:33:37	tabithaprice512@gmail.co	Tabitha ptice	Matthew and Johnathan \	6 and 3	No	Yes	Yes	How do I know if I need these services?
9/12/2024 18:36:02	mrrobstef@gmail.com	I'm not aware	RJ Stefano	6	No	Yes	Alot of good points to thin	N/A
9/12/2024 18:56:10	loisoconners@yahoo.com	Lois O'Conners	Kayleigh O'Conners	8th grade	Yes	Yes	Yes it was	Nothing at this time
9/12/2024 19:07:48	workinmeichele@yahoo.c	Tim Beringer	Rubi Kranz	8	No	Yes	No	None
9/12/2024 19:44:04	vargasevelyn1212@gmail	Evelyn Vargas	Aiden Vargas	8	No	Yes	Yes	None
9/12/2024 20:05:31	sheilafreeh1@yahoo.com	Sheila Freeh	Hailey Freeh	2nd	No	Yes	Yes, it is always nice to he	I do not have any questions at this time.
9/12/2024 20:22:34	mharper833@gmail.com	Michelle Harper	Jaydyn Harper	7	No	Yes	Yes	None
9/12/2024 20:38:16	blaede18@gmail.com	Mark blaede Zachary wal	Patrick blaede hunter bla	6 ,6,3,1	No	Yes	Yes	None
9/12/2024 21:09:39	isarox80@gmail.com	Roxana Murillo	Mathias Perez-Murillo	9	No	Yes	Spanish sorry . Me gusta	N/a
9/12/2024 21:15:16	needee.jb@gmail.com	Juanita Bennett	Jackson Ferrell-Bennett	8	No	Yes	Yes	
9/12/2024 21:53:52	johnnyowe@outlook.com	John Owens III	John A. Owens	10	No	Yes	Yes	N/A
9/12/2024 22:12:39	ank82x@gmail.com	Im thinking I'm to tired be	Xavier Heckstall	8th	No	Yes	Yes, it explained how this	None that I can think of right now.
9/13/2024 0:43:38	my.children.edu@gmail.c	Richard Lynch	Jaired Lynch	3	No	Yes	Yes	No comment at this time
9/13/2024 8:52:41	shaylawson05@icloud.co	Shana lawson	Braheem lawson	12	No	Yes	Yes	None
9/13/2024 9:09:39	sblair613@icloud.com	Stephanie Blair	Ashlee Ogilvie	8	No	Yes	Yes	
9/13/2024 9:37:54	huntermaria277@gmail.c	Kimberly Bussey	Dayyana Johnson	9	No	No	No	No
9/13/2024 10:26:01	Beatricej92@gmail.com	Beatrice Johnson	Adonis Rokes & Austin R	First & Second Grade	No	Yes	Yes, information stated in	None
9/13/2024 10:57:46	ninasamnat@gmail.com	Nina Lopez	Nathanael Lopez	10	No	Yes	Yes	Yes Nathanael is having trouble with Microsoft he doesn't care for the class what can I do or speak to for help???
9/13/2024 11:03:27	ninasamnat@gmail.com	Nina Lopez	Nathanael Lopez	10	Yes	Yes	Yes	No I am ok
9/13/2024 11:56:36	keith19682168@gmail.co	Tanya Jackson Coffer	Christian Coffer	3rd	No	Yes	Yes	None at this time
9/13/2024 12:20:12	hollyosterhout@myyahoo	Holly Osterhout	Thomas Osterhout	9th	No	Yes	Yes	If for some reason a student want to leave like tutoring how do we go about that
9/14/2024 10:41:17	Kevingeppert1987@gmail	Kevin Geppert	Brayden Geppert	7	No	Yes	Yes, just a nice review.	
9/14/2024 20:34:49	hornb20@yahoo.com	Samantha Horn	Aaron Horn. Abagail Hor	Aaron 11th grade. Abaga	No	Yes	Yes	Na
9/15/2024 19:59:43	danakhedoo96@aol.com	Dana khedoo	Dana J Khedoo	12	No	Yes	Yes, it was very useful.	

Agenda

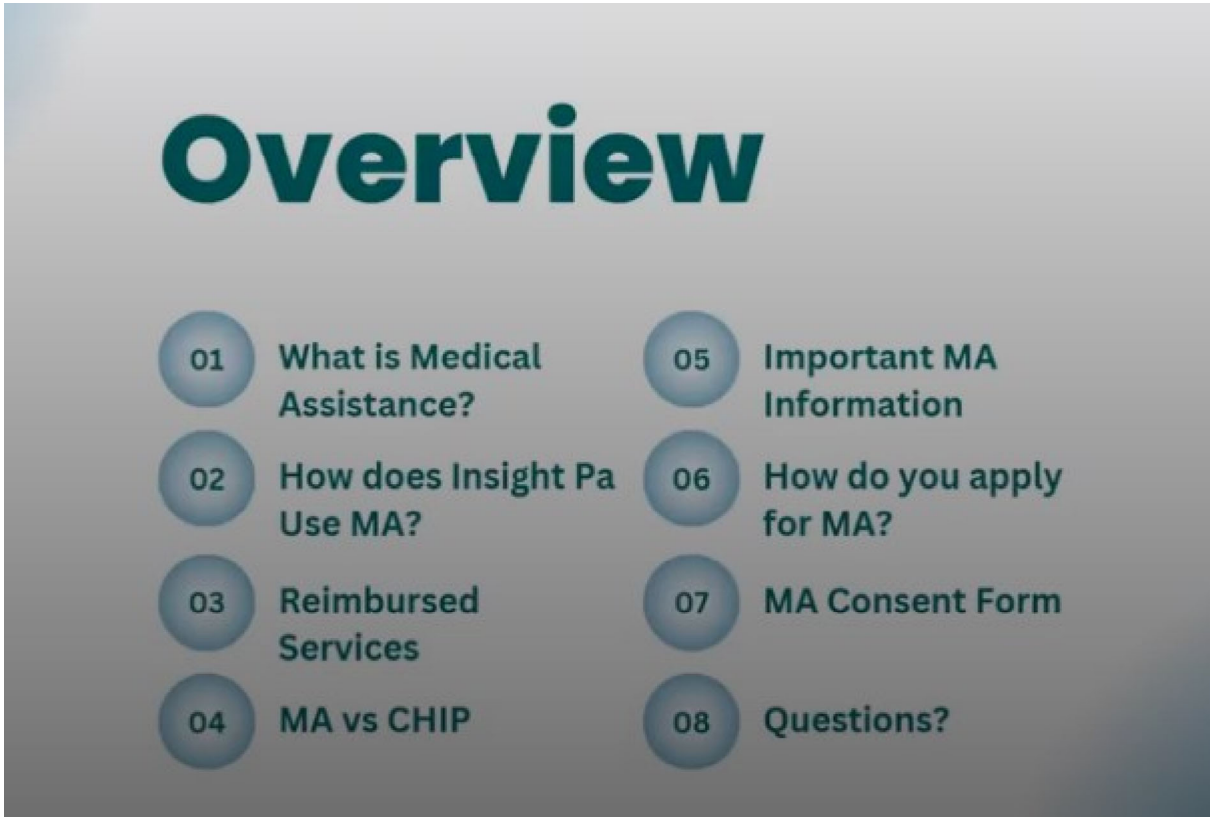
THE PROCESS

PARTS OF IEP

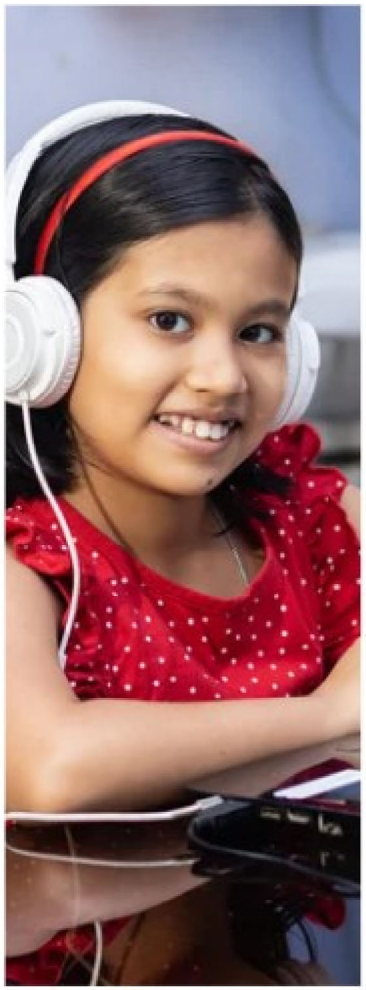
RIGHTS AND REMINDERS

Timestamp	Email Address	LC's Name:	Name of Student(s)	Student(s) grade:	I attended the live training.	I did not attend the live training, but I did view the re	Was this information useful to you? Please explain.	What questions do you still have?
10/8/2024 13:21:10	tanya197748@gmail.con	Tanya L. Jackson	Christian Coffer	3rd	Yes	No	Yes, it provided insight for parents to understand th	I don't really have any questions, just co
10/8/2024 16:42:21	underthedome511@gma	Amber Axtell	Zen Axtell	10th	Yes	Yes	Yes..answered a question which we already addres	None at this time..I attended half of it a
10/8/2024 17:03:50	kcraig7867@gmail.com	Kristopher craig	Carson varner	6	No	Yes	Yes. Explained the special education system better	No questions
10/8/2024 17:04:09	mdbeach2020@gmail.co	Shannon varner	Carson varner	6	No	Yes	Yes it was because they explained how the iep worl	None at this time thank you
10/8/2024 17:09:43	mrsburrows05@gmail.cc	DaRell Burrows	Luis Rodriguez , Isiah Emm	5, 11	No	Yes	Yes, I now better understand the IEP process and h	None at this time, thank you
10/8/2024 17:12:43	arrows6hunters2@gmail	April Copeland	Arrow, Evangelina, Allison,	1st, 5th, 7th, 11th	No	Yes	Basic information I already knew. It was just a brus	None at this time
10/8/2024 17:31:58	mdaniels4@comcast.net	Michelle Merkel	Kamron Merkel	8	No	Yes	Yes	None
10/8/2024 18:28:46	mrsburrows05@gmail.cc	DaRell Burrows	Isiah Emmens	11	No	Yes	Yes	None
10/8/2024 18:41:59	needee.jb@gmail.com	Juanita Bennett	Jackson Ferrell-Bennett	8	No	Yes	Yes	
10/8/2024 18:42:06	workinmeichele@yahoo.(	Tim Berninger	Rubi Kranz	8	No	Yes	?	None
10/8/2024 19:40:48	johnvandervortjr9@gmai	John VanDerVort Jr	John VanDerVort 3rd	8	No	Yes	Yes any information is useful	None
10/8/2024 20:26:43	doverspikeangel@gmail.(	Angelina Doverspike	Deontae Doverspike and S	4th and 1st	No	Yes	Yes it was very helpful and answered alot of questi	No questions at this time thank you
10/9/2024 9:26:28	briannamcconnell67@gn	Brianna mcconnell	Elija Williams Juan Hernan	8th 6th	No	Yes	Yes	None
10/9/2024 14:25:49	danakellyking@gmail.cor	Dana King	Christian Cupid	8th	No	Yes	Yes	Follow up with services
10/10/2024 11:26:07	crystalmcqueeney79@gr	Crystal Mcqueeney	Zoey Berendt. Hunter Bere	9th. 7th 5th 5th	No	Yes	Yes	
10/10/2024 12:40:58	lylikasnowfall@gmail.cor	Danielle Fennimore	Mathew Fennimore	9th grade	No	Yes	Yes	None

	Tanya Jackson	Amber Axtell , Kristopher craig , Shannon varner, DaRell Burrows, April Copeland , Michelle Merkel, DaRell Burrows , Juanita Bennett , Tim Berninger , John VanDerVort Jr , Angelina Doverspike , Brianna mcconnell, Dana King, Crystal Mcqueeney , Danielle Fennimore


Overview
01 What is Medical Assistance?
02 How does Insight Pa Use MA?
03 Reimbursed Services
04 MA vs CHIP
05 Important MA Information
06 How do you apply for MA?
07 MA Consent Form
08 Questions?

Timestamp	Email Address	LC's Name:	Name of Student(s)	Student(s) grade:	I attended the live training.	I did not attend the live training, but I did view the re	Was this information useful to you? Please explain.	What questions do you still have?
12/10/2024 17:32:17	Blueeyes3252@aol.com	Karen alex	Gabriel Ortega	9	No	Yes	N/a	N/a
12/10/2024 17:45:23	mtnm00se.ad@gmail.co	Amy Davenport	Noah Batson	7	No	Yes	Not sure	I don't think I qualify considering my cur
12/10/2024 18:35:47	keasha7777@gmail.com	Nicole toth	Keshaun fedd	3	No	Yes	Yes	
12/10/2024 18:43:32	hornb20@yahoo.com	Samantha Horn	Abagail Horn, Aaron Horn	Abagail Horn 9th, Aaron	No	Yes	Yes	No
12/10/2024 19:50:27	seal3418@live.com	Travis Brannon	Aiden Brannon	5th	No	Yes	Yes.	None. Thank you.
12/10/2024 20:49:33	abdullabrown34@gmail.(	Dr koala	Mekki Leary-brown	11	Yes	Yes	Yes	None
12/10/2024 21:29:14	sammyjack22@yahoo.cc	Rose Jackson	Jason edwards	11th	No	Yes	Yes	
12/10/2024 21:36:00	nicolebrpsgt@yahoo.con	Nicole Brannon	Aiden Brannon	5th	No	Yes	Probably. Not sure yet if Aiden will still need an IEP.	None.
12/10/2024 23:45:51	ritahassanx@gmail.com	Self	Nathaniel A Pineda	9	No	Yes	No	None
12/11/2024 2:05:57	workinmeichele@yahoo.(	Tim Berninger	Rubi Kranz	8	No	Yes	?	None
12/11/2024 8:48:18	cboggs50@gmail.com	Christy boggs	Tabitha and chloe adams	2nd and 3rd	No	Yes	Yes very much	None
12/11/2024 12:22:02	Cjilk4@yahoo.com	Carolyn Jean-Pierre	Darnell Haywood	6	No	Yes	Yes, didn't know that medical assistance will come	No
12/12/2024 17:33:12	angela.barricelli45@gma	Angela Barricelli	Francesco Addelio	12	No	Yes	I Always say the same thing unless I have question	None
12/12/2024 19:43:18	dakodabear730@gmail.c	Paula McCaskey	Elijah Richard Lemansky	9th	No	Yes	Yes	I just want to make sure I complete wha
12/12/2024 20:11:43	ninasamnat@gmail.com	Nina Lopez	Nathanael Lopez	10	No	Yes	Yes	No
12/13/2024 10:52:18	benware@dejazzd.com	Tara Johnson	Trinity Johnson	8	No	Yes	Not sure	Am I required to sign up for this
12/17/2024 16:50:56	underthedome511@gma	Amber Axtell	Zen Axtell	10th	No	Yes	Already knew	None





AGENDA

PASA Timeline

Student Testing Info.

Kite Portal

Before Test Day

Day of Testing

Points of Contact

Q & A

Timestamp	Email Address	LC's Name:	Name of Student(s)	Student(s) grade:	I attended the live training.	I did not attend the live training, but I did view the re	Was this information useful to you? Please explain.	What questions do you still have?
3/10/2025 8:50:23	meekredd@yahoo.com	Shamika Redding	Zola Redding	3rd	No	Yes	yes	in the video you said 4th, 8th, and 11th g
4/18/2025 12:22:59	my.children.edu@gmail.c	Richard Lynch	Jacob Lynch	2	No	Yes	The Process explained	N/A
4/18/2025 12:25:09	my.children.edu@gmail.c	Richard Lynch	Joshua Lynch	2	No	Yes	The Process Explained	N/A


What to expect:
☑ Before Testing
☑ During Testing
☑ After Testing

Timestamp	Email Address	LC's Name:	Name of Student(s)	Student(s) grade:	I attended the live training.	I did not attend the live training, but I did view the re	Was this information useful to you? Please explain.	What questions do you still have?
3/17/2025 13:13:18	scsmith27@gmail.com	Stephanie Reed	Mason Reed	4	No	Yes	Yes	No
3/17/2025 13:13:38	amiraalfaqihassi@gmail.	Amira Alfaqih and Mazin	Mya hasan Ahmad Assi Na	12/6th/4th/k/2nd	No	Yes	Yes it was	No
3/17/2025 13:22:27	heatherhamilton917@gm	State testing	Kaelyn Hamilton	7	No	Yes	Yea	None
3/17/2025 13:23:38	lorrin1986w@gmail.com	Lorrin wilcox	Gabriel Wilcox	9	No	Yes	Yes thought we have done testing before	Do 9th graders take pssa
3/17/2025 13:25:09	cboggs50@gmail.com	Christy boggs	Tabitha and Chloe adams	2nd and 3rd	No	Yes	Yes	Will they have breaks ?
3/17/2025 13:26:48	jorgechape01@gmail.co	Jorge	Jorge	4to	No	Yes	Yes, the information is very usefully but we particip	N/A
3/17/2025 13:38:55	crowne920@gmail.com	Jessica Monserrate	Zia Washington	7	No	Yes	Yes	N/A
3/17/2025 13:39:09	tyaisha87@gmail.com	Tyaisha Watson	Jamir Watson	11	No	Yes	Yes	N/a
3/17/2025 13:42:20	ttippitt40@gmail.com	State testing	Terajae Tippitt and Aiden H	11	No	Yes	Yes	None
3/17/2025 13:54:28	danaking21@aol.com	Dana King	Christian Cupid	8th	Yes	No	Yes	
3/17/2025 14:30:02	Maf1013@aol.com	Mary Ann Fenerty	Destiny Quigg	11	No	Yes	Good info	None
3/17/2025 14:44:42	coletted16@yahoo.com	Colette Dupell	Wayne S Fiderko IV	4	No	Yes	yes, I enjoy having all information regarding the pro	none
3/17/2025 16:21:42	theiskatie3879@gmail.c	Katherine Theis	Rylee Seyler	3rd	No	Yes	Yes, it gave more information as to what to expect	
3/17/2025 18:07:39	jshade59@hotmail.com	James Shade	Ashton Shade	10 th	No	Yes	Yes	
3/17/2025 23:37:45	hildaliz@ymail.com	Hildaliz Ortiz	Dalieliz Aponte	6	No	Yes	Yes	No questions
3/18/2025 2:59:22	keristа3@outlook.com	Kerista	Jove	7	No	Yes	Yes	I'm not sure when my son needs to take
3/18/2025 4:54:46	alyssa.a.west@gmail.co	Alyssa West	Mika West, Vincenzo West	7, 6	No	Yes	Yes	
3/18/2025 8:42:08	tanya197748@gmail.com	Tanya Jackson	Christian Coffer	3rd	No	Yes	Yes because this will be my son first year taking the	If he can't cope with the testing will he b
3/18/2025 9:34:31	mommy1207@hotmail.c	Naomi Lampkin	Jada Jackson	9	No	Yes	Yes	None
3/18/2025 10:38:34	probstsusan2@gmail.co	Susan Lucero	Wyatt Probst	3rd grade	No	Yes	Yes it was very useful to how the testing site will be	How long are the kids given to finish the
3/18/2025 10:45:52	geethatone@gmail.com	Glenda Henderson- Burto	Orianna Burton	9th	No	Yes	Yes	
3/18/2025 10:52:53	Danicollins1012@gmail.(	Danielle Collins	Blake Palmer & Brooklynn	8 & 5	No	Yes	Yes	Transportation
3/18/2025 11:12:52	latinalady7@yahoo.com	Eva Rodriguez	Eva Rodriguez Ramos	4th	No	Yes	Yes	No not for now thank you
3/18/2025 11:24:19	srabatista01@gmail.com	Maria Batista	Matthew Santos Batista	Kindergarten	No	Yes	Yes	
3/18/2025 11:42:18	workinmeichele@yahoo.(	Tim Berninger	Rubi Kranz	8	No	Yes	?	?
3/18/2025 12:33:05	akirahblake36@yahoo.cc	Akirah Blake	Amir Blake	10	No	Yes	Yes. Understanding we must be present to sign our	No, just when is testing.
3/18/2025 13:23:31	estepchin@yahoo.com	Elizabeth Stepchin	Jonathan Stepchin, Michae	9th, 7th	No	Yes	Yes it was helpful because this is the first year my l	Where do I find my child's testing result
3/18/2025 13:47:36	latanyamcdaniel60@gma	Latanya Mcdaniel	Anayah Vick	10	No	Yes	This recording was very helpful. Thank you for shar	I don't have any questions.
3/18/2025 14:16:49	underthedome511@gma	Amber Axtell	Zen Axtell	10th	No	Yes	Yes always good to get a refresher	None
3/18/2025 14:46:31	flyersfan008@gmail.com	Jennifer womer	Connor coffin, Madison Mi	11,6,4	No	Yes	Yes	My kids are supposed to be taking the t
3/20/2025 14:36:23	heffner74stanley@yahoc	Stanley Heffner	Nathaniel Heffner	5th	No	Yes	Yes it was useful.	
3/21/2025 9:27:13	kimberlyq2689@insightp	Carmen serrano López	Kimberly Quintero	10	No	Yes	A little.	0
3/24/2025 11:09:36	tmreed332@gmail.com	Tiffinay Reed	Dina Reed	4	No	Yes	Yes	
4/2/2025 9:11:12	lemonsbobe@gmail.com	Theresa lemons	David Bobe	9th	No	Yes	Yes. It helps to know what's expected during testing	No

Stephanie Reed, Amira Alfaqih and Mazin Assi , State testing, Lorrin wilcox, Christy boggs, Jorge , Jessica Monserrate , Tyaisha Watson, State testing , Dana King, Mary Ann Fenerty, Colette Dupell, Katherine Theis, James Shade , Hildaliz Ortiz, Kerista , Alyssa West, Tanya Jackson, Naomi Lampkin , Susan Lucero, Glenda Henderson- Burton, Danielle Collins, Eva Rodriguez , Maria Batista, Tim Berninger , Akirah Blake, Elizabeth Stepchin, Latanya Mcdaniel, Amber A

Welcome!

Today we'll break down the

ce of Recommended Educational Placement (NO

- When would I receive one?
- What is it and what information will I se
- What are important takeaways?

Timestamp	Email Address	LC's Name:	Name of Student(s)	Student(s) grade:	I attended the live training.	I did not attend the live training, but I did view the re	Was this information useful to you? Please explain.	What questions do you still have?
4/8/2025 16:51:56	mdaniels4@comcast.net	Michelle Merkel	Kamron Merkel	8	No	Yes	Very useful	I don't understand when something is w
4/8/2025 17:10:07	latinalady7@yahoo.com	Eva Rodriguez	Eva Rodriguez Ramos	4th	No	Yes	Yes	No
4/8/2025 17:42:11	tmgh22@gmail.com	Jenna schreiner	Faith hughes	10	No	Yes	Yes very informative	
4/8/2025 18:25:40	SAMMEY621@GMAIL.C	Kristen Diaz	Kristina Camacho	5th	No	Yes	yes learned a few things that i did not know	none
4/8/2025 18:26:25	kaykco@gmail.com	Kayla McCleary	Emma olson	10	No	Yes	It was very useful Information I am very familiar wit	None as of now !
4/8/2025 18:33:51	wenerickmelanie583@gr	Melanie wenerick	Noah wenerick	11	No	Yes	Yes	
4/8/2025 18:51:16	sanornvy@gmail.com	Vanna Youk	Ariel Sisaket	Kindergarten	No	Yes	Yes	N/A
4/8/2025 20:10:55	Ctatom1@verizon.net	Charlotte Tatom	Tyrik Smith	7th	No	Yes	Learning how to complete the form and the additio	My grandson is currently assigned to at
4/8/2025 20:24:40	toryjweaber@gmail.com	Tory Weaber	Zion Weaber	3	No	Yes	Yes	None at this time.
4/9/2025 10:24:24	thomasjackie47@gmail.c	Jacqueline Thomas	Jada Thomas- Montgomer	5 th	No	Yes	Yes	
4/9/2025 13:16:26	flyersfan008@gmail.com	Jennifer womer	Connor Coffin, Madison M	11,6,4	No	Yes	Yes	None
4/10/2025 8:39:39	cristinarivera318@yahoo	Cristina Rivera	Anayaliz Rivera	6	No	Yes	Yes	
4/10/2025 8:51:28	Bahiya.Crews@gmail.cor	Crews	Aasim Crews	12th	No	Yes	Yes	None at this time.
4/10/2025 22:41:59	alyssa.a.west@gmail.cor	Alyssa West	Mika West, Vincenzo West	7, 6	No	Yes	Yes	
4/19/2025 14:03:08	karenfiore1968@gmail.c	Karen Fiore	Keara (Kyle) Kennedy	7	No	Yes	Good to know what is offered.	NA
4/24/2025 10:30:33	karenfiore1968@gmail.c	Karen (K.K) Fiore	Keara (Kyle) Kennedy	7	No	Yes	The information was useful because it explained at	NA



Autism Spectrum Disorder & Behavior Strategies: A Brief Overview

MAY 13, 2025

Welcome



- Ivy Avery, BCBA,LBS

Board Certified Behavior Analyst

PA Licensed Behavior Specialist

iavery@insightpaschool.org

(Elementary & Middle School)



- Catherine Ponterio, BCBA,LBS

Board Certified Behavior Analyst

PA Licensed Behavior Specialist

caponterio@insightpaschool.org

(High School)

What is Autism?

Autism Spectrum Disorder is a developmental disorder.

Autism is a **neurodevelopmental condition** that affects how individuals communicate, learn, and interact with others. People often describe autism as a spectrum, indicating that it can manifest in various ways. Some people may have strong verbal skills, while others might find it hard to express themselves. Understanding autism involves recognizing these differences and appreciating the unique ways autistic individuals experience the world.

Statistics

About 1 in 31 (3.2%) children aged 8 years has been identified with Autism according to estimates from CDC's ADDM Network. [Read Article]

Autism is over 4 times more common among boys than among girls. [Read Article]

Autism is reported to occur in all racial, ethnic, and socioeconomic groups. **[Read Article]**

Co-Occurring Conditions and Autism

Conditions that occur alongside autism spectrum disorder

Anxiety- Up to 84% of individuals with autism may suffer from anxiety

Depression- It's estimated that depression affects about 26% of people with autism compared to 7% of the general population.

Epilepsy- epilepsy may affect up to 35% of people with autism versus 1% in the general population.

Gastrointestinal and immune function disorders -Children with autism may be up to four times more likely to suffer from gastrointestinal issues

Sleep disorders- Between 50% to 80% of children on the autism spectrum may experience one or more sleep problems.

Autism Characteristics

Communication and Social Interaction difficulties

- Difficulties with peer interactions
- limited eye contact
- difficulties communicating thoughts, wants and needs
- difficulty reading social cues
- limited imaginative play

Restrictive and/or repetitive patterns of behaviors.

- Repetitive language
- lining up toys
- fixated interests
- repetitive movements (e.g., hand flapping, spinning)
- sensory differences
- behavioral rigidity
- difficulties with changes in routine

Autism Characteristics

Autism characteristics vary from person to person. Some people are minimally impacted, and others are more severely impacted.

The presence and impact of these characteristics is how the three functional levels of autism are determined.

The Three Functional Levels of Autism

ASD Level 1
Requiring Support



difficulty initiating social interactions

organization and planning problems can hamper independence

ASD Level 2
Requiring Substantial Support



social interactions limited to narrow special interests

frequent restricted/ repetitive behaviors

ASD Level 3
Requiring Very Substantial Support



severe deficits in verbal and nonverbal social communication skills

great distress/difficulty changing actions or focus

Medical vs. Educational

Medical Diagnosis

- Diagnosed by psychologist or doctor
- Diagnosis by DSM5 Criteria

Educational determination

- Determined by a multidisciplinary team
- IDEA ASD Criteria
- Must have an impact on education

Just because a student has a medical diagnosis of autism, does not mean that they will be meet classification for an Educational determination.

Challenges:

- Students with autism may experience skill deficits in areas like social communication, social interaction, and emotional regulation. These deficits can manifest in various ways, including difficulty with eye contact, understanding social cues, initiating or responding to social interactions, and regulating emotions. Additionally, some students may struggle with motor skills, transitions, and managing their time.

Academic Performance

Autism can have a profound impact on a student's learning abilities, affecting various aspects of their educational experience.

Students with Autism may experience challenges in areas such as concentration, information processing, sensory processing, communication, and social deficits.

These difficulties or deficits can hinder their ability to effectively engage with learning material, adapt to new concepts, and participate in classroom activities.

Communication &Language Skills

Language skills play a crucial role in predicting academic performance for students with autism.

The ability to effectively communicate, comprehend instructions, and engage in classroom discussions directly impacts learning outcomes and educational achievements.

Language Skill	Impact on Academic Performance
Communication Abilities	Influences participation in classroom activities
Comprehension Skills	Determines understanding of educational material
Vocabulary Knowledge	Affects reading and writing proficiency
Expressive Language	Impacts conveying thoughts and ideas effectively

Reduced Concentration

Can make it challenging for individuals with autism to stay focused on tasks for extended periods.

This can lead to difficulties in retaining information, following instructions, and completing assignments in a timely manner.

Information processing difficulties may also arise, making it harder for students with autism to absorb new knowledge, organize thoughts, or make connections between different concepts..

Sensory Challenges:

Hypersensitivity (over-sensitivity) or hyposensitivity (under-sensitivity) to sensory input like light, sound, touch, and taste.

Hypersensitivity: Overwhelmed by certain stimuli, such as bright lights, loud noises, specific textures, or smells. This can lead to avoidance behaviors, meltdowns, or other emotional reactions.

Hyposensitivity: May not notice or register sensory input as others do, such as pain, temperature changes, or hunger. This can lead to self-injury, difficulty with self-care, or difficulty regulating internal states.

Educational Strategies

Create a supportive and inclusive environment by understanding their unique strengths and challenges.

If there are behaviors: The student may need the support of a Positive Behavior Support plan that is based off Functional Behavior Assessment.

May include implementing strategies like visual supports, breaking tasks into smaller steps, and providing sensory accommodations to reduce anxiety and promote focus.

Recognizing the importance of fostering positive relationships, encouraging self-advocacy, and everyone on the team being involved in the process can significantly contribute to a student's success.

Behaviors in the Classroom

Behavior in the Virtual Classroom



Physical or Verbal Aggression: hitting, kicking, screaming, or threatening another person.

Withdrawn/Task Avoidance: avoiding homework, classes, or any nonpreferred activity.

Emotional Outbursts: tantrum like behaviors, crying, yelling, spitting, and may include aggression.

Off-Task Behaviors: engagement in any tasks other than the assigned task or ongoing activity (e.g., looking around the room, playing with items, talking to peers about off-topic subjects).

A B C's Of Behavior

A (Antecedent) - Anything that happens directly before the behavior occurs. Often referred to as "triggers"

B (Behavior) - This is the action and main focus of what we want to influence in the child. Behaviors can include crying, screaming, punching, and fidgeting.

C (Consequences) What happens right after the behavior occurs. Consequences can increase or decrease future behavior.

Strategies to use when the Problem Behavior Occurs

Planned ignoring is one strategy that can be used for negative attention seeking behaviors. Ignoring the problem behavior rather than give attention. We never ignore dangerous behaviors.

Coping strategies to use to replace negative behaviors: going for a walk, taking a short break or breathing exercises rather than screaming when frustrated.

Redirection to Appropriate Behaviors: If problem behaviors occur when demands are being placed, remind the child of the expectation in as few words as possible and then redirect to complete the task demand or use a replacement behavior (ask for a break).

If/then statements- this prompts the child to engage in appropriate replacement behavior. "If you return to your seat and finish your class, then you can have a short break." Follow through and praise child if they do the wanted behavior.

Reduce Response Effort- Temporarily lower response effort to increase the chances the child will respond. In other words, give them something easier to do first before asking them to do nonpreferred task.


QUESTIONS

Timestamp	Email Address	LC's Name:	Name of Student(s)	Student(s) grade:	I attended the live training.	I did not attend the live training, but I did view the re	Was this information useful to you? Please explain.	What questions do you still have?
5/13/2025 14:04:55	latinalady7@yahoo.com	Eva Rodriguez	Eva Rodriguez Ramos	4th	No	Yes	Yes	No
5/13/2025 18:52:30	tanya197748@gmail.con	Tanya Jackson	Christian Coffer/ Cayden E	K, 3	No	Yes	Yes it was	
5/13/2025 20:22:51	rowena.patterson@yaho	Kieatia R. Patterson	JahaZiah Patterson	K	No	Yes	--	None
5/13/2025 20:45:48	sammey621@gmail.com	Kristen Diaz	Kristina Camacho	5	No	Yes	Very	Nothing - the video showed told me a bi
5/14/2025 2:14:39	alyssa.a.west@gmail.cor	Alyssa West	Mika West, Vincenzo West	7, 6	No	Yes	Yes. I and my kids are autistic or adhd.	
5/14/2025 6:35:10	keith19682168@gmail.c	Keith Coffer	Christian Coffer	3rd grade	No	Yes	Yes	
5/14/2025 8:12:13	marinewife07@ymail.cor	Lakia bennett	Richard Bennett	11	No	Yes	Yes. My godson and brother in-law are autistic	None
5/14/2025 8:25:53	yanetborges44@gmail.c	Yanet Borges	Alejandro Roman	8	No	No	Work	None
5/14/2025 9:23:16	aaronjoneswilson643@g	Aaron Jones Wilson	Ethan Wilson	5th grade	No	Yes	N/A	None
5/14/2025 9:27:49	krier.marie@yahoo.com	Marie	Jaden	9	No	Yes	Yes because I feel my son has autistic traits	none
5/16/2025 17:49:07	karenfiore1968@gmail.c	Karen Fiore	Keara (Kyle) Kennedy	7	No	Yes	The information was useful because they spoke ab	NA
5/19/2025 8:43:49	marymaus701@gmail.cc	Mary Maus	Lilian Woodling	11	No	Yes	Yes.	
5/21/2025 11:34:10	latinalady7@yahoo.com	E a Rodriguez	Eva Rodriguez Ramos	4th	No	Yes	Yes	No
5/21/2025 12:26:41	Maf1013@aol.com	Mary Ann Fenerty	Destiny Quigg	11	No	Yes	Useful infoi	N/A
5/21/2025 18:25:13	johnvandervortjr9@gmai	John VanDerVort Jr	John VanDerVort 3rd	8th	No	Yes	Yes all information is useful	None
5/21/2025 18:39:43	catherinearnone@yahoo.	Catherine Arnone	Giovanni Ahern	11	No	Yes	Leaned about ways to keep my child safe on social	None, thank you.
5/21/2025 19:03:27	sammey621@gmail.com	Kristen Diaz	Kristina Camacho	5th	No	Yes	yes	none
5/21/2025 19:53:44	latoyaglover32@gmail.cc	Latoya	Peyton Glover	9th grade	No	Yes	yes	
5/21/2025 21:38:22	flyersfan008@gmail.com	Jennifer womer	Connor coffin, Madison Mi	11,6,4	No	Yes	Yes	None
5/21/2025 23:16:33	latishaflowers43@gmail.	Sabrina Flowers	Syncere Flowers	9	No	Yes	Yes	
5/23/2025 17:48:29	wenerickmelanie583@gr	Melanie wenerick	Noah wenerick	11th	No	Yes	None	
5/28/2025 5:12:43	shantatz@hotmail.com	Shanta Thomas	Namir Thomas-Ziglar	12	No	Yes	yes	
6/5/2025 9:50:46	karenfiore1968@gmail.c	Karen(K.K) Fiore	Keara (Kyle) Kennedy	7	No	Yes	This was useful information because it gave excell	NA
6/8/2025 17:31:55	reneeekyttle@gmail.com	Renee Brown Kyttle	Tyler Brown	2	No	Yes	Yes	N/A

Agenda

1. What is the Office of Vocational Rehabilitation (OVR)?
2. OVR services now & after graduation
3. How can your student be referred
4. Questions

Timestamp	Email Address	LC's Name:	Name of Student(s)	Student(s) grade:	I attended the live training.	I did not attend the live training, but I did view the re	Was this information useful to you? Please explain.	What questions do you still have?
10/23/2024 17:26:57	needee.jb@gmail.com	Juanita Bennett	Jackson Ferrell-Bennett	8	No	Yes	Yes	
10/23/2024 18:25:32	needee.jb@gmail.com	Juanita Bennett	Jackson Ferrell-Bennett	8	No	Yes	Yes	
10/23/2024 18:26:03	johnvandervortjr9@gmai	John VanDerVort Jr	John VanDerVort 3rd	8th	No	Yes	Yes all new information is important	No
10/23/2024 19:12:06	farrahjess123@gmail.co	Jessica Farrah	Charlette Rodgers	6th	No	Yes	Yes in case my child Needs the services later on	None at this time
10/23/2024 22:54:05	workinmeichele@yahoo.(	Tim Berninger	Rubi Kranz	8	No	Yes	?	None
10/23/2024 22:57:11	angela.barricelli45@gma	Angela Barricelli	Francesco Addelio	12	No	Yes	All information is always useful	No
10/24/2024 9:47:36	laurenstreich4@gmail.co	Lauren Streich	Allen (Alana) and Katja Gip	7, 2	No	Yes	not reallly	none
10/24/2024 13:27:48	megansue@gmail.com	Megan Christ	Lydia Christ	4th	No	Yes	Yes	
10/25/2024 9:03:39	keith19682168@gmail.c	Tanya L Jackson	Christian Coffer	3rd grade	No	Yes	Yes	None
10/25/2024 11:49:07	Kolive1523@gmail.com	Krystle Oliveira	Oliver Antoine	Third	No	Yes	Interesting but not sure the relevance at this time?	Wondering if this was sent to me accide
10/25/2024 17:45:15	staceymanlio@gmail.cor	Stacey Manlio	Havannah Williams	11th	No	Yes	Yes	None
10/28/2024 6:38:56	blackmanrhonda12@gm	NA	Anthony Blackman	11th	No	Yes	Yes	None
10/28/2024 11:05:05	joanrue6@gmail.com	No llc	Mikayla Rue	7th	No	Yes	Yes	None
10/28/2024 16:42:03	underthedome511@gma	Amber Attell	Zen Axtell	10th	No	Yes	It was useful and im glad to know that the possibili	None at this time but thank you for the i
10/28/2024 19:03:22	mdaniels4@comcast.net	Michelle Merkel	Kamron Merkel	8	No	Yes	Yes but I did not get the 8 th grade ovr helper and w	Who is the 8 grade ovr person that can l
10/29/2024 15:00:34	ethanl8098@ispcacyber.(	Mrs.Habbyshaw	Ethan Lane	11	No	Yes	Yes	None you pretty much was very detailed
10/30/2024 11:01:51	workinmeichele@yahoo.(	Tim Berninger	Rubi Kranz	8	No	Yes	?	None
11/17/2024 21:40:56	farrahjess123@gmail.co	Jessica Farrah	Charlette Rodgers	6	No	Yes	Yes	None at this time

Juanita Bennett , Juanita Bennett , John VanDerVort Jr , Jessica Farrah , Tim Berninger , Angela Barricelli , Lauren Streich, Megan Christ, Tanya L Jackson , Krystle Oliveira, Stacey Manlio , NA, No llc, Amber Attell , Michelle Merkel, Mrs.Habbyshaw, Tim Berninger , Jessica Farrah

Agenda

1. Storytime
2. What is LRE?
3. Hearts and Facts
4. Reflecting on LRE



Timestamp	Email Address	Name (First & Last)	I attended the live training.	I did not attend the live training, but I did view the re	What questions do you still have?
4/4/2025 10:32:27	kijones@insightpaschoo	kimberly jones	Yes	N/A	
4/4/2025 10:32:27	haneal@insightpaschool	Haylee Neal	Yes	N/A	
4/4/2025 10:32:27	erharper@insightpascho	Erin Harper	Yes	N/A	none
4/4/2025 10:32:30	vistawinski@insightpasc	Vince Stawinski	Yes	N/A	
4/4/2025 10:32:30	nakluchurosky@insightp	Natalee Kluchurosky	Yes	N/A	
4/4/2025 10:32:31	gipfeiffer@insightpascho	Gillianne Pfeiffer	Yes	N/A	
4/4/2025 10:32:34	krbarone@insightpascho	Krista Barone	Yes	N/A	
4/4/2025 10:32:35	coleaidicker@insightpas	Courtney Leaidicker	Yes	N/A	n/a
4/4/2025 10:32:35	jeschreiner@insightpasc	Jenna Schreiner	Yes	N/A	
4/4/2025 10:32:36	jemercatoris@insightpas	Jenna Mercatoris	Yes	N/A	
4/4/2025 10:32:36	cspeece@ispacyber.net	Caura Speece	Yes	N/A	
4/4/2025 10:32:37	saboyer@insightpaschoo	Sarah Boyer	Yes	N/A	
4/4/2025 10:32:44	bemoore@insightpascho	Bethany Moore	Yes	N/A	
4/4/2025 10:32:45	gajones@insightpaschoo	Gabrielle Jones	Yes	N/A	
4/4/2025 10:32:49	mecichello@insightpasc	Melissa Cichello	Yes	N/A	N/A
4/4/2025 10:32:53	kaamodeo@insightpasch	Kattreena Amodeo	Yes	N/A	N/A
4/4/2025 10:32:56	nicolavecchia@insightpa	Nicole Colavecchia	Yes	N/A	
4/4/2025 10:32:58	kadillon@insightpaschoo	Karla Dillon	Yes	N/A	
4/4/2025 10:33:02	breamer@insightpascho	Brittany Reamer	Yes	N/A	N/A
4/4/2025 10:33:04	kabeadle@insightpascho	Karla Beadle	Yes	N/A	Na
4/4/2025 10:33:05	juhickman@insightpasch	Judy Hickman	Yes	N/A	None
4/4/2025 10:33:05	kimccawley@insightpas	Kiley McCawley	Yes	N/A	
4/4/2025 10:33:08	mepifer@insightpaschoo	Megan Pifer	Yes	N/A	
4/4/2025 10:33:10	nimillard@insightpascho	Nicole Millard	Yes	N/A	na
4/4/2025 10:33:14	limays@insightpaschool	Lisa Mays	Yes	N/A	
4/4/2025 10:33:15	amtingler@insightpasch	Amanda Tingler	Yes	N/A	
4/4/2025 10:33:15	mibotti@insightpaschoo	Michelle Botti	Yes	N/A	

Timestamp	Email Address	Name (First & Last)	I attended the live training.	I did not attend the live training, but I did view the re	What questions do you still have?
4/4/2025 10:33:16	emmiller@insightpascho	Emily Miller	Yes	N/A	
4/4/2025 10:33:24	anbrucker@insightpasch	Anta Brucker	Yes	N/A	no
4/4/2025 10:33:24	jesauers@insightpascho	Jessica Sauers	Yes	N/A	n/a
4/4/2025 10:33:27	dewilhelm@insightpasch	Deanna Wilhelm	Yes	N/A	Great training!
4/4/2025 10:33:33	mejohnson@insightpasc	Megan Johnson	Yes	N/A	
4/4/2025 10:33:33	emrohorchuck@insightp	Emily Prohorchuck	Yes	N/A	
4/4/2025 10:33:37	carussell@insightpascho	Catrina Russell	Yes	N/A	None at this time. Thank you for the trai
4/4/2025 10:33:43	chwiddop@insightpasch	Christen Widdop	Yes	N/A	
4/4/2025 10:33:47	dacummings@insightpa	Danielle Cummings	Yes	N/A	
4/4/2025 10:34:06	shwild@insightpaschool.	Shelly Wild	Yes	N/A	
4/4/2025 10:34:13	brlorenz@insightpascho	Brittney Lorenz	Yes	N/A	None at this time- it was a great training
4/4/2025 10:34:38	lmapstone@ispacyber.ne	Lindsey Mapstone	Yes	N/A	na
4/4/2025 10:34:44	ambuffington@insightpa	Ambra Buffington	Yes	N/A	N/A
4/4/2025 10:34:44	macollins@insightpasch	Macaela Collins	Yes	N/A	
4/4/2025 10:34:45	zograham@insightpasch	Zoe Graham	Yes	N/A	N/A
4/4/2025 10:34:49	dimorian@insightpascho	DeeDee Morian	Yes	N/A	Great Training!
4/4/2025 10:34:50	trmcdonald@insightpasc	Tracy McDonald	Yes	N/A	
4/4/2025 10:34:59	jidunlap@insightpaschoc	Jill Dunlap	Yes	N/A	This was an amazing training!
4/4/2025 10:35:10	jubaumgarner@insightpa	Juli Baumgarner	Yes	N/A	n/a
4/4/2025 10:35:10	meprobst@insightpasch	Missy Probst	Yes	N/A	Nothing at this time
4/4/2025 10:35:33	elgierczynski@insightpa	Elizabeth Gierczynski	Yes	N/A	NA
4/4/2025 10:35:36	kecorneal@insightpasch	Kelly Corneal	Yes	N/A	
4/4/2025 10:35:41	nashifflett@insightpasch	Nancy Shifflett	Yes	N/A	none
4/4/2025 10:36:10	astomaino@insightpascl	Ashley Tomaino	Yes	N/A	None at this time. Awesome training!
4/4/2025 10:36:14	mirabe@insightpaschool	Michelle Rabe	Yes	N/A	I think we should have these collaborati
4/4/2025 10:36:38	laolbryk@insightpaschoc	Lacey Olbryk	Yes	N/A	
4/4/2025 10:37:09	tasaunders@insightpasc	Tara Saunders	Yes	N/A	

Timestamp	Email Address	Name (First & Last)	I attended the live training.	I did not attend the live training, but I did view the re	What questions do you still have?
4/4/2025 10:38:47	alcappetta@insightpascl	Alyssa Cappetta	Yes	N/A	
4/4/2025 10:44:09	cahockman@insightpasc	Carolyn Hockman	Yes	N/A	
4/4/2025 10:46:31	chpanchura@insightpasc	Chelsey Panchura	Yes	N/A	
4/4/2025 10:46:41	stjack@insightpaschool.	Stephanie Jack	Yes	N/A	
4/4/2025 10:53:17	chschell@insightpascho	Charmaine Schell	Yes	N/A	none
4/4/2025 10:59:38	gematos@insightpascho	Genice Matos	Yes	N/A	
4/4/2025 11:03:09	nisilerpastman@insightp	Nicole Siler Pastman	Yes	N/A	None
4/4/2025 11:08:07	erpavlowski@insightpasc	Erika Pavlowski	Yes	N/A	None at this time.
4/4/2025 11:10:28	laharkleroad@insightpas	Lacee Harkleroad	Yes	N/A	na
4/4/2025 11:11:41	doholliii@insightpaschoc	Donald Holl	Yes	N/A	
4/4/2025 11:12:15	ivavery@insightpaschool	Ivy Avery	Yes	N/A	
4/4/2025 11:14:03	tamartin@insightpascho	Tara Martin	Yes	N/A	
4/4/2025 11:16:04	shbrodmerkel@insightpa	Shawna Brodmerkel	Yes	N/A	
4/4/2025 11:24:48	kasmaniotto@insightpas	Kathy Smaniotto	Yes	N/A	
4/4/2025 11:25:34	andominytus@insightpas	Andrea Dominytus	Yes	N/A	
4/4/2025 11:34:22	Jeweimer@insightpasch	Jen Weimer	Yes	N/A	
4/4/2025 11:41:26	sehollingsworth@insight	Seana Hollingsworth	Yes	Yes	I LOVED this topic and think it was so in
4/4/2025 11:53:15	brfox@insightpaschool.c	Brittany Fox	Yes	N/A	n/a
4/4/2025 11:59:36	samalis@insightpaschoc	Sarah Malis	Yes	N/A	NA
4/4/2025 12:44:11	dawenzler@insightpasch	Danielle Wenzler	Yes	N/A	
4/4/2025 13:16:08	crthomas@insightpasch	Crystal Thomas	Yes	N/A	N/A
4/7/2025 10:31:55	rhbrody@insightpaschoc	Rhonda Brody	No	Yes	
4/7/2025 12:40:03	alswantner@insightpasc	Alyssa Swantner	No	Yes	n/a
4/7/2025 13:18:26	haschwendler@insightpa	Hannah Schwendler	No	Yes	I did not watch the entire recording but I
4/7/2025 13:33:30	kbowen@insightpaschoc	Kristina Bowen	Yes	N/A	
4/8/2025 19:14:24	jedautel@insightpaschoc	Jean Dautel	No	Yes	None, this was a fantastic PD series on
4/9/2025 15:01:55	julong@insightpaschool.	Julia Long	No	Yes	none



Today's Agen

- How will AI Change the World?
- AI History
- What can AI do for you?
- Understanding AI Terminology
- Effective Prompting
- AI for Learning Supports
- AI and IEPs
- Cool Tool Rap

Timestamp	Email Address	Name (First & Last)	I attended the live training.	I did not attend the live training, but I did view the re	What questions do you still have?
5/2/2025 10:24:31	jeschreiner@insightpasc	Jenna Schreiner	Yes	N/A	
5/2/2025 10:24:31	kijones@insightpaschoo	Kim Jones	Yes	N/A	
5/2/2025 10:24:39	kadillon@insightpaschoc	Karla Dillon	Yes	N/A	
5/2/2025 10:24:39	gipfeiffer@insightpaschc	Gillianne Pfeiffer	Yes	N/A	
5/2/2025 10:24:39	haneal@insightpaschoo.	Haylee Neal	Yes	N/A	
5/2/2025 10:24:42	amcampbell@insightpas	Amanda Campbell	Yes	N/A	
5/2/2025 10:24:43	erharper@insightpascho	Erin Harper	Yes	N/A	Great PD! Thank you!!
5/2/2025 10:24:47	shbrodmerkel@insightpa	Shawna Brodmerkel	Yes	N/A	Love this! Thank You so much.
5/2/2025 10:24:48	nicolavecchia@insightpa	Nicole Colavecchia	Yes	N/A	
5/2/2025 10:24:49	jemercatoris@insightpas	Jenna Mercatoris	Yes	N/A	
5/2/2025 10:24:51	macollins@insightpasch	Macaela Collins	Yes	N/A	
5/2/2025 10:24:51	cspeece@ispacyber.net	Caura Speece	Yes	N/A	N/a
5/2/2025 10:24:53	coleaidicker@insightpas	Courtney Leaidicker	Yes	N/A	so many....but they will come as I use th
5/2/2025 10:24:56	kaamodeo@insightpascl	Kattreena Amodeo	Yes	N/A	N/A
5/2/2025 10:24:57	nashifflett@insightpasch	Nancy Shifflett	Yes	N/A	none excited to try some of this stuff
5/2/2025 10:24:59	krsalamone@insightpasc	Kristen Salamone	Yes	N/A	none
5/2/2025 10:25:01	bemoore@insightpaschc	Bethany Moore	Yes	N/A	
5/2/2025 10:25:01	kabeadle@insightpaschc	Karla Beadle	Yes	N/A	This is AWESOME!
5/2/2025 10:25:02	alswantner@insightpasc	Alyssa Swantner	Yes	N/A	
5/2/2025 10:25:02	elgierczynski@insightpas	Elizabeth Gierczynski	Yes	N/A	NA
5/2/2025 10:25:04	ambuffington@insightpa	Ambra Buffington	Yes	N/A	
5/2/2025 10:25:04	mibotti@insightpaschoo	Michelle Botti	Yes	N/A	
5/2/2025 10:25:05	laharkleroad@insightpas	Lacee Harkleroad	Yes	N/A	na
5/2/2025 10:25:08	juhickman@insightpascl	Judy Hickman	Yes	N/A	None
5/2/2025 10:25:11	dimorian@insightpascho	DeeDee Morian	Yes	N/A	No, GREAT PD!
5/2/2025 10:25:12	andominytus@insightpas	Andrea Dominytus	Yes	N/A	
5/2/2025 10:25:15	anbrucker@insightpasch	Anta Brucker	Yes	N/A	

Timestamp	Email Address	Name (First & Last)	I attended the live training.	I did not attend the live training, but I did view the re	What questions do you still have?
5/2/2025 10:25:15	mirabe@insightpaschool	Michelle Rabe	Yes	N/A	None
5/2/2025 10:25:15	reperri@insightpaschool.	Renee Perri	Yes	N/A	
5/2/2025 10:25:16	chwiddop@insightpa.org	Christen Widdop	Yes	N/A	
5/2/2025 10:25:18	gematos@insightpascho	Genice Matos	Yes	N/A	n/a
5/2/2025 10:25:18	brlorenz@insightpascho	Brittney Lorenz	Yes	N/A	N/A
5/2/2025 10:25:18	mejohnson@insightpasc	Megan Johnson	Yes	N/A	n/a
5/2/2025 10:25:20	stjack@insightpaschool.	Stephanie Jack	Yes	N/A	none
5/2/2025 10:25:24	saboyer@insightpascho	Sarah Boyer	Yes	N/A	
5/2/2025 10:25:25	lireitz@insightpaschool.c	Lisa Reitz	Yes	N/A	none at this time
5/2/2025 10:25:26	najobe@insightpaschool	Natasha Jobe	Yes	N/A	n/a
5/2/2025 10:25:33	shwild@insightpaschool.	Shelly Wild	Yes	N/A	
5/2/2025 10:25:34	haschwendler@insightpa	Hannah Schwendler	Yes	N/A	NA
5/2/2025 10:25:42	pao'donnell@insightpasc	Trish O'Donnell	Yes	N/A	NA
5/2/2025 10:25:47	doholliii@insightpascho	Donald Holl	Yes	N/A	
5/2/2025 10:25:51	jedautel@insightpascho	Jean Dautel	Yes	N/A	None, this was useful information
5/2/2025 10:26:04	juroycroft@insightpasch	Justin Roycroft	Yes	N/A	No questions, thank you!
5/2/2025 10:26:07	alcappetta@insightpascl	Alyssa Cappetta	Yes	N/A	
5/2/2025 10:26:40	kecorneal@insightpasch	Kelly Corneal	Yes	N/A	
5/2/2025 10:26:45	meprobst@insightpasch	Missy Probst	Yes	N/A	Nothing at this time.
5/2/2025 10:26:46	chglennon@insightpascl	Christan Glennon	Yes	N/A	None at this time
5/2/2025 10:26:52	sehollingsworth@insight	Seana Hollingsworth	Yes	N/A	Just anxiously awaiting that new IEP ap
5/2/2025 10:27:19	liconty@insightpaschool	Lindsay Conty	Yes	N/A	
5/2/2025 10:27:21	julong@insightpaschool.	Julia Long	Yes	N/A	none
5/2/2025 10:27:52	rhbrody@insightpascho	Rhonda Brody	Yes	N/A	none
5/2/2025 10:28:05	rasaul@insightpaschool.	Rachel Saul	Yes	N/A	None, thank you!
5/2/2025 10:28:10	chpanchura@insightpasc	Chelsey Panchura	Yes	N/A	
5/2/2025 10:29:20	emprohorchuck@insight	Emily Prohorchuck	Yes	N/A	

Timestamp	Email Address	Name (First & Last)	I attended the live training.	I did not attend the live training, but I did view the re	What questions do you still have?
5/2/2025 10:29:27	cahockman@insightpasc	Carolyn Hockman	Yes	N/A	Awesome PD!!
5/2/2025 10:29:43	nimillard@insightpascho	Nicole Millard	Yes	N/A	none
5/2/2025 10:30:25	dewilhelm@insightpasch	Deanna Wilhelm	Yes	N/A	Great job Megan and Josh!!
5/2/2025 10:30:25	laolbryk@insightpaschoc	Lacey Olbryk	Yes	N/A	
5/2/2025 10:30:26	brcoxen@insightpaschoc	Brandy Coxen	Yes	N/A	None
5/2/2025 10:31:24	amtingler@insightpasch	Amanda Tingler	Yes	N/A	n/a
5/2/2025 10:33:37	jidunlap@insightpaschoc	Jill Dunlap	Yes	N/A	This was an amazing training !
5/2/2025 10:34:43	brfox@insightpaschool.c	Brittany Fox	Yes	N/A	none
5/2/2025 10:35:50	carussell@insightpascho	Catrina Russell	Yes	N/A	None at this time. Thank you! It was gre
5/2/2025 10:40:47	resube@insightpaschool	Rebecca Sube	Yes	N/A	GREAT PD!
5/2/2025 10:46:35	lmapstone@ispacyber.ne	Lindsey Mapstone	Yes	N/A	na
5/2/2025 10:47:33	frrodriguez@insightpasc	Frayma Rodriguez	Yes	N/A	
5/2/2025 10:54:02	nisilerpastman@insightp	Nicole Siler Pastman	Yes	N/A	None
5/2/2025 10:57:49	dawenzler@insightpasch	Danielle Wenzler	Yes	N/A	Great Presentation!!! Thank you!!
5/2/2025 11:39:16	krbarone@insightpascho	Krista Barone	Yes	N/A	
5/2/2025 11:45:15	mefontana@insightpasc	Melissa Fontana	Yes	N/A	
5/2/2025 11:48:51	jm202@cairn.edu	Jennifer Russell	Yes	N/A	None at this time.
5/2/2025 14:56:32	tamartin@insightpascho	Tara Martin	Yes	N/A	
5/2/2025 14:58:05	zograham@insightpasch	Zoe Graham	Yes	N/A	N/A
5/2/2025 15:20:30	emmiller@insightpascho	Emily Miller	No	Yes	None at this time.
5/4/2025 20:51:54	alspigarelli@insightpasc	Alyssa Spigarelli	Yes	N/A	
5/5/2025 8:02:38	mefontana@insightpasc	Melissa Fontana	Yes	N/A	
5/5/2025 14:02:22	mafederowicz@insightpa	Maggie Federowicz	No	Yes	None. The AI training was great!!

Agenda

- Review of Diamond
- Spectrum of Support
- Giftedness
- Chat It Up

Goal: General Understanding of How New Processes Will Impact Special Education

Timestamp	Email Address	Name (First & Last)	I attended the live training.	I did not attend the live training, but I did view the re	What questions do you still have?
6/6/2025 9:36:30	rhbrody@insightpaschoc	Rhonda Brody	Yes	N/A	
6/6/2025 9:36:36	emprohorchuck@insight	Emily Prohorchuck	Yes	N/A	
6/6/2025 9:36:37	cspeece@ispacyber.net	Caura Speece	Yes	N/A	
6/6/2025 9:36:44	haneal@insightpaschool	Haylee Neal	Yes	N/A	
6/6/2025 9:36:46	jubaumgarner@insightpa	Juli Baumgarner	Yes	N/A	n/a
6/6/2025 9:36:47	nakluchurosky@insightp	Natalee Kluchurosky	Yes	N/A	
6/6/2025 9:36:49	lireitz@insightpaschool.c	Lisa Reitz	Yes	N/A	
6/6/2025 9:36:52	shbrodmerkel@insightpa	Shawna Brodmerkel	Yes	N/A	
6/6/2025 9:36:53	tasaunders@insightpasc	Tara Saunders	Yes	N/A	
6/6/2025 9:36:53	chpanchura@insightpasc	Chelsey Panchura	Yes	N/A	
6/6/2025 9:36:56	mecichello@insightpasc	Melissa Cichello	Yes	N/A	
6/6/2025 9:36:57	krbarone@insightpascho	Krista Barone	Yes	N/A	
6/6/2025 9:36:59	elgierczynski@insightpas	Elizabeth Gierczynski	Yes	N/A	NA
6/6/2025 9:36:59	rasaul@insightpaschool.	Rachel Saul	Yes	N/A	None, thank you!
6/6/2025 9:37:00	coleaidicker@insightpas	Courtney Leaidicker	Yes	N/A	
6/6/2025 9:37:01	dewilhelm@insightpasch	Deanna Wilhelm	Yes	N/A	
6/6/2025 9:37:05	jm202@cairn.edu	Jennifer Russell	Yes	N/A	None
6/6/2025 9:37:05	kabeadle@insightpascho	Karla Beadle	Yes	N/A	NA
6/6/2025 9:37:08	liconty@insightpaschool	Lindsay Conty	Yes	N/A	
6/6/2025 9:37:09	haschwendler@insightpa	Hannah Schwendler	Yes	N/A	
6/6/2025 9:37:09	brreamer@insightpascho	Brittany Reamer	Yes	N/A	None at this time.
6/6/2025 9:37:10	saboyer@insightapascho	Sarah Boyer	Yes	N/A	
6/6/2025 9:37:10	Gipfeiffer@insightpasch	Gillianne Pfeiffer	Yes	N/A	
6/6/2025 9:37:11	jedautel@insightpaschoc	Jean Dautel	Yes	N/A	None at this time
6/6/2025 9:37:14	laolbryk@insightpaschoc	Lacey Olbryk	Yes	N/A	
6/6/2025 9:37:14	samalis@insightpaschoc	Sarah Malis	Yes	N/A	NA
6/6/2025 9:37:14	juhickman@insightpasch	Judy Hickman	Yes	N/A	None at this time. Looking forward to s

Timestamp	Email Address	Name (First & Last)	I attended the live training.	I did not attend the live training, but I did view the re	What questions do you still have?
6/6/2025 9:37:17	reperri@insightpaschool.	Renee Perri	Yes	N/A	
6/6/2025 9:37:18	najobe@insightpaschool	Natasha Jobe	Yes	N/A	n/a
6/6/2025 9:37:20	meprobst@insightpasch	Missy Probst	Yes	N/A	N/A
6/6/2025 9:37:25	carussell@insightpascho	Catrina Russell	Yes	N/A	Nothing at this time. Thank you!
6/6/2025 9:37:27	nashifflett@insightpasch	Nancy Shifflett	Yes	N/A	none
6/6/2025 9:37:34	mirabe@insightpaschool	Michelle Rabe	Yes	N/A	
6/6/2025 9:37:35	laharkleroad@insightpas	Lacee Harkleroad	Yes	N/A	na
6/6/2025 9:37:39	jemercatoris@insightpas	Jenna Mercatoris	Yes	N/A	
6/6/2025 9:37:43	mejohnson@insightpasc	Megan Johnson	Yes	N/A	n/a
6/6/2025 9:37:50	amtingler@insightpasch	Amanda Tingler	Yes	N/A	
6/6/2025 9:37:50	alcappetta@insightpa.or	Alyssa Cappetta	Yes	N/A	
6/6/2025 9:38:08	sehollingsworth@insighp	Seana Hollingsworth	Yes	N/A	none at this time, SUPER EXCITED abou
6/6/2025 9:38:17	andominytus@insightpas	Andrea Dominytus	Yes	N/A	
6/6/2025 9:38:45	dimorian@ispacyber.net	DeeDee Morian	Yes	N/A	Not at this time
6/6/2025 9:38:55	mafederowicz@insightpa	Maggie Federowicz	Yes	N/A	None
6/6/2025 9:40:16	caponterio@insightpascl	Catherine Ponterio	Yes	N/A	none
6/6/2025 9:41:03	kecorneal@insightpasch	Kelly Corneal	Yes	N/A	
6/6/2025 9:41:08	cahockman@insightpasc	Carolyn Hockman	Yes	N/A	
6/6/2025 9:41:11	mefontana@insightpasc	Melissa Fontana	Yes	N/A	
6/6/2025 9:41:26	shwild@insightpaschool.	Shelly Wild	Yes	N/A	
6/6/2025 9:41:30	brfox@insightpaschool.c	Brittany Fox	Yes	N/A	none
6/6/2025 9:41:50	emmiller@insightpascho	Emily Miller	Yes	N/A	None at this time.
6/6/2025 9:44:43	amcampbell@insightpas	Amanda Campbell	Yes	N/A	
6/6/2025 9:45:07	nicolavecchia@insightpa	Nicole Colavecchia	Yes	N/A	n/a
6/6/2025 9:45:19	brdavis@insightpaschoo	Brian Davis	Yes	N/A	I'm curious about the specific supports
6/6/2025 9:46:47	dawenzler@insightpasch	Danielle Wenzler	Yes	N/A	
6/6/2025 9:49:14	alspigarelli@insightpasc	Alyssa Spigarelli	Yes	N/A	

Timestamp	Email Address	Name (First & Last)	I attended the live training.	I did not attend the live training, but I did view the re	What questions do you still have?
6/6/2025 9:50:02	mepifer@insightpaschoc	Megan Pifer	Yes	N/A	
6/6/2025 9:50:21	jeschreiner@insightpasc	Jenna Schreiner	Yes	N/A	
6/6/2025 9:50:25	eupagan@insightpascho	Eufemio Pagan	Yes	N/A	
6/6/2025 9:50:31	astomaino@insightpascl	Ashley Tomaino	Yes	N/A	None at this time
6/6/2025 9:51:18	nimillard@insightpascho	Nicole Millard	Yes	N/A	none
6/6/2025 9:51:29	mibotti@insightpaschoo	Michelle Botti	Yes	N/A	
6/6/2025 9:52:30	erpavlowsi@insightpascl	Erika Pavlowski	Yes	N/A	None at this time
6/6/2025 9:53:05	alswantner@insightpasc	Alyssa Swantner	Yes	N/A	
6/6/2025 9:53:17	pao'donnell@insightpasc	Trish O'Donnell	Yes	N/A	NA
6/6/2025 9:53:20	limapstone@insightpasc	LIndsey Mapstone	Yes	Yes	na
6/6/2025 9:53:44	rhbrody@insightpaschoc	Rhonda Brody	Yes	N/A	
6/6/2025 9:53:59	brlorenz@insightpascho	Brittney Lorenz	Yes	N/A	N/A
6/6/2025 9:54:04	ivavery@insightpaschool	Ivy Avery	Yes	N/A	
6/6/2025 9:54:20	bemoore@insightpascho	Bethany Moore	Yes	N/A	
6/6/2025 9:56:15	gajones@insightpaschoc	Gabrielle Jones	Yes	N/A	
6/6/2025 9:59:44	chwiddop@insightpasch	Christen Widdop	Yes	N/A	who will be the gifted case managers?
6/6/2025 10:02:51	nisilerpastman@insightp	Nicole Siler Pastman	Yes	N/A	N/A
6/6/2025 10:19:35	kasmaniotto@insightpas	Kathy Smaniotto	Yes	N/A	
6/6/2025 10:20:04	gematos@insightpascho	Genice Matos	Yes	N/A	none
6/6/2025 10:21:21	mibotti@insightpaschoo	Michelle Botti	Yes	N/A	
6/6/2025 10:22:06	erharper@insightpascho	Erin Harper	Yes	N/A	None
6/6/2025 10:23:42	jweimer@ispacyber.net	Jen Weimer	Yes	N/A	NA
6/6/2025 10:31:15	crthomas@insightpasch	Crystal Thomas	Yes	N/A	
6/6/2025 10:49:47	stjack@insightpaschool.	Stephanie Jack	Yes	N/A	none
6/6/2025 10:58:13	jm202@cairn.edu	Jennifer Russell	Yes	N/A	None
6/6/2025 11:00:11	brcoxen@insightpaschoc	Brandy Coxen	Yes	N/A	
6/6/2025 11:06:21	vistawinski@insightpasc	Vincent Stawinski	Yes	N/A	

Timestamp	Email Address	Name (First & Last)	I attended the live training.	I did not attend the live training, but I did view the re	What questions do you still have?
6/6/2025 11:50:31	zograham@insightpasch	Zoe Graham	Yes	N/A	N/A
6/6/2025 11:51:06	doholliii@insightpaschoc	Donald Holl	Yes	N/A	
6/6/2025 11:53:08	shbrodmerkel@insightpa	Shawna Brodmerkel	Yes	N/A	
6/6/2025 17:58:03	kijones@insightpaschoo	KIM JONES	Yes	Yes	
6/9/2025 9:24:26	chglennon@insightpasch	Christan Glennon	Yes	N/A	None at this time
6/10/2025 9:25:14	kimccawley@insightpa.o	Kiley McCawley	Yes	N/A	

Agenda

- -The Importance of Knowing the Report
- -Identification Overview
- -Determinations and Recommendations for Support
- -Summary: What I need to know as an LEA
- -Questions and discussion

Timestamp	Email Address	Name (First & Last)	I attended the live training.	I did not attend the live training, but I did view the re	What questions do you still have?
11/12/2024 13:39:54	krsalamone@insightpasc	Kristen Salamone	Yes	N/A	none, super informative!
11/12/2024 13:40:01	saalba@insightpaschool	Samuel Alba	Yes	N/A	n/a
11/12/2024 13:40:04	kadillon@insightpaschoc	Karla Dillon	Yes	N/A	none
11/12/2024 13:40:06	rijones@insightpaschool	DR Rickeya R Jones	Yes	N/A	N/A Thank you Tony, very informative!
11/12/2024 13:40:37	sulabuda@insightpaschc	Susan Labuda	Yes	N/A	
11/12/2024 13:40:46	aldracha@insightpascho	Allison Dracha	Yes	N/A	No questions today. Thank you!
11/12/2024 13:41:39	nisilerpastman@insightp	Nicole Siler Pastman	Yes	N/A	None - the training was very helpful.

RELATED SERVICES

WHAT ARE RELATED SERVICES?

•Developmental, corrective and other supportive services required to assist a student with his/her disability to benefit from special education.



MOST COMMON RELATED SERVICES FOUND IN STUDENT IEP'S

Counseling- Works with student's primarily on mental health needs, daily life stressors, etc.

Instructional Aide- Paraprofessional works with student during class, not 1:1

Occupational Therapy- Group and Individual-works on fine motor, executive functioning and some gross motor.

Speech and Language- Group and Individual- works on pragmatics, articulation, etc.

Social Skills- can be speech based or interpersonal skills based

Social Work- works with student's primarily on engagement, whole family needs

Tutoring- occurs outside of class time, assists with work completion, re-teaching if needed.



CONSENT TO EXCUSE

A consent to excuse needs to be signed by the parent for any RS provider who is unable to attend the IEP meeting.

This excuse should be sent for signature prior to the meeting.

If parent does not sign, declines to sign or does not give verbal consent- the meeting MUST be rescheduled.

If parent gives verbal consent for RS providers to be absent- it must be documented with in both the 'other information section on the cover page of the IEP and IEP section II. Present levels of Functional Performance and meeting may continue

- Each service provider in attendance during meeting should speak to his/her service.
  - Provide input student progress during sessions
  - Any attendance barriers they have experienced
  - Recommended goals for new IEP term
  - Suggestion on frequency for service

SERVICE PROVIDER RESPONSIBILITY DURING MEETING

RELATED SERVICE GRID

B. RELATED SERVICES - List the services that the student needs in order to benefit from his/her special education program.

Service	*Location*	*Frequency*	*Projected Beginning Date*	*Anticipated Duration*
Speech and Language Pathology/Therapy (Ind) - (Ind)	Insight PA	3 time(s) per Week for 30 minutes/session	10/31/2022	10/27/2023

- Service makes sense?
- Locations stats 'Insight PA?'
- Frequency makes sense (please bring attention to frequencies that seem wonky)
- Begin date- 1 day after meeting date?
- End date same as end of IEP?

THINGS TO REMEMBER

If therapist states they recommend dismissal from services, please notify SE supervisor or RS Supervisor.

Therapists will state a student qualifies for ESY because he/she has not attended sessions consistently. Please remind therapist ESY recommendations are based off data only.

Please move conversation away from any inappropriate comments/suggestions a therapist may bring up during meeting. Please notify SE supervisor and myself.

F2F Service Options

F2F Related Service Options are only an option upon supervisor or director suggestion or approval and should not be openly suggested in an IEP meeting.

These are very hard to find and are only recommended when the student is fully engaged and not able to meet with success virtually and/or the students needs are so significant that they cannot meaningfully access the service online.

There is usually a separate revision meeting to discuss addition of these services and the barriers surrounding or leading to them being a need.

Once the team agrees to going this route, the referral is put out, however, virtual services will usually continue until F2F provider(s) are able to be found.

QUESTIONS?

ATTENDANCE FORM

Timestamp	Email Address	Name (First & Last)	I attended the live training.	I did not attend the live training, but I did view the re	What questions do you still have?
11/4/2024 13:31:06	krsalamone@insightpas	Kristen Salamone	Yes	N/A	
11/4/2024 13:31:12	saalba@insightpaschool	Samuel Alba	Yes	N/A	
11/4/2024 13:31:27	rijones@insightpaschool	Dr Rickeya Jones	Yes	N/A	None at this time
11/4/2024 13:31:29	kadillon@insightpaschoc	Karla Dillon	Yes	N/A	none
11/4/2024 13:32:05	aldracha@insightpascho	Allison Dracha	Yes	N/A	No questions today. :D
11/4/2024 13:32:49	sulabuda@insightpasch	Susan Labuda	Yes	N/A	
11/4/2024 13:46:39	asharrow@insightpasch	Ashley Harrow	Yes	N/A	
11/6/2024 16:40:42	rijones@insightpaschool	Dr Rickeya Jones	Yes	N/A	N/A
11/8/2024 12:08:02	sulabuda@insightpasch	Susan Labuda	Yes	N/A	
11/10/2024 16:50:47	nisilerpastman@insightp	Nicole Siler Pastman	No	Yes	None

Agenda

Demographics & Attendees



Present Levels



Trans

IEP Goals



Related Services



Specially D Instruction



Extended School Year



Educational Placement



Q

Timestamp	Email Address	Name (First & Last)	I attended the live training.	I did not attend the live training, but I did view the re	What questions do you still have?
11/6/2024 10:53:24	krsalamone@insightpas	Kristen Salamone	Yes	N/A	none!

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LEA Basics Part One

October 21, 2024

Agenda

- Sp.Ed Leadership Roles
- Role of the LEA
- IEP Meeting Attendees
- Legal Implications
- When to Table a Meeting
- LEA Availability
- Who to Reach Out to for Support
- Questions

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Sp.Ed Academic Leaders

Director

Sarah Ronosky

Assistant Director

Deb Bielawski

Supervisors

- Vince Stawinski(Elementary)
- Mary Bowers (Middle School)
- Macaela Collins(High School)
- Carolyn Hockman (High School)

Compliance Coordinators

- Nicole Siler-Pastman (Elementary)
- Tracy McDonald (Middle School)
- Karla Dillon (High School)
- Jenna Schreiner (High School)

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Sp.Ed Academic Leader Roles

Director/Assistant Director

- Directly oversees all functions of the Student Services Department
- Deb-Elem/MS SE
- Sarah- HS SE
- Please immediately escalate anything mentioned about an advocate or attorney to Sarah.

Supervisor

- Directly oversees and supervises all functions of their specific program(s)
- Should be the first POC for any LEA having a question or needing to escalate a special ed specific issue
- Will escalate to Director of Special Ed. as needed

Compliance Coordinators

- Expert in all processes & procedures
- Assists the supervisors & teachers in compliance pieces day-to-day

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Role of the LEA

What do you see as your role?

Role of the LEA

- Reviews the draft prior to the meeting and emails the special education case manager and/or supervisor with any questions

- Attends all meetings where they are designated as LEA and finds a replacement for themselves when they are unable to attend unexpectedly

- Understands that everything we do in special education is legally bound and must abide by state and federal guidelines & timelines

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Role of LEA

- Ensures all IEP team members, including the parent, have an active role in the IEP team meeting discussion

- Assists in problem solving should a concern or issue arise during the meeting

- Ensure all parts of the IEP are filled in and reviewed throughout the meeting and/or if they're not being reviewed an explanation for why it's not is presented (ex. Transition would not be reviewed unless a student will be 14 in the IEP year)

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Role of LEA

- Ensure any suggestions, programs, SDI are ones that we can truly implement (**if you're unsure, please reach out to the program supervisor)

- Sees the process through after the meeting and beyond ensuring their program/team members understanding the importance of the IEP and supporting special education students

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IEP Meeting Attendees

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Required Attendees

- At minimum, the following attendees must be in attendance in order for the meeting to be held:
  - Parent/Legal Guardian
  - Special Education Teacher
  - General Education Teacher
  - LEA

- IF a teacher has made 3 documented attempts prior to the meeting to invite the parent, you can proceed without the parent, but the remaining team members above MUST be present to continue on

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Additional Attendees

- Related Services providers are always invited to attend, but sometimes unable. So long as the parent consents in writing the meeting can continue on without them

- Transition Coordinators will generally also attend for their assigned caseload of students in MS & HS
  - OVR (Office of Vocational Rehab) will attend at times if parent permission was gained prior and they are available

- Learning Coaches can attend as a guest with the Parent/LG, but do not take the place of Parent or Legal Guardian. They cannot sign documents or make educational decisions

- Any other team members working with the student including, but not limited to: Counselors, LEAP team members, paras, EL Teachers, etc.

****If a parent brings an Attorney or advocate unexpectedly, please immediately halt the meeting and contact Sarah Ronosky. It will likely need to be rescheduled.****

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Attendees

Printed Name	*Role*
John Doe	Student
Mrs. Doe	Grandparent
Ms. Peggy Carter	Lead Education Agency Representative (LEA)
Mrs. Natasha Rominov	Special Education Teacher
Mr. Bruce Banner	General Education Teacher

Mrs. Rominov reviews the signature page during the meeting.

What is wrong with this signature page?

Can the IEP team proceed with the meeting?

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Legal Implications

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Legal Implications

- If it's in the IEP, it needs to be happening
  - If it's not happening, why? Do some digging and see where adjustments need to be made.
- Please do not agree to or speak to adding special programs or changing placements requested by parents or other team members if you are unsure
- Ensure personnel you oversee are supporting, following, and implementing IEPs
- Not following IEPs and/or inadvertently agreeing to programs, modifications, materials, etc. that cannot or should not be provided could lead to legal ramifications for us as a school

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Legal Implications

Your turn...

You log into the IEP meeting. The special education teacher asks everyone to introduce themselves and to share their role. One of the participant's names is not listed on the signature sheet of the IEP. They introduce themselves as Counsel of Mrs. Doe. What should you do?

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When to Table an IEP Meeting

When to Table an IEP Meeting

While we try to avoid canceling or pushing off meetings, there are times when it is necessary:

- The minimum required IEP team members do not show up for the meeting
- Proper attempts to invite the parent have not been made
- The team is unable to work through the meeting due to some sort of disagreement and you are not able to move the meeting forward
- The parent brings along an advocate or attorney/counsel to the meeting
  - **Please notify Sarah Ronosky ASAP in these instances**

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Continuing the Meeting, but Checking back

There may be times when you are unsure of an answer or how to answer a question. If the team is able/willing to move on it is ok to continue on and check back for an answer following the meeting. For example:

- Something with classes/courses is unclear
- Parent refuses a related service or requests on the student doesn't currently qualify for
- Whether or not we have capability to provide a particular material/item
- Issues with therapy times and rescheduling
- Questions for Related Services providers not in attendance
- Checking on specific program offerings the student may additionally benefit from

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Your Turn..

During the IEP meeting, the parent insists that their child does not need counseling services from the school because they see a therapist in private practice. What should you do?

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LEA Availability

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LEA Availability

- LEAs are asked to provide at least one time per day they are available to LEA for their assigned grade band
- LEA meeting times may vary per the grade band schedules so please check with the Special Ed Supervisor for your grade band on when IEP meetings are able to be held
- You should have already received information from your grade band's Special Education Supervisor on where/how to sign up on the LEA calendar
- Once you have accepted for a meeting, it is super helpful if you delete that opening off your calendar so there's no double booking

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LEA Availability

Your turn....

You are scheduled to be an LEA for an IEP meeting and unexpectedly can't make it to the meeting. What do you do?

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LEA Support

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LEA Support Education

Before/During Meeting

- Reach out to the case manager or supervisor with any questions you may have about a student/meeting/IEP draft

During the Meeting

- Reach out to the direct grade band Supervisor if anything comes up that you need guidance on while in the meeting
- If the direct supervisor is out of the office you can reach out to Sarah Ronosky or Deb Bielawski

After the Meeting

- If there's any follow-up needed, please reach out to the direct program supervisor and Cc the case manager

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How can we help?

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Questions

What questions do you have for the special ed team? How can we help?



Please complete this attendance link so we can keep track for our state reporting.

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Notebook Made by SlidesMania

Timestamp	Name (First & Last)	I attended the live training.	I did not attend the live training, but I did view the re	What questions do you still have?
10/21/2024 13:58:37	Samuel Alba	Yes	N/A	
10/21/2024 13:58:43	Karla Dillon	Yes	N/A	None right now
10/21/2024 13:59:13	Kristen Salamone	Yes	N/A	None, thank you!
10/21/2024 13:59:14	Allison Dracha	Yes	N/A	No questions for today, thank you!
10/21/2024 13:59:59	Susan Labuda	Yes	N/A	Checking with grade level supervisors a
10/21/2024 14:02:41	Nicole Siler Pastman	Yes	N/A	None at this time.

DREXEL UNIVERSITY
School of
Education

FIELD PLACEMENT
MEMORANDUM OF UNDERSTANDING

THE TERM of this **AGREEMENT,** entered into by and between Drexel University, hereinafter referenced as the **UNIVERSITY**, and **Insight PA Cyber Charter School**, hereinafter referenced as the **CHARTER,** shall commence on April 1, 2023, and shall continue unless written notice is given by the Charter to the contrary.

WITNESSETH

WHEREAS, the governing board of a charter school may enter into agreements with a college or university approved by the Pennsylvania Department of Education to provide student teaching experience and to provide supervised field experience as may be called for in the requirements of the various authorized credentials for public school service; and

WHEREAS, any such agreement may provide for the payment in money or in services for the services rendered by the charter school of an amount not to exceed the actual cost to the charter school of the services rendered; and

WHEREAS, it has been determined between the parties hereto that the payments to be made to the charter school under this agreement do not exceed the actual cost to the charter school of the services rendered;

NOW, THEREFORE, it is mutually agreed between the parties hereto as follows:

I.

The Charter shall provide teaching experience through observations and student teaching in schools and classes of the Charter for teacher candidates/student interns of the University who possess a valid certificate of clearance and are assigned by the University to schools or classes of the Charter. Such observations and student teaching shall be provided in such schools or classes of the Charter, and under the direct supervision and instruction of such employees of the Charter, as the Charter and the University through their duly authorized representatives may agree upon.

The Charter may, for good cause, refuse to accept for observations and student teaching any teacher candidate/student intern of the University assigned to a placement in the Charter, and upon request of the Charter, made for good cause, the University shall terminate the assignment of any teacher candidate/student intern of the University to observation or student teaching in the Charter.

"Student teaching" as used herein and elsewhere in this agreement means active participation in the duties and functions of classroom teaching or administrative leadership functions under the direct supervision and instruction of employees of the Charter holding valid state-issued educator credentials, other than emergency or intern credentials, authorizing them to serve as classroom teachers or principal/superintendent interns in the schools or classes in which the student teaching is provided.

"Teacher candidate" and "student intern" as used herein and elsewhere in this agreement refers to a currently enrolled Drexel University student who is participating in field experiences, including pre-student teaching and student teaching, or a Principal or Superintendent internship.

II.

During their field experiences, teacher candidates will be participating in a directly linked corresponding course which provides continuous study and discussion. Three evaluators observe the student during these placements:

3141 Chestnut Street
Philadelphia, PA 19104
215-571-4059

1. The ***mentor teacher*** works with the teacher candidate in the classroom and conducts a formative and final evaluation with the PDE 430 form; as required by the Pennsylvania Dept of Education.

2. The ***site director*** (as identified and hired by Drexel University) visits the placement location and completes a minimum of two formal observations depending on the type of assignment. The site director will complete the Drexel University Student Teaching Evaluation Form for each lesson observed. The site director will submit a formative and summative evaluation (PDE 430).

3. The Drexel University ***course instructor*** *(Drexel faculty)* will view two video recordings of the teacher candidate's teaching (stage IV only) and provide constructive feedback. Please note that teacher candidates will adhere to all charter policies with regard to video recording.

III.

There are four stages of field experience of which Stages III and IV include student teaching. Each stage is progressively more intensive and requires the candidate to gradually assume more responsibility. The experiences should take place in collaborative settings across all grade levels to give candidates a flavor for the values, culture, and working styles of learning environments throughout the K-12 system.

Additionally, Drexel University offers three different internships designed for already-certified teachers who are looking to become administrative leaders: the Principal Internship, Superintendent Letter of Eligibility Internship, and the Special Education Leadership Internship.

An assignment of a teacher candidate or student intern of the University to schools or classes of the Charter shall be at the discretion of the University as described below. The start and end dates can be adjusted in order to align with the Charter's academic year calendar.

The University will award the Charter for performance by the Charter of all services required at a rate mutually agreed upon per University quarter term.

STAGE I: OBSERVATION

Candidates are observers in a variety of education and education-related settings (e.g., community organizations, tutoring programs). Programs are expected to design this phase so that candidates observe before formal admission to the teacher education program. Apart from community and after-school programs, there must also be a range of school and classroom experiences (e.g., urban, suburban, rural, high- and low-performing schools) so that candidates have a broad experience and learn as much as possible about K-12 learners and K-12 education philosophy.

STAGE II: EXPLORATION

This stage may be called the "assistant" phase of field experience where the candidate works under a certified teacher's direction with a small group of students. Activities could include tutoring, helping with assignments, and so forth.

STAGE III: PRE-STUDENT TEACHING

In pre-student teaching, candidates work with small groups of students in school or after-school settings under the supervision of a certified teacher. For this phase of field experience, K-12 level candidates will be formally admitted to the education program but will not be in full control of a class.

STAGE IV: STUDENT TEACHING

There is a minimum of 12 weeks of full-time student teaching required including all auxiliary duties normally performed by a teacher. The student teacher must be supervised by faculty with knowledge and experience in the area of certification and a mentor teacher with appropriate professional educator certification (three years satisfactory certified teaching experience on the appropriate certificate and one year certified experience in the specific placement) who is trained by the preparation program faculty. Programs are permitted to provide either a single placement for the duration of the student teaching or a split placement that provides a minimum of six weeks in two different grade bands.

INTERNSHIPS: PRINCIPAL, SUPERINTENDENT LETTER OF ELIGIBILITY, SPECIAL EDUCATION SUPERVISOR

These internships occur across four different quarter terms where each intern will complete 75-150 hours per term for a total of 300-600 hours over the course of a year.

The hours are embedded partly in current job functions such as leadership activities, charter school planned activities, activities generated from courses and log reflections, and meeting with a mentoring administrator. Student interns will keep a log of weekly leadership activities that are implemented by the student intern and the mentoring administrator.

Each student intern is responsible for securing a mentoring administrator with a minimum of three years administrative experience on a state-issued administrative certificate and a minimum of one year in the charter or school where the student intern currently works.

Furthermore, the mentor must have an administrative assignment as a school principal, assistant principal, superintendent, or other office administrative position, as appropriate. Additionally, each student intern has a Drexel University instructor who monitors the student intern's progress during the four-quarter internship experience.

IV.

TEACHER CANDIDATE/STUDENT INTERN QUALIFICATIONS

Each Drexel University teacher candidate or student intern must currently possess a clear federal background check which was conducted by local law enforcement authorities and complete at least three hours of Child Abuse Recognition and Reporting Training, under Pennsylvania Act 126. Furthermore, students completing field experiences or internships in the state of Pennsylvania must also currently possess a Pennsylvania State Criminal Background check and a Pennsylvania Child Abuse History clearance. Any student intern participating in one of the three Internships must also provide proof of an applicable valid state-issued certificate in their area of study.

MENTOR TEACHER/ADMINISTRATOR QUALIFICATIONS

Mentor teachers/administrators must have appropriate professional educator certification (three years satisfactory certified teaching experience on the appropriate certificate and one year certified experience in the specific placement). In addition, they should be open to engaging in mentoring professional development provided by Drexel University.

DREXEL UNIVERSITY School of Education

MENTOR TEACHER/ADMINISTRATOR RESPONSIBILITIES

Stages I/II: Observation/Exploration

1. Communicate with teacher candidate and Field Placement Office to share their expertise as appropriate.
2. Allow the teacher candidate to actively observe classroom instruction and collaborates in completing all attendant requirements prior to hosting.
3. Co-plan and co-teach lessons with the teacher candidate as necessary.
4. Sign the candidate's observation log indicating that they have observed the class for the number of hours reported.
5. Provide ongoing actionable feedback verbally throughout the experience.
6. Complete final, informal evaluation of the teacher candidate, identifying overall strengths and providing suggestions for the future.

Stage III: Pre-Student Teaching

1. Complete the Mentor Teacher Application prior to hosting.
2. Attend a Mentor Teacher Orientation prior to or at the beginning of the field experience.
3. Allow the teacher candidate to actively observe classroom instruction and teach 4-8 small group and/or whole class lessons during the placement.
4. Sign the candidate's observation log indicating that they have observed the class for the number of hours recorded.
5. Provide ongoing actionable feedback both verbally and in writing throughout the experience.
6. Complete a final evaluation of the teacher candidate, identifying overall strengths and providing suggestions for the future.
7. Communicate with the Site Director throughout the duration of the placement.
8. Communicate with Drexel University instructor as needed throughout the duration of the placement.

Stage IV: Student Teaching

1. Complete the Mentor Teacher Application prior to hosting.
2. Review the full-time student teaching or residency student teaching handbook.
3. Attend a Mentor Teacher Orientation prior to or at the beginning of the field experience.
4. Be willing to allow the teacher candidate to gradually assume the majority of the responsibilities of the classroom.
5. Complete two formal evaluations according to the four domains of the Danielson's Framework, identifying overall strengths and providing suggestions for the future.
6. Provide daily actionable feedback to the candidate both verbally and in writing throughout the experience.
7. Communicate with the Site Director throughout the duration of the placement.
8. Communicate with Drexel University instructor throughout the duration of the placement.

Principal/Superintendent/Special Education Supervisor Internship

1. Complete the Mentoring Administrator Application each term.
2. Assist the student intern with the Intern Goal Form.
3. Review each of the applicable documents: Internship Handbook, Evaluation/Feedback Form and Internship Schedule.
4. Suggest internship activities.
5. Meet with the student intern weekly, or as needed, for mentoring, feedback, and reflection.
6. If possible, participate in a Live Classroom with other mentoring administrators each term; an invitation will be sent from the Drexel University instructor with information on the time/day and how to participate.

7. Evaluate and provide feedback to the student intern on the Evaluation/Feedback Form at the end of each term.
8. Provide feedback to the Drexel University course instructor during and after each term.

SITE DIRECTOR QUALIFICATIONS

Site directors must be previously certified teachers with at least three years of teaching experience preferably in an area closely related to the certification area sought by the teacher candidate. In addition, the site director should have expertise and experience in staff development, mentoring, and supervising other teachers.

SITE DIRECTOR RESPONSIBILITIES

1. Clearly communicate program goals and objectives to mentor teachers, building administrators, and charter administrators.
2. Clearly communicate goals, objectives, and policies to teacher candidates.
3. Clearly communicate timelines for required observations, presentations, and the like to teacher candidates and mentor teachers.
4. Effectively coordinate additional learning opportunities for teacher candidates.
5. Observe and supervise teacher candidates during their experience, providing student teaching assessment and documentation (PDE 430).
6. Conduct conferences with teacher candidates and mentor teachers on a regular basis.
7. Work effectively one-on-one to answer questions about individual teacher candidates and Drexel goals and objectives.

VII.

Notwithstanding anything herein contained to the contrary, this agreement may be terminated and the provisions of this agreement may be altered, changed, or amended, by mutual consent of the parties hereto.

If you have any questions regarding any area of this letter, I would be happy to discuss how the School of Education can accommodate Insight PA Cyber Charter School policies and procedures. I can be reached via phone: (215) 895-1865 or via email: spr37@drexel.edu.

If you find this contract agreeable, the following signatures hereby indicate the approval of this contract:

Drexel University

Sarah P. Ulrich, Ed.D.
Associate Dean, Teacher Education
School of Education

Insight PA Cyber Charter School

By: _____ 03/31/2023_____
Signature *Date*

_____*Beth Jones*
Printed Name

_____*COO/Interim CFO*
Title

MEMORANDUM OF UNDERSTANDING
between
Jobs for America's Graduates Pennsylvania (JAG PA) AND
Insight PA Cyber Charter School, Exton, PA.

WHEREAS, this Memorandum of Understanding, entered into between JAG PA and Insight PA Cyber Charter School outlines the elements of a partnership to successfully implement and sustain JAG In-School Program Models (Multi-Year).

WHEREAS, JAG is financed using corporate and foundation contributions and participating in-kind contributions. JAG creates business, industry and education partnerships committed to achieving the mission of JAG to ensure that at-risk high school students remain in high school, attain employability skills through classroom and work-based learning experiences during high school, graduate and receive twelve (12) months of follow-up services by the JAG Specialist. In the follow-up period, JAG participants successfully transition into a career and/or pursue a postsecondary education to enhance career entry and advancement.

WHEREAS, the JAG Program is based on the JAG Model, the In-School Program Model serves high school students during one or more years in high school (grades 9 through 12) and for an additional twelve (12) months of post-graduation follow-up services.

WHEREAS, the five (5) primary performance goals of the JAG Model in serving students are results-oriented and measurable at the conclusion of the 12-month follow-up period:

- a 90% graduation/GED rate;
- an 80% overall success rate at the end of twelve (12) months after graduation, with participants either employed in a job leading to a career, in the military, or enrolled in a postsecondary education or training, or a combination of work and postsecondary education;
- 60% of graduates are employed;
- 60% of employed graduates are in full-time jobs leading to careers; and
- 80% of the graduates are employed full-time and/or are combining work and school.

The process goals are measurable in grades 11-12:

- daily recording of information and data using JAGFORCE to assure accuracy;
- reduction in the number of absences compared to prior year;
- improvement in GPA compared to prior year;
- reduction in the number of suspensions and expulsions compared to prior year;
- reduction in disciplinary actions;
- participation in the student-led Career Association;
- achieve gain scores in comparing JAG knowledge pre-tests and post-tests;
- involvement in no less than ten (10) hours of community service per month;
- enrollment in summer school to overcome any deficiencies;
- a return to school rate of 80% (as measured in September of each year);
- reduction in the number of barriers while enrolled in the Multi-Year Program;
- achieve the minimal number of contact hours per school year; and,
- satisfactory scores on any high stakes tests.

WHEREAS, the Electronic National Data Management System (JAGFORCE) provides tracking of students served, services delivered, and outcomes achieved. Statewide and school performance outcomes are used in JAG's National Accreditation Process. Jobs for America's Graduates Organization and JAG Local Affiliates must receive standard accreditation to remain in good

WHEREAS, the responsibilities of the state organization, **Jobs for America's Graduates Pennsylvania** include:

1. Establish a Jobs for America's Graduates, Inc. (JAG) accredited In-School Program Model through a mutually beneficial partnership between JAG PA and Insight PA Cyber Charter School committed to achieving the performance goals previously stated.

2. Maintain an active, involved oversight body to provide leadership in the implementation, operation and continuous improvement of programs in Pennsylvania which satisfy the accreditation standards of the JAG Program Model.

3. Develop a positive working relationship within local communities, including employers, high schools, postsecondary or technical schools, and community service organizations for the purpose of promoting and establishing local JAG accredited programs in accordance with the JAG Program Model.

4. Provide technical assistance and training to the JAG Specialists and other key staff of the participating schools on the successful implementation and operation of JAG accredited programs.

5. Provide access to electronic JAG Model Books (including a SPECIALIST HANDBOOK, CAREER ASSOCIATION HANDBOOK, and NATIONAL CURRICULUM MODULES) and other program materials, publications and national communications to the participating schools.

6. Provide staff development experiences for the JAG Specialists to assure understanding of the JAG Model and the In-School Program Models. Share best practices through planned local and state staff development activities and by attending the annual JAG National Training Seminar and NTS Workshops held annually in July.

7. Provide staff support and conduct periodic school quality assurance reviews and consulting visits to give encouragement, support, and feedback to the Specialists. Provide a periodic review of documentation required of a JAG accredited program committed to tracking students, services, and outcomes throughout one to four years and 12-month follow-up period. Every 1-2 years, JAG will conduct a site review and prepare an accreditation report for review by the JAG oversight body, funding sources, management team and participating schools and Specialists.

8. Sponsor the annual JAG PA State Student Leadership Conference and the JAG PA Career Development Conference, utilizing input from students, Specialists and members of the JAG-PA oversight body.

9. Conduct periodic school visits and reviews and assist JAG in its accreditation process to ensure conformity with the performance standards as promulgated by JAG PA and JAG.

WHEREAS, the responsibilities **Insight Cyber PA Charter School** include:

1. Employ a full-time, mutually acceptable, teacher qualified to fulfill the responsibilities of the JAG Specialist. The JAG Specialist takes personal responsibility for students with a goal of no less than 35 and no more than 60 students who are most at-risk of leaving school before graduation and/or becoming unemployed or underemployed after graduation.

2. Pay a program fee of $7,000.00 to JAG PA for the implementation of the JAG program which will provide: 2 in-state conferences annually, training for the JAG Specialist, bi-monthly team meetings, monthly check-in, data monitoring, oversite to ensure fidelity to the JAG model and other technical assistance. The total amount of $7,000.00 may be invoiced upon receipt of signed contract.

3. Provide funding and support necessary to make this program successful. Provide direct or in-kind contributions such as contribute support services including the use of appropriate classroom space, furnished office space, computer with internet connectivity, utilities, telephone, fax machine, printer, copier, etc.

4. Provide the JAG Model Program in a regularly scheduled class or classes for credit. Follow-up services will be provided to each graduate including employer marketing, job development and placement services for twelve (12) months post-graduation. Non-graduates will receive follow-up services that will result in completion of requirements for a high school diploma or a GED certificate.

5. Assume the cost of the annual National Training Seminar (NTS) which takes place in July each year. This conference brings together JAG Specialists from across the country to share best practices, receive additional training on JAG model components, develop pedagogical skills around Project Based Learning. The conference has been held in New Orleans, Orlando and Las Vegas in prior years. Costs for the week for transportation, registration, meals and lodging are typically less than $2,500.00 per person. **NTS is mandatory for JAG Specialist.**

6. Establish an in-school Advisory Committee to assist the JAG Specialist in recruiting, screening and selecting students most in need of services delivered in In-School Program Models (Senior Year and/or Multi-Year).and provide on-going support for students and the JAG PA program.

   At a minimum, the committee will include one representative from administration, counseling staff, the faculty and the JAG Specialist. Ideally, a business representative would also be on the committee. The Advisory Committee and Specialist are mutually responsible for recruiting, screening and selecting students who satisfy JAG criteria to receive the in-school and follow-up services of the program.

7. Provide scheduled time access to students during the school year as well as cumulative records for the purpose of identifying, screening, selecting and enrolling qualified students in the JAG Model accredited program.

8. Provide for the scheduling of students and adequate contact time.

9. Provide release time and transportation for students and JAG Specialist to attend two in-state conferences on an annual basis (fall Student Leadership program and spring Career Development Conference). These activities are an integral part of the JAG model and mandatory.

10. Provide release time for JAG Specialist to attend bi-monthly team meetings in Jenkintown, Pa. These meetings are mandatory for JAG Specialists.

11. Provide mileage reimbursement for JAG Specialists to attend the 2-day in-state training (typically in August).

12. Provide classroom space for specialist-led competency-based instruction and appropriate facilities for the student-led Career Association activities. The school will also provide the use of other school facilities and equipment necessary to deliver the services of a JAG Model accredited program.

13. Provide for the coordination of the JAG program and Career Association with other school programs and services where appropriate.

14. In order to enhance to total JAG experience, it **highly recommended** for students to attend to JAG PA Student Leadership and Career Development Conferences held in at Arcadia University and the National Student Leadership Academy in Washington DC and National Career Development Conference in Salt Lake City Utah 2026. Provide transportation, lodging and registration cost for students to attend these events.

15. Support JAGs efforts to involve parents, family, employers, and community to meet the needs of JAG students that will keep them in school through graduation and ensure full cooperation and participation during the post-graduation follow-up period.

16. Work with JAG PA to provide assistance to achieve full compliance to the JAG Program Model standards.

17. Provide **mandatory** release time for the JAG Specialist to perform off campus employer marketing, job development, and placement responsibilities. Active face-to-face contacts with employers are essential to a successful In-School Program Models. The school will also facilitate attendance at mandatory staff and student's meetings, the annual JAG National Training Seminar and Pre-NTS Workshops, National Student Leadership Conference and National Career Development Conference. Make transportation available (or reimbursement for travel) to the Specialist for mandatory attendance at staff meetings, training and off-campus employer marketing, job development and placement activities.

18. Provide adequate school-based supervision to ensure that the JAG Specialists fulfill the responsibilities of this Memorandum of Understanding and achieve the performance standards of the JAG Program Model and requirements of any funding sources.

19. Provide feedback to JAG that will result in the continuous improvement of the program to maintain accreditation by Jobs for America's Graduates.

WHEREAS, the responsibilities of **Jobs for America's Graduates** (JAG) include:

1. Provide technical assistance and training to the JAG State Director upon request.

2. Provide full access to copyrighted JAG model books and curriculum modules, operational guides, administrative manuals, Electronic National Data Management System (JAGFORCE), etc. Network members can access electronic files of all JAG documents through the Private

Documentation System behind the firewall at the JAG web site— www.jag.org.

3. Provide JAG Specialists with staff development opportunities through attendance at the annual JAG National Training Seminar and Pre-NTS Workshops at a reasonable registration fee.

4. Assist the JAG PA management team and JAG Specialists with full implementation of JAG's Electronic National Data Management System (JAGFORCE) designed to track students, services and outcomes for the purpose of determining the effectiveness of the program based on specific performance standards. JAG State Organizations and JAG PA Local Affiliates have access to the JAGFORCE Database that produces management information for decision-making and program and staff evaluation purposes.

5. Conduct accreditation of the JAG PA State Organization to ensure conformity with process and performance standards as promulgated by JAG.

6. Make available the protected trademark, "Jobs for America's Graduates," and associated emblem and copyrighted materials directly related to and limited to the periods in which the program is delivered in a manner consistent with the mission and goals of the JAG Program Model and terms of this Memorandum of Understanding.

PARTNERSHIP COMMITMENT

This Memorandum of Understanding is for the 2025-2028 school year.

The partners mutually agree that the JAG Model program will operate within the principles, policies, procedures and JAG standards as outlined in this document and agreed to by the participating school, JAG-PA and Jobs for America's Graduates.

It is a mutually agreed that efforts will be made to continue the JAG accredited program in subsequent school years based on:

- the availability of funding
- an adequate number of students to make the program cost-effective
- attainment of JAG Model performance goals
- mutual satisfaction with the program based on this Memorandum of Understanding.

In agreement with the provisions of the Memorandum of Understanding, the partners affix their signatures in the spaces provided.

Insight PA Cyber Charter School

Kimberly Pelcin Director of Business Operations **Date:** 6/10/2024

CEO/Principal

Jobs for America's Graduates of Pennsylvania **Date:** 6/11/2025

Dr. Ruth B. Patterson

President/CEO



Insight PA Cyber Charter School

Advanced Manufacturing Pre-Apprenticeship

Agreement for Training Services

Proposal Date:
12-13-2024

Submitted to:
Audra Mazzante
Director of Career Education
570-337-8773
amazzante@insightpa.org

Submitted by:
Ross Berger
MIDAS+ Grant Manager
570-327-4775
rab33@pct.edu

Pennsylvania College of Technology
A Penn State Affiliate

One College Avenue
Williamsport, PA 17701
570-327-4775
wdce.pct.edu

Pennsylvania College of Technology *has a long history of addressing skills gaps through customized contract and consortia-based training solutions, and public workshops.*

Workforce Development *extends the resources of Pennsylvania College of Technology to organizations and individuals across Pennsylvania, nationally, and internationally. Specialties include Apprenticeships, Business and Leadership, Industrial and Plastics, Healthcare, Computer, and Energy.*

Introduction

Workforce Development at Pennsylvania College of Technology (hereafter referred to as College) agrees to provide services as outlined in this Agreement for Insight PA Cyber Charter School (hereafter referred to as Client).

Training Description

Using a combination of self-guided online modules and instructor-led labs augmented when possible by a curriculum delivered by the Client, College will provide training aligned to standards developed by the Society of Manufacturing Engineers and approved by the State of Pennsylvania for the College's Advanced Manufacturing Pre-Apprenticeship Program.

Objectives

This program is designed to introduce the foundational concepts of advanced manufacturing. Pre-Apprentices will receive instruction in the competencies required to attain a Certified Manufacturing Associate (CMfgA) certification. Pre-Apprentices will also be provided networking opportunities with companies engaged in apprenticeship programs.

Program Outline

Certified Manufacturing Associate Body of Knowledge – *Program Content Aligned to Certified Manufacturing Associate from The Society of Manufacturing Engineers.*

Instructional and Lab Days:

1 Day – Program Orientation (Virtual)
3 Days – Lab days reinforcing key concepts (In Person)
2 Days per Month - Instructional Sessions (Virtual)
1 Day – CMfgA Review and final assessment (Virtual)
1 Day – "Industry Day" Career Fair (In Person)

Client Responsibilities

- Identify a single point of contact
- Recruit and register student participants
- Assure adherence to the recommended schedule of learning and activities
- Provide transportation to/from Penn College for on-campus days
- Provide an adult chaperone for on-campus days
- Additional program responsibilities see Appendix A – AMP Guidelines for Engagement

U.S. Department of Labor (US DOL) Apprenticeships Building America (ABA2) Grant (project name: MIDAS+)

AMP is funded, in part, through a US DOL ABA2 Grant that focuses on the expansion of pre-apprenticeship and apprenticeship opportunities for high school students, females, individuals from underrepresented and underserved populations, and justice-impacted individuals.

As a participant in the AMP program, Client agrees that student registration information and program participation data may be used for reporting MIDAS+ Grant performance measures.

Client agrees to participate in AMP program activities that meet the objectives and goals of the MIDAS+ grant project, including:

- provide program participants (students) with knowledge about alternative paths to successful careers that include pre-apprenticeship and apprenticeship training programs;
- collaborate with the College in engaging students with local employers who may offer apprenticeship training through career exploration activities such as Industry Day, industry tours, job shadowing, internships, and/or classroom speakers; and
- participate in the College's efforts to continuously improve connections between education, industry, and workforce development intermediaries to create a highly functioning apprenticeship career path through program evaluation activities such as advisory councils, program surveys, and data collection.

Program Information

Date(s)	January 24, 2025 to May 9, 2025
Schedule	Program Length: Approx 4 Months Lab and Instructional Class Schedule - TBD
Registration	Registration closes: January 17, 2025 Schools may register any number of students up to 20.
Location	**Location for on-site activities:** Pennsylvania College of Technology Center for Business and Workforce Development 1127 W. Fourth Street Williamsport, PA **Additional sites for lab sessions may be identified depending on the size of the participant cohort.**

Program Fees

Grant funds provided by the U.S. Department of Labor and PA Department of Community and Economic Development (DCED) have been awarded to Pennsylvania College of Technology Workforce Development for the development, marketing, materials, delivery, and general administration of the Advanced Manufacturing Pre-apprenticeship Program.

While these funds are available, there is no cost to the partner school for students to participate in the AMP program for the 2024-25 program year.

Transportation: Expenses related to transportation to on-site activities (lab sessions, Industry Day, etc.) are the responsibility of the School or Student.

Guidelines for Participation

See Appendix A

Terms

Responsibility. The College will provide the Client with a quality instructor and educational services designed to match the requirements of the activity. Overall coordination of the service outlined will be the joint responsibility of the Client and the College. Client agrees that all accessibility needs will be disclosed to College for consideration upon registration of students.

Cancellation Policy. Client may cancel a reservation of a seat up to the start of the program: 1/24/2025. Client may withdraw a student from the program after the start of the program at no financial penalty to the Client.

Intellectual Property Rights. Copyright and intellectual property rights in materials produced or developed by the College in the performance of this Agreement shall be owned by the College. The Client shall be deemed to possess an implied license for use of these rights solely for the purposes of this Agreement.

Indemnification. Each Party agrees to indemnify and hold harmless the other Party and its officers, directors, and employees from and against any and all damages, liabilities, obligations, losses, deficiency actions, costs (including reasonable attorney's fees and costs), demands, suits, judgments, or assessments arising out of the performance of this Agreement.

Entire Agreement, Amendment, and Acceptance. This document constitutes the entire Agreement between the parties and supersedes any prior oral or written discussions, negotiations, or agreements pertaining to the services described herein. Any changes or modifications to this Agreement must be in writing and executed by authorized agents of the College and Client to ensure they are addressed by the College.

Signatures. Signatures, as provided below, constitute acceptance of all terms and conditions as stated herein.

PENNSYLVANIA COLLEGE OF TECHNOLOGY

Signed By _____

Date 3/11/25

Alison Diehl
Vice President, Workforce Development
570-327-4775
adiehl@pct.edu

INSIGHT PA CYBER CHARTER SCHOOL

Signed By Kimberly Pelcin Director of Business Operations

Date 3/11/2025

Eileen Cannistraci
Chief Executive Officer
570-337-8773
eicannistraci@insightpaschool.org

Please sign and return. A fully executed Agreement will be sent to you for your records.

Appendix A

Guidelines for Engagement

Point of Contact: Partner school will identify a single point of contact (POC) who will manage any administrative processes and procedures at the partner site and communicate with parents and students on behalf the Penn College Advanced Manufacturing Pre-apprenticeship Program.

Should the point of contact leave his/her position (either temporarily or permanently), the partner school will identify a new point of contact and notify Penn College Workforce Development.

Student Accommodations: Students with documented educational needs will be provided reasonable accommodations during assessment and online learning. Partner schools may provide those accommodations in compliance with a student I.E.P. Accommodations needed while the student participates in program activities on campus may be arranged through the Penn College Office of Disability & Access Resources.

On-Campus Visits:

Transportation: Partner school will arrange, provide, and absorb the cost of transportation for students attending Penn College - or other designated facilities - for on-campus days throughout the program.

Chaperones: Partner school will provide an adult chaperone to accompany students to on-campus activities connected with this program. Chaperones are expected to stay with students at all times throughout the visit to campus or other designated facilities.

Student Behavior: Pre-apprenticeship participants are expected to maintain a code of conduct in alignment with both their home school policy, as well as that of Pennsylvania College of Technology while participating in program activities on-campus or at other designated facilities.

Program Promotion: Partner school will include the program description for the Advanced Manufacturing Pre-apprenticeship Program in student scheduling materials and identify the Program as being provided through Pennsylvania College of Technology.

Program Orientation:

Student Onboarding and Orientation: Penn College Workforce Development will provide onboarding materials, including appropriate release forms to students officially registered in the AMP Program. Students will be required to participate in an orientation session on the first day of the program that includes program overview, expectations, and training on online learning tool (Tooling U).

Point of Contact/Teacher Orientation: Penn College Workforce Development will provide an orientation session to partner schools' point of contact and/or teacher of record for the AMP Program including program overview, expectations, and training on the online learning management system (Tooling U).

Student Assessment: Student pre-apprentices in the AMP program will be eligible to take the credential assessment for the Certified Manufacturing Associate under the following conditions:

1) The pre-apprentice has completed all Tooling U modules with evidence of sufficient competency, and
2) The pre-apprentice has participated in at least one in-person lab session.

Student Withdrawal from AMP Program: A student may withdraw from the AMP program without penalty to the partner school. Efforts should be made to counsel the student on his/her reason for withdrawal. The partner school point of contact should notify Penn College Workforce Development of any student withdrawals.

Partner schools may not substitute a student in the AMP program without notifying Penn College Workforce Development.

Student Eligibility: Due to the technical nature of the coursework, it is recommended that selected students have completed Algebra I and attained at least a 9th-grade reading level. Partner schools may add eligibility requirements for the pre-apprenticeship program separate from these recommended qualifications.

Program Attendance: Pre-apprenticeship participants (students) are strongly encouraged to attend ALL on-campus – or other designated location - activities, as these are planned to enhance the student's exploration of the manufacturing industry and increase their success in earning the industry credential. Partner school's point of contact should report any excused absence of a pre-apprenticeship participant to Penn College Workforce Development staff on the day of the absence.

FERPA

As part of the pre-apprenticeship partnership, Penn College Workforce Development and partner schools may share education records of students enrolled in the Program to fulfill the underlying purposes of this program and in compliance with the requirements of the Family Educational Rights and Privacy Act (FERPA).

Such FERPA compliance shall include, but not be limited to

- Appropriate notifications to the students and/or their parents that education records are being shared in compliance with 34 C.F. R. § 99.34; and
- Penn College and partner schools are not disclosing any education records either receives from each other to a third party without complying with 35 C.F.R. § 99.33.

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AFFILIATION AGREEMENT CONCERNING PLACEMENT OF SAINT JOSEPH'S UNIVERSITY STUDENTS

This Agreement is entered into by and between Insight PA Cyber Charter School (the "District") with an address of 350 Eagleview Blvd. #350, Exton PA 19341and Saint Joseph's University ("SJU") with an address of 5600 City Avenue, Philadelphia, PA 19131, and sets out the respective rights and responsibilities of the School and SJU with regard to any SJU student who is assigned as a student teacher, practicum student or participant, as those terms are defined below, in the School.

1. **Definitions.**

   a. "Student Teacher" shall mean a student enrolled at and assigned by SJU to teach in the District, as part of his/her preparation for entering the teaching profession.

   b. "Practicum Student" shall mean a student enrolled at and assigned by SJU to teach for a practicum assignment in the District as part of the requirements for an endorsement, certificate, or minor added to the basic license being sought.

   c. "Participant" shall mean a student enrolled, usually at the pre-student teaching level, at and assigned by SJU for field experiences in the District involving a less-than-full responsibility for instruction or instruction-related activities. Terms such as observer, tutor, teacher aide, teaching assistant, etc., characterize various types of Participants.

   d. "Supervising Teacher" shall mean a teacher in the District to whom the Student Teacher or Practicum Student is assigned and who directs the work or the activity of the student while he/she is in the District. Only teachers who hold the Professional or Proficient License or its equivalent, and who have had at least three years successful teaching experience and/or the recommendation of a building level administrator are eligible to serve as Supervising Teachers.

   e. "Cooperating Teacher" shall mean a teacher in the District to whom a Participant or group of Participants is assigned for pre-student teaching experiences. The District and SJU may mutually agree that a teacher who does not hold the Professional or Proficient License or its equivalent may serve as a Cooperating Teacher.

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f. "University Supervisor" or "Special Area Supervisor" or "Course Instructor" shall mean the SJU employee who is in charge of the course of study or specific experience for which the student is assigned to the District.

g. "District Placement Coordinator" shall mean the identified District employee who is in charge of coordinating, and approving, all student assignments within the District.

2. **Term**

The Agreement shall terminate two (2) years after October 13, 2023, unless otherwise terminated in accordance with the terms of this Agreement.

3. **Placement of Student Teachers, Practicum Students, and Participants.**

a. The placement process shall be a cooperative venture involving both SJU and the District.

b. SJU will direct all communications to the District Placement Coordinator. SJU shall initiate the placement of a Student Teacher or Practicum Student filing an application for each proposed assignment setting out the background of the student and the type of assignment appropriate. The request will be sent to the District Placement Coordinator, exclusively. The request may be accompanied by suggested names of teachers of the District, who would be recommended by SJU as a Supervising Teacher. The final assignment of Student Teachers and Practicum Students shall be made by the District after consultation with the Supervising Teacher and Principal under whom the assignment will be completed.

c. SJU may request placement of Participants for either an individual student or a group of students. The request will identify the particular student, or a composite description of the group of students to be placed in terms of background, the type of assignment requested, objectives of the assignment, and activities suggested as appropriate to the requested assignment.

4. **Representatives.**

Each party shall provide timely notice to the other party as to the name, mailing and email address, and telephone number of the representatives of each in connection with this Agreement.

5. **Calendar.**

Student Teachers and/or Practicum Students will follow the calendar of the District and the daily schedule of the individual school in which the experience is taking place. Any proposed deviation by Student Teachers, Practicum Students or Participants must be approved in advance by the Supervising Teacher, the Principal (if applicable), and SJU.

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6. **Professional Standards.**

Student Teachers, Practicum Students, and Participants will be advised that they are required to conform to standards of professional decorum that are consonant with prevailing standards in the school community and the education profession as a condition of the placement and its continuation.

7. **Criminal Background Checks.**

SJU shall complete and attest to the District as to a satisfactory criminal background check for all students requesting placement in the District *prior* to request for placement. SJU will make available this documentation, to the District, upon request.

8. **Non-Discrimination.**

Neither party shall discriminate in the choice of schools, Supervising or Cooperating Teachers, or Student Teachers, Practicum Students, or Participants on the basis of race, religion, color, national origin, age, gender, sexual orientation, or disability.

9. **Student Teacher, Practicum Student, and Participant Supervision.**

Students shall be subject to the rules and regulations of the District and under the direction and control of the Supervising or Cooperating Teacher, Principal, and other administrative personnel while they are on the premises of the District or acting *in behalf* of the District in locations other than the premises. The following points have specific reference to the various types of supervisory responsibility:

a. The Supervising Teacher may leave the classroom with the Student Teacher or Practicum Student in charge of the class, but the Supervising Teacher shall, at all times, retain the responsibility for control of the class and the program of instruction.

b. The Cooperating Teacher shall not leave the classroom with the Participant Student in charge of the class.

c. Students who are not licensed shall not be used as a substitute for their Supervising or Cooperating Teacher or for any other licensed personnel. Planned exceptions to this item may be considered and authorized by the respective designated administrative personnel of the District and SJU.

d. Students, with the exception of certain licensed interns, may not be compensated for any responsibilities that constitute all or a part of the required field experiences program.

e. Supervising and Cooperating Teachers shall file such reports as are prescribed by SJU.

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f. University Supervisor or other designated representative of SJU shall have access, at all reasonable times, to visit the classroom(s) to which the student is assigned for the purpose of observation and supervision, upon approval of, and at the discretion of the District in coordination with the Principal.

g. In the event that the school to which a student is assigned is subject to jurisdictional dispute between a teacher association and the District, the student will occupy a position of neutrality which means:

1. The student will immediately report any such dispute to his/her University Supervisor or Course Instructor and be guided by his/her instructions.

2. The student will not report to the assigned school until such time as directed by the University Supervisor or Course Instructor.

3. The student will not by any overt action render support to either party to the dispute.

10. **Termination or Change of Assignments and Projects.**

Either the District or SJU may, at any time, change or terminate the assignment of any Student Teacher, Practicum Student, or Participant or any cooperatively developed project which involves field experience students. However, before either change or termination, all parties shall make reasonable efforts to consult with each other.

11. **Status of Student Teachers, Practicum Students, and Participants.**

a. The parties acknowledge and agree that students are not the employees or agents of either SJU nor the District.

b. The District retains primary responsibility for the educational experience of its pupils and for the orderly conduct of its school. Student Teacher, Practicum Students, and Participants shall be under the direction and control of the District as represented by the Supervising or Cooperating Teacher, Principal, and other administrative personnel while they are on the premises of the District or acting on behalf of the District in locations other than the premises.

12. **Termination.**

This Agreement may be terminated either by the District or SJU by giving the other party thirty (30) days prior written notice; provided, however, that any student Teacher, Practicum Student or Participant already placed shall be allowed to finish his/her assignment.

13. **Indemnification**

To the extent permitted by law, each of SJU and the District shall defend, indemnify and hold harmless the other party, its successors, assigns, trustees, officers, employees,

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agents and students from and against all actions, causes of action, claims and demands whatsoever, and from all costs, damages, expenses, charges, debts and liabilities whatsoever (including attorneys' fees), whether known or unknown, present or future, that arise from or are connected with the indemnifying party's action or inaction under this Agreement. This Section shall survive termination, cancellation or expiration of this Agreement.

14. **Assignment**

The District shall not transfer this Agreement or any interest hereunder, by operation of law or otherwise without the prior written consent of SJU.

15. **Notices.**

All notices or other communications required or permitted under this Agreement shall be deemed duly given if in writing and delivered personally or sent by registered or certified mail, return receipt requested, first-class postage prepaid, if to:

Saint Joseph's University
Merion Hall
5600 City Avenue
Philadelphia, PA 19131
ATTN: Richard J. Levy, M.Ed.
rlevy@sju.edu

with a copy to:

Office of the General Counsel
Saint Joseph's University
5600 City Avenue
Philadelphia, PA 19131

AND

Insight PA Cyber Charter School
350 Eagleview Blvd. #350
Exton PA 19341

Notices will be deemed given on the date of delivery (in the case of personal delivery) or at the time of mailing (in the case of mail delivery). Either party may change its notice address by giving the other party notice of such change.

IN WITNESS WHEREOF, the parties hereto have made and executed this Agreement as of the 13th day of October, 2023.

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Insight PA Cyber Charter School:

DocuSigned by:
CB46AC0840854CE...

By: _____
Beth Jones
Chief Operating Officer

SAINT JOSEPH'S UNIVERSITY:

DocuSigned by:
75A59935269B4B0...

James H. Carter, Ph.D.,
Interim Provost

Model Memorandum of Understanding/Mutual Aid Agreement

MEMORANDUM OF UNDERSTANDING
BY AND BETWEEN

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

(Law Enforcement Authority)

and

Insight PA Cyber Charter School

350 Eagleview Boulevard, Suite
350 Exton, PA 19341

(School Entity)

August 2023

(Date)

I. Joint Statement of Concern

A. Parties

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

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

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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.

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§§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.

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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

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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.**

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V. Media Relations

A. Release of information

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

VI. General Provisions

A. This Memorandum is not intended to and does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any additional signatory authorities or entities, or their respective officer, employees, agents or representatives.

B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties, but in any event must be reviewed and re-executed within two years of the date of its original execution and every two years thereafter.

C. In the event of changes in state or federal law which necessitate changes to this Memorandum, the parties shall collaborate to amend this Memorandum to assure compliance by the parties with state and federal requirements.

D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.

AND NOW, this day of **August, 2023,** the parties hereby acknowledge the foregoing as the terms and conditions of their understanding.

Eileen Cannistraci
Chief School Adminstrator

Insight PA Cyber Charter School
School Entity

Scott G. Alexander (05/23/23)
Chief Law Enforcement Authority

Wuchlan Township Police Department
Law Enforcement Authority

Building Principal

Insight PA Cyber Charter School
School Building

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VIEWED	**05 / 24 / 2023** 20:37:47 UTC	Viewed by Eileen Cannistraci (eicannistraci@insightpa.org) IP: 4.16.124.154
SIGNED	**05 / 24 / 2023** 20:40:21 UTC	Signed by Eileen Cannistraci (eicannistraci@insightpa.org) IP: 4.16.124.154
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Audit trail date format	MM / DD / YYYY
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SENT	**05 / 30 / 2023** 20:18:53 UTC	Sent for signature to Julie Jaszcar (jjaszcar@ispacyber.net) from sbirdsall@insightpa.org IP: 162.196.188.189
VIEWED	**05 / 30 / 2023** 22:36:05 UTC	Viewed by Julie Jaszcar (jjaszcar@ispacyber.net) IP: 71.60.119.36
SIGNED	**05 / 30 / 2023** 22:36:55 UTC	Signed by Julie Jaszcar (jjaszcar@ispacyber.net) IP: 71.60.119.36
COMPLETED	**05 / 30 / 2023** 22:36:55 UTC	The document has been completed.

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Agreement for Practicum and Internship Experiences
Between the College of William & Mary and
Insight PA Cyber Charter School
2023-2028

September 21, 2023

The School of Education at the College of William & Mary ("The College") and Insight PA Cyber Charter School ("The School Division") share the aim of ensuring that caring, committed, highly-qualified educators enter, remain in, and effectively contribute to the education profession, thereby resulting in improved learning, achievement, and development for PK-12 pupils. To that end, we agree to the following.

The College will:

1. Ensure that all practicum students and interns have met approved program requirements and are eligible to participate in clinical experiences.
2. Ensure that the expectations, guidelines, objectives, and assignments for clinical experiences are communicated to cooperating teachers and clinical supervisors in a clear and timely manner.
3. Assign qualified and experienced faculty who will serve as university supervisors of practicum students and interns. University supervisors will serve to direct, support, coach, and evaluate practicum students and interns, in collaboration with cooperating teachers, clinical supervisors, and school administrators.
4. Respond to concerns, questions, and suggestions regarding the expectations, experiences, or performance of practicum students and interns and/or regarding the professional preparation programs in a responsible and constructive manner.
5. Collaboratively and continuously work to ensure a strong, stable, and meaningful partnership with the school division in support of the effective preparation of school teachers and other education professionals, the professional growth and development of in-service teachers and other educational professionals, and the learning of PK-12 students.
6. Require that practicum students and interns adhere to all school division policies and regulations.
7. Require that practicum students and interns maintain the confidentiality of student information possessed by the school division.

The School Division will:

1. Provide practicum and internship placements in accredited schools, permitting practicum students and interns opportunities to interact and work with students, teachers, and other members of the school community, as appropriate.
2. Ensure that the expectations and guidelines for participating in a clinical placement in the school division are communicated to the School of Education and the practicum student or intern in a clear and timely manner.

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RMU IN THE HIGH SCHOOL ENROLLMENT AGREEMENT
BETWEEN ROBERT MORRIS UNIVERSITY
AND INSIGHT PA CYBER CHARTER SCHOOL

This is an Agreement dated as of May 15, 2024 and between Robert Morris University ("RMU"), located at 6001 University Boulevard, Moon Township, PA 15108, and Insight PA Cyber Charter School ("School"), located at 350 Eagleview Blvd, Suite 350 Exton, PA 19341 to offer RMU in the High School courses subject to the terms and conditions set forth below.

The parties agree as follows:

1. Course Titles and Numbers (the "Courses") will be taught by the high school teachers listed in Appendix A ("the Appointed Teacher") with approval from the applicable RMU Department Head (the "Department Head"), of the Department, also listed in Appendix A. Appendix A may be updated from time to time without need to amend this Agreement, provided any new Appointed Teacher teaching the Course complies with Paragraph 5, below.

2. For pre-existing courses that the School offers to its students through other institutions of higher education, RMU agrees to recognize as equivalent those courses listed in Appendix B (if applicable). Courses recognized as equivalent will be accepted for credit at RMU provided students earn a minimum grade of "C" as determined by the institution issuing the grade and credit. RMU requires a transcript evaluation for all non-RMU college coursework taken by the student in order to award credit to a student who is enrolling at RMU.

3. Students at the School who successfully complete the School's Courses listed in Appendix A, Column "F. Corresponding Course" will receive three (3) or four (4) college credits per Course and a letter grade for the Course at RMU listed in Appendix A, Column "A". The School agrees to assign letter grades according to the Robert Morris University Grading Scale, which follows:

   A 93-100%; A- 90-92%; B+ 87%-89%; B 83%-86%; B- 80-82%; C+ 77-79%; C 70-76%; D 60-69%; F Below 60%.

4. Three-credit introductory Courses consist of 45 hours of lecture and four-credit Courses consist of 45 hours of lecture and 15 hours of lab.

5. The Course materials shall meet the standards and requirements developed by the Departments for these Courses, including use of the departmental syllabi, which are

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contained in Appendix C, and required textbook, which are listed in Appendix A. Prior to beginning a Course, the School shall provide RMU with its Course syllabus via RMU's online portal. RMU shall provide School with instructions on accessing this portal. All lecture sessions will be taught at the School by the Appointed Teacher, or such other School teacher as from time to time may be appointed by School and approved by RMU as the Course instructor. The School shall provide in Appendix D the names, work addresses, emails, and a list of assigned RMU in the High School Courses for all Appointed Teachers listed in Appendix A. All Appointed Teachers shall have attained a Master's degree, at a minimum, and possess content knowledge/teaching experience. All Courses taught within the Education department require the Appointed Teacher be appropriately certified by the Pennsylvania Department of Education. If School assigns co-teachers for a Course, at least one appointed teacher must meet the above criteria.

6. The Appointed Teachers, or such other School teacher (pursuant to Section 5 above), will teach the Courses on the School's premises. Within 15 days of the Registration Deadline (defined as October 15 for fall and year-long Courses and March 15 for spring Courses (or the next business day if such date falls on a weekend), Appointed Teachers shall use RMU's online portal to verify the roster of all students who are taking the Course. The Appointed Teacher, or any other School teacher who is teaching the Course will not: (i) receive any financial compensation or other benefits from RMU; (ii) be considered an employee of RMU; (iii) have any express or implied right of authority to assume or create any liability, obligation or responsibility on behalf of or in the name of RMU; or (iv) receive any workers' compensation or unemployment insurance coverage from RMU. At all times the Appointed Teacher shall remain an employee of the School, and the School shall provide evidence of general liability and workers' compensation insurance coverage to RMU.

7. The School shall permit RMU faculty and / or students to participate in one (1) Course session at the School, on a date to be mutually agreed upon.

8. School shall bring all students enrolled in the RMU in the High School Courses outlined in Appendix A to RMU's campus for an 'RMU Academic Immersion Day' that RMU will organize and facilitate each semester the RMU in the High School Courses run. For those students unable to attend, RMU will offer additional opportunities to participate in the programming. Within fifteen business days of the start of each semester that a Course runs, RMU and School shall agree upon the date of the RMU Academic Immersion Day. Students must individually register for the Academic Immersion Day via RMU's online form, which will be provided to the Appointed Teacher to provide to the students, at least thirty (30) days prior to the scheduled Academic Immersion day.

9. RMU prohibits 9th and 10th grade students from taking any of the courses listed in Appendix A for college credit. RMU may, in its sole discretion, permit 10th grade students to participate in certain Courses listed in Appendix A for college credit, provided RMU agrees to do so prior to the respective Course's start.

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10. Prior to the beginning of a Course, School shall inform all interested enrollees and their parents that the Course fee under this Agreement is $250/Course. Each student seeking to enroll in a Course must register for that Course using RMU's online portal by the Registration Date (as defined above). Students and/or their parents/guardians must pay the $250 Course fee to RMU using the online portal by the payment deadline, which is November 15th for fall & year-long courses and April 15th for spring courses (or the following business day if this date falls on a weekend). Students who have not paid the Course Fee by the payment deadline will be removed from the course. The Add/Drop Deadline is the same date as the payment deadline. Students who have dropped a course by the Add/Drop Deadline will receive a full refund. No refunds will be granted after the Add/Drop Deadline.

11. The Course fee described above is due and payable in order for a student to receive RMU-credit for the Course.

12. The School will be responsible for the safety of all students if they are transported to and from the RMU campus.

13. The School's students will comply with RMU's Code of Student Conduct, and other safety rules and regulations while on RMU's campus. Students who violate this part of the Agreement may, at RMU's discretion, be dropped from the program.

14. Within one week of the end of the School's applicable academic term, the Appointed Teacher for the Course shall submit the appropriate grade for each student using RMU's online portal so that the grades can be included in the student's transcript. Such grade shall reflect the student's proficiency in the course and be based on the RMU grading scale (see section 3 above). Students can securely access electronic or print transcripts showing RMU credits and grades earned through the National Student Clearinghouse for a fee paid directly to the third party company.

15. As a result of successfully completing the Course at the School, the School's students will have completed the requirements for credit for the corresponding course at RMU. Other than as set forth in this Agreement, the students in the Course shall not be considered to be RMU students and shall not be entitled to any of the services or use of the facilities at RMU, other than to the extent that such services and facilities are available for use to and by the general public.

16. The School agrees to work cooperatively with RMU Department Heads and/or designated faculty liaisons to review course expectations in advance of the start of the course and to ensure curriculum fidelity and assessment requirements. The School also agrees to work cooperatively with the RMU Provost's Office, Department Heads, and/or designated faculty liaisons to administer RMU outcomes assessments in courses at RMU's direction.

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17. The School agrees to promptly notify RMU in the event that it receives notice that a short-term or long-term substitute teacher will need to be retained to replace a previously approved instructor of a course listed in the above table, and provide qualifications of the proposed substitute instructor to RMU for review and approval.

18. Nothing expressed or implied in this Agreement is intended to confer, nor shall confer, any rights or remedies upon any person other than the parties and their respective successors and permitted assigns.

19. Neither RMU nor the School may assign this Agreement in whole or in part without the prior written consent of the other party.

20. This Agreement shall become effective as of the last signature date set forth below. This Agreement may be terminated by either party, with advance written notice of ninety (90) days; provided, however, if the notice of termination is given prior to the end of RMU's fall or spring semester, then the termination date shall be, at the end of such applicable semester.

21. The School shall indemnify and hold harmless RMU including, without limitation, its agents, directors, officers, employees, invitees, guests, and / or Trustees from and against all claims, losses, costs, damages, and expenses (including, without limitation, attorneys' fees) relating to injury or death of any person or any damage to real or personal property whether the above result from or arise in connection with 1) any breach by the School, its student(s), or faculty of any provision of this Agreement; 2) School's use or occupancy of RMU through its student(s) or faculty; or 3) any negligent act or omission by School's student(s), faculty, employees, and/or agents. This section shall not apply to any loss or action resulting from the gross negligence of RMU or its agents, employees, directors, officers, invitees, guests or trustees.

22. School will ensure that all teachers participating in this program will have all background checks and clearances mandated by the Pennsylvania Department of Education (the "PA DOE"), including without limitation PA Act 33 (Child Abuse Clearance), PA Act 34 (Criminal History Clearance), and PA Act 114 of 2006 (FBI National Criminal History Background Check – Fingerprinting), and any other clearances that may be mandated by the PA DOE from time to time.

23. Both RMU and the School shall comply with their respective obligations under Section 504 of the Americans with Disabilities Act.

24. This Agreement constitutes the entire Agreement between the parties. No modification or amendment shall be binding upon the parties until reduced to writing and signed by both parties.

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25. Each party must receive the consent of the other Party prior to any use of the other Party's name, logos, images, mark, symbol, trademarks for publicity or advertising. Each Party will receive the prior consent of the other Party before issuing any press release, event, sign, or other publicity concerning this Agreement; such consent will not be unreasonably withheld or delayed.

26. Any notices required to be sent under this Agreement shall be sent by regular or first-class mail to the following addresses:

Relevant Dates:

Registration Date: October 15 for fall and year-long Courses and March 15 for spring Courses (or the next business day if such date falls on a weekend).

Payment and Add/Drop Deadline: November 15th for fall & year-long courses and April 15th for spring courses (or the following business day if this date falls on a weekend).

If to School:
Insight PA Cyber Charter School
350 Eagleview Boulevard
Suite 350
Exton, PA 19341
Attn: Audra Mazzante, Director of Career Education

If to RMU:
Robert Morris University
6001 University Boulevard
Moon Township, PA 15108
Attn: Dr. Jill Kurp

With a copy to: Robert Morris University
6001 University Blvd Moon
Township, PA 15108
Attn: Office of General Counsel

[Signature Page Follows]

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IN WITNESS WHEREOF, the parties hereto have set their hands and seals as of the date set forth below.

INSIGHT PA CYBER CHARTER SCHOOL

By: Kimberly Pelcin Date: 8/6/2024

Signature

Kimberly L. Pelcin, Finance Manager

ROBERT MORRIS UNIVERSITY

By: Keith Roeper Date: 8/6/2024

Keith Roeper, Chief Financial Officer

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3. Work in collaboration with the School of Education to select and assign cooperating teachers and clinical supervisors who, by reputation and experience, have been identified as outstanding educational professionals. Cooperating teachers and clinical supervisors must be full-time employees, have at least three years of experience, be licensed, and be teaching/serving in the endorsement area sought by the practicum student or intern.
4. Facilitate the clinical experiences of practicum students and interns by proactively and collaboratively working to address concerns, questions, and suggestions regarding the expectations, experiences, or performance of practicum students and interns and/or regarding the professional preparation programs in a responsible and constructive manner.
5. Collaboratively and continuously work to ensure a strong, stable, and meaningful partnership with the School of Education at the College of William & Mary in support of the effective preparation of new teachers and other education professionals, the professional growth and development of new teachers and other education professionals, and the learning of PK-12 students.

The College and the School Division agree to jointly assess and evaluate the quality of clinical experiences on an on-going basis and to make program modifications as necessary.

DocuSigned by:
Robert C. Knoeppel
C2E85018A03A4A2...

9/21/2023 | 15:23:45 EDT
Date

Robert C. Knoeppel, Ph.D.
Professor and Dean of the School of Education
The College of William and Mary

DocuSigned by:
Beth Jones
0B46AC0840854CE...

9/21/2023 | 12:37:01 PDT
Date

Beth Jones
Chief Operating Officer
Insight PA Cyber Charter School

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NPS

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The College of William and Mary, in Virginia
School of Education Counseling Programs Practicum and Internship Experiences
Contract Addendum

The College of William and Mary, in Virginia ("University" or "W&M") and Insight PA Cyber Charter School ("Host Agency") share the aim of ensuring that caring, committed, highly qualified counselors enter, remain in, and effectively contribute to the counseling profession. To that end, the parties agree to the following.

SECTION I: Provisions of this Addendum

The Host Agency's contract is, with the exceptions noted herein, acceptable to W&M. Nonetheless, because certain standard clauses that may appear in the Host Agency's agreement cannot be accepted by W&M and in consideration of the convenience of using that form without the necessity of specifically negotiating a separate contract document, the parties hereto specifically agree that, notwithstanding any provisions appearing in the attached Host Agency's form contract, none of the following shall have any effect or be enforceable against W&M:

1. Requiring W&M to maintain any type of insurance either for W&M's benefit or for the Host Agency's benefit;

2. Requiring W&M not to disclose records as is required under the Virginia Freedom of Information Act and/or requiring written permission from the Host Agency prior to disclosure of said record.

3. Renewing or extending the agreement beyond the initial term or automatically continuing the contract period from term to term;

4. Requiring or stating that the terms of the attached Host Agency agreement shall prevail over the terms of this addendum in the event of conflict;

5. Requiring W&M to indemnify or to hold harmless the Host Agency for any act or omission;

6. Requiring the application of the law of any state other than Virginia in interpreting or enforcing the contract or requiring that any dispute under the contract be resolved in the courts of any state other than Virginia;

7. Limiting the liability of the Host Agency for property damage or personal injury;

8. Permitting unilateral modification of this contract by the Host Agency;

9. Binding W&M to any arbitration or to the decision of any arbitration board, commission, panel or other entity;

10. Obligating W&M to pay costs of collection or attorney's fees;

11. Requiring W&M to agree to or be subject to any form of equitable relief not authorized by the Constitution or laws of Virginia.

12. Requiring W&M to waive a jury trial in the event of a dispute.

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SECTION II: Required Terms

The following clauses shall be incorporated as part of the agreement:

Insurance. The University certifies that it is an agency of the Commonwealth of Virginia, participating in the state's Risk Management Plan, a self-insurance program. As an agency an agency of the Commonwealth of Virginia, W&M is self-insured by the Commonwealth of Virginia Risk Management Plan for all claims up to $100,000 per claim for causes of action established by Virginia law, and up to $2,000,000 per claim for causes of action other than those established by Virginia law. Upon request, the College shall provide the Host Agency with evidence of such insurance.

Student Professional Liability Insurance. Upon the Host Agency's request, W&M and/or Student will provide evidence of the Student having obtained professional liability insurance meeting the Host Agency's requirements to cover the acts and omissions of the Student while participating in the practicum or internship. W&M and/or Student shall provide the Host Agency with a Certificate of Insurance.

Agent of the University. At no time during the Student's participation in the practicum or internship program with the Host Agency is the Student an agent or employee of the University through their participation in the practicum or internship program.

Agent of Insight PA Cyber Charter School. At no time during the Student's participation in the practicum or internship program with the Host Agency is the Student an agent or employee of Insight PA Cyber Charter School through their participation in the practicum or internship program.

The University will:

1. Ensure that all practicum students and interns have met approved program requirements and are eligible to participate in clinical experiences.
2. Ensure that the expectations, guidelines, objectives, and assignments for clinical experiences are communicated to cooperating teachers and clinical supervisors in a clear and timely manner.
3. Assign qualified and experienced faculty who will serve as university supervisors of practicum students and interns. University supervisors will serve to advise, support, coach, and evaluate practicum students and interns, in collaboration with clinical supervisors and/or other employees of the Host Agency.
4. Respond to concerns, questions, and suggestions regarding the expectations, experiences, or performance of practicum students and interns and/or regarding the professional preparation programs in a responsible and constructive manner.
5. Direct practicum students and interns to adhere to all Host Agency policies and regulations.
6. Provide the Host Agency with a copy of the student's proof of professional liability insurance.
7. Provide the Host Agency with evidence of William & Mary's insurance coverage.

The Host Agency will:

1. Provide practicum and internship placements in licensed agencies, permitting practicum students and interns opportunities to interact and work with professional counselors as appropriate.

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2. Ensure that the expectations and guidelines for participating in a clinical placement in the Host Agency are communicated to the School of Education and the practicum student or intern in a clear and timely manner.
3. Work in collaboration with the School of Education to select and assign clinical supervisors who, by reputation and experience, have been identified as outstanding counseling professionals. Clinical supervisors must be full-time employees, have at least three years of experience, be licensed, and be practicing in the area sought by the practicum student or intern.
4. Facilitate the clinical experiences of practicum students and interns by proactively and collaboratively working to address concerns, questions, and suggestions regarding the expectations, experiences, or performance of practicum students and interns and/or regarding the professional preparation programs in a responsible and constructive manner.
5. Collaboratively and continuously work to ensure a strong, stable, and meaningful partnership with the School of Education at the University in support of the effective preparation of new counseling professionals.

This contract consisting of this W&M addendum and the attached Contractor's form contract constitute the entire agreement between the parties and may not be waived or modified except by written agreement between the parties.

IN WITNESS WHEREOF, the parties have caused this contract to be duly executed, intending thereby to be legally bound.

Insight PA Cyber Charter School in Pennsylvania

Host Agency by DocuSigned by: CB46AC0840854CE...

Name: Beth Jones

Title: Chief Executive Officer

Date of Signature : 9/21/2023 | 12:37:01 PDT

The College of William and Mary, in Virginia

The University by DocuSigned by: C2E85018A03A4A2...

Name: Robert C. Knoeppel

Title: Professor and Dean of the School of Education

Date of Signature: 9/21/2023 | 15:23:45 EDT

DS NPS

Board Affirmation Statement

INSIGHT PA
CYBER CHARTER SCHOOL
Life ready learning experiences

350 Eagleview Blvd, Suite 350, Exton PA, 19341

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

Steps to Complete this Section:
Note: Individual signatures required for each section.
1. Signature of President of the governing board and date signed for each section.

2. Upload Board Affirmation document which includes the Board President's signature and date signed.

Charter Annual Report Affirmation

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

Affirmed on this 31 day of JULY, 2025

By: _____(Signature of Board President)

LOWELL L. THOMAS (Print Name)

CHAIR Board of Trustees

Charter School Law Affirmation

Pennsylvania's first Charter School Law was Act 22 of 1997, 24 P.S. § 17-1701-A et seq., which primarily became effective June 19, 1997, and has subsequently been amended.
The Charter School Law provides for the powers, requirements, and establishment of charter schools. The Charter School Law was passed to provide opportunities to teachers, parents, pupils and community members to establish and maintain schools that operate independently from the existing school district structure as a method to accomplish all of the following: (1) improve pupil learning; (2) increase learning opportunities for all pupils; (3) encourage the use of different and innovative teaching methods; (4) create new professional opportunities for teachers; (5) provide parents and pupils with expanded choices in types of educational opportunities that are available within the public school system; and (6) hold charter schools accountable for meeting measurable academic standards and provide the school with a method to establish accountability systems.

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

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

Affirmed on this 31 day of JULY, 2025

By: _____(Signature of Board President)

DOWELL L. THOMAS (Print Name)

CHAIR Board of Trustees

Ethics Act Affirmation

Pennsylvania's current Public Official and Employee Ethics Act (Ethics Act), Act 93 of 1998, Chapter 11, 65 Pa.C.S. § 1101 et seq., became effective December 14, 1998 and has subsequently been amended.
The Ethics Act provides that public office is a public trust and that any effort to realize personal financial gain through public office other than compensation provided by law is a violation of that trust. The Ethics Act was passed to strengthen the faith and confidence of the people of Pennsylvania in their government. The Pennsylvania State Ethics Commission (Commission) administers and enforces the provisions of the Ethics Acts and provides guidance regarding its requirements.

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

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

Affirmed on this 31 day of JULY, 2025

By: Lowell L. Thomas (Signature of Board President)

LOWELL L. THOMAS (Print Name)

CHAIR Board of Trustees

Charter Annual Background Check Affirmation

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

Affirmed on this 31 day of JULY, 2025

By: Lowell L. Thomas (Signature of Board President)

LOWELL L. THOMAS (Print Name)

CHAIR Board of Trustees

Charter Annual Administrative Certification Affirmation

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

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

Affirmed on this 31 day of JULY, 2025

By: _____(Signature of Board President)

LOWELL L. THOMAS (Print Name)

CHAIR Board of Trustees

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

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

Affirmed on this 31 day of JULY, 2025

By: Lowell L Thomas (Signature of Board President)

LOWELL L. THOMAS (Print Name)

CHAIR Board of Trustees