Attachment 96
CEO Board Reports 2017-18

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION
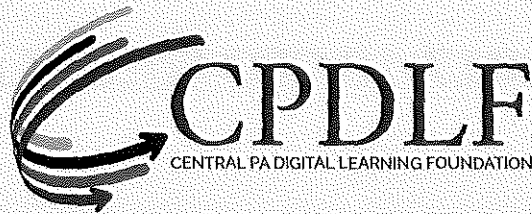
CEO Board Report
August 10, 2017

Connect • Engage • Empower

Dr. Aiko Malynda Maurer, CEO

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION

Mission Statement and Vision

The IDEAL Virtual Learning Experience

Customized – Rigorous - Flexible

Providing all <u>students</u> across the state of
PA access to <u>quality customizable virtual
learning</u> experiences with a personal
touch

Providing <u>districts</u> with opportunities for
<u>successful asynchronous virtual learning</u>
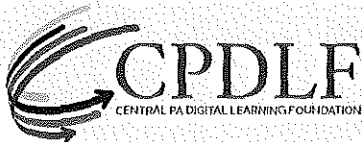<u>experiences for learners</u>

2

CPDLF   2017-18 CEO Focus Areas

LEARNER GROWTH FOR LONG TERM SUCCESS

1. Build an effective and efficient team for a virtual environment

2. Provide an environment where connections are made and relationships are built between staff, learners, and learning coaches

3. Cultivate **_Quality Teaching and Learning_**

3

CPDLF   Enrollment

CPDLF	**Open Campus**

• First day - August 23
• Every Wednesday
• Must attend in person
• Expectations and Training
  • Connects U!
• Learning Coach Expectations
• Baseline Assessment
	• Every Thursday
	  • Exception Aug 22, 24, 29, 31, Sept 5, 7
	• Must attend in person
	• Expectations and Training
	  • Connects U!

4

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION

Enrollment Trends

	CPDLF			Special Ed			Open Campus		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
First Day									
September									
November	215	213		67	63		16	35	
January	213	191		70	61		18	45	
March	223	194		72	65		23	47	
May	248	197		69	61		22	52	
Last Day	251	188		75	60		22	51	
Seniors	22	19/2							
Drop	20	22							
Retained									

CPDLF   Attendance
CENTRAL PA DIGITAL LEARNING FOUNDATION

➤ "Daily Attendance" is based on "work completed" during the "day"
➤ Required amount of "Work Completed" is dependent on individual learning plans
  o Example - percentage of acceptable work completed per day/week
➤ Every course on Learner's schedule will have attendance recorded for that day
➤ Attendance for all the courses will be combined to determine attendance.
  o Full day = more than half of the learning plan for the day was completed
  o Half day = half or less of the learning plan for the day was completed

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION
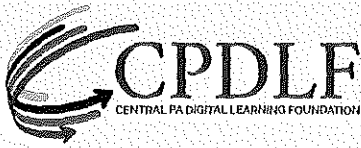
Attendance

➢ "Week" - Wednesday and ends on the Tuesday following
  ○ Example: August 23 through August 29

➢ Attendance is required on 5 out of the 7 days in that time period. Saturdays and Sundays may be used in place of a typical school week day. Replacement will be determined by your Learning Guide or Instructor.
  ○ Example: Saturday, August 26 could replace Friday, August 25 because of an all day doctor appointment.

➢ "Day" - starts at 12:00 am and ends at 11:59 pm

➢ Time calculated at 900 for K-5 and 990 for 6-12

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CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION

2017-18 Attendance

August	September	October	November	December

January	February	March	April	May

8

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION

Quality Teaching and Learning

CONNECTS U!
Relationships · Opportunities · Partnerships

Courses

- Weekly Recorded Instructional Launch
  - Where you should be?
  - Important points
  - Direct Instruction based on needs
- Small group instruction
- Individual instruction
- Instruction based on data

- Weekly Live/Recorded Launch
- Follow up discussion and tasks
- Own It! Curriculum
- Habits of Success Content
- Self-Directed Learning Cycle Content
- Study strategies
- Scheduled topics every week
- Weekly check ins with learner
- Biweekly check ins with Learning Coach
- 1 ½ hours per week
- 21st Century Skills = .5 credit

9

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION

Grades

| Draft Grading Scale	
90% to 100%	Mastery
80% to 89%	Competency
70% to 79%	Development
0% to 69%	Not Yet Developing

CPDLF

- 8 progress checkpoints
- **Not** based on an average of 4 marking periods
- Course grade
  - 90% of progress and assignment grade
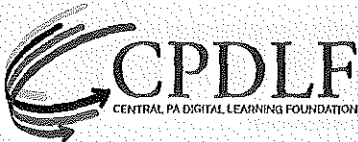 - 10% Launch participation

"Strong teachers don't teach content; Google has content. Strong teaching connects learning in ways that inspire kids to learn more and strive for greatness."

Eric Jensen in Education Week Teacher

10
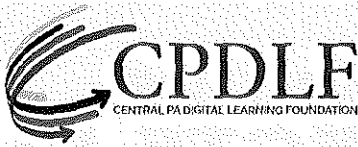
Grades

	September	November	January	March	May	End of Year
% Courses on Pace						
# of Learners						
% Courses 70% or above						
# of Learners						

11

Special Education

- Scheduled Direct Instruction for Learning Support
- Concentrating on meeting the needs of learners - growing them to the best of their ability
- Focused PD
  - Writing IEPs
  - Transition planning
  - Writing SMART Goals
  - Tracking and reporting progress
  - Providing Learning Support

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CPDLF CEO Project Updates

CENTRAL PA DIGITAL LEARNING FOUNDATION

- Schoolwide Plan - Approved
- Charter Annual - Submitted
- New Technology for Staff - August
- New and updated policies - August
- Insurance quotes - August
- Updated Attendance Policy and procedures - August
- Education Services Contracts - August and TBC September
- Curriculum Contracts - August and TBC September
- Update Job Descriptions - August, TBC September

TBC = To Be Completed

13

CPDLF CEO Project Updates

CENTRAL PA DIGITAL LEARNING FOUNDATION

- Open Campus Handbook - In progress
- PD plan for next year - In progress
- Federal Programs Consolidated Review Corrective Actions
  - In Progress - See report under CEO Report Supporting Documents
- New Furniture and Accessories for Staff - In Progress
- Student Handbook - TBC September (pieces completed)
- Employee Handbook - TBC September (pieces completed)
- Policies and procedures for working virtually - TBC September
- Internet Reimbursement policy and procedures - TBC September
- Consolidated Application - due September 30
- Comprehensive Plan updates - due Nov 30

Summit Certification Training: Oklahoma City August 15 - 17

TBC = To Be Completed

14
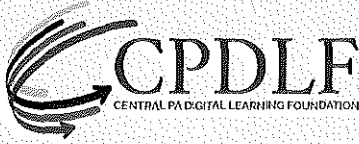
CPDLF **Board Meeting Agenda Review**

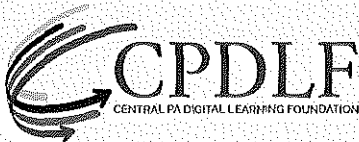CENTRAL PA DIGITAL LEARNING FOUNDATION

Financials
Karlie Travis - Business Manager

Informational Items
- Fund Reconciliation Report
- List of Payments
- Budget to Actual 2016-17
- Budget to Actual 2017-18

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CPDLF **Board Meeting Agenda Review**

CENTRAL PA DIGITAL LEARNING FOUNDATION

Board Business - 6A
- Update Address

General Operations - 6B
- 6B1 - Postage Meter Renewal
- 6B2 - MOU with Allegheny Township Police
- 6B3 - Business Insurances - change of broker and provider
- 6B4 - Charter Annual Report - Completed and submitted
- 6B5 - Reserved funds for staff furniture and accessories
- 6B6 - Renewal of PCPCS membership - legal representation and updates
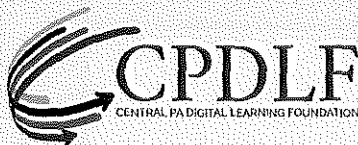
16

CPDLF Board Meeting Agenda Review

Personnel - 6C

- 6C1 - Updated job descriptions - LG, SP Ed LG, Instructor
- 6C2 - Corrections in position assignments, salaries and days

Contracted Services

- 6D1, 6D2 - Special Education Contracted Services
- 6D3 - Academic Services for ESL instruction and testing

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CPDLF Board Meeting Agenda Review

Curriculum

- 6E1, 6E2, 6E3 - Curriculum licenses - FLV and OW, OWA
- 6E4 - Online Tutoring Services
- 6E5 - MAPS assessments for baseline and progress tracking

Technology

- F1 - New Feature - Help Desk and Chat (12 hour chat services)
- F2 - Renewal for document storage
- F3, F4 - Staff and student equipment
  - Staff - reserved funds to upgrade equipment
- F5 -Virtual Assessment monitoring tool

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CPDLF   Board Meeting Agenda Review
CENTRAL PA DIGITAL LEARNING FOUNDATION

## Professional Development - 6G

- 6G1 - Additional participants in Summit Training
- 6G2 - ESL updates
- 6G3, 6G4 - NWEA MAPS PD - Using and interpreting reports

Policies - 6H

- 6H1 - Credit card approved users
- 6H2 - 13 New and Updated policies - Need approved on first read
  - Truancy Policy - See Letter under CEO supporting documents

Note difference in beginning and end of agenda - thoughts?

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# CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION
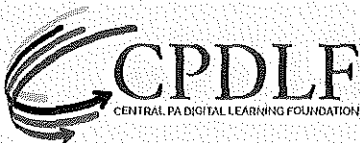
I am not an advocate for frequent changes in laws and Constitutions. But laws and institutions must go hand in hand with the progress of the human mind. As that becomes more developed, more enlightened, as new discoveries are made, new truths discovered and manners and opinions change, with the change of circumstances, institutions must advance also to keep pace with the times. We might as well require a man to wear still the coat which fitted him when a boy as civilized society to remain ever under the regimen of their barbarous ancestors.

- Thomas Jefferson

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CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION
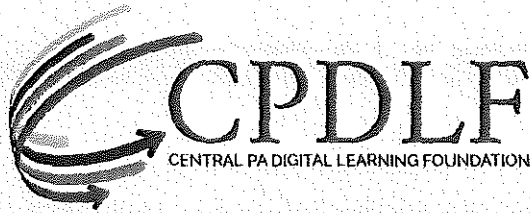
CEO Board Report
September 14, 2017

Connect • Engage • Empower

Dr. Aiko Malynda Maurer, CEO

CPDLF
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Providing all **students** across the state of
PA access to **quality customizable virtual
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touch

Providing **districts** with opportunities for
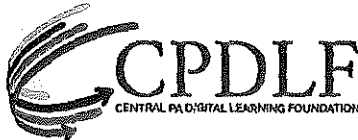**successful asynchronous virtual learning
experiences for learners**

2

CPDLF 2017-18 CEO Focus Areas

CENTRAL PA DIGITAL LEARNING FOUNDATION

LEARNER GROWTH FOR LONG TERM SUCCESS

1. Build an effective and efficient team for a virtual environment

2. Provide an environment where connections are made and relationships are built between staff, learners, and learning coaches

3. Cultivate _Quality Teaching and Learning_

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CPDLF 2017-18 Principal Goals

CENTRAL PA DIGITAL LEARNING FOUNDATION

Theme - Establishing & Growing Relationships

1. Build foundational connections to understand the staff, our learners and families.

- 1(a) Balance _directives_ and _initiatives_ with _listening_ and _observing_
- 1(b) Model what I expect of the staff--view learner profiles, spend time with learners and coaches, foster a work atmosphere that is conducive to collaboration, growth mindset, and personalized learning

4

CPDLF   2017-18 Principal Goals

Theme - Establishing & Growing Connections

2. Reduce grade-level retentions to less than 10% by the end of SS/ESY (July 2018)

- 2(a): at least 90% of students will be 'on pace' and have grades > 70% each quarter

- 2(b): number of baseline assessments obtained via MAPS Growth tool will improve to 90% for new enrollees (in their first week) and to 80% for returning learners (by September 15, 2018). *Currently we have tested 65% of our total learners (includes math, reading & science; 67% in math & reading only) this year.*

5

CPDLF   2017-18 Principal Goals

Theme - Establishing & Growing Relationships

3. 90 % of students will demonstrate <u>growth</u> over the school year as evidenced by an increase in their RIT scores on MAPS assessments.

6

Enrollment Trends

	CPDLF			Special Ed			Open Campus		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
First Day									
September			164			54			43
November	215	213		67	63		16	35	
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Last Day	251	188		75	60		22	51	
Seniors	22	19/2	17						
Drop	20	22							
Retained		34							

7

# Attendance Guidelines Update

➤ Work completed per week is calculated in the four core subject areas and the Connects UI course (21st Century Skills)
- ○ 1 hour per core subject area
- ○ .5 for 21st Century Skills

➤ Rolls were confirmed between August 23 and August 29 as Onboarding was completed, courses began, and systems were verified

➤ Attendance record keeping by course began August 30

6

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION
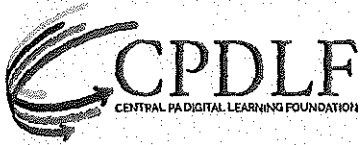
Internet Stipend Guidelines

➢ $40 per family per month (partial month pro-rated)

➢ Must request and provide proof of service

➢ Must be enrolled for the period requested

➢ Checks sent two times per year - February and June/July

➢ Payments may be withheld for missing documentation, unreturned equipment

➢ Stipends may be applied to outstanding fees

9

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION
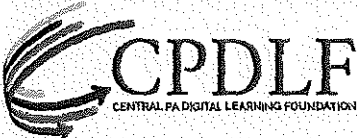
2017-18 Attendance

August	September	October	November	December
NA	Update Email in October			

January	February	March	April	May

10

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION

Grades

|	September	November	January	March	May	End of Year
% Courses on Pace	To be emailed in October					
# of Learners						
% Courses 70% or above	To be emailed in October					
# of Learners						

11

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION

CEO Project Updates

- New Furniture and Accessories for Staff - Completed
  - Expended so far - $2,517.29 out of $4,000 (2 more items needed)
- New Technology for Staff - September
  - Expended so far - $3,284.68 out of $40,000 (No Surface Books)
- New and updated medical policies - September
- Education Services Contracts - September Complete
- Curriculum Contracts - September Complete
- Internet Reimbursement procedures - September
- Federal Programs Consolidated Review Corrective Actions - Due 9/18
- Consolidated Application - due September 30 - In progress

TBC = To Be Completed

12
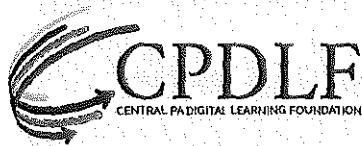
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- Policies and procedures for working virtually - November
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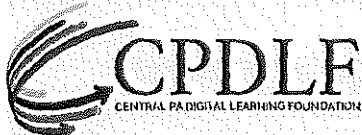
13

CPDLF Board Meeting Agenda Review

Financials
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- Outstanding payments
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- Budget to Actual 2017-18

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CPDLF CENTRAL PA DIGITAL LEARNING FOUNDATION
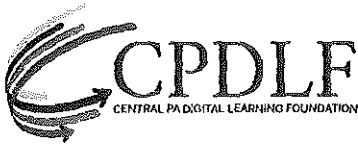
Board Meeting Agenda Review

Personnel - 6C

- 6C1 - Summit Fall Regional Convening
- 6C2 - Additional pay for Reboot Session attendance
- 6C3 - Leave of Absence

Contracted Services - 6D

- 6D1, 6D2 - Special Education Contracted Services

CPDLF CENTRAL PA DIGITAL LEARNING FOUNDATION

Board Meeting Agenda Review

Curriculum - 6E

- 6E1, 6E2 - Curriculum licenses - Own It! and FLV PE

Policies - 6H

- 6H1, 6H2, 6H3 - First Read Medical Policies

CHANGE MANAGEMENT

17

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION
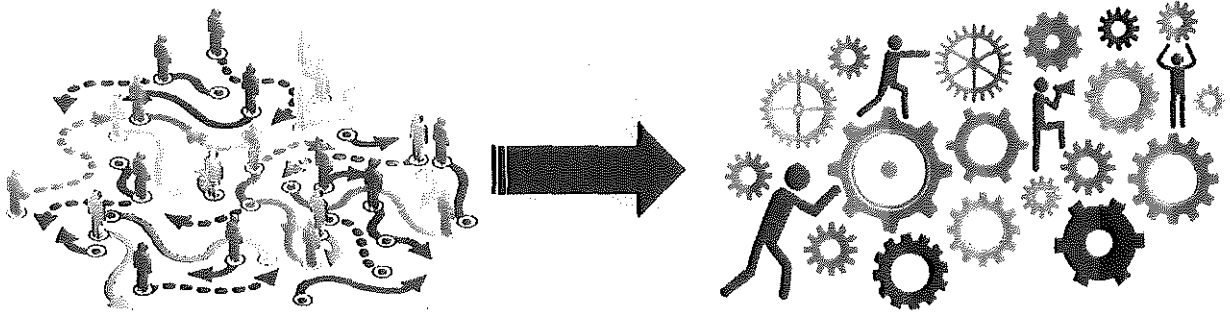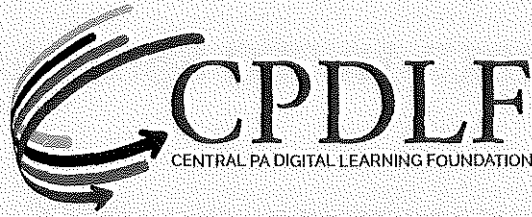
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Tiny URL:

November 9, 2017

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CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION

2017-18 Principal Goals

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2. **Reduce grade-level retentions to less than 10% by the end of SS/ESY (July 2018)**

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3. **90 % of students will demonstrate growth over the school year as evidenced by an increase in their RIT scores on MAPS assessments.**

5

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION

Thank You

For helping me fall in love with learning.

6

CPDLF — CENTRAL PA DIGITAL LEARNING FOUNDATION
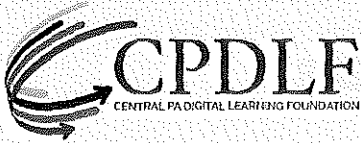
SPP

2014-15   39.3

2015-16   47.6

2016-17   46.4

7

CPDLF — CENTRAL PA DIGITAL LEARNING FOUNDATION

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Seniors	22	19/2	17						
Drop	20	22							
Retained		34							

8

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION

Attendance Guidelines Update

➢ Once a SAIP is in place, the learner is given 4 weeks to meet the goals of the SAIP and change attendance behavior before additional notifications are sent home and to the school district.

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CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION

2017-18 Attendance

August	September	October	November	December
NA	93%	83%		

January	February	March	April	May

10

Grades

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION
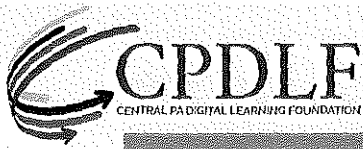
	Last year	November	January	March	May	End of Year
% Courses below 70% All Learners		45% 120/166				
% Courses below 70% K - 5 Learners	51%	19% 6/27				
% Courses below 70% 6 - 9 (non-SLP Learners)	14%	56% 45/57				
% Courses below 70% 10 - 12 Learners	69%	46% 69/82				
K12 Courses on Pace Learners on Pace		39% 2/18				

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SLP

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION
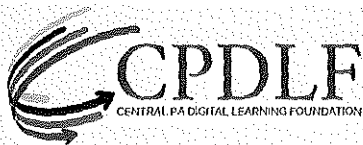
SCIENCE
Biology

Cognitive Skills 4.88

Power 3 / 9   Evidence... Natural S... Food We... Cells   Photosy...   Climate ...   Structur...

Additional 1 / 5   Biodiversity   Carrying Capaci...   Mitosis and Stem Ce...   Reproduction

Challenge 0 / 4   Advanced Cells   Advanced Photosynthesis ...   Advanced DNA to Protein

Evolutionary Story of a...   E...   Biorcmediat...   Scientific Discove...   DNA Barcodi
✓ Oct 15   ✓ Dec 10

ENGLISH
English 9

Cognitive Skills 3.63

Power 3 / 10   Theme 2   Storyte...   Figurat...   Argum...   Resear...   Punctu...   Knowle...   Appea

Additional 0 / 8   Voice 3   Sound dev...   Genre 2   Embeddin...   Parts of sp...   Elements o...

Personal Narrative   Teamw...   Literary Analysis Essay   Creative Writing and Pe...
✓ Oct 8

12

SLP

CPDLF — CENTRAL PA DIGITAL LEARNING FOUNDATION
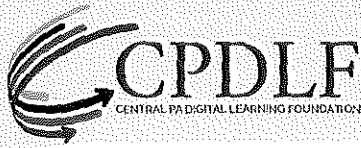
Data updated the morning of
11/9/2017 and reflects previous
day's data.

Number of Incomplete Courses Students Have

central penn digital learning school

Grand Total

Legend

No. of Incompletes
4+ Incomplete Courses
3 Incomplete Courses
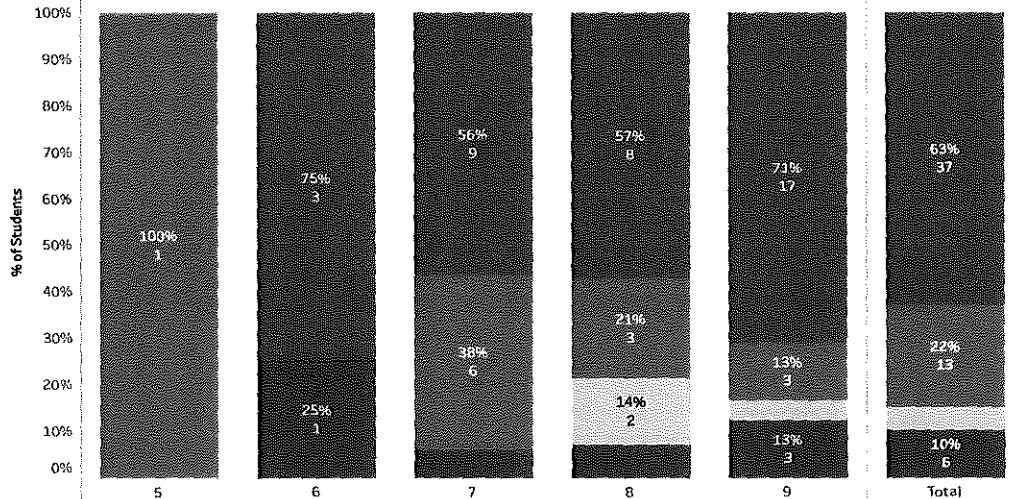2 Incomplete Courses
1 Incomplete Course
On Track

Filter Data
Only needed for some schools.

District
central pa digital learning found... ▼

School
central penn digital learning sch... ▼

% of Students — 0% to 100%

Columns: 5, 6, 7, 8, 9, Total

- 5: 100% — 1
- 6: 75% — 3, 25% — 1
- 7: 56% — 9, 38% — 6
- 8: 57% — 8, 21% — 3, 14% — 2
- 9: 71% — 17, 13% — 3, 13% — 3
- Total: 63% — 37, 22% — 13, 10% — 6

SLP

CPDLF — CENTRAL PA DIGITAL LEARNING FOUNDATION

Data updated the morning of
11/9/2017 and reflects data at
the end of 11/7/2017.

Have Students Logged into the Platform?
Use the selection on the left to change the Time Frame.

central penn digital learning school

Time Frame
Since the Start of the Year
Within the Last Month
Within the Last Two Weeks
⊙ Within the Last Week

Legend

Logged In Within Time
Frame?
No
Yes

Filter Data
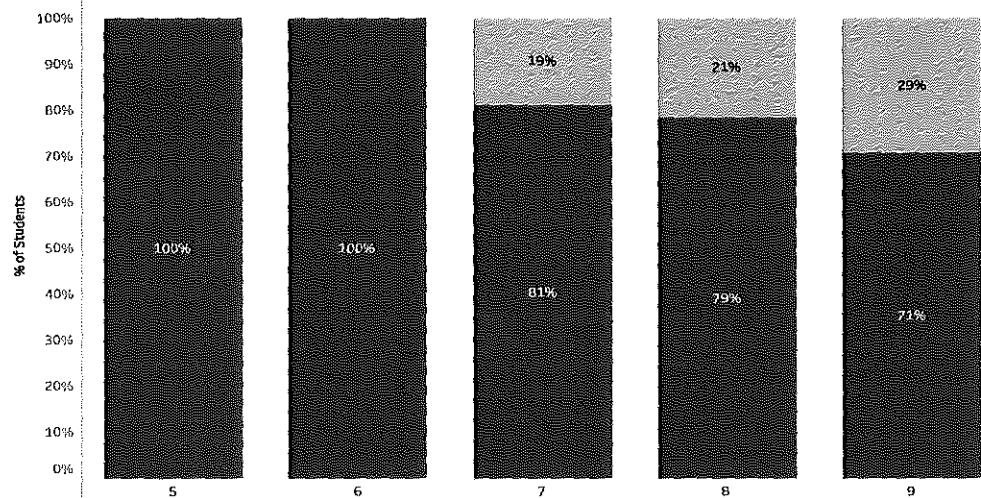Only needed for some schools.

District
central pa digital learning foun... ▼

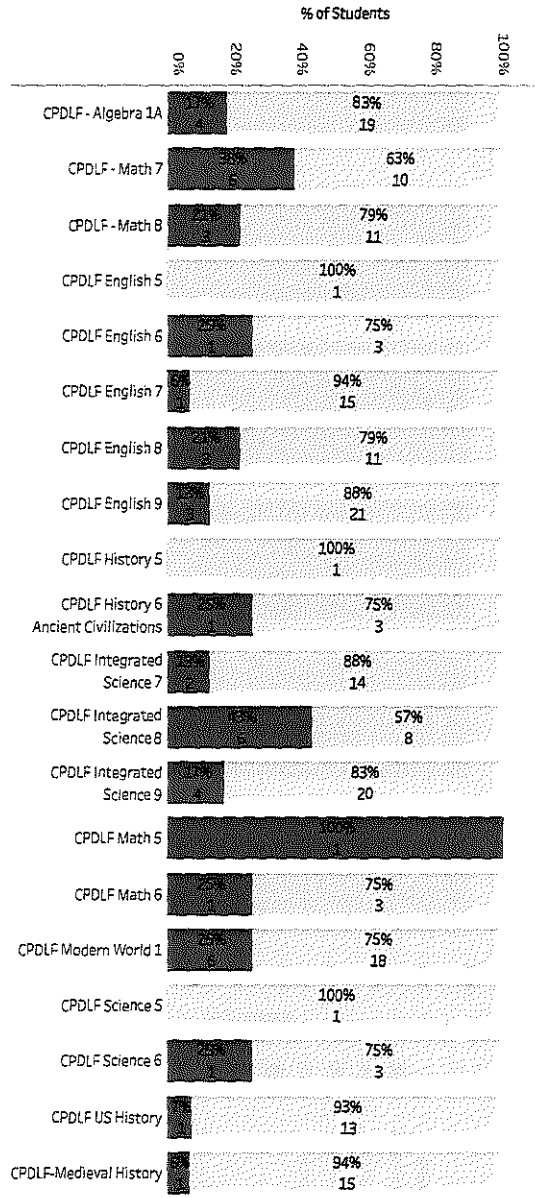School
central penn digital learning sc... ▼

% of Students — 0% to 100%

Columns: 5, 6, 7, 8, 9

- 5: 100%
- 6: 100%
- 7: 19%, 81%
- 8: 21%, 79%
- 9: 29%, 71%

Learning Labs

	Oct
Monday Avg	4
Thursday Avg	10

16

SLP

What Percentage of Students are On Track?

% of Students

	% On Track	Count
CPDLF - Algebra 1A	83%	19
CPDLF - Math 7	63%	10
CPDLF - Math 8	79%	11
CPDLF English 5	100%	1
CPDLF English 6	75%	3
CPDLF English 7	94%	15
CPDLF English 8	79%	11
CPDLF English 9	88%	21
CPDLF History 5	100%	1
CPDLF History 6 Ancient Civilizations	75%	3
CPDLF Integrated Science 7	88%	14
CPDLF Integrated Science 8	57%	8
CPDLF Integrated Science 9	83%	20
CPDLF Math 5	100%	
CPDLF Math 6	75%	3
CPDLF Modern World 1	75%	18
CPDLF Science 5	100%	1
CPDLF Science 6	75%	3
CPDLF US History	93%	13
CPDLF-Medieval History	94%	15

CPDLF CENTRAL PA DIGITAL LEARNING FOUNDATION

Family Engagement Night

17

CPDLF CENTRAL PA DIGITAL LEARNING FOUNDATION

CEO Project Updates - Complete

- Federal Programs Consolidated Review Corrective Actions - Complete
- Consolidated Application - Complete
- Comprehensive Plan updates - Ready to submit Nov 30
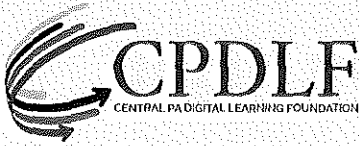
18

CPDLF   CEO Project Updates
CENTRAL PA DIGITAL LEARNING FOUNDATION

- Policies and procedures for working virtually - In progress
- Board Policies - In progress
- Update Job Descriptions - In progress
- Open Campus Handbook - In progress
- PD plan for next year - In progress
- Student Handbook - In progress
- Employee Handbook - In progress
- Monitoring implementations - In progress
- Fiscal Management by Department

TBC = To Be Completed

19
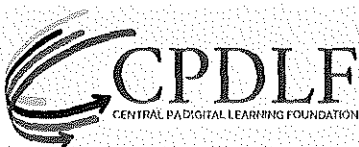
CPDLF   Board Meeting Agenda Review
CENTRAL PA DIGITAL LEARNING FOUNDATION

Financials
Karlie Travis - Business Manager

Informational Items

- Fund Reconciliation Report
- Year to Year Budget Comparison
- Outstanding Payments
- List of Payments
- Budget to Actual 2017-18

20

CPDLF Board Meeting Agenda Review
CENTRAL PA DIGITAL LEARNING FOUNDATION

General Operations - 6B

- 6B1 - Comprehensive Plan - submit on November 30
- 6B2 - Health Insurance Renewal with 6C5 - HSA Funding
- 6B3 - Website hosting - EdLio

Personnel - 6C

- 6C1 - Test Administrators
- 6C2 - Unpaid Leave
- 6C3 - Update Leave of Absence
- 6C4 - Resignation

21

CPDLF Board Meeting Agenda Review
CENTRAL PA DIGITAL LEARNING FOUNDATION

Contracted Services - 6D

- 6D1, 6D2 - Special Education Contracted Services
- 6D3 - Reading Specialist for Federal Programs

Curriculum - 6E

- 6E1 - CTC Rates
- 6E2 - DIBELS for K-6

22

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION
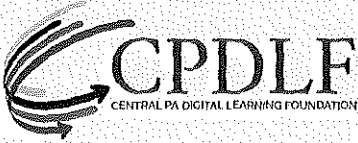
Board Meeting Agenda Review

Technology - 6F

- 6F1 - Equipment Disposal List

Professional Development - 6G

- 6G1 - PETE & C

Policies - 6H

- 6H1 - Medical Policies

23

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION

24

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION
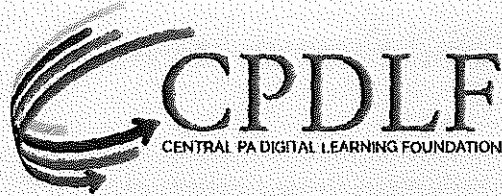
CEO Board Report
January 11, 2018

Connect ∞ Engage ∞ Empower

Dr. Aiko Malynda Maurer, CEO

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION

Mission Statement and Vision

The IDEAL Virtual Learning Experience

Customized – Rigorous – Flexible

Providing all students across the state of PA access to quality customizable virtual learning experiences with a personal touch

Providing districts with opportunities for successful asynchronous virtual learning experiences for learners

2

CPDLF 2017-18 CEO Focus Areas

CENTRAL PA DIGITAL LEARNING FOUNDATION

LEARNER GROWTH FOR LONG TERM SUCCESS

1. Build an effective and efficient team for a virtual environment

2. Provide an environment where connections are made and relationships are built between staff, learners, and learning coaches

3. Cultivate *Quality Teaching and Learning*

3

CPDLF 2017-18 Principal Goals

CENTRAL PA DIGITAL LEARNING FOUNDATION

Theme - Establishing & Growing Relationships

1. Build foundational connections to understand the staff, our learners and families.

- 1(a) Balance *directives* and *initiatives* with *listening* and *observing*
- 1(b) Model what I expect of the staff--view learner profiles, spend time with learners and coaches, foster a work atmosphere that is conducive to collaboration, growth mindset, and personalized learning

4

CPDLF — 2017-18 Principal Goals

Theme - Establishing & Growing Connections

2. **Reduce grade-level retentions to less than 10% by the end of SS/ESY (July 2018)**

   - 2(a): at least 90% of students will be 'on pace' and have grades > 70% each quarter

   - 2(b): number of baseline assessments obtained via MAPS Growth tool will improve to 90% for new enrollees (in their first week) and to 80% for returning learners (by September 15, 2018). *Currently we have tested 65% of our total learners (includes math, reading & science; 67% in math & reading only) this year.*

3. **90 % of students will demonstrate growth over the school year as evidenced by an increase in their RIT scores on MAPS assessments.**

CPDLF — CEO Project Updates

- Board Policies - In progress
- Procedures - In progress
- Update Job Descriptions - In progress
- Open Campus Handbook - In progress
- Student Handbook - In progress
- Employee Handbook - In progress
- 2018-19 School Calendar - Tent. March

CPDLF   CEO Project Updates

CENTRAL PA DIGITAL LEARNING FOUNDATION

- PD plan for next year - In progress
  - Results by Design
  - Laying the foundation for content creation
  - Developing skills and providing tools for making connections, building relationships, as well as engaging and empowering learners
- Performance Reviews - In progress
  - Look fors and check ins
- Site Expansion - In progress
  - Stroudsburg Learning Center

7

CPDLF   CEO Project Updates

CENTRAL PA DIGITAL LEARNING FOUNDATION

- Fiscal Management by Department - In progress
  - Adding new codes
  - More concise reports for the board
- 2017-18 Budget Revision - Tent. March
- 2018-19 Budget - May
- Grants
  - Federal Programs: Title I , II, IV
  - Ready to Learn
- Donations
  - Amazon Smile

8

CPDLF Status Report

- Keystone testing - Seniors
- Internal Review Document

9

Enrollment Trends

	CPDLF			Special Ed			Open Campus		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
First Day									
September			164			54			43
November	215	213	175	67	63	53	16	35	45
January	213	191	159	70	61	47	18	45	46
March	223	194		72	65		23	47	
May	248	197		69	61		22	52	
Last Day	251	188		75	60		22	51	
Seniors	22	19/2	16						
Drop	20	22							
Retained		34							
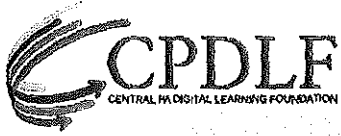
10

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION

2017-18 Attendance

August	September	October	November	December
NA	93%	83%	92%	95%
January	February	March	April	May

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION

Grades

% of Core Courses >=70% and on Pace	MP 1	January	March	May	End of Year
K - 5		67%			
6 - 9		19%			
10 - 12		16%			
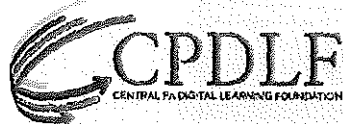
CPDLF Board Meeting Agenda Review

Financials
Karlie Travis - Business Manager

* Fund Reconciliation Report
* Outstanding Payments
* List of Payments
* Budget to Actual 2017-18
* 2016-17 Financial Audit
* IRS Form 990
* Review of RFPs from Financial Institutions
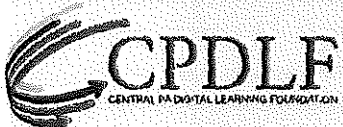
CPDLF Board Meeting Agenda Review

General Operations - 6B

* 6B1 - Health Insurance Renewal with 6C4 - HSA Funding

Personnel - 6C

* 6C1 - Tech Intern
* 6C2 - Amy Pipetti
* 6C3 - Conversion of unused comp time

CPDLF Board Meeting Agenda Review

Contracted Services - 6D

- 6D1 - Update Prowrite contract to include testing assistance and travel reimbursements

Curriculum - 6E

- 6E1 - BrainPop

15

CPDLF Board Meeting Agenda Review

Technology - 6F

- None

Professional Development - 6G

- 6G1 - Summit Spring Summit - Last free training
- 6G2 - Results by Design
- 6G3 - World of Learning Virtual Trainings

Policies - 6H
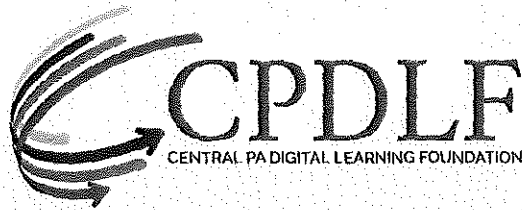
- 6H1 - Medical Policies

16

Percentage corresponds to the percentage of employees who rated the program at 4 or 5 on a 1-5 scale with 5 being the best on a survey of all employees on January 2, 2018.

Initiative	Status	Employee comments
Enrollment	74%	"I think it is going well but there is always room for improvement."
Onboarding	68%	"I think that while we have a great set up for onboarding through Google Classroom, there is still something missing....."
Connects U! Social/Emotional Monitoring Informing Parents Educational Value	63% 79% 58% 74%	"I think that most of the content in Connects U is important.... I also think that Connects U should be somewhat more uniform. I think there are a lot of discrepancies in how instructors are implementing Connects U. If it's worth a credit, it should definitely be somewhat rigorous. I think we have more success with new learners who did not participate in Connects U last year...."
Academics - Rigor	79%	"I think the SLP provides more rigor and valuable learning experiences (we still need to create more of our own content). OW is very rigorous, but I don't think it provides a valuable learning experience. There are so many lessons and I don't think much actual learning is happening. I like that we added instructional launches, however, I'm still struggling to get full participation on the launches. I think the new grading policy will cause grades to be lower for a while, until learners realize the importance of remaining on pace and completing the launches. I think that by the end of the year, we will have more students with passing grades."
Attendance	89%	
Grading	85%	
Special Ed		Improved from last year, working on participation in direct instruction
Technology		Improving processes
Performance Reviews		Just starting in January
Teams		PBIS, SAP, MTSS, SLP – all operating and starting to make progress
Marketing		Waiting for website to launch
Human Resources		Working on policies and procedures
Open Campus		Improved from last year, continuing to improve
State Testing		Improving processes
ESL		Working on learner participation
Summit Model	74%	"I definitely need to work on improving how I implement the Summit model. I am learning the basics this year but I feel the time factor has stopped me from really exploring Summit." "I feel like the Summit model stretches me the most in attempting to fulfill many of our educational goals here at CPDLF." "Summit Learning is providing us with a great tool to use with our learners as we progress to mastery based learning."
Health Services		Improved from last year, working on processes
Federal Programs		Improving processes
State Reporting		Improving accuracy
Business Operations		Improving processes

Critical	Started/Incomplete	Warning/Watching	On Track

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION

CEO Board Report
March 8, 2018

Connect ∞ Engage ∞ Empower

Dr. Aiko Malynda Maurer, CEO

CPDLF
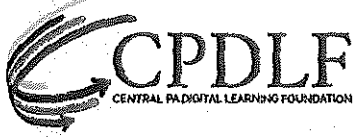CENTRAL PA DIGITAL LEARNING FOUNDATION

Mission Statement and Vision

The IDEAL Virtual Learning Experience

Customized – Rigorous - Flexible

Providing all **students** across the state of
PA access to **quality customizable virtual
learning** experiences with a personal
touch

Providing **districts** with opportunities for
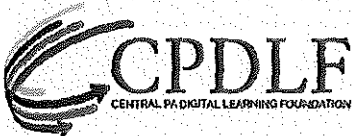**successful asynchronous virtual learning
experiences for learners**

2

CPDLF 2017-18 CEO Focus Areas

CENTRAL PA DIGITAL LEARNING FOUNDATION

LEARNER GROWTH FOR LONG TERM SUCCESS

1. Build an effective and efficient team for a virtual environment

2. Provide an environment where connections are made and relationships are built between staff, learners, and learning coaches

3. Cultivate *Quality Teaching and Learning*

3

CPDLF 2017-18 Principal Goals

CENTRAL PA DIGITAL LEARNING FOUNDATION

Theme - Establishing & Growing Relationships

1. Build foundational connections to understand the staff, our learners and families.

   * 1(a) Balance *directives* and *initiatives* with *listening* and *observing*
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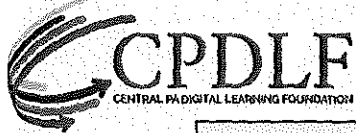
4

2017-18 Principal Goals

Theme - Establishing & Growing Connections

2. Reduce grade-level retentions to less than 10% by the end of SS/ESY (July 2018)

   - 2(a): at least 90% of students will be 'on pace' and have grades > 70% each quarter

   - 2(b): number of baseline assessments obtained via MAPS Growth tool will improve to 90% for new enrollees (in their first week) and to 80% for returning learners (by September 15, 2018). _Currently we have tested 65% of our total learners (includes math, reading & science; 67% in math & reading only) this year._

3. 90 % of students will demonstrate growth over the school year as evidenced by an increase in their RIT scores on MAPS assessments.

5

CPDLF Enrollment Trends
CENTRAL PA DIGITAL LEARNING FOUNDATION

	CPDLF			Special Ed			Open Campus		
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First Day									
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November	215	213	175	67	63	53	16	35	45
January	213	191	159	70	61	47	18	45	46
March	223	194	172	72	65		23	47	
May	248	197		69	61		22	52	
Last Day	251	188		75	60		22	51	
Seniors	22	19/2	16						
Retained		34							

DROP OUT	2
ATTENDANCE DROPS	14
RETURN TO DISTRICT	25
TRANSFER TO CYBER	17

6

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION

2017-18 Attendance

August	September	October	November	December
NA	93%	83%	92%	95%

January	February	March	April	May
	90%			

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION
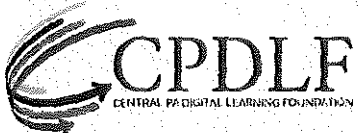
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% of Core Courses >=70% and on Pace	MP 1	January	March	May	End of Year
K - 5		67%	68%		
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10 - 12		16%	36%		

CPDLF   CEO Project Updates

CENTRAL PA DIGITAL LEARNING FOUNDATION

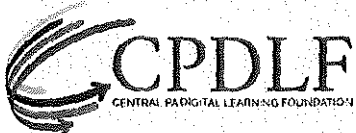- Update on visit to PDE
- CPDLF Charter Renewal Due 2020
- IU 8 Management Contract Renewal - July 2018
- New Hire Induction Plan

9

CPDLF   CEO Project Updates

CENTRAL PA DIGITAL LEARNING FOUNDATION

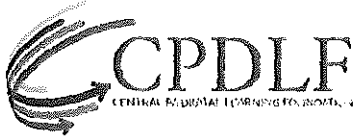- **2018-19 Professional Development Plan**
  1. Develop Deep-Seated Knowledge of Content
     a. K12 Learning Unlimited - Deanna Mayers
  2. Understand Engaging Learners with Content
     a. IU 8 World of Learning - Dr. Pat Mulroy
  3. Foster skills for making Connections and building Relationships with Learners and their Families
     a. Bridges out of Poverty
     b. Blair Family Services

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CPDLF CEO Project Updates

Additional Drop In Centers

- Altoona
- Stroudsburg
  - Lawyer drafting lease agreement - To be approved by PDE
    - Currently at 1.15/sq ft
  - Site Manager/LG
  - Conversations are being held with IU and Superintendents

11
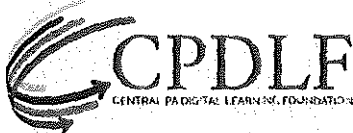
CPDLF CEO Project Updates

- Board Policies - In progress
- Procedures - In progress
- Update Job Descriptions - In progress
- Open Campus Handbook - In progress
- Student Handbook - In progress
- Employee Handbook - In progress
- Performance Reviews - In progress
  - Look fors and check ins

12

CPDLF CEO Project Updates

- Fiscal Management by Department - In progress
  - Adding new codes
  - More concise reports for the board
- 2017-18 Budget Revision - May
- 2018-19 Budget - May
- Comprehensive Plan Corrections - In progress
- Grants
  - Monitoring Federal Programs: Title I , II, IV
  - Ready to Learn Grant Application Submitted

13
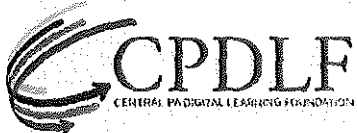
CPDLF Board Meeting Agenda Review

Financials
Karlie Travis - Business Manager

- Fund Reconciliation Report
- List of Payments
- Budget to Actual 2017-18 (67%)
- No revised budget available yet

14

Board Meeting Agenda Review

General Operations - 6B

* 6B1 - 2018-19 School Calendar

Personnel - 6C

* 6C1 - Mrs. Pelkey Resignation, remain Ad-Hoc Test Administrator
* 6C2 - New Hire: Mrs. Brieana Day

15

Board Meeting Agenda Review

Professional Development - 6G

* 6G1 - MCL Consortium Lindsay Unified School Visit in CA, Dina Morrissey

Policies - 6H

* 6H1 - Federal Programs Procurement Compliance Policy

16

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION
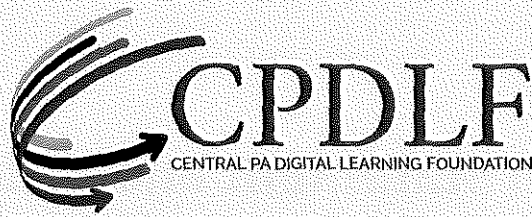
CEO Board Report
May 10, 2018

Connect ∞ Engage ∞ Empower

Dr. Aiko Malynda Maurer, CEO

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION
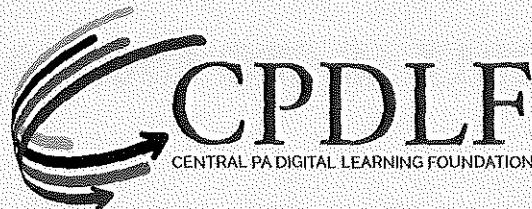
Teacher-Staff Appreciation Week
Learning Guides
Instructors - Launch Friday

Connect ∞ Engage ∞ Empower

CPDLF

CENTRAL PA DIGITAL LEARNING FOUNDATION

Mission Statement and Vision

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CPDLF   2017-18 CEO Focus Areas

CENTRAL PA DIGITAL LEARNING FOUNDATION

LEARNER GROWTH FOR LONG TERM SUCCESS

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2017-18 Board Member Chats Summary

CPDLF

1. **What can I do to make your role as a board member easier?**

   • Nothing

2. **Are you satisfied with the amount and method of board communication? Do you feel adequately informed?**

   • Yes, consistency is good but don't send just for the sake of sending
   • Weekends are good

2017-18 Board Member Chats Summary

CPDLF

3. **What can CPDLF provide?**

   • Get the word out to all schools, especially in IU 8 region, about who we are and what we do – Rigor, Attendance, and Accountability
   • Open lines of communication with school admin
   • Continued collaboration and sharing of innovations

4. **What thoughts, ideas, goals do you have for CPDLF?**

   • Reputation (Integrity of program), trust, relationships with all schools is everything
   • Continue to be innovative
   • Seek out opportunities to expand

CPDLF — 2017-18 Principal Goals

CENTRAL PA DIGITAL LEARNING FOUNDATION

Theme - Establishing & Growing Relationships

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	March	May
DROP OUT	2	3
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CPDLF

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January	February	March	April	May
	90%		90.9%	

10
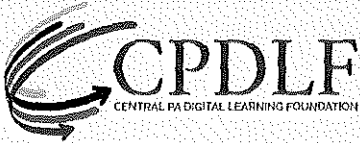
CPDLF

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11

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION
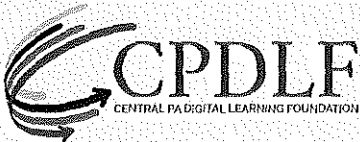
Help Please

We are looking for business/individuals willing to provide donations for our seniors

CPDLF Award - Senior(s) who demonstrate Connection, Perseverance, Determination, Love of Learning, Future-Focused

Grit Award - Senior(s) who approached challenges and obstacles with grit and tenacity

Community Service Recognition - Senior(s) who have over 200 hours of community service

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CPDLF   CEO Project Updates

CENTRAL PA DIGITAL LEARNING FOUNDATION

Phase 2

- **Results by Design - June 5, 2018**
- **Summer 2018** - Begin learning progressions and content development for Connects U! course
- **2018-19 Professional Development Plan**
    1. Develop Deep-Seated Knowledge of Content
        a. K12 Learning Unlimited - Deanna Mayers
    2. Understand Engaging Learners with Content
        a. IU 8 World of Learning - Dr. Pat Mulroy
    3. Foster skills for making Connections and building Relationships with Learners and their Families
        a. Blair Family Services

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CPDLF   CEO Project Updates

CENTRAL PA DIGITAL LEARNING FOUNDATION

Additional Drop In Centers

- Altoona
- Stroudsburg
    - Lawyer drafting lease agreement - To be approved by PDE
        - Currently at 1.90/sq ft for 1900 sq ft
    - Site Manager/LG
    - Conversations are being arranged with Superintendents

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CPDLF CEO Project Updates

CENTRAL PA DIGITAL LEARNING FOUNDATION

- Board Policies - In progress
- Procedures - In progress
- Update Job Descriptions - In progress
- Open Campus Handbook - In progress
- Student Handbook - In progress
- Employee Handbook - In progress
- Performance Reviews - In progress
  - Look fors and check ins

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CPDLF CEO Project Updates

CENTRAL PA DIGITAL LEARNING FOUNDATION

PDE and charter school tuition rates

CPDLF is billing at school district provided PDE 363 or PDE posted rates in September

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CPDLF CEO Project Updates

CENTRAL PA DIGITAL LEARNING FOUNDATION

- Fiscal Management by Department - In progress
  - Adding new codes
  - More concise reports for the board
- 2017-18 Budget Revision - Not necessary
- 2018-19 Budget - Draft May, Final June
- Comprehensive Plan Corrections - completed
- Grants
  - Monitored Federal Programs: Title I , II, IV

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CPDLF Board Meeting Agenda Review

CENTRAL PA DIGITAL LEARNING FOUNDATION

Financials
Karlie Travis - Business Manager

- Fund Reconciliation Report
- List of Payments
- Budget to Actual 2017-18 (83%)
- 2018-19 Draft Duncansville Budget (200 students)
- 2018-19 Draft Stroudsburg-Duncansville Budget (201 D, 25 S)
  - Budget Pie Charts

18
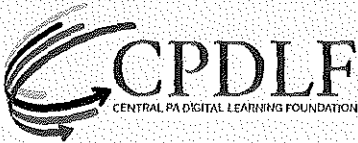
Board Business - 6A

- 6A1 - Mr. William Marshall resignation
  - Current enrollments by school district for CPDLF
    - Altoona 91
    - Hollidaysburg 13
    - Spring Cove 7
  - Open Campus
    - Central Cambria 18
    - Conemaugh Valley 16
    - Blacklick Valley 10

19
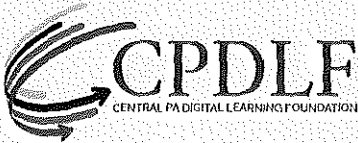
General Operations - 6B

- 6B1 - Change in graduation date to May 31, 2019
- 6B2 - 2018-19 Summit Learning Program Agreement
- 6B3 - HASD rental agreement
- 6B4,6B5 - Change financial institution to First Commonwealth Bank
- 6B6 - PCPCS membership (AMM nominated for Leadership Council)
- 6B7 - PAFPC Membership for 3 seats
- 6B8 - Renewal of IU 8 ESL Consortium

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CPDLF Board Meeting Agenda Review
CENTRAL PA DIGITAL LEARNING FOUNDATION

Personnel - 6C

- 6C1, C2 - Days off without pay
- 6C3 - FMLA leave for Mrs. Dodge
- 6C4 - Standardized Test Materials Management Substitute for Mrs. Dodge
- 6C5, C6, C7 - Summer School - course cost, teachers, stipends
  - Many variables yet to be determined

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CPDLF Board Meeting Agenda Review
CENTRAL PA DIGITAL LEARNING FOUNDATION

Contracted Services - 6D

- 6D1 - Contract for substitution for Mrs. Dodge for MAPS testing

Curriculum - 6E

- 6E1 - List of seniors for graduation - Note the *

22

CPDLF CENTRAL PA DIGITAL LEARNING FOUNDATION **Board Meeting Agenda Review**
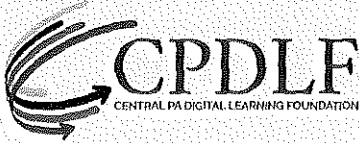
Technology - 6F

- 6F1 - Network Solutions Domain Name renewal
- 6F2, 6F3 - Chromebooks and Go Guardian
  - Note - all Go Guardian licenses put on same renewal cycle
  - Go Guardian piloted for secure online testing with MAPS

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CPDLF CENTRAL PA DIGITAL LEARNING FOUNDATION **Board Meeting Agenda Review**

Professional Development - 6G

- 6G1 - IU 8 World of Learning
- 6G2 - K12 Learning Unlimited
  - Bio for Deanna

Policies - 6H

- 6H1 - Updated Truancy, ESL

24

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION

THANK YOU!

25

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION
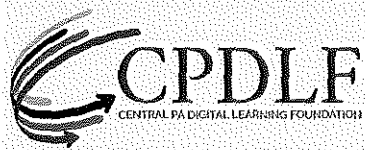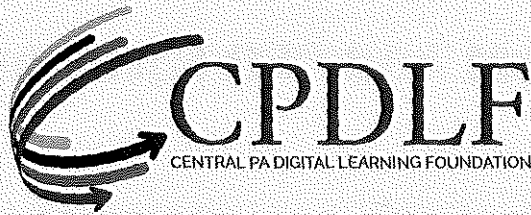
CEO Board Report
June 14, 2018

Connect ∞ Engage ∞ Empower

Dr. Aiko Malynda Maurer, CEO

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION

Mission Statement and Vision

The IDEAL Virtual Learning Experience
Customized – Rigorous - Flexible

Providing all <u>students</u> across the state of
PA access to <u>quality customizable virtual</u>
<u>learning</u> experiences with a personal
touch

Providing <u>districts</u> with opportunities for
<u>successful asynchronous virtual learning</u>
<u>experiences for learners</u>   2

CPDLF 2017-18 CEO Focus Areas

CENTRAL PA DIGITAL LEARNING FOUNDATION

LEARNER GROWTH FOR LONG TERM SUCCESS

1. Build an effective and efficient team for a virtual environment

2. Provide an environment where connections are made and relationships are built between staff, learners, and learning coaches

3. Cultivate *Quality Teaching and Learning*

3

CPDLF Enrollment Trends

CENTRAL PA DIGITAL LEARNING FOUNDATION

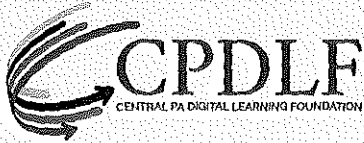|	CPDLF			Special Ed			Open Campus		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
First Day									
September			164			54			43
November	215	213	175	67	63	53	16	35	45
January	213	191	159	70	61	47	18	45	46
March	223	194	172	72	65		23	47	
May	248	197	175	69	61	51	22	52	70
Last Day	251	188	173	75	60	51	22	51	70
Seniors	22	19/2	21/3						
Retained		34	55						

	March	May
DROP OUT	2	3
ATTENDANCE DROPS	14	23
RETURN TO DISTRICT	25	32
TRANSFER TO CYBER	17	17

4

CPDLF   2017-18 CEO Focus Areas

CENTRAL PA DIGITAL LEARNING FOUNDATION
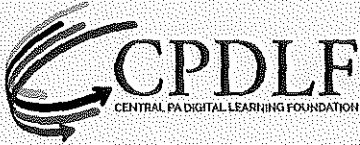
Phase 1 - Laying the Groundwork
Sept 2015 thru June 2018

* Analyzed current policies, procedures, and practices
* Reorganized, realigned, and developed new policies, procedures, and practices to redirect CPDLF toward the original mission and vision -
Quality Personalized and Customized Virtual Learning

Learner (66%) and Parent (70) surveys have been conducted. Data will be analyzed and reported over the summer.

Phase 2 - Building the Foundation
June 2018 thru ?

* Refine and formalize procedures and practices
* Strengthen structures for empowering learner growth

5

CPDLF   2017-18 Principal Goals

CENTRAL PA DIGITAL LEARNING FOUNDATION

Theme - Establishing & Growing Relationships

1. **Build foundational connections to understand the staff, our learners and families.**

* 1(a) Balance *directives* and *initiatives* with *listening* and *observing*

    * *This is an ongoing goal; examples: adjusting enrollment day, look-fors*

* 1(b) Model what I expect of the staff--view learner profiles, spend time with learners

    and coaches, foster a work atmosphere that is conducive to collaboration, growth

    mindset, and personalized learning

    * *Staff/learner feedback; Learning Lab participation; monthly growth themes;*

    solidified purposes of teams

6

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION
2017-18 Principal Goals

Theme - Establishing & Growing Connections

2. **Reduce grade-level retentions to less than 10% by the end of SS/ESY (July 2018)**

   • 2(a): at least 90% of students will be 'on pace' and have grades > 70% each quarter

   • 2(b): number of baseline assessments obtained via MAPS Growth tool will improve to
   90% for new enrollees (in their first week) and to 80% for returning learners (by
   September 15, 2018). _Currently we have tested 65% of our total learners (includes math,
   reading & science; 67% in math & reading only) this year._

3. **90 % of students will demonstrate <u>growth</u> over the school year as evidenced by   an
increase in their RIT scores on MAPS assessments.**

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CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION
2017-18 Principal Goals

Theme - Establishing & Growing Connections

2. **Reduce grade-level retentions to less than 10% by the end of SS/ESY (July 2018)**

   • 2(a): _refer to Grades slide_

   • 2(b): _MAP assessments--Joan has data on original goal for baseline tests; additional data from Deanna Mayers_

   _Retention data so far: 28 learners in Summer School in order to be promoted; retention projected to be at 16%
   pending EOSS_

3. **90 % of students will demonstrate <u>growth</u> over the school year as evidenced by an increase in their RIT scores on
MAPS assessments.**

   • _54/173 (31.2%) students showed growth in math; 34/173 (19.7%) in reading; 8/41 (19.5%) in science_

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Grades

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION

% of Core Courses >=70% and on Pace	MP 1	MP 2	MP 3	End of Year
K - 5	81%	67%	78%	92%
6 - 9	49%	47%	40%	60%
10 - 12	58%	47%	43%	69%

Course pass rate: 74%

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CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION

2017-18 Attendance

August	September	October	November	December
NA	93%	83%	92%	95%
January	**February**	**March**	**April**	**May**
	90%		90.9%	98.3%

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CPDLF   CEO Project Updates

CENTRAL PA DIGITAL LEARNING FOUNDATION
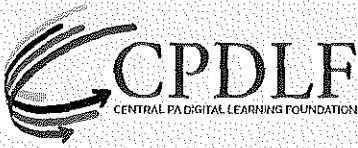
Phase 2

- **Results by Design - August**
- **Summer 2018** - In Progress - learning progressions and content development for Connects U! course
  - *Pilot school districts:* Turkeyfoot Valley and Tyrone
- **2018-19 Professional Development Plan**
  1. Added 48 hours of Professional Development paid time for FT
  2. Added 44 hours of Professional Development paid time for PT
     - *Seats available for school district participants*

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CPDLF   CEO Project Updates

CENTRAL PA DIGITAL LEARNING FOUNDATION
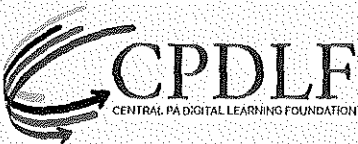
Additional Drop In Centers - Altoona/Stroudsburg

- Waiting for response from PDE

Projects in Progress

- Review of Personnel Salaries and Benefits
- Board Policies
- Procedures
- Update Job Descriptions
- Open Campus Handbook
- Student Handbook
- Employee Handbook
- Performance Reviews
- Fiscal Department coding

12

CPDLF Board Meeting Agenda Review

Financials
Karlie Travis - Business Manager

- Fund Reconciliation Report
- List of Payments
- Budget to Actual 2017-18 (92%)
- 2018-19 General Budget
  - Duncansville Budget

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CPDLF Board Meeting Agenda Review

Note: Will do full board agenda review with Dr. DiLeo and/or Royce Boyd, board report would only be highlights on agenda

Board Business - 6A

- 6A1, 6A2 - Board Committees - Personnel and Interviewing
  - Members?
- New board member?

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CPDLF Board Meeting Agenda Review

General Operations - 6B

- Standard or previously discussed

Personnel - 6C

- HSA
- Summer School
- Instructional Coach
- Open Campus Point of Contact
- Retirement

15
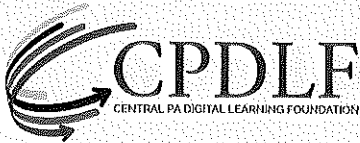
CPDLF Board Meeting Agenda Review

Contracted Services - 6D

- None - Reviewing Special Ed contracted services

Curriculum - 6E

- MAPS and Intervention resources
- Development of Connects U!

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CPDLF Board Meeting Agenda Review

CENTRAL PA DIGITAL LEARNING FOUNDATION

Technology - 6F

- Annual Renewals

Professional Development - 6G

- Additional Pay
  - Results by Design
  - MCL National Summit
  - Summit Learning Training
  - Summit Onboarding Training
  - Content Building in Summit
- Blair Family Solutions

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CPDLF

CENTRAL PA DIGITAL LEARNING FOUNDATION

THANK YOU!
HAVE A GREAT
SUMMER!

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Attachment 97
CEO Board Reports 2018-19

2018-19 CEO Focus Areas

Engagement

Empowerment

Data Informed Systems

2018-19 CEO Focus Areas

Distributed Leadership Model

Teams

Department Budgets

2018-19 CEO Focus Areas

Framework of a Transformed System

Personnel Committee

Connects U! Program

Grade 3 Content

CPDLF TEAMS

Coming Soon!
Parent Engagement Group

MTSS

Admin

SAP

CPDLF Graduation

SWPBIS

SLP

Open Campus

Admin Team Values

Commitment to the Mission and Vision
(Focus on the learner and the learning - Connect)

Commitment to on-the-job excellence
(Be passionate about what you do - Engage)

Commitment to working as a team
(Be supportive of one another - Empower)

Principal Goals - Mrs. Salyards

Theme - Developing Habits for Growth

1. Cultivate established connections to promote growth in the Habits of Success among staff, learners and families.

2. Reduce grade-level retentions to ≤ 15% overall (from 20% EOSS 2018) by the end of SS/ESY (July 2019) and specifically,

   - *Reduce 7th & 9th grades' retention rates to <25%*

     - *(2018 EOSS rate for 7th grade was 31.6%; for 9th grade was 40%)*

Principal Goals - Mrs. Salyards

Theme - Developing Habits of Growth

3. Increase Learner Growth in Reading: at least 35% of students will meet or exceed Projected MAP Growth in Reading (2018 EOY 25.4%)

4. Increase Learner Growth in Math: 3-5% of identified Tier 2/3 learners will move down (improve) at least one tier in math by EOY

Learning Services Coordinator Goals - Mrs. Morrissey

Theme: Helping Learning Guides determine what learners need in order to be ready for life after CPDLF

Language shift

- Phase 1: Provide opportunities for the shifting of the mindset of earning credits to graduate to completing course requirements.
- Phase 2: Provide opportunities for the shifting of the mindset of completing course requirements to completing/having learning experiences in specific areas and experiences are made of components.

Student Assistance Program

- Review and update with the team the Board Policy on Suicide Prevention to reflect a virtual component.
- Receive information/training on what services are available for us to help develop Level Tier 2 services for our learners.

Learning Services Coordinator Goals - Mrs. Morrissey

Theme: Helping Learning Guides determine what learners need in order to be ready for life after CPDLF

Special Education

- Provide face to face training on using Alternate Content Standards across grade levels.
- Provide face to face training on Progress monitoring goals using spreadsheets other methods
- Increase by 20% the overall attendance to Direct Instruction sessions.

ESL

- What does our current program look like?
  - What do we have vs. what do we need/are missing?

Technology Coordinator Goals - Brandon Kelley

- Improve Beginning of the Year Readiness
- Develop a Knowledge Base (8 areas)
- Increase IC Portal Usage by staff and families
- Improve accuracy of PIMS data

Relationship Coordinator Goals - Barbara Dikum

- Ensure every staff member knows who we are and what we do.
- Facilitate the distribution of a strong unified message.
- Guide and support the use of a common language and terms.
- Collaborate with our CPDLF team to develop a productive work environment
- Grow our social media audience by providing meaningful and consistent information

Project Coordinator Goals - Mrs. Dodge

1. Continue to organize and streamline state testing processes

2. Learn best practices for data manipulation and reporting for assessments (Keystone, PSSA, and MAP)

3. Update, organize and have school board policies readily available (paper & electronic)

4. Create a norm for keeping track of contracts and agreements

Enrollment Trends

	CPDLF				Special Ed				Open Campus			
	2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018
First Day				134				38				34
September			164	143			54	39			43	41
November	215	213	175		67	63	53		16	35	45	
January	213	191	159		70	61	47		18	45	46	
March	223	194	172		72	65			23	47		
May	248	197	175		69	61	51		22	52	70	
Last Day	251	188	173		75	60	51		22	51	70	
Seniors	22	19/2	21/3									
Retained		34	SS									

Items to note

- Verify email addresses and phone numbers for an internal document for the board members
- Board Member Terms
- Re-appointments of members (2 hour training)
- Election of Officers
- Fill vacant seat
- 4 hour training - Dr. Lehman, newly appointed

Items to note

- Personnel Report is an acknowledgement of current list of employees
- Related Services Agreements are new this year from our solicitor, same contractors
- Still waiting for our Psychologist and Presence Learning
- K12 Learning Unlimited is to add Deanna Mayers to the Connects U! Development Team
- Technology - goal of being better prepared
- Agenda Addendum
- Financials - Karlie

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION

November 8, 2018
CEO Board Report

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION

Enrollment Trends

	CPDLF				Special Ed				Open Campus			
	2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018
First Day				134				38				34
September			164	143			54	39			43	41
November	215	213	175	145	67	63	53	38	16	35	45	62
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Last Day	251	188	173		75	60	51		22	51	70	
Seniors	22	19/2	21/3									
Retained		34	SS									

Grades

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION

% of Core Courses >=70% and on Pace	MP 1	MP 2	MP 3	End of Year
K - 5	76/87 87%			
6 - 9	164/327 50%			
10 - 12	252/448 56%			

Course pass rate:

Attendance Trends

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION

	Nov	Jan	March	May
DROP OUT	2			
ATTENDANCE DROPS	9			
RETURN TO DISTRICT	23			
TRANSFER TO CYBER	1			

	CPDLF			
	2015	2016	2017	2018
September			93%	
October			83%	
November			92%	
December			95%	
January				
February			90%	
March				
April			90%	
May			98%	

Board Agenda Items to note

- Items for Personnel Committee
  - Employee Health Insurance Plan
  - HSA
  - Vacant Special Education Learning Guide/Instructor position
- Items for Board President and CEO
  - Related Services agreements
  - Lease with Fusia Dance
- Item B5: Bond coverage - Include CEO and/or Fiscal Manager?
- Item F2: Upgrading laptops older than 3 years
- Items G1 - G4: Paid from Federal Programs funds
- Policies coming
  - Use of Facilities
  - Update to Internal Control Policies on setting salaries
- Financials - Karlie

Items to note

- Verification form to sign for EDNA
- An eye on the budget
  - Revenue @170 students and new 363s - $2,312,757
  - Current budgeted expenses - $2,585,628
  - Expenses to trim - $272,870
  - 2017-18 Fund Balance Gain - $307,258
  - Consider: Increasing Health Benefits cost
  - AMM to compare budget to actual and trim where possible after Health Benefit costs are determined
- Process for adding a site
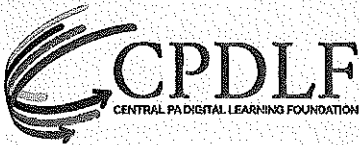- Preparing for charter renewal

CPDLF

CENTRAL PA DIGITAL LEARNING FOUNDATION
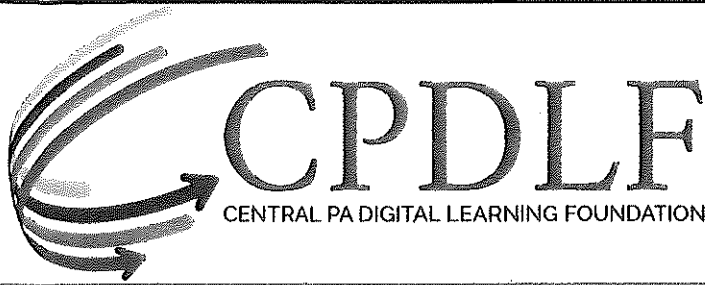
January 10, 2019
CEO Board Report

Special
Presentation

2017-18 Financial Statements and
Auditor's Report

Dave Scott - Young, Oakes, Brown &
Company, P.C.

Enrollment Trends

	CPDLF				Special Ed				Open Campus			
	2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018
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March	223	194	172		72	65			23	47		
May	248	197	175		69	61	51		22	52	70	
Last Day	251	188	173		75	60	51		22	51	70	
Seniors	22	19/2	21/3									
Retained		34	SS									

Grades

% of Courses >=70%	MP 1	CKPT 3	MP 3	End of Year
K - 4	84%	85%		
5 - 8	67%	50%		
9 - 12	51%	50%		

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION
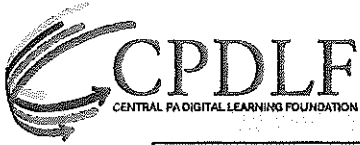
Attendance Trends

	Nov	Jan	March	May
DROP OUT	2	4		
ATTENDANCE DROPS	9	11		
RETURN TO DISTRICT	23	21		
TRANSFER TO CYBER	1	4		

	CPDLF			
	2015	2016	2017	2018
September			93%	93%
October			83%	93%
November			92%	92%
December			95%	86%
January				
February			90%	
March				
April			90%	
May			98%	

5

CEO Report

- PDE
  - ○
  - ○
  - ○   - Link to folder
    - Achievement: Math and ELA Combined
    - Growth: Math and ELA Combined
    - Graduation Rate
    - Related Funding: $77,665

Principal Goals Review - Mrs. Salyards
& reflection on CSI designation

Theme - Developing Habits for Growth

1. **Cultivate established connections to promote growth in the Habits of Success among staff, learners and families.**

2. **Reduce grade-level retentions to ≤ 15% overall (from 20% EOSS 2018) by the end of SS/ESY (July 2019) and specifically,**

   • *Reduce 7th & 9th grades' retention rates to <25%*

      • *(2018 EOSS rate for 7th grade was 31.6%; for 9th grade was 40%)*

Principal Goals Review - Mrs. Salyards
Theme - Developing Habits of Growth

3. **Increase Learner Growth in Reading:** at least 35% of students will meet or exceed Projected MAP Growth in Reading (2018 EOY 25.4%)

4. **Increase Learner Growth in Math:** 3-5% of identified Tier 2/3 learners will move down (improve) at least one tier in math by EOY

\

MTSS Interventions/Federal Programs Goals

MTSS Intervention Plan (Title I)
a. Reading
   i.   5% of learners identified as Tier 3 at BOY will have moved from Tier 3 to Tier 2 or Tier 1 by Checkpoint 4 (end of 2nd marking period).
   ii. 5% of all remaining Tier 3 learners that were identified at BOY will move from Tier 3 to Tier 2 or 1 by Checkpoint 8 (EOY)
b. Math
   i.   3% of learners identified as Tier 3 at BOY will have moved from Tier 3 to Tier 2 or Tier 1 by Checkpoint 4 (end of 2nd marking period).
   ii. 5% of all remaining Tier 3 learners that were identified at BOY will move from Tier 3 to Tier 2 or 1 by Checkpoint 8 (EOY)

Our CSI designation: Achievement & Growth
Our MTSS team focus: Achievement & Growth

*As of 1/3/19, 24% of our learners are actively working in **IXL**, the main intervention platform selected by our MTSS team for the 18-19 school year.*

All learners had been placed into tiers based on their Fall MAP scores at the end of 9/18:

Tier 2 Math (11-39 %ile)	Tier 2 Reading	Tier 3 Math (≤ 10%ile)	Tier 3 Reading
40 learners	33	12	12

Tiers 2 & 3 learners were assigned ("strongly encouraged") to work 30 minutes/week in targeted skills. Tier 1 learners (all others) were encouraged to work 30 minutes/week in at least the diagnostic.
MOY MAP testing is happening as we speak (week of 1/9-15)
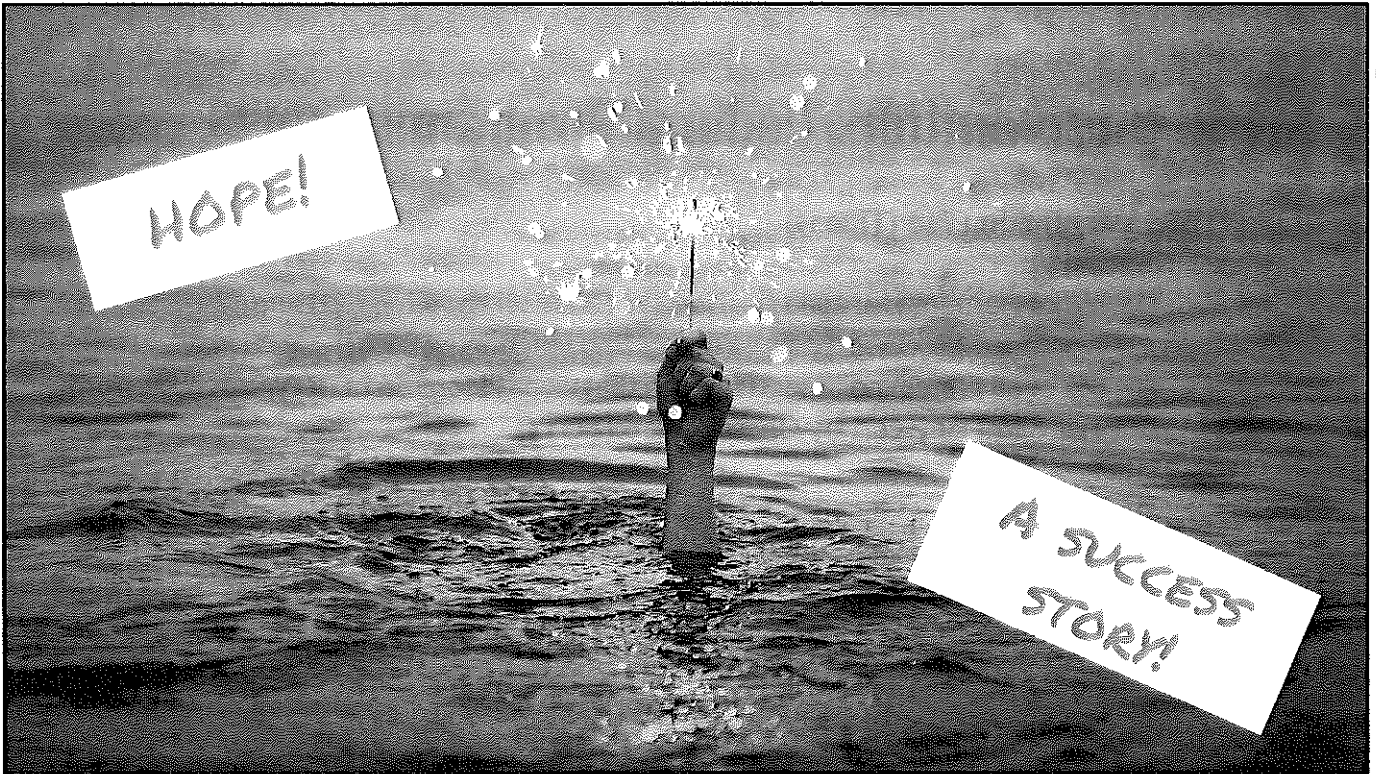
The image below shows ▓▓▓▓ overall math level according to the first diagnostic assessment ▓▓ took on September 17, 2018.

IXL Continuous Diagnostic Report   September 17, 2018

Student: ▓▓▓▓▓▓▓▓

(report text illegible)

Overall math level

300 ● 350

I have ▓▓ practice in the continuous diagnostic for 20-30 minutes every other Tuesday, ▓▓ most recent levels are pictured below:

IXL Continuous Diagnostic Report   January 10, 2019

Student: ▓▓▓▓▓▓

(report text illegible)

Overall math level

400 ▬▬▬ 570

Financial Report - Ms. Karlie Travis

- ████████████████ as of December 31, 2018
- ████████████ as of December 31, 2018
- ████████████ as of December 31, 2018

CEO Report

- Budget
  - Fund Balance vs. Budget
  - $2,121,994 vs $2,585,628
  - ████████████████████████████
- Review of Policies and Bylaws - Changes to come
- Charter Renewal Application
  - Open Campus
- Recruitment
- Personnel Committee
  - Review of Salaries and Benefits
  - Review of policies, procedures
  - Recruitment and Retention
- ████████████████████

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION
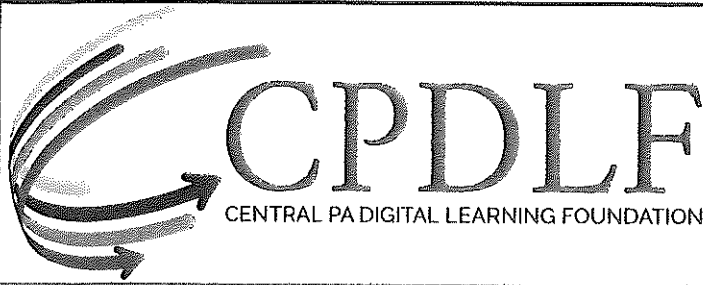
March 27, 2019
CEO Board Report

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION

Mission Statement and Vision

The IDEAL Virtual Learning Experience

Customized – Rigorous - Flexible

Providing all **students** across the state of PA access to **quality customizable virtual learning** experiences with a personal touch

Providing **districts** with opportunities for **successful asynchronous virtual learning experiences for learners**

2

Enrollment Trends

	CPDLF				Special Ed				Open Campus			
	2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018
First Day				134				38				34
September			164	143			54	39			43	41
November	215	213	175	145	67	63	53	38	16	35	45	62
January	213	191	159	150	70	61	47	37	18	45	46	72
March	223	194	172	166	72	65		57	23	47		81
May	248	197	175		69	61	51		22	52	70	
Last Day	251	188	173		75	60	51		22	51	70	
Seniors	22	19/2	21/3									
Retained		34	SS									

3

Grades

% of Courses >=70%	MP 1	MP 2	MP 3	End of Year
K - 4	84%	92%	92%	
5 - 8	67%	51%	50%	
9 - 12	51%	52%	47%	

4

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION
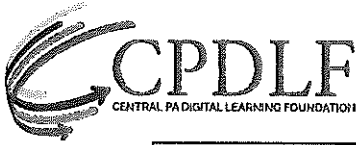
Attendance Trends

	Nov	Jan	March	May
DROP OUTS	2	3	4	
ATTENDANCE DROPS	9	13	16	
RETURN TO DISTRICT	23	31	33	
TRANSFER TO CYBER	1	2	3	

	CPDLF			
	2015	2016	2017	2018
September			93%	93%
October			83%	93%
November			92%	92%
December			95%	86%
January				94%
February			90%	95%
March				
April			90%	
May			98%	

5

CEO Report

- CSI - holding pattern - Tracy Hinish new SIF
- Charter Amendment - need board member signatures
- Board Resolution for Sublease as requested by PDE
- In process
  - SIS review
  - Policies review
    - Graduation Policy - approved
    - Active Shooter - we do not have
    - Emergency Preparedness - draft
    - Anti-Violent Behavior (Anti-Bullying) - approved
    - Anti-Harassment - approved
    - Lockdown and Shelter in Place - draft
    - Mandatory Reporter - approved
    - Safety & Terroristic Threats - draft
  - Guidebooks for Learners and Families, Employees

CEO Report

- Personnel Committee/Interviewing Committee
  - Discussions to create two new temporary positions
  - Hiring process for two candidates - in the midst of a third one
  - Working on proposal for 2018-19 Salary Matrix to include average of Teacher contracts of member schools, performance based versus time based employees, sick bank, and remote working policies and procedures
  - FYI: CPDLF not eligible for FMLA
  - Recommendations for renewal of employment agreements for the 2019-20 school year (At Will Employees)

Financial Report - Ms. Karlie Travis

- Fund Balance Reconciliation (as of 3/22/19)
- Budget vs Actual as of March 22, 2019

Board Agenda Items Review

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION

May 9, 2019
CEO Board Report

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION

Mission Statement and Vision

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<u>successful asynchronous virtual learning
experiences for learners</u>

2

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION

Enrollment Trends

	CPDLF				Special Ed				Open Campus			
	2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018
First Day				134				38				34
September			164	143			54	39			43	41
November	215	213	175	145	67	63	53	38	16	35	45	62
January	213	191	159	150	70	61	47	37	18	45	46	72
March	223	194	172	166	72	65		57	23	47		81
May	248	197	175	160	69	61	51	54	22	52	70	87
Last Day	251	188	173		75	60	51		22	51	70	
Seniors	22	19/2	21/3									
Retained		34	SS									

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION

Grades

% of Courses >=70%	MP 1	MP 2		MP 3		Ckpt 7		End of Year
	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K - 4	84%	67%	92%	68%	92%	70%	94%	
5 - 8	67%	19%	51%	36%	50%	50%	49%	
9 - 12	51%	16%	52%	36%	47%	36%	44%	

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION

Attendance Trends

*Cumulative Totals	Nov	Jan	March	May
DROP OUTS	2	3	4	5
ATTENDANCE DROPS	9	13	16	24
RETURN TO DISTRICT	23	31	33	34
TRANSFER TO CYBER	1	2	3	3

*Re-enrolled between March and May - 7

	CPDLF			
	2015	2016	2017	2018
September			93%	93%
October			83%	93%
November			92%	92%
December			95%	86%
January				94%
February			90%	95%
March				95%
April			90%	96%
May			98%	

Board Report

- CSI - Tracy Hinish (SIF) - Steering Committee Meeting May 4
- Estimated Funding - $77,665
- Completed plan for approval in the June meeting
- FYI: Courses pass rates
- Two Priorities

Condition #3: Provide Student-Centered Support Systems
Priority 1 - Practice 11
  Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.

Condition #1: Focus on Continuous Improvement of Instruction
Priority 2 - Practice 4
  Identify and address individual student needs.

CEO Board Report

- Charter Amendment - Unofficial Approval via Joshua
  - 19-20 Budget includes Stroudsburg site
  - Lease with Fusia Dance - begins 30 days after written approval from PDE
  - Projected opening - August
    - Purchases - furniture, technology
    - New position - Site Manager/Learning Guide
    - Marketing
  - Next steps: Open Campus discussion with PDE?
- Board members - consensus is to have Cathy and Paul remain on the board
- Possible visit from state legislators - afternoon May 16
- Interview pipeline - 5 candidates

Agenda Review - Dr. Maurer

- Agenda Items Review
  - 6B General Operations
    1 - Graduation List
    2 - Summit (T.L.P.) agreement
    3 - Purchase of medical equipment for health department
  - 6C Personnel
    1-3 related to Amy P.
    4 - substitutes for Chelsea G and Amy P. positions
    5-7 relate to ESY and Summer School
  - 6E Curriculum - renewals and SLP expansion to 11th grade

Agenda Review - Dr. Maurer

- 6H Policies
  - Safety & Terroristic Threats - First Read
  - Mandatory Reporter - Request to approve updates
  - Still to come:
    - Graduation Policy - being updated by legal
    - Active Shooter - Comparing to IU 8 board policy
    - Emergency Preparedness - Comparing to IU 8 board policy
    - Lockdown and Shelter in Place - Comparing to IU 8 board policy

Financial Report - Ms. Karlie Travis

- **Fund Balance Reconciliation (as of April 30, 2019)**
- **List of Payments as of April 30, 2019**
- **Budget vs Actual as of April 30, 2019**

Agenda Item Review - Mr. Justin Keel

- **6B4 - CPR Training Program**
- **6F Technology**
  - ○ **1-2 Renewals**
  - ○ **3 Technology space**
  - ○ **4-5 Student Information systems**

2019-20 Draft Budget - Ms. Karlie Travis

- **2019-20 Budget Presentation**

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION
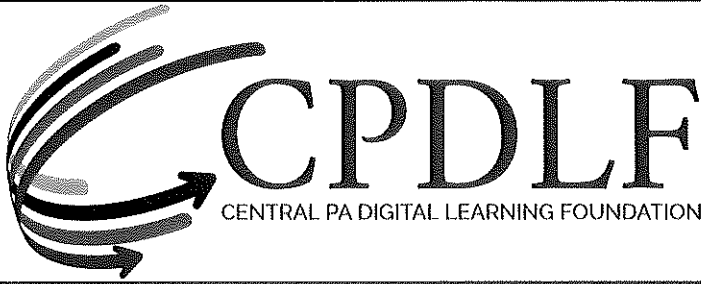
June 13, 2019
CEO Board Report

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION

Mission Statement and Vision

The IDEAL Virtual Learning Experience

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Providing <u>districts</u> with opportunities for <u>successful asynchronous virtual learning experiences for learners</u>

2

Enrollment Trends

	CPDLF				Special Ed				Open Campus			
	2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018
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November	215	213	175	145	67	63	53	38	16	35	45	62
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Last Day	251	188	173	162	75	60	51	54	22	51	70	87
Seniors	22	19/2	21/3	18/1								
Retained		34										
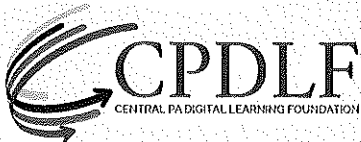
Grades

Update after Summer School

% of Courses >=70%	MP 1	MP 2		MP 3		Ckpt 7		End of Year
	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K - 4	4%	7%	92%	68%	92%	70%	94%	
5 - 8	67%	19%	51%	36%	50%	50%	49%	
9 - 12	51%	16%	52%	36%	47%	36%	44%	

4

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION

Attendance Trends

*Cumulative Totals	Nov	Jan	March	May	June
DROP OUTS	2	3	4	5	6
ATTENDANCE DROPS	9	13	16	24	0
RETURN TO DISTRICT	23	31	33	34	41
TRANSFER TO CYBER	1	2	3	3	0

*Re-enrolled between March and May - 8   Pre-Enrollments - 6

	CPDLF			
	2015	2016	2017	2018
September			93%	93%
October			83%	93%
November			92%	92%
December			95%	86%
January				94%
February			90%	95%
March				95%
April			90%	96%
May			98%	99%

5

Board Report – School Improvement Plan

B. *School Level Vision for Learning*

Long-term Vision and the Measures of Success

Long-Term Vision for Students *What will students know and be able to demonstrate upon leaving the school?*	Measures of Success *How will you know you are on track to achieving your vision or students?*
CPDLF is committed to providing the Ideal Virtual Learning Experience so that each child will grow as a functioning and contributing member of society equipped to choose the future they desire upon leaving CPDLF.	All Learners have the skills, habits, and knowledge necessary to be successful in their future.
CPDLF Learners will demonstrate -Connectedness (Attachment, Stress Management, Self-Regulation, Self-Awareness, Empathy/Relationship Skill, Executive Function) -Engagement (Growth Mindset, Self-Efficacy, Sense of Belonging, Relevancy of Learning) -Empowerment (Self-Directed, Curious, Purposeful, Resilient, Agents, Tenacious Academically)	Connected – All learners are attending weekly check-ins with their Learning Guides Engagement – All learners are demonstrating growth in all their learning progressions and have developed a life-ready pathway Empowerment – All Learners graduation from CPDLF demonstrate the development of a life-ready graduate and have a plan for next steps after high school

Board Report

School Improvement Plan

- ## Two Priorities - Four Goals

| **Condition #3: Provide Student-Centered Support Systems** Priority 1 - Practice 11 *Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.*	**Condition #1: Focus on Continuous Improvement of Instruction** Priority 2 - Practice 4 *Identify and address individual student needs.*

Priority #1 – Measurable Goal #1: By June 30, 2020, 100% of Learning Guides and Instructors will design a club or collaborative learning experience that meets standards for social, emotional, ethical, and civic learning for learners.

Priority #1- Measurable Goal #2: By June 30, 2020, 25% of our student population will participate in an established school club or learning experience.

Priority #2 – Measurable Goal #1: By the end of the 2019-20 school year, 100% of the Learning Guides and Instructors will utilize the 6E (Engage, Explore, Explain, Evaluate, Elaborate, Express) template as a framework to create effective and engaging weekly launches, live and recorded.

Priority #2 – Measurable Goal #2: By the end of the 2019-20 school year, 100% of the students required to participate in weekly launches will do so either live or through recorded sessions.

Draft Organizational Chart
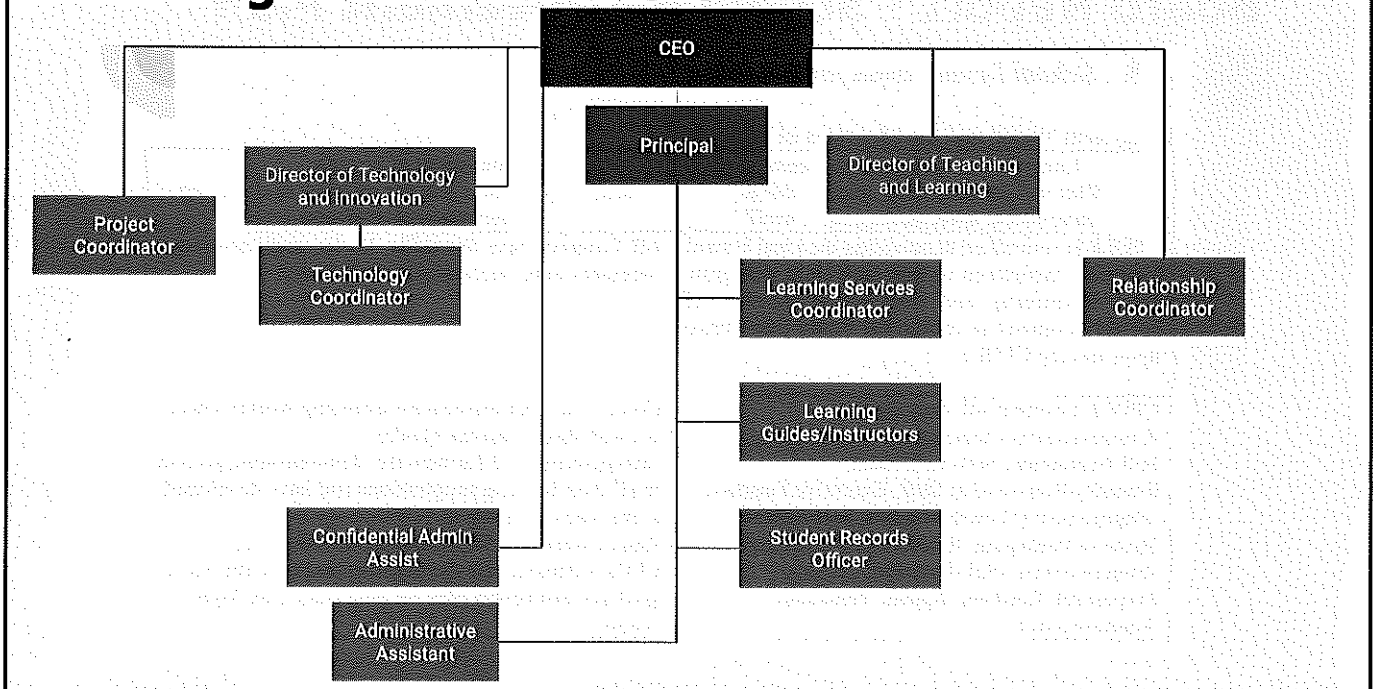
CEO Board Report

- Official Charter Amendment
  - 19-20 Budget includes Stroudsburg site
  - Lease with Fusia Dance - projected to begin Aug 1
  - Projected opening - August
    - Purchases - furniture, technology
    - New position - Site Manager/Learning Guide
    - Marketing
  - Next steps: Open Campus discussion with PDE

CEO Board Report

- Summer projects
  - Updating job descriptions
  - Charter Annual Report
  - Charter Renewal Documents
  - Stroudsburg Site Set up
  - Insurance renewals
  - Contracted Services Agreements
  - Employee Handbook
  - Learner Handbook

Financial Report - Ms. Karlie Travis

- Fund Balance Reconciliation (as of May 31, 2019)
- List of Payments as of May 31, 2019
- Budget vs Actual as of May 31, 2019

- 6B6 - 2019-20 General Budget

- 6B2 - Fund Balance Commitments

Agenda Item Review - Dr. Maurer

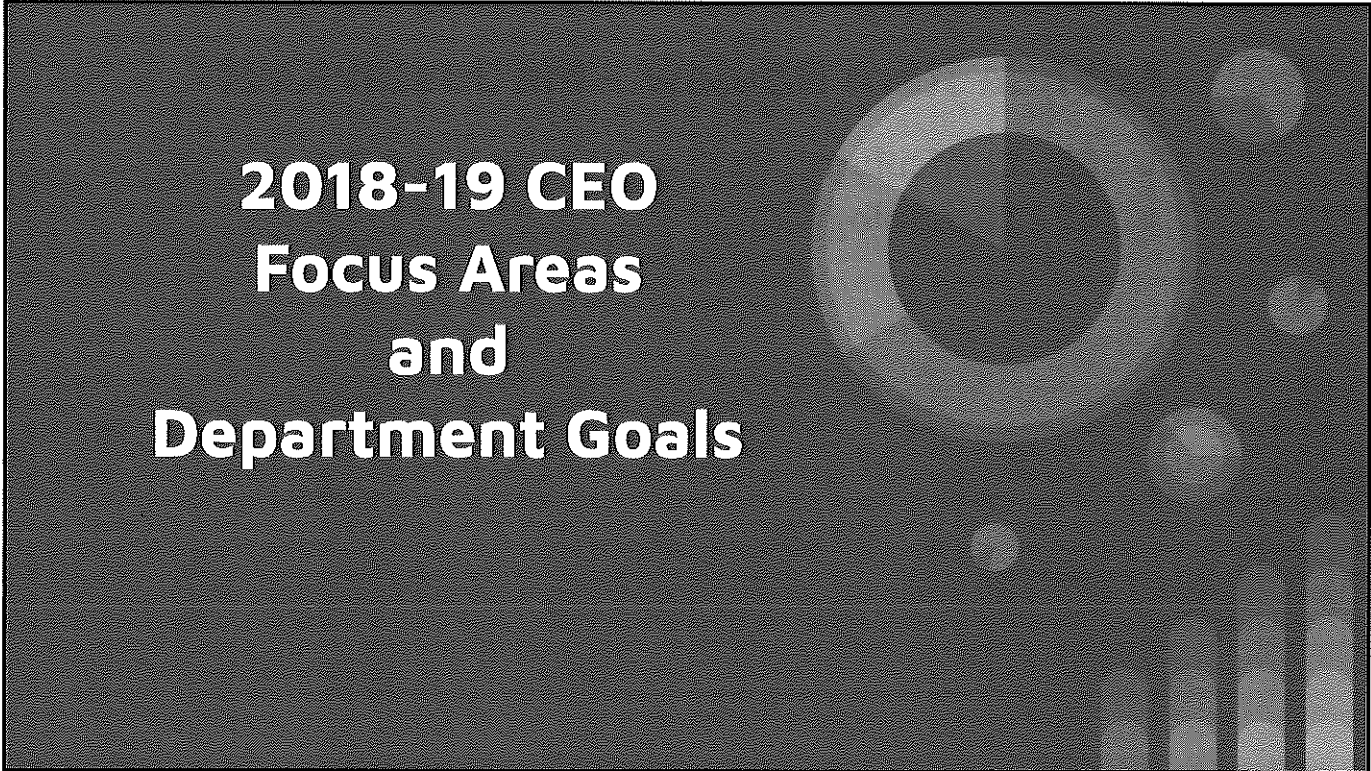- Agenda Items Review
  - 6B General Operations
  - 6C Personnel
  - 6D Contracted Services
  - 6G Professional Development
  - 6H Policies

Agenda Item Review – Mr. Justin Keel

- 6E - Curriculum
- 6F - Technology

THANK YOU!!!

HAVE A GREAT SUMMER!

2018-19 CEO Focus Areas and Department Goals

2018-19 CEO Focus Areas

Engagement

Empowerment

Data Informed Systems

2018-19 CEO Focus Areas

Distributed Leadership Model

Teams

Department Budgets

2018-19 CEO Focus Areas

Framework of a Transformed System

Personnel Committee

Connects U! Program

Grade 3 Content

CPDLF TEAMS

Coming Soon!
Parent Engagement Group

- Admin
- MTSS
- SAP
- CPDLF Graduation
- SWPBIS
- SLP
- Open Campus

Admin Team Values

Commitment to the Mission and Vision
(Focus on the learner and the learning - Connect)

Commitment to on-the-job excellence
(Be passionate about what you do - Engage)

Commitment to working as a team
(Be supportive of one another - Empower)

Principal Goals - Mrs. Salyards

Theme - Developing Habits for Growth

1. Cultivate established connections to promote growth in the Habits of Success among staff, learners and families.

2. Reduce grade-level retentions to ≤ 15% overall (from 20% EOSS 2018) by the end of SS/ESY (July 2019) and specifically,

   - _Reduce 7th & 9th grades' retention rates to <25%_

      - _(2018 EOSS rate for 7th grade was 31.6%; for 9th grade was 40%)_

Principal Goals - Mrs. Salyards

Theme - Developing Habits of Growth

3. **Increase Learner Growth in Reading:** at least 35% of students will meet or exceed Projected MAP Growth in Reading (2018 EOY 25.4%)

4. **Increase Learner Growth in Math:** 3-5% of identified Tier 2/3 learners will move down (improve) at least one tier in math by EOY

Learning Services Coordinator Goals - Mrs. Morrissey

Theme: Helping Learning Guides determine what learners need in order to be ready for life after CPDLF

Language shift
- Phase 1: Provide opportunities for the shifting of the mindset of earning credits to graduate to completing course requirements.
- Phase 2: Provide opportunities for the shifting of the mindset of completing course requirements to completing/having learning experiences in specific areas and experiences are made of components.

Student Assistance Program
- Review and update with the team the Board Policy on Suicide Prevention to reflect a virtual component.
- Receive information/training on what services are available for us to help develop Level Tier 2 services for our learners.

Learning Services Coordinator Goals - Mrs. Morrissey

Theme: Helping Learning Guides determine what learners need in order to be ready for life after CPDLF

Special Education
- Provide face to face training on using Alternate Content Standards across grade levels.
- Provide face to face training on Progress monitoring goals using spreadsheets other methods
- Increase by 20% the overall attendance to Direct Instruction sessions.

ESL
- What does our current program look like?
  - What do we have vs. what do we need/are missing?

Technology Coordinator Goals - Brandon Kelley

- Improve Beginning of the Year Readiness
- Develop a Knowledge Base (8 areas)
- Increase IC Portal Usage by staff and families
- Improve accuracy of PIMS data

Relationship Coordinator Goals - Barbara Dikum

- Ensure every staff member knows who we are and what we do.
- Facilitate the distribution of a strong unified message.
- Guide and support the use of a common language and terms.
- Collaborate with our CPDLF team to develop a productive work environment
- Grow our social media audience by providing meaningful and consistent information

Project Coordinator Goals - Mrs. Dodge

1. Continue to organize and streamline state testing processes

2. Learn best practices for data manipulation and reporting for assessments (Keystone, PSSA, and MAP)

3. Update, organize and have school board policies readily available (paper & electronic)

4. Create a norm for keeping track of contracts and agreements

Attachment 98
May 31 and June 5 2017
Parent Feedback Zoom Sessions

Parent Feedback Meeting (via Zoom)
Wednesday, May 31, 2017
12:30 p.m. - 1:30 p.m.

CPDLF Participants:	Malynda Maurer, Joan Dodge
Parent/Guardian Participants:	Danae & Matthew McShane, Marie Stonebreaker, Angela Musselman, Sharon Partsch, Rachel McAdams
Today's Topic:	What do you like? What can we do to improve?

Last Name (Student Name & Current Grade)	What do you like?	What can we do to improve?	Additional Comments	Staff Notes
Stonebreaker (Alyssa Gr 8, William Gr 5; Hannah Gr 3)	Flexibility, can keep appts, travel, not be tied down; STEM program; Hannan receives 1:1 attention and her reading has improved	Daily Reflections not on grade level for elementary; K-12 boundaries - frustrated by intensity; Would like to see field trips, arts, etc.	Leslie Rupp has done a very good job getting everything organized for the STEM competition	
McShane (Matthew Gr 8, Madison, Gr 7)	PLP (confusing at beginning, but LOVE it now!)	Did not like K-12 last year; communication lacking, would like to have more advanced notice of things	Overall great experience! They impose "school hours" in their home of 8:00 a.m.-2:00 p.m.	
Partsch (Julie Gr 10 - Open Campus)		Alg I is more like Alg II, created a lot of stress	May go back to brick and mortar	AMM following up with a phone call
Mussellman (Isabelle Gr 9 - Open Campus)		Better resources; more information on what materials are needed for science labs and where to buy them; would like to see extra curricular activities where they an socialize; art (drawing, painting, crafts)	Best decision she made (due to learner's anxiety); when do OC students receive report cards?	Joan to follow up with Patrick about OC report cards [update 6/5/17: Patrick will send SD's final grade report for each learner; SD will send out report cards]
McAdams (Sam Gr 4)	Flexibility and accommodations is what keeps them here; likethe K-12 platform	Daily Reflections (not always appropriate for age level; ES vs HS)		

Parent Feedback Meeting (via Zoom)
Monday, June 5, 2017
6:30 p.m. - 7:30 p.m.

CPDLF Participants:	Malynda Maurer, Joan Dodge
Parent/Guardian Participants:	Amy Croft, Bill and Hilde McClearen, Rose Stone
Today's Topic:	What do you like? What can we do to improve?

Last Name (Student Name & Current Grade)	What do you like?	What can we do to improve?	Additional Comments	Staff Notes
Croft (Cougar Gr 11)	Ability to work ahead and at your own pace; Communication with LG (Amy) was wonderful - email, phone calls, hangouts, follow-up calls; Algebra teacher (Pincherri) fantastic, phenomenal, very caring	Attendance questions - Writing an "essay" is too much compared to brick & mortar attendance, where you just say "here"; Too many locked links in platforms (NASA site was locked); Tech support was difficult to get a hold of and to deal with (took 2-3 weeks to get an answer from Tech, tried calling, emailing, even had Michele relay a msg); Teachers (except for Pincherri) seem disconnected when it comes to the curriculum		AMM spoke of plans to implement a 12-hour direct support hotline; noted that other platforms are being considered and that OW does not allow for instructor to personalize the curriculum
McClearen (Addison Gr 3)	Flexibility of work load; can chunk assignments as needed; Weekly contact with Melissa; K-12 works well	Some assignments that should have taken 50 minutes take 5 hours; Tech issues in the beginning	Release next years books/courses early so learner can get started early as he needs extended time; Math & English assessments very stressful	Contact K-12 to see how soon books/courses can be released; update the McClearen's on details of request
Stone (Tiernan Gr 3)	Weekly contact; interaction with teachers and peers has increased; growing and ready to do ore interactive learning			

Attachment 99
2017-18 Reboot Session Documents

Connect • Engage • Empower
2017-18 Reboot!
Tuesday, August 15 - 12:00 pm to 4:00 pm

2017-18 REBOOT! AGENDA

12:00 p.m. - 12:15 p.m.	Welcome
12:15 p.m. - 12:30 p.m.	Staff Introductions
12:30 p.m. - 12:35 p.m.	What's New
12:35 p.m. - 12:55 p.m.	Learner Expectations
12:55 p.m. - 1:15 p.m.	CPDLF Connects U!
1:15 p.m. - 1:25 p.m.	Attendance
1:25 p.m. - 2:10 p.m.	Technology
2:10 p.m. - 2:15 p.m.	*Move for K12, OW, and SLP Breakout Sessions*
2:15 p.m. - 2:30 p.m.	K12 Learner Coach & Learners in EDC Conference Room
2:15 p.m. - 2:30 p.m.	OW Learner Coach & Learners in CPDLF Conference Room
2:30 p.m. - 2:35 p.m.	*K12 and OW Schedule - Move to Rooms :*

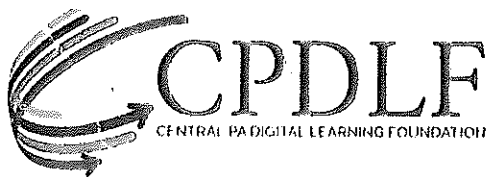*Learner Coaches: Coaches Meeting in EDC Conference Room*

Learners: Academic Wing for Testing

2:35 p.m. - 3:35 p.m.   K12 & OW Learners Testing in Academic Wing
*Upon completion of testing, Learners return to EDC Conference Room to rejoin Learner Coaches and meet with the Learning Guide

2:35 p.m. - 3:05 p.m.   K12 & OW Coaches Meeting in EDC Conference Room

3:05 p.m. - 4:00 p.m.   K12 & OW Learner Coach & Learner meet with Learning Guide

---

2:30 p.m. - 2:35 p.m.	*SLP Schedule - Stay in Room*
2:35 p.m. - 2:50 p.m.	SLP Learner Coach & Learners in CPDLF Conference Room

(2:50 p.m. - 3:05 p.m.   SLP Learner Coach 15-minute break)

3:05 p.m. - 3:35 p.m.	SLP Learner Coaches in Coaches Meeting in EDC Conference Room
2:50 p.m. - 3:50 p.m.	SLP Learners Testing in Academic Wing

*Upon completion of testing, Learners return to EDC Conference Room to rejoin Learner Coaches and meet with the Learning Guide

3:35 p.m. - 4:00 p.m.	SLP Learner Coach & Learner meet with Learning Guide

Thank you for coming! You have successfully completed 2017-18 Reboot!

Opportunities • Relationships • Partnerships

Our signatures indicate that we have met with our Learning Guide and understand the expectations for the 2017-18 school year.

_____   _____
Learner Name (Print)   Learner Signature

_____   _____
Learner Coach Name (Print)   Learner Coach Signature

_____   _____
Learner Guide Name (Print)   Learning Guide Signature

Learner Coach Survey

1) Please list at least one thing you specifically liked about 2017-18 Reboot!

_____

_____

2) Please share one thing we could have done better/differently for 2017-18 Reboot!

_____

_____

3) What are you looking forward to achieving this year?

_____

_____

4) What is one important piece of information that you learned during this event?

_____

_____

Don't forget to turn in JUST this page when you are finished at the Technology Station to earn your prize!

Opportunities • Relationships • Partnerships

Checklist - Turn in at the end of the event for a PRIZE!

11:30 a.m.	Doors Open
11:30 a.m. - 12:00 p.m.	**Stations** - Visit each station and check off items as completed. Please have a CPDLF staff member from that station initial to confirm completion.

- ❑ Registration _____(staff initials)
    - ❑ Learner/Learner Coach Sign-in
    - ❑ Receive Folders with Important Documents to Keep _and_ Forms to Complete/Update and return

- ❑ Photos _____(staff initials)
    - ❑ Update individual photo of both Learner and Learner Coach

- ❑ Nurse _____(staff initials)
    - ❑ Screenings
    - ❑ Update Forms

- ❑ Technology _____(staff initials)
    - ❑ Equipment check-in
    - ❑ Chromebook exchanged for Laptop
    - ❑ Complete/Update Technology Agreement

After visiting each station, please move forward in the room to the seating area. Please use this time to complete/update required paperwork in your folder and prepare for the start of 2017-18 Reboot!

Updated forms will be collected at the end of the Coaches Meetings: _____(staff initials)

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION

2017-18 REBOOT!
LEARNER COACH SESSION
(Thanks so much for coming!)

Topics to cover:
- ❑ Note: some folder contents will be collected at the end of this session
- ❑ Your role as the Learner's Coach
    - ❑ "Success in School Begins at Home--(*in folder)
    - ❑ Watch your learner's online activity
    - ❑ Keep in contact with your learner's Learning Guide (check-ins every 2 weeks)
- ❑ Expectations
    - ❑ Learner check-ins with LG at least every week (Tuesdays)
    - ❑ New Attendance Policy (*in folder)
    - ❑ Technology care and use (*Acceptable Use policy in folder)
    - ❑ Honor code (*in folder)
        - ❑ What do we mean by academic integrity, plagiarism, etc?
    - ❑ Grading (*in folder)
        - ❑ Completing school work is tied to both grades and attendance!
    - ❑ IC Parent Portal??
- ❑ Title I Information (*in folder)
    - ❑ Learner Coach Right to Know
    - ❑ School-Learner Coach - Learner Compact
    - ❑ Title I District and School Policy
    - ❑ NOTE: Suggestions for improvement on any of these documents can be listed on the survey to be turned in at the end of the event.
- ❑ Folder Walk-through--any unsigned forms left?

Connect • Engage • Empower

Central Pennsylvania Digital Learning Foundation
Reboot Session Sign-in Sheet
August 15, 2017   12:00 to 4:00

Name of Attendees:	Signature
Louise Desarello	
Deshne Bailey	Deshne Bailey
Betty Stevenson	Betty Stevenson
███████████████	
███████ Galen Zeiders	Itah Afields
Kristi Arca ███████	Kristi L. Arca
███████	
███████	Barb Stoner
███████	Melissa Vogel
███████	Scott & Maggie Kephart
███████	Scott & Maggie Kephart
███████	Scott & Maggie Kephart
███████	Dolores R. Perkins
███████	Joanna M. Hamilton

Central Pennsylvania Digital Learning Foundation
Reboot Session Sign-in Sheet
August 15, 2017   12:00 to 4:00

Name of Attendees:	Signature
██████████████████	Marie L Stordmot
██████████████████	Sc Tuff
██████████████████	Shannon Burnei
██████████████████	Tanya Babryk
██████████████████	Jisselyn Harlena
██████████████████	Kollen Rosewag

5
16
17
18
19
20
21

Central Pennsylvania Digital Learning Foundation
Reboot Session Sign-in Sheet
August 15, 2017   5:00 to 9:00
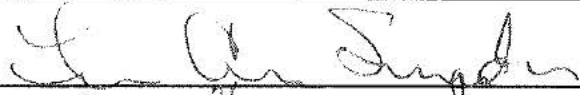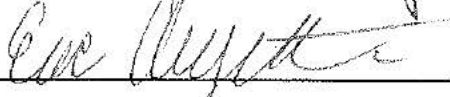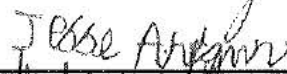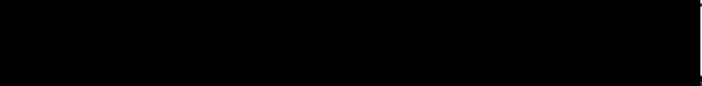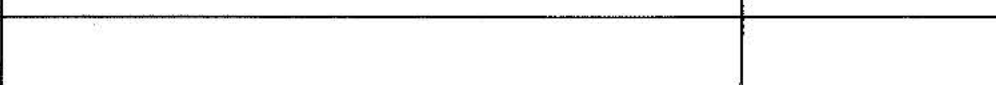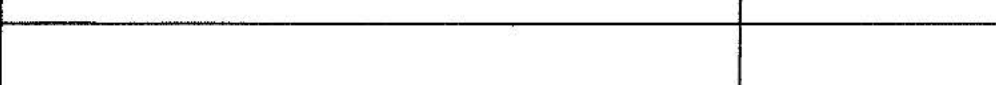
Name of Attendees:	Signature
██████████	Mandy Faifer
Hailee Hauck	Hailee Hauck
██████████	Malyndar Jonathan D/shouse
██████████	Tuney Corgg
██████████	
Robert Fagan	Raut Fagor
Katy Feather	Kaly Feath
██████████	Um
Elise Longo	Elise Longo
██████████	Theunadies
Susan Grau	M Grau
██████████	Virginia
██████████	Ronda. Mautland
Sheri Serensky	Sheri Serensky

Central Pennsylvania Digital Learning Foundation
Reboot Session Sign-in Sheet
August 16, 2017   9:00 to 1:00

Name of Attendees:	Signature
1 Jade Snyder	_Jade Snyder_
2 Eva Augustyn	_Eva Augustyn_
3 Jesse Arenn	_Jesse Arenn_
4 Tateya Sauker	_(signature)_
5 ███████████	_Angela Siegel_
6 ███████████	_(signature)_
7 ███████████	███████████

4 families

Central Pennsylvania Digital Learning Foundation
Reboot Session Sign-in Sheet
August 16, 2017   2:00 to 6:00

Name of Attendees:	Signature
████████████████████	Steven P. Neil
████████████████████	took paperwork
████████████████████	Jessica Gearhart
████████████████████	
████████████████████	B+t
8/17 ████████████	
8/21 ████████████	

Central Pennsylvania Digital Learning Foundation Charter School
580 Foot of Ten Road
Duncansville, PA 16635

Board of Trustees Policy – E03

CONFLICT OF INTEREST POLICY

Board members, Officers and employees of the Central Pennsylvania Digital Learning Foundation Charter School ("Charter School") have a duty of loyalty to the Charter School and to the public whose interest they are sworn to serve. The purpose of this Conflict of Interest Policy, which provides guidance and a general standard of conduct with respect to actual or apparent conflicts, is in keeping with the Pennsylvania Public Official and Employee Ethics Law and the State Legislature's declaration that the people have the right to be assured that the financial interests of public officials and employees conflict with the public trust, and the principle which prohibits public officials and employees from entering into situations where private interests may conflict with official duties.

The appearance of conflict of interest undermines the public confidence in the integrity of the Charter School, its Board Members and/or employees, and should be scrupulously avoided.

Standards of Conduct

No Board Member or employee shall:

A)   Engage in conduct that constitutes a conflict of interest, which shall be defined as use by a Board Member or employee of authority of his office or employment of any confidential information received through his position for the private pecuniary benefit of himself, a member of his immediate family, or a business with which the Board Member or employee or a member of his immediate family is associated. "Immediate family," for purposes of this policy, is defined to mean a parent, spouse, child, brother or sister.

B)   Engage, or have any interest, financial or otherwise, directly or indirectly, in any business, transaction or professional activity, which conflicts with or impairs the proper discharge of official duties or which could bring disfavor or disrespect upon the Charter School.

Attachment 100
November 2017 Family Engagement
Night Documents

IT'S FAMILY ENGAGEMENT NIGHT!

CPDLF Family Engagement Night is this Thursday, Nov 2nd from 6-8 pm.
It will be held at our CPDLF office (address below). We will have door prizes,
(see photo) and lots of fun!

We are going to play Kahoots and learn how to play a new game, Quizziz. We
will be doing a great *estimation* activity, and learning the formula to calculate
the *BMI* of a scarecrow, ghost and pumpkin! We are also going to figure out if
all sizes of pumpkins *float*! We have also saved time for snacks and learners
and their families to ask their instructors and learning guides questions!

Frisbees, T-Shirts, Travel Mugs, Under Armour Sack Pack, Smencils & Smens (Pencils and
Pens that smell good!) Atlantic Broadband Lanyard, travel mug and sunglasses
You have to be present to win!
Please RSVP to: rsvp@cpdlf.org. Contact your Learning Guide if you have any questions!

CPDLF   580 FOOT OF TEN ROAD   DUNCANSVILLE PA 16635

FAMILY ENGAGEMENT NIGHT November 2nd Agenda

5pm Staff meal; 5:20-5:30 go over the schedule

Note: Staff 'assignments' are open to bartering amongst yourselves but we just wanted to ensure coverage :)

*Photos: Heather
*Snacks: Kim, Kylie

Floaters: Joan, Brandon, and anyone else I inadvertently overlooked

Sign-in table: CPDLF conference room (Cassie, Dina, Amy); send to EDC room

6:00 PM – 6:15PM	Welcome by Dr. Maurer/ Mrs. Salyards
6:15 PM – 6:20 PM	Staff Video
6:20 PM – 6:30 PM	Kahoot Game/ Explain Station Flow
6:30 PM – 7:15PM	Stations

1. Candy Corn estimation (Wes, Briana, Patrick)
2. Buoyancy/pumpkin float (Greg, Paul, Chelsea)
3. BMI on fictitious characters (Patti, Lindsay, Melissa)

7:15-7:30	Snacks; Tech Piece (Barbara)
7:30 PM – 7:45 PM	Door Prizes
7:45 PM – 8:00 PM	**Interaction with teachers**

FAMILY ENGAGEMENT NIGHT
November 2, 2017 6pm

What did you like about tonight's event?	What do you feel could be improved upon?	How likely are you to attend Family Engagement Night in the future?	Feel free to share additional comments (optional)	Learner's Name	Learners Grade
Very fun and informative	Was very good; nothing to do on that note	Very likely	Thank you for the hospitality		
The stations and games	Pizza	Very likely	Having interactive games so the kids can get to know each other		
The online games	Nothing	Every time you have one	Thank you!		
Everything	Nothing	Very likely	n/a		
It was fun	More prizes	VERY!	Richards 16th birthday will be on the next meet and greet - Jan 18		
The fun and learning with the prizes	How everyone has to sign in	Will attend again	n/a		
I got to see Calista	It was a little noisy for me. I don't like noise.	My mom and I will be back	n/a		
We liked the games	Remember the youngers ones have troubles understanding advanced things	Likely	Can there please be more activities to get the kids involved and interacting with other kids?		
Having everyone together	Social anxiety	Very	n/a		
Meeting the CPDLF staff and faculty	It was a fun evening; we enjoyed learning more about CPDLF	We would attend	n/a		
Games	Not enough computers to do the activities	Maybe	Could send out form in mail for surveys on how you feel your child is doing and any other this. Make this that it could be confidential. The more parents will open up to you.		

Little I, Comp. III, #5

Attachment 101
January 2018 Family Engagement Night Documents

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION

Family Engagement Night

Thursday January 18th 6:00-8:00pm

- ## Computerless Coding with Legos!

It's a Star Wars Theme!

- ## Virtual Breakout Room!
- ## Virtual Reality Headsets!
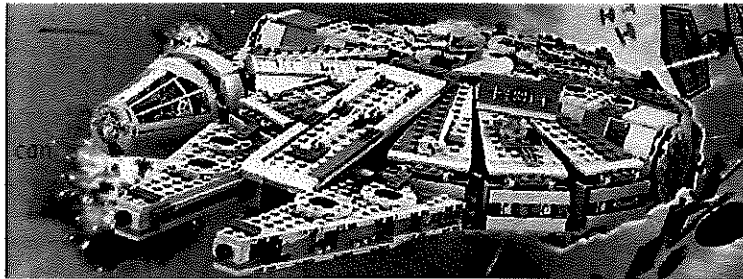
Please note the location!

ALTOONA INTERMEDIATE APPALACHIA INTERMEDIATE UNIT 08

4500 6TH AVE ALTOONA PA

Please enter the back door of the building!

Please RSVP to: rsvp@cpdlf.org.

Questions? Contact Barbara Dikum at bdikum@cpdlf.org

FAMILY ENGAGEMENT NIGHT
January 18, 2018 6pm

What did you like about tonight's event?	What do you feel could be improved upon?	How likely are you to attend Family Engagement Night in the future?	Feel free to share additional comments (optional)	Learner's Name	Learners Grade
The friendliness and the fun	The way the line up is for tickets	Will attend again	Keep up the good work and the fun	Kylia McCartney	12
Everything	Nothing	Most likely	-	Emily Mountain	9
Get to mingle with other students and teachers	-	Will do my best	-	Carol Wright	10
Legos building a R2D2 and VR	More time with teachers	Very likely	none	Carol Wright	10
Good people	Math	All	-	Cory Bradford, Richard Bradford	11, 9
Very interactive	More time getting the kids doing educational things with the other children	Usually come to every one	-	Xander Kephart, Benjamin Kephart, Elizabeth Kephart	7, 5, 3

Title I, Comp III, #5

Attachment 102
March 2018 Family Engagement Night Documents

CPDLF Family Engagement Night 3/27/18

Welcome (6-6:15)
- Show help video--(video by BD)
- Review the SLP challenge--(Leslie's slide show)
- Parent conferences (checkpoint 6)
- Go over flow of evening

Flow of evening:
- Marshmallow structure warm-up (6:15 to 6:30)
  - Each team member gets extra drawing tickets

- Rock/paper/scissors tourney 6:30-6:45 (everyone plays but only learners progress w/i teams)
  - One winner
- Kahoot (guests only play) 6:45-6:55
  - One winner
- Final 4 Math Challenge (teams with learners play) 6:55-7:15
  - Team winner (3 or 4 learners possibly-gift bags)

@7:15 break for snacks and conferences

![CPDLF — Central PA Digital Learning Foundation]

Family Engagement Night
Tuesday, March 27, 2018
6:00 p.m. - 8:00 p.m.

Learner/ Coach Sign-In

Learner Coach Name (printed)	Learner Coach Signature	Learner Name (printed)	Learner Grade	Learner Guide Name (printed)
Darrell				Chelsea Gibbons
Bradford				Chelsea Gibbons
Rashida Horton				Amy Walters / Amy Pipetti
Maggie				Ms. Amy P
Kephart				Ms. Rupp
				Mo. Amy P
Amy Debra McCleugh				MS. Amy P
Jamie Mountain				Mrs Rupp, Ms. Amy P
Sheri Conahan				Mrs. Rupp
Ed / Jenetta Hobster				MRS. Rupp
Lesley Shope				MRS Dickum

Attachment 103
May 2018 Parent Survey

Timestamp	What is your name?	Please list the name(s) of your child(ren):	Please select the grade span(s) in which you have child(ren) at CPDLF:	Please list the Learning Guide(s) of your child(ren).	What do you perceive is your role as your child(ren)'s Learning Coach?	How often do you talk with your child(ren)'s Learning Guide?	Below is a list of ways that you could talk with your child(ren)'s Learning Guide. Please check all the ways you use to talk with your child(ren)'s Learning Guide.	Do you feel informed about your child(ren)'s progress?
5/23/2018 9:53:32	Erika Strand			Ms. Pipetti	My role is a teacher to my child at all times.	Multiple times per week	Hangouts, Text, Phone, Email	Yes
5/23/2018 10:10:20	Dolores Perkins			Kylie	Keep her on track	Less than once per month	Phone	Yes
5/23/2018 10:14:05	Evelyn Feather			Ms. Jancula	Seeing they have the right classes scheduled and checking in with them or the parents to make sure everything is ok.	Approximately once per week	Zoom, Phone, Email	Yes
5/23/2018 10:22:25	tonya helsel			Mrs.Rupp	ive tryed my best and helping her with her work and thought she was on a roll and fell alittle behind .	Multiple time per month	Hangouts, Text	Yes
5/23/2018 10:24:17	Ashley Krzanowsky			Amy Pipetti	I am responsible for them logging in and having them complete their school work everyday.	Multiple times per week	Zoom, Hangouts, Phone, Email	Yes
5/23/2018 10:41:04	Ruth Barreto			Miss Gibson	Miss Gibson	Multiple times per week	Hangouts, Text, Phone, Email	Yes
5/23/2018 11:24:57	vickie			deb dikum?	to be the best coach i can be	Multiple time per month	Hangouts, Text, Phone, Email	Sometimes
5/23/2018 11:57:06	Rachel McAdams			Amy Pepetti	I am the primary teacher and role model for my children.	Approximately once per week	Hangouts, Email	Yes
5/23/2018 13:22:36	Jessica Roles			Chelsea Gibbons	To help when needed	Multiple time per month	Phone, Email	Yes
5/23/2018 13:23:53	Sherry			Ms. Amy PiPetti	Teacher/helper	Multiple times per week	Zoom, Hangouts, Phone, Email	Yes
5/23/2018 13:34:39	Christina Rispoli			Patrick Baney	Help her the best i can and make sure she does good in her classes.	Approximately once a month	Hangouts, Phone, Email	Yes
5/23/2018 14:32:02	Becky Casalvieri			Leslie Rupp	Make sure they are working and understand what they are doing.	Approximately once per week	Hangouts, Text	No
5/23/2018 14:43:43	CONSTANCE			Mrs. Gibbins	To coach his learning process	Multiple times per week	Text	Yes
5/23/2018 15:23:54	Krista Tippett			Leslie Rupp, Barbara Dikum	I feel my role is to help make sure the learners stay on track and reach their goals they set each week, also to keep in touch with their learning guides if I have any questions or concerns.	Multiple time per month	Hangouts, Email, In person	Yes
5/23/2018 15:39:36	Maggie L Kophart			Amy Pipetti, Leslie Rupp	To help them, teach them and encourage them.	Approximately once per week	Hangouts, Text, Phone, Email	Yes
5/23/2018 15:42:31	Angela Musselman			Mr. Baney	Keeping her on task and ensuring that she is producing quality work and understanding her work.	Approximately once a month	Phone, Email	Yes
5/23/2018 15:54:39	Leroy Shultz			Mrs.Jancula	Help them with school work	Approximately once per week	Phone	Yes
5/23/2018 15:55:35	Erika Strand			Ms. Pipetti	Teacher	Multiple times per week	Hangouts, Text, Phone, Email	Yes
5/23/2018 16:10:11	Jessica Rosen			Leslie Rupp	Keeping them on track, answering questions, teaching lessons	Approximately once a month	Hangouts	Sometimes
5/23/2018 18:05:32	Ellen Updike			Mrs. Jancula	To keep my daughter positive and working through the school year.	Approximately once per week	Phone, Email	Yes
5/23/2018 20:39:19	Autumn Houck			Mrs.Jancula	Making sure my daughter is getting passing grades and doing the best she can.	Multiple time per month	Phone, Email	Sometimes
5/23/2018 20:46:21	Melissa Vogel			Mrs.Rupp	I percieve my role as my child's learning coach is to make sure Anna is caught up in her school work.	Less than once per month	Phone	Sometimes
5/23/2018 21:18:21	Toni Green			Ms. Amy Peppetit Ms. Leslie	help my children as they need make sure they make goals and try to stick with themand check work daily	Approximately once per week	Hangouts, Text, Phone	Yes
5/23/2018 21:27:25	Jamie Graham			Mrs. Rupp	checking on his progress, giving him direction, making sure he is in attendance daily, communicating with guide for any issues	Approximately once per week	Hangouts, Phone, Email	Yes
5/23/2018 21:39:51	Shawnte Hairfield			Amy Pipetti	to help him learn and answer any questions	Approximately once per week	Hangouts, Text, Email	Sometimes
5/23/2018 21:41:29	Maranda Snyder			Ms. Pippeti	To keep my child on track and give her everything and any help she needs to be successful	Approximately once per week	Zoom, Hangouts, Phone, Email	Yes
5/23/2018 22:18:27	Kristen Burkett			Mrs.Amy Pipetti	To keep her motivated.	Approximately once per week	Text, Phone, Email	Yes

Timestamp	What is your name?	Please list the name(s) of your child(ren):	Please select the grade span(s) in which you have child(ren) at CPDLF:	Please list the Learning Guide(s) of your child(ren).	What do you perceive is your role as your child(ren)'s Learning Coach?	How often do you talk with your child(ren)'s Learning Guide?	Below is a list of ways that you could talk with your child(ren)'s Learning Guide. Please check all the ways you use to talk with your child(ren)'s Learning Guide.	Do you feel informed about your child(ren)'s progress?
5/23/2018 22:29:42	gina gonzales			amy pipetti	helper and role model	Approximately once per week	Hangouts, Phone	Yes
5/23/2018 22:51:11	Tracey Maurer			Leslie Rupp	To make sure she does her work and doesn't fall behind and be lazy and knows what she is doing	Approximately once per week	Hangouts, Text	Yes
5/23/2018 23:59:46	Sheri Conahan			Leslie Rupp	My role is to keep them on pace.	Approximately once per week	Hangouts, Text, Phone, Email	Yes
5/24/2018 1:21:04	tammy clatterbaugh			amy walters	I sit and help my daughter when she is stuck or struggling on her work.	Approximately once per week	Phone, Email	Yes
5/24/2018 1:32:32	Ronda Mountain			Heather Jancuta	Making sure they are working and if they fall behind making sure I can do everything that's possible to make sure they get caught up and get help if they need help.	Less than once per month	Phone	Yes
5/24/2018 2:34:00	Matt McShane			Leslie Rupp	Active in their education	Less than once per month	Phone, Email	Yes
5/24/2018 7:35:35	debora			kylie magargi	motivation	Approximately once per week	Phone	Yes
5/24/2018 8:14:56	Mandy Farber			Leslie Rupp	yes	Approximately once per week	Zoom, Hangouts, Email	Yes
5/24/2018 8:49:53	Jessica Glassmyer			Leslie Rupp	To help guide my children so they learn what they need to learn.	Approximately once per week	Hangouts, Text, Phone, Email	Yes
5/24/2018 9:05:50	Diane Clapper			Leslie Rupp	I am responsible for ensuring the children complete their school work, answer questions when necessary, act as a mediator when they need assistance from other adults, and trouble shoot all technical and course delivery problems.	Less than once per month	Text, Phone, Email	Sometimes
5/24/2018 9:15:35	Christine Arthur			Chelsea Gibbons	To be there to support him and encourage him through the lessons, to help him understand things when he is having problems and to just be there, in general, to help guide him.	Less than once per month	Phone, Email	Yes
5/24/2018 9:37:13	Michael Sizofski			Mrs. Rupp	To help my children learn.	Less than once per month	Hangouts, Phone, Email	Yes
5/24/2018 9:52:17	John			Amy Walters	To make sure they finish out strong	Approximately once per week	Zoom, Hangouts	Yes
5/24/2018 9:58:58	Karla Davis			Barbara Dikum	My role is as a support.	Less than once per month	Hangouts, Phone	Yes
5/24/2018 10:10:14	Kristina Crist			?	Someone who makes sure the student get all their work done.	Multiple times per week	Text, Phone, Email	Yes
5/24/2018 10:13:26	Joe Smith			Amy Pipetti, Cassie Grassmeyer	Mostly helping him stay on task haha. But also helping him dig deeper into the things that really interest him, like history and writing stories.	Approximately once per week	Zoom, Text	Yes
5/24/2018 10:38:06	Courtney Lewis			Ms. Pipetti and Ms. Rupp	I help guide my children with their daily tasks, I also teach lessons above and beyond the regular material.	Approximately once a month	Hangouts, Phone, Email	Yes
5/24/2018 11:02:30	Amber			Miss Pipetti	Teach them, work with them, I am their main teacher, that is why I like homeschooling	Approximately once per week	Text, Email	Sometimes
5/24/2018 11:31:33	Sue Gray			Mrs Rupp	Helping him stay in task and showing him how to research and ask for help.	Approximately once a month	Text, Email	Yes
5/24/2018 12:54:12	Rashida Horton			Miss Amy Walters and Miss Amy Pipetti	I help ███ everyday. I sit with her, read to her, and type for her.	Multiple times per week	Zoom, Hangouts, Text, Phone, Email	Yes
5/24/2018 13:02:46	Kristine Koller			Leslie Rupp	I check in regularly to see ███ progress and when he has questions or struggles with the work, I assist with that.	Approximately once per week	Hangouts, Text, Phone, Email	Yes
5/24/2018 13:09:41	Ranee			Mrs. Kylie	To help as much as possible	Less than once per month	Phone	Yes
5/24/2018 15:53:36	Joanna Hamilton			kylie magargi	to get him focused.	Approximately once a month	Email	Yes
5/24/2018 19:48:41	Tonya Helsel			Mrs.Rupp	but helping novaeh understand what she is doing ,and not have to deal with the bullying from other kids	Multiple time per month	Hangouts, Text, Email	Yes
5/24/2018 20:38:26	christine isenberg			Chelsea Gibbons	Helping her to the best she can.	Multiple times per week	Text	Yes
5/24/2018 21:45:20	Malynda Allshouse			Amy Walters Kylie Magargi	to support them and guide them thru the school year	Approximately once per week	Phone, Email	Yes
5/24/2018 21:55:25	Melodie Schneider			Chelsea Gibbons	To make sure that my child is on task and is understanding her curriculum.	Multiple time per month	Text, Phone, Email	Yes
5/24/2018 22:01:21	Jenetta Holsinger			Leslie Rupp	Helping her to stay on task and helping her to understand.	Less than once per month	Zoom, Hangouts, Text, Phone, Email	Yes
5/24/2018 22:20:37	Nicole Snowbarger			Mrs Pippetti	To help them answer questions about work they are doing and new assignments they are learning about.	Approximately once per week	Zoom, Hangouts, Text, Phone, Email	Yes
5/24/2018 23:35:45	Barbara Steiner			ms magargi, ms. gibbons	The most important person in his education.	Approximately once per week	Hangouts, Phone	Yes
5/25/2018 8:21:00	Tina Potts			Mrs Rupp	Make sure my student gets their work done.	Multiple times per week	Text, Phone	Yes
5/25/2018 10:22:45	Amy Croft			Amy Walters	I am part of a team that work to educate my son	Approximately once per week	Zoom, Phone, Email	Yes
5/25/2018 12:36:17	Jess boulch			Leslie Rupp	as a positive learning coach	Multiple time per month	Text, Phone, Email	Yes

Timestamp	What is your name?	Please list the name(s) of your child(ren):	Please select the grade span(s) in which you have child(ren) at CPDLF:	Please list the Learning Guide(s) of your child(ren).	What do you perceive is your role as your child(ren)'s Learning Coach?	How often do you talk with your child(ren)'s Learning Guide?	Below is a list of ways that you could talk with your child(ren)'s Learning Guide. Please check all the ways you use to talk with your child(ren)'s Learning Guide.	Do you feel informed about your child(ren)'s progress?
5/25/2018 13:48:00	Melissa Mcculley			Mrs.rupp	A helper for him	Multiple times per week	Zoom, Hangouts, Text, Phone, Email	No
5/25/2018 13:59:10	Todd Kellerman			Kylie Magargi	To help guide and direct us.	Approximately once per week	Phone	Yes
5/25/2018 14:21:52	Heather Kellerman			Amy Walters	To teach, help and guide	Approximately once per week	Phone, Email	Yes
5/25/2018 17:03:31	Jamie Mountain			Amy Pipetti. Leslie Rupp	To support with schoolwork and stay on top of my childs progress	Multiple time per month	Zoom, Hangouts, Text, Phone, Email	Yes
5/25/2018 17:22:06	Lesley A Shope			Mrs dikum, mr.burns	To help with all classes and to work with all the learning coaches.	Multiple time per month	Text, Email	Yes
5/25/2018 18:40:46	colleen			leslie rupp	work with her	Multiple times per week	Hangouts, Text	Yes
5/25/2018 20:44:09	Kim Maguire			Heather Jancula	I help my daughter when she is struggling with something in her classes. If she can't understand something, such as a problem in Algebra, I teach her how solve equations. I also encourage her and remind her to submit at least a couple of assignments everyday.	Approximately once a month	Phone, Email	Yes
5/25/2018 22:21:22	Jessica Gearhart			Leslie Rupp, Chelsea Gibbons, Paul Longwell, Amy Walters (Jayden) and Amy Pipetti	I am here to help when they need it and to encourage them to make goals and reach them in their school work	Approximately once per week	Zoom, Hangouts, Text, Phone, Email	Yes
5/25/2018 22:44:26	Jessica Gearhart			Amy Pipetti (Devin) Leslie Rupp, Paul Longwell, Amy Walters, Chelsea Gibbons	Helping when they need it and encouraging them to make and reach goals.	Approximately once per week	Zoom, Hangouts, Text, Phone, Email	Yes
5/30/2018 22:05:25	Dennis Ribblett			Chelsea Gibbons	Help, when and if needed.	Approximately once per week	Phone, Email	Yes

What is your name?	In what ways can CPDLF provide you with support as the Coach for your Learner(s)?	Do you feel there is a connection between your child(ren) and his/her Learning Guide(s)?	If you have more than one child at CPDLF and would like to share differences in their Learning Guides, please do so here.	How well do you feel like you know what is going on at CPDLF?	What do you like best about CPDLF?
Erika Strand	Supplies for science experiemnts to maybe do virtually with the teacher and possibly to do math at least once or twice a week virtually when learning new concepts so student can learn it better with the teacher.	Yes		All of the time	Provides online atmosphere for school
Dolores Perkins	Don't know	Yes		Most of the time	Attention they give and understanding to the Childs work every thing
Evelyn Feather	You already do a good job.	Yes		All of the time	Flexibility
tonya helsel	i dont have to worry about her in public schools being bullied anymore	Yes	no only have nevaeh	Some of the time	it's a little harder than the public schools but I enjoy working with nevaeh
Ashley Krzanowsky	I think that CPDLF needs to consider having a cyber version of the special education classroom for kids that need additional help for things that they are struggling with.	Yes	They all have the same learning guide.	Most of the time	I liked being able to cyber school my kids in the privacy in our own home. I like the feeling of knowing that my kids were safe. I liked knowing that they were not being bullied in a public school setting. As this has been a problem in the past.
Ruth Barreto	I will say they provided me with all the support that my daughter need it .and that is very important to me also to her .	Yes	Had two children go onto this school one graduated last year and they both say the same best school ever mom . I say the same God bless the school got bless the teachers the principal and everyone that's involved at this school. Great job .	All of the time	I like the communication between teachers and students and parents .
vickie	keeping up to date with grades and assignments	Sometimes		Some of the time	that students can work at their pace
Rachel McAdams	Being available to discuss issues.	No		Most of the time	Their flexibility/ accommodations for Special needs and variety of learning platforms.
Jessica Roles	By keeping me updated as well as my child	Yes		Most of the time	How they connected with my daughter
Sherry	I like complete instructions or rules when specialized test come up.	Yes		Most of the time	The format of her schooling is easier then where we came from and she can do things on her own.
Christina Rispoli	There's really nothing.	Yes		Most of the time	It's good with students.
Becky Casalvieri	Make sure my child understands what they are to work on and how to use the different technology to work on and submit it. Give more guidance on how to complete all the steps in the projects. Approve requests for assessments in a timely manner.	No	I only have one child in this school but have experienced other guides during learning lab which were way more helpful. If it wasn't for Mr. Baney and Mrs. Salyards, my child would be much further behind than he is now.	Some of the time	That my child is able to work when he feels up to it and is not really penalized when he isn't feeling well.
CONSTANCE	None They did awesome	Yes	No	All of the time	The fact they never gave up on my son.
Krista Tippett	I would like to have more info about what classes are offered for electives and what all is required for graduation at CPDLF.	Yes	I think they were both great.	All of the time	Everyone is friendly and i don't feel like the kids are a number.
Maggie L Kephart	With Ben and Liz I always knew what was going on, I heard every week. Xander not so much till the end of the year.	Yes		Some of the time	Not sure
Angela Musselman	I have no suggestions	Yes		Most of the time	Flexibility
Leroy Shultz	NA	Yes	NA	Most of the time	Great school
Erika Strand	Provide science experiment kits used with lessons	Yes		All of the time	learning online
Jessica Rosen	Make the attendance activities something other than busy work that takes longer than a regular school lesson.	No		None of the time	Nothing this year. Our experience has been frustrating at best. I'm not sure what happened, but this school used to be on top of things. Your lack of organization and understanding of the platforms you use has created a negative impact on both of my children's education that will take years to remediate.
Ellen Updike	They can keep me informed in things going on in the school and my learner. (family engagement nights, etc.)	Yes		Most of the time	My child is more comfortable at CPDLF.
Autumn Houck	They help as much as they can!	Yes		Most of the time	That it is a cyber charter school. My daughter can be at home with her daughter as well as completing school work. The teachers are nice and very willing to help.
Melissa Vogel	Informing me more about my daughter's progress.	Yes		Some of the time	I really appreciate CPDLF's willingness to try and help my daughter succeed.
Toni Green	not sure	Yes	no	Most of the time	my kids can learn in a safe enviroment
Jamie Graham	I believe they do a pretty good job, if I need information, they have always responded	Yes		Most of the time	It has enabled Christian to feel accomplished. He actually didn't dread the PSSA's this year. I see him growing and actually learning some things.
Shawnte Hairfield	just by answering questions i have	Sometimes		Most of the time	that he can work at his own pace
Maranda Snyder	I think I get plenty of support.	Yes		Most of the time	The curriculum can be more specific for my child, my child can take her time and learn how is best for her. There is opportunity for more one on one help.
Kristen Burkett	Nothing, everything was good.	Yes		Most of the time	Not having a set time school work can be done.

What is your name?	In what ways can CPDLF provide you with support as the Coach for your Learner(s)?	Do you feel there is a connection between your child(ren) and his/her Learning Guide(s)?	If you have more than one child at CPDLF and would like to share differences in their Learning Guides, please do so here.	How well do you feel like you know what is going on at CPDLF?	What do you like best about CPDLF?
gina gonzales	just being able to talk with someone when needed	Yes		Most of the time	not having to send her to public school
Tracey Maurer	They Can help if you have any questions or concerns	Yes		Most of the time	They are really nice and they are there for you if you need help
Sheri Conahan	I don't know.	Yes	They have the same learning guide.	Most of the time	I don't know
tammy clatterbaugh	By just talking to me on things that hailey needs done with school work.	Yes	no	All of the time	There is the best teachers any students could ask for. They all keep the parents updated on all the school work.
Ronda Mountain	Contacting me regularly with knowing what my child's grades are if they are low or if she is behind	Sometimes		Some of the time	The way the teachers help out the children and are concerned about the children
Matt McShane	Unknown	Yes		Most of the time	Kids doing well in school
debora	phone	Yes		Most of the time	flexible
Mandy Farber	I don't know of anything that cpdlf need to provide me with.	Yes		Most of the time	That she can work on school on my schedule
Jessica Glassmyer	They can help my child if he has questions about a problem or a project when I'm not here.	Sometimes		Most of the time	The fact he can stay at home with his dog.
Diane Clapper	Staff at CPDLF at all levels need to be more communicative with both K12 and myself when either party contacts CPDLF with questions or requests for assistance and that needs amplified one million times when the Learner themselves request help.	Yes		Most of the time	Their willingness to provide the K12 platform.
Christine Arthur	I can't really think of anything.	Yes		Most of the time	I like that it offers the students different variations in learning, there is extra support for them, they can work on their own and without peer pressure or worry about what might happen in school. I also like that with schooling at home, it gives them options to explore other things and even hold a part time job with little interference.
Michael Slizofski	CPDLF can have more books in their course.	Sometimes		Most of the time	The ability to work at our own pace.
John	Different ways that I can help her understand her work	Yes		All of the time	That they are so understanding and patient with Destine
Karla Davis	By providing me with more information.	Yes		Most of the time	Overall education.
Kristina Crist	?	Yes		Most of the time	Its can be done from home.
Joe Smith	I think they do great	Sometimes		Some of the time	Flexibility of time, structure of curriculum
Courtney Lewis	Sometimes I wish that the coaches at CPDLF would understand the material that the children are being taught. Some of the things we run into are hard to complete with homeschool children, such as surveys and class projects that require two or more students to complete. I wish these items would be removed from the summit. I also am against all of the "police brutality" assignments that have been popping up on the summit. While its okay to take a stance against it, some of the material is very pursuasive to younger children. I feel that this is a huge problem when it comes to the future youth and them feeling as if they are above the law.	Yes	I love both of our childrens learning guides.	Most of the time	I love that the teachers are easy to get a hold of and really do care about our children.
Amber	Let me do the main teaching and don't put a percentage on what needs done a week, just tell them what they need to do each marking period and let them do it at their own pace, as long as it is done each marking period and the reflections should be put up at mid-night so that if you work 2nd shift, maybe your sleep times are different and so your teaching time is different and they shouldn't put a time on it, as long as they do 5 reflections a week, it should not matter what days. Don't time the time on the computer, after all, there is off line work to do. Stop changing things just when everyone gets use to them.	Sometimes		Some of the time	In the beginning, they left you teach the children around your schedule, as long as they did it 5 days a week and the work was done.
Sue Gray	Keep us informed	Yes		All of the time	It lets the child learn and have opinions
Rashida Horton	I get support from her teachers all of the time. We talk almost every day.	Yes		All of the time	I like the amount of support that the teachers give Kiara.
Kristine Koller	More explicit directions and guidance with projects.	Yes		Some of the time	The open communication with the principal and my son's learning guide.
Ranee	Nothing	Yes		All of the time	His help from his teachers
Joanna Hamilton	in any way they see fit	Yes	no	Most of the time	very informative.
Tonya Heisel	to be able to break down the focus areas and projects a little more so the both child and parent understand a little more how they are to be done.	Yes	only Nevaeh	Most of the time	that i can be with my child one on one and not have to worry about the bullying going on like it was with my child.
christine isenberg	More information on classes, guides to help better	Sometimes		Some of the time	Results are given immediately
Malynda Allshouse	More contact through out the school week	Yes		Some of the time	Friendly staff
Melodie Schneider	By letting me know how my child was progressing and letting me know ways to help.	Yes		Some of the time	The flexible school schedule.
Jenetta Holsinger	unsure	Yes	n/a	Most of the time	That her guide is able to reach out to her one on one and answer any questions.
Nicole Snowberger	Make Odyssey Ware just a little more user friendly OR have an information session regarding how to track things as a Coach	Yes		Most of the time	The flexibility it gives my children to learn at their pace and a cirriculum built around them.
Barbara Steiner	information on a lesson i know nothing about.	Yes	they are both awesome.	Some of the time	they can work at there own pace.
Tina Potts	They do a great job now	Yes		All of the time	It fits are schedule
Amy Croft	I think Amy and the others at CPDLF provide excellent support now. They are always responsive to my emails and calls. They go above and beyond their job.	Yes		All of the time	the flexibility
Jess boulch	be able to understand the the work better	Sometimes		Some of the time	The teachers

What is your name?	In what ways can CPDLF provide you with support as the Coach for your Learner(s)?	Do you feel there is a connection between your child(ren) and his/her Learning Guide(s)?	If you have more than one child at CPDLF and would like to share differences in their Learning Guides, please do so here.	How well do you feel like you know what is going on at CPDLF?	What do you like best about CPDLF?
Melissa Mcculley	Send me grades	No		Most of the time	the old software
Todd Kellerman	Be more available	Sometimes		Most of the time	The experience and safety of having the kids at home.
Heather Kellerman	To direct and guide better	Sometimes		Most of the time	The experience of being a part of my child's education and they are safe at home
Jamie Mountain	Keep in touch weekly or bi-weekly to stay on top of my childs progress	Sometimes	Ms. Pitpetti is very involved in ▇ progress and checks in with her on a regular basis. ▇ learning guide checks in regularly also, but ▇ needs a little more of push to complete her work.	Most of the time	The family involvment nights and the other various events throughout the year.
Lesley A Shope	To keep getting emails about my child's classes and homework	Yes		Most of the time	The coaches are always available to my child in one form or another
colleen	every thing is a great way what they do	Sometimes		All of the time	the positive attitude they have
Kim Maguire	It helps when her learning guide calls and tells us what her goals are for the week.	Yes		All of the time	I like that my daughter can work at her own pace and get enough sleep every night.
Jessica Gearhart	I have been pretty informed throughout the school year	Yes	They are all AWESOME!	All of the time	That my kids are getting a quality education, work at their own pace, and having help available always. I also like that they are no longer bullied by peers in the public school setting.
Jessica Gearhart	I have been kept pretty informed throughout the school year.	Yes	They are all AWESOME!	All of the time	That it is smaller then a brick and mortar and they are encouraged to be self directed learners but have help if needed. I also like the fact there is no bullying.
Dennis Ribblett	Have access to help sites listed for each subject. Web sites for tutorials etc. Have dashboards like Odysseyware Academy in Odysseyware and Canvas.	Yes		Most of the time	Flexibility

What is your name?	What do you wish CPDLF would do differently? Explain why.	Is there anything else you would like us to know about your experience at CPDLF?
Erika Strand	More virtual classroom in math, science and history	Great experience
Dolores Perkins	Everything to run smoothly as is.	No not at this time.
Evelyn Feather	Not having to spend a certain amount of hours every day doing school work. My son works and sometimes when he travels, there is no internet connection. He used to do his work ahead of time when he was going out of town.	All around good experience.
tonya helsel	nothing i can think of	I would like for nevaeh to coutinue with the program for the year 2018-2019 school year.
Ashley Krzanowsky	Just maybe a cyber version of the special education class and support for kids if they need it. Even if they only need help for a little while.	I have enjoyed working with Cassie Grassmyer. The transition from her leaving to Amy Pipetti taking over was overwhelming at first. We got so used to working with Cassie and wasn't sure what it would be like when Amy filled in. I am very pleased with Amy Pipetti. She has filled the position wonderfully. She was very responsive in getting back to our questions and concerns. Amy has also been awesome at being encouraging.
Ruth Barreto	I would not wish for CPDLF so be different because they already doing a great job .	This is the best school that ever help my daughter in any kind away. She's happy with this cool it helped her a lot she can't stop talking about the school and her great it is .
vickie	nothing	nope
Rachel McAdams	Some of the daily check ins are challenging for my son.	I have been very pleased with CPDLF.
Jessica Roles	Nothing	I feel like my daughters last year went smoother then it would've at her home school
Sherry	not much	I have seen my daughter grow and become more confident throughout the year.
Christina Rispoli	There's nothing they can do differently.	NO
Becky Casalvieri	Provide more guidance to children and parent, especially those new to cyber to make sure they understand how everything works. Maybe offer something like Learning Lab to parents as well if they aren't able to get answers via other formats. Streamline the program so as not to be using so many different platforms and places within those platforms. It's way more complicated that it should be at least for 7th grade. My son had very little experience with this type of technology in elementary school and then was thrown into all of it at once. It's been extremely frustrating. Also, that the child is able to advance when they get a passing grade instead of at least an 80%. It's not always obtainable for a child to always get an 80% in every subject, which would give them an incomplete in that subject. Most kids do better in some subjects and not so much in others.	I feel like we didn't get the help and guidance either of us needed. Him to be able to complete the course work and myself to be able to help him. We have been with CPDLF for over 3 months and there are still things we are finding out on our own. He made very little progress the first 2 months and nobody seemed to catch on that he wasn't doing some of the things he should have been or that he was wasting time on work that he didn't need to be doing. We were never told about Learning Lab. I stumbled across that on the website on my own and had to ask about it. I also feel that the curriculum is more advanced than that of my other son when in the same grade level at a traditional school. We chose cyber school, thinking this was the right choice for us and have been very disappointed.
CONSTANCE	Nothing	Yes they were awesome
Krista Tippett	It would be nice to have a Science teacher available at the learning labs. I think it would also be a good thing if the Summit Learning Platform told you what you got wrong after you passed the focus area. So if you got an 8/10 and you passed, they should still tell you what two you got wrong so the learner is aware.	Overall, I think it has been a good experience thus far. Starting mid year had some bumps but everything worked itself out.
Maggie L Kephart	There needs to be more for the kids to be involved in, also there needs to be a better learning system. Odessyware, is terrible, it doesn't do any review/repetition through any of the lessons, that is a MAJOR key to learning. I have already voiced this concern and it was brushed off. As for the slp, the teachers really need to make sure they are giving feedback as to what more needs done, not just say this needs more info. Also the slp is terrible as you have to request and wait for content assesments, as well as not being able to see what you got wrong. I understand not wanting to give them the correct answer, but at least let them see what they missed. If things don't change soon, I will be removing all 3 of my children, it's really sad as the children use to be the number 1 priority, but now it really feels like its all about money .	See above adn know I am not the only parent that feels this way. I am waiting to see the "changes" you have coming, if they make it worse, I am done.
Angela Musselman	More extracurricular activities	Great experience. Wanting to change from public fully to cpdlf next year
Leroy Shultz	Nothing	NA
Erika Strand	Possibly implement virtual classrooms for math and science experiments	Great experience
Jessica Rosen	Everything. Better communication about changes to the curriculum. Timely response to issues with course access. Focus on education instead of busy work attendance activities. Actually caring about my child's ability to access course materials. Providing an appropriate response to parents' concerns. Providing laptops that are compatible with the learning platforms the school uses. Notify parents that school is starting like more than a week before school starts. Notify parents of major platform chantes. Respond to parent emails asking about changes to the platform and start dates.	After three years with CPDLF, we're leaving the school because of our experience this year. Whatever changes you made in the administration and platform between this year and last, undo them.
Ellen Updike	I wish that phone calls would be made instead of email because I never check it, and if it's urgent I always have my phone.	Everything has been great.
Autumn Houck	Nothing!	I couldn't thank the school enough for pushing my daughter and making sure she graduates. There was a time where I never thought I would see this day coming. If it wasn't for this school I do not think she would have.
Melissa Vogel	Nothing. I am satisfied with my daughter's learning experience.	No, thank you.
Toni Green	a few things	not sure
Jamie Graham	I believe for christian that a math workbook(paper) would be helpful. But that is learner specific. I could not find anything that pertained to his grade level locally	I have recommended you to at least 3 other people. The only deterring factor would be the initial drive to your main facility for orientation. Most young couples would have a hard time taking the day off and spending the money to get there from here
Shawnte Hairfield	not sure	no
Maranda Snyder	I Dont think there is anything Ive seen that needs improvement.	I love it so far.
Kristen Burkett	Nothing	No.

What is your name?	What do you wish CPDLF would do differently? Explain why.	Is there anything else you would like us to know about your experience at CPDLF?
gina gonzales	nothing	no
Tracey Maurer	Nothing they are good at what they do	No
Sheri Conahan	I wish they would go back to K12 because my kids hate Summit.	No.
tammy clatterbaugh	nothing I think they all do a good job with the students.	no
Ronda Mountain	Actually answer the children back like they say to have the kids respond in 24 hours have them respond as well	No you guys did an amazing job thank you for everything you guys have done for my daughter Kylia and my daughter Makayla when she attended your school
Matt McShane	Wish my kids were using k12 instead of what their on. Its really confusing.	Unknown
debora	keep same	its flexible
Mandy Farber	Maybe have some books with some subjects.	nothing.
Jessica Glassmyer	I wish they would fix the Requesting Assessments System. It limits the tests and time the children can do them each day.	There is nothing else to know.
Diane Clapper	1. Value the K12 platform more. 2. Provide more "field trips" like Curve games, trips to DelGrosso, visits to museums.	I am very disappointed with the indifference I feel when we indicate a need for assistance whether it comes from my children or myself. Repeatedly we get responses that "I don't know." CPDLF staff needs to realize that customer service is part of their job.
Christine Arthur	That, I am not really sure on. I did always think that there should be a day once a month or every other month that the students can meet up online and get to know each other, to know there not alone in the program. I know when Elaini was attending, she would have enjoyed seeing if any of the other students were interested in music, as she was.	We have actually been with this program since Jesse was in kindergarten. His older brother and sister graduated from CPDLF. Each had their own way of learning and different areas of concern that was always addressed. The teachers have always been wonderful, taking an interest in each student. We started the program when Shane became ill and was in danger of losing a grade at public school and this program was suggested to us, so he would be able to attend and keep up. Then, we decided to stay with it because it was working out well for all of them. I sure will be different without CPDLF in our lives everyday.
Michael Slizofski	Get rid of Monday zeros.	No
John	Get rid of google classrooms	I will recommend you to all my friends
Karla Davis	I wish CPDLF would stick with a system. It seems like every year there's a panic of trying to get my son used to the new system.	No.
Kristina Crist	no	no
Joe Smith	Maybe the orientation could spend more time walking coaches through what a day to day will look like. There was a real learning curve at the beginning.	nope
Courtney Lewis	I honestly can't stand K12! One day I am teaching my son patterns (1st grade) and the next he is required to do division, which we haven't even mastered subtraction yet. I also don't understand how a 1st grader is to remember rulers names and positions from past history. Some of the work on k12 is extremely hard and honestly a waste of time that could be spent on other subjects that the children don't touch base on, like reading skills and sight words.	We enjoy CPDLF and know that its a learning experience for all. We love the personal help and the teachers are wonderful. Looking forward to next year and changes for the better.
Amber	Stop changing things once the school year starts, the children and adults get irritated with not knowing what they want.	Holidays should not be in the school assignments. Most holidays are religious and/or political and it is for learning the necessities of life, not holidays.
Sue Gray	Nothing	No
Rashida Horton	I just wish the building was in Altoona since I don't drive.	No
Kristine Koller	Again, I think there should be more detailed directions and guidance on class projects.	No
Ranee	Nothing, it is awesome	No
Joanna Hamilton	nothing	nope
Tonya Helsel	just like I asked about focus areas and projects to break them down alittle more than what they are	that I would like for Nevaeh to continue in the program for the school year of 2018-2019 at CPDLF.
christine isenberg	More one on one time to	no
Malynda Allshouse	Get rid of summit! Make it one site for everything and not 3 different sites for one subject.	No
Melodie Schneider	I wish there would be better contact between student and teachers.	More timely responses for the students with questions regarding their assessments is needed
Jenetta Holsinger	unsure	Unfortunately my child was with the school for a very short time but everyone helped to push us to her goal.
Nicole Snowberger	Nothing we were very pleased	No thank you
Barbara Steiner	quicker responses to questions	no everything was pretty great.
Tina Potts	I think it is pretty good now, I wouldn't change anything.	no
Amy Croft	make sure everything in the lessons (outside links) are open	it has been the best experience for my son
Jess boulch	not make the work difficult	nope

What is your name?	What do you wish CPDLF would do differently? Explain why.	Is there anything else you would like us to know about your experience at CPDLF?
Melissa Mcculley	I wish cpdlf would change their software because it my son 4 months just to understand it.	no
Todd Kellerman	I wish my sons work/tests would get graded and checked faster.	No
Heather Kellerman	I wish the teachers would grade stuff faster.	No
Jamie Mountain	Emily needs a little bit more of a push on most things and most teachers do check in once in a while but not all. Emily has a hard time understanding how to get started or to complete some things. I think that teachers staying on top of her progress and maybe checking in more often would benefit her alot	Keep improving processes for kids who need a little extra help!
Lesley A Shope	Have at least one or two meeting with parents during the schools year to get information on how things are going and if parents have any questions.	My son did very well in CPDLF the learning coaches are awesome. We went from having NO HELP at his public school to all the help in the world. A BIG SHOUT OUT TO MRS. DIKUM for all your help with my son. You are an awesome learning coach and you never gave up ony son. She was always there when he needed her. And also there for (us the parents). Thanks again. Big shout out to CPDLF.
colleen	nothing they are great the way it is	just love it, it's getting my daughter back to loving school again
Kim Maguire	CPDLF is good, and I don't think it needs to do anything differently.	My daughter and I like CPDLF.
Jessica Gearhart	nothing	My oldest son has had a rough few months but we are looking forward to completing summer classes so he can be promoted to the next grade level.
Jessica Gearhart	Nothing	My oldest son had a rough few months but we are looking forward to him completing summer classes so he can be promoted to 9th grade.
Dennis Ribblett	We are pretty much satisifed.	Not as of now.

Attachment 104
June 2018 Parent Engagement
Meeting Documents

sent 5/15/18

CPDLF Parent Engagement Group
1st Meeting
by CPDLF Principal • 2 months ago • Print

📍 CPDLF 580 Foot of Ten Rd, Duncansville, PA 16635

≡ *Thanks so much for your interest in our CPDLF Parent Engagement Group! Please fill out the Doodle with all the dates/times that would work for you.*

🕐 All times displayed in **America/New York**

Table   Calendar

	Jun 7 THU	Jun 7 THU	Jun 7 THU	Jun 7 THU	Jun 8 FRI	Jun 8 FRI	Jun 8 FRI	Jun 11 MON	Jun 11 MON	Jun 11 MON	Jun 11 MON
	11:00 AM 12:00 PM	12:00 PM 1:00 PM	4:00 PM 5:00 PM	5:30 PM 6:30 PM	11:00 AM 12:00 PM	12:00 PM 1:00 PM	4:00 PM 5:00 PM	11:00 AM 12:00 PM	12:00 PM 1:00 PM	4:00 PM 5:00 PM	5:30 PM 6:30 PM
7 participants +	✓2	✓2	✓4	✓5	✓5	✓3	✓5	✓2	✓3	✓4	✓4

Comments Disabled

Parent Mtg 060818 Meeting Notes

Invited/Indicated they would attend:
- Maggie Kephart (had a last minute schedule conflict)
- Mrs. Croft (did not attend due to son having a bad seizure day)
- **Vicki Kane(only one who attended)**
- Keli Hale--no show/response
- Jessica Dunlap--no show
- Susan Gray--no show
- Heather Kellerman--no show
- Mrs. Moore--no show
- Maranda Snyder--no show/response

Notes:
- Create parent section in enrollment folder
  - Parent (coach) guidebook
- Advertise Help Chat more
- Most information goes to the learner and not the coach
- Use website and parent emails more
- Specific to her learner (HL) would like enrichment in ELA and some challenge with math; would like to explore World Languages (even possibly in 8th grade this year)
- Assign a mentor coach (current parent/coach) to new families' coaches (this was a suggestion sent in via email from another parent)

Follow-up email sent to rest of parent group (above) on 6/12/18 (attached below)

CPDLF Principal <principal@cpdlf.org>
Tue, Jun 12, 5:01 PM
to jmdunlap76, Cougar, Susan, Keli, Vicki, Maggie, Maranda, Malynda

Hello,
Sorry so many of you were not able to make our meeting on Friday June 8th--we missed you!
Many of you did provide helpful insights in the parent (Coach) survey you completed for CPDLF at the end of the year--thank you!

At this point we would like to assess your level of interest in at least a virtual/email-based parent group to work together on how parents can best support each other as coaches in a virtual learning environment.
Please respond to this email and indicate:
1. whether you would like to continue to contribute
2. what format you think would work for the group to operate within/use
3. some ideas that you think would best help fellow Learner Coaches

Thank you so much. Your reply by 6/22/18 would be greatly appreciated.

Parent Engagement Kick-Off
June 8, 2018

Location: CPDLF
Mode: Face to Face
Time: 11:00 to 12:00
Facilitators: Dr. Malynda Maurer, Mrs. Kim Salyards

Agenda:
1) Introductions
   a) Name
   b) Child(ren) attending CPDLF, grade levels, Learning Guide
   c) Why did you choose CPDLF?
2) Who are we and what are we all about?
   a) Providing the Ideal Virtual Learning Experience for your child(ren)
   b) Connects U!
   c) Learning Guide
3) What worked well this past year for your child?
4) What worked well this past year for you as the Learner's Coach?
5) What can we do better to improve the learning experience for you and your child?
6) What can we do to help your child be successful academically?
7) What can we do to help you as the Learner's Coach?
8) Parent Engagement Support Group
   a) What would be the purpose?
   b) What does it look like?
   c) Who would be involved?
   d) How would the group operate?

[Handwritten notes:]

File Get notes from Kim
- Title I Parent Engagement
- Scan copy to me

AM Notes

Challenge
Research
Rocky Start - Catch up w/ Late Start
Parent Learning Curve - Checklist of things

A Day Enrollment Day - Model what to do
(Cklist on screen)

Attended LL 2 Days/wk - huge Benefit
   Help
     Social

More challenging writing - ELA strength
  More Math to get Comfortable

Communicate options to Parents
     Website
       Messaging Systems
         4 text, email,

   World Languages

Attachment 105

October 2018 Family Engagement
Night Documents

WELCOME!
FAMILY ENGAGEMENT NIGHT October 18th Agenda

6:00 PM – 6:05PM	Welcome
6:05 PM – 6:20 PM	What's New
6:20 PM – 6:45 PM	Family Feud
6:45 PM – 7:30 PM	Stations *timer every 15 minutes

     5. Floor/table games--Blue group
     6. Catch-Phrase-- Green group
     7. Minute-to-Win-It Yellow group
     8. Breakout Edu --White group

7:30-7:45	Snacks, Kahoot, Door prize drawings
7:45 PM – 8:00 PM	Time to chat with Learning Guides & teachers
	**PLEASE FILL OUT SURVEY

Kek Hale			Leslie
			Amy P
Dwayne & Jamie Mountain			Leslie, Kulie
Angie Musselman	Angie Musselman		MS Jancula
Scott Kephart	Scott K		Leslie
Maggie Kephart	Maggie K		Leslie
			Amy P
Mandy Farber	Mandy Farber		ms. Jancula

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION

Family Engagement Night
Thursday, October 18, 2018
6:00 p.m. - 8:00 p.m.

Learner/ Coach Sign-In

Learner Coach Name (printed)	Learner Coach Signature	Learner Name (printed)	Learner Grade	Learner Guide Name (printed)
Rashida Horton	Rashida Horton			Kylie
Colleen Moar	Colleen Moar			Patti
Daniel Bradford	Dan Bradford			Chelsea
Daniel Bradford	Dan Bradford			Chelsea
				Patti
Keli Hale				Leslie
				Amy P
Dwayne & Jamie Mountain				Leslie, Kylie
Angie Musselman	Angie Musselman			Ms Jancula
Scott Kephart	Scott Kephart			Leslie
Maggie Kephart	Maggie Kephart			Leslie
				Amy P
Mandy Farber	Mandy Farber			Ms. Jancula

CONNECT ∞ ENGAGE ∞ EMPOWER
580 FOOT OF TEN ROAD, DUNCANSVILLE, PA 16635
WWW.CPDLF.ORG

Attachment 106

March 2019 Family Engagement Night Documents

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION

SPRING into Wellness! |

"Putting Good Health into Motion"

You Are Invited to our
Family Engagement Night!
On March 21 from 6-8pm at our Duncansville Location
580 Foot of Ten Road
Duncansville, PA 16635

<u>Thursday Evening Agenda:</u>

Welcome! Enter to WIN a Door Prize!

6pm - Intro & Kahoot Wellness themed family fun!
6:30pm - Health & Wellness Activity Stations"
 1. *Cornhole*
 2. *Wellness Activity*
 3. *Do you know your Healthy Foods?*
 4. *Washers*
7:30pm - Door Prize Winners! Gift Bags & Book Handouts
   *Light refreshments!

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION

Family Engagement Night
Thursday, March 21, 2019
6:00 p.m. - 8:00 p.m.

Learner/ Coach Sign-In

Learner Coach Name (printed)	Learner Coach Signature	Learner Name (printed)	Learner Grade	Learner Guide Name (printed)
Amy Boob	Amy Boob	▮	▮	Amy P.
Brian Hoover		▮	▮	Amy P.
Daniel Bradford	Dan Bradf	▮	▮	C Gibbons
		▮	▮	C Gibbons
Elizabeth Mandichuk	Elizabeth Mandichuk	▮	▮	Barney
Keli Hale		▮	▮	Amy P
"	"	▮	▮	L. Rupp
"	"	▮	▮	P. Raugh
Dawn Gray		▮	▮	P. Raugh
Rashida Horton	Rashida Horton	▮	▮	Kylie M
Kriste Thompson		▮	▮	Bonnie
Jamie Mountain	Jamie Mountain	▮	▮	Kylie
Marie Stonebraker	Marie Stonebraker	▮	▮	Leslie
Bill Stonebraker	Will	▮	▮	Leslie
Will Stonebraker				

CPDLF
CENTRAL PA DIGITAL LEARNING FOUNDATION

Family Engagement Night
Thursday, March 21, 2019
6:00 p.m. - 8:00 p.m.

Learner/ Coach Sign-In

Learner Coach Name (printed)	Learner Coach Signature	Learner Name (printed)	Learner Grade	Learner Guide Name (printed)
Kristina Crist	*(signature)*	██████████		AP
Elizabeth Lindstrom	Elizabeth Lindstrom	██████████		AP
David Lindstrom	*(signature)*	██████████		AP
Sarah J. Streeb	Sarah Jo Streeb	██████████		AP

Attachment 107
CIPA Policy

Central Pennsylvania Digital Learning Foundation Charter School
www.cpdlf.org

Board of Trustees Policy

CHILDREN'S INTERNET PROTECTION ACT (CIPA) POLICY – S06

According to the Pennsylvania Department of Education ("PDE"), the Federal Children's Internet Protection Act ("CIPA"), Pub. L. No. 106-554 and 47 USC 254(h), mandates that schools that receive federal technology funds must develop and implement measures and policies to prevent access to "visual depictions" that are determined to be "obscene", "child pornography", or "harmful to minors" as defined herein.

PDE has further stated that schools receiving certain E-rate discounts are also mandated by the Neighborhood Children's Internet Protection Act (N-CIPA) to adopt and enforce an Internet Safety Policy (ISP) that addresses harmful or inappropriate online activities. N-CIPA was passed as part of CIPA.

The Board of Trustees of the Central Pennsylvania Digital Learning Foundation Charter School ("Charter School") has adopted this Policy in order to establish specific standards to comply with CIPA and N-CIPA requirements.

This Policy is to be read in conjunction with the Charter School's Acceptable Use of Computer Resources Policy and shall supplement, not supplant, the Charter School's Acceptable Use of Computer Resources Policy.

The Chief Executive Officer ("CEO") or his/her designee is directed to include this Policy in the Parent and Student Handbook and the Employee Handbook. Failure to comply with this Policy and/or Internet safety requirements of Charter School shall result in consequences as set forth in the school's Parent and Student Handbook, Code of Conduct or Employee Handbook and/or as allowed by applicable law. Consequences may include, but are not limited to: denial of or restriction to access to technology, suspension, expulsion, notification of authorities, termination, commencement of civil and/or criminal proceedings and/or other consequences available under school policy and/or applicable state and/or federal laws.

This Policy has been adopted after reasonable public notice and at a meeting held open to the public to address this Policy.

Charter School uses computer resources to facilitate the education of students and to aid in matters related to the operations of Charter School. Charter School further places student Internet safety as a primary concern.

It is every computer user's duty to use computer resources, including the Internet, responsibly, professionally, ethically and lawfully. Access to these resources shall be designated a privilege, not a right.

This policy applies to aspects of both adult and student compliance with Internet safety at Charter School.

CIPA/N-CIPA Compliance/Internet Safety

It is the policy of Charter School to:

(1) Prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, and all other forms of direct electronic communications;

(2) Prevent unauthorized access and other unlawful online activity;

(3) Prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and

(4) Comply with the Children's Internet Protection Act, Pub. L. No. 106-554 and 47 USC 254(h).

To the extent consistent with applicable state and federal laws and reasonably practical, technology protection measures (or "Internet filters") shall be used at Charter School to block or filter Internet, and other forms of electronic communications, and access to inappropriate information. The form and type of technology protection measures used during the 2015 -2016 school year include:

The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:

(1) Obscene, as that term is defined in section 1460 of title 18, United States Code;

(2) Child Pornography, as that term is defined in section 2256 of Title 18, United States Code; or

(3) Harmful to minors. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

a. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;

b. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and

c. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

The terms "sexual act" and "sexual contact" have the meanings given such terms in section 2246 of title 18, United States Code.

As required by the Children's Internet Protection Act (CIPA), blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Technology protection measures shall only be disabled pursuant to the direction of the CEO or his /her designee to the extent allowed by applicable law and regulation, for bona fide research or other lawful purposes of an adult as determined by the CEO or his / her designee. The development of procedures for the disabling or otherwise modifying of any technology protection measures shall be the responsibility of the CEO of Charter School or his or her designee.

The CEO or his /her designee shall take reasonable steps to promote the safety and security of users of the online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

As required by the Children's Internet Protection Act, prevention of inappropriate network usage at Charter School shall include:

(1) Unauthorized access, including so-called 'hacking,' and other unlawful activities; and

(2) Unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

It shall be the responsibility of all members of the Charter School staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and applicable laws, including the Children's Internet Protection Act as

well as in accordance with any administrative procedures developed by the CEO in furtherance of this Policy.

In accordance with the "Protecting Children in the 21st Century Act" and its requirement to certify to the Schools and Library Division ("SLD") that the school's Internet Safety Policy includes educating minors about appropriate online behavior, students shall be educated about appropriate online behavior, including cyber-bullying awareness and response and interacting with other individuals on social networking sites and in chat rooms.

With regard to educating minors about appropriate online behavior, the CEO or his / her designee is directed to:

(1) Make such educational opportunities available to students during the school year;
(2) Notify students and their parents about these educational opportunities in advance; and
(3) Maintain documentation of:
     a. Educational programs offered;
     b. The dates and locations of such opportunities;
     c. How online safety was taught and what was covered in the programs offered; and
     d. Those in attendance at the programs offered.

The CEO or his / her designee is directed to file and/or provide the appropriate certifications evidencing compliance with CIPA and N-CIPA as required by applicable state and/or federal laws and regulations.

The CEO or his / her designee is directed to maintain documentation of compliance with CIPA and N-CIPA certification requirements including the annual filing of FCC Form 486.

The CEO or his / her designee is directed to ensure that the Charter School employs necessary technology protection measures in accordance with this Policy and shall report to the Board when modifications are needed to technology protection measures at Charter School.

The online activities of students shall be monitored and minors' access to harmful materials shall be restricted to the extent required by applicable laws and regulations.

To the extent not inconsistent with applicable laws and regulations, the following disclaimers apply:

(1) There shall be no expectation of privacy by users of Charter School's Computer Resources;

(2) Charter School does not guarantee the effectiveness of technology protection measures or internet filtering; and

(3) Charter School does not guarantee network functionality or accuracy of online information.

The CEO is directed to implement any procedures that may be necessary to implement this policy as well as to timely submit any forms and paperwork as required by CIPA and N-CIPA and/or applicable state and federal Internet safety laws and regulations.

You can find out more about CIPA or apply for E-rate funding by contacting the Universal Service Administrative Company's (USAC) Schools and Libraries Division (SLD) at www.sl.universalservice.org. SLD also operates a client service bureau to answer questions at 1-888-203-8100 or via email through the SLD website.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL. THIS POLICY IS NOT INTENDED TO CONFLICT WITH CHARTER REQUIREMENTS.

ADOPTED this day _____ of _____, 2016

_____

President

_____

Secretary

Attachment 108
Acceptable Use Policy

Central Pennsylvania Digital Learning Foundation Charter School
www.cpdlf.org

Board of Trustees Policy

ACCEPTABLE USE & INTERNET SAFETY POLICY - S40

The Board of Trustees ("Board") of the Central Pennsylvania Digital Learning Foundation Charter School ("Charter School") provides computer network and technology resources to enhance educational opportunities for Charter School students, employees, and the Charter School community. This policy details acceptable use of technology resources provided by Charter School. These services and equipment are provided by Charter School as a privilege to the user, and appropriate and ethical use of any Charter School Technology Resources, tools, and equipment is required.

It is every Technology Resource User's (see "Definitions" below) duty to use Technology Resources responsibly, professionally, ethically, and lawfully. Access to these resources may be designated a privilege, not a right. This policy applies to the acceptable use of technology resources by both adults and minors.

This policy is intended to fulfill requirements of state and federal laws to the extent applicable, including the Federal Children's Internet Protection Act (CIPA), 47 U.S.C. 254(h) and (l) and the Neighborhood Children's Internet Protection Act (N-CIPA), the 2008 Broadband Improvement Act, P.L. 110-385, and any applicable implementing regulations. As such, this policy addresses the following:

(A) Access by minors to inappropriate matter on the Internet and World Wide Web;
(B) The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications;
(C) Unauthorized access, including so-called hacking and other unlawful activities by minors online;
(D) Unauthorized disclosure, use, and dissemination of personal information regarding minors; and
(E) Measures designed to restrict minors' access to materials harmful to minors.

In using or accessing Charter School' technology resources, users must comply with the provisions outlined in this policy.
Definitions
For the purposes of this policy and related procedures and forms, the following terms are defined as such:

Technology resources means technologies, devices, and resources used to access, store, or communicate information. This definition includes, but is not limited to: computers, information systems, networks, laptops, iPads or other tablet devices, modems, printers, scanners, fax machines and transmissions, telephonic equipment, audiovisual equipment, digital cameras, e-readers (i.e. Kindles and Nooks), Internet, electronic mail, electronic communications devices and services, multimedia resources, hardware, and software, including Learning Management Systems.

User means any person who has signed this policy and is permitted by Charter School to utilize any portion of Charter School' technology resources, including, but not limited to, students, parents, Learning Coaches, employees, Board of Trustees members, contractors, consultants, vendors, and agents of Charter School.

User identification (User ID) means any identifier that would allow a user access to Charter School's technology resources or to any program including, but not limited to, e-mail and Internet access.

Password means a unique word, phrase, or combination of alphanumeric and non-alphanumeric characters used to authenticate a user ID as belonging to a specific user.

Child Pornography means, under federal law, any visual depiction, including any photograph, film, video, picture, or computer or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct where:
1. The production of such visual depiction involves the use of a minor engaging in sexually explicit conduct;
2. Such visual depiction is a digital image, computer image, or computer-generated image that is, or is indistinguishable from, that of a minor engaging in sexually explicit conduct; or
3. Such visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct.

18 U.S.C.A. §2256(8)

Under Pennsylvania law, child pornography is any book, magazine, pamphlet, slide, photograph, film, videotape, computer depiction, or other material depicting a child under the age of eighteen (18) years engaging in a prohibited sexual act or in the simulation of such act. 18 PA CSA §6312(d). *Minor* means, for purposes of compliance with CIPA, an individual who has not yet attained the age of seventeen (17). For other purposes, *minor* shall mean any person under the age of eighteen (18).

Obscene means, under federal and Pennsylvania law, any material if:

1. the average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest;
2. the subject matter depicts or describes sexual conduct in a patently offensive way; and
3. the subject matter, taken as a whole, lacks serious literary, artistic, political, or scientific value.

Technology protection measure means a specific technology that blocks or filters Internet access to content that is obscene, child pornography, or harmful to minors and the material covered by a rtification regarding CIPA.

Sexual act and sexual contact have the meanings given such terms under 18 U.S.C. § 2246(2), 18 U.S.C. § 2246(3), and 18 Pa.C.S.A. § 5903.

Vandalism means any malicious attempt to harm or destroy technology resources or data of another user, on the Internet, or on other networks. This includes, but is not limited to, the uploading or creation of computer viruses or malware.

Authorized Users
Charter School's technology resources may be used by any authorized user. Use of Charter School's technology resources is a privilege, not a right. If a potential user has a history of discipline problems involving Technology Resources, the Chief Executive Officer ("CEO") or designee may make the decision not to give the potential user access to certain Charter School Technology Resources.

User Privacy
Computer accounts and Technology Resources are given to users to assist them in the performance of Charter School–related functions. A User does not have a legal expectation of privacy in the User's electronic communications or other activities involving Charter School' technology resources, including e-mail, in anything they create, store, send, share, access, view, or receive on or through the Internet.

_y using Charter School' network and technology resources, all users are expressly waiving any right to privacy and consenting to having their electronic communications and all other use accessed, reviewed, and monitored by Charter School in accordance with Charter School Policies and Procedures. A user ID with e-mail access will be provided to authorized Users only on the conditions that the User consent to interception of or access to all communications accessed, sent, received, or stored using Charter School technology and sign this policy.

Electronic communications, downloaded material, and all data stored on Charter School' Technology Resources, including files deleted from a User's account, may be intercepted, accessed, or searched by Charter School administrators or designees at any time in the regular course of business to protect users and Charter School' equipment. Any such search, access, or interception will be reasonable in inception and scope and shall comply with all applicable laws.

Technology Administration
The Board of Trustees directs the CEO or designee to assign trained personnel to maintain Charter School's technology in a manner that will protect Charter School from liability and will protect confidential student and employee information retained on or accessible through Charter School' Technology Resources.

Administrators may suspend access to and/or availability of Charter School' Technology Resources to diagnose and investigate network problems or potential violations of the law or Charter School

policies and procedures. All Charter School Technology Resources are considered Charter School property.

Charter School may maintain or improve Technology Resources at any time. Charter School or authorized Charter School agents may remove, change, or exchange hardware, equipment, or other technology between buildings, classrooms, or users at any time without prior notice.

Content Filtering and Monitoring

Charter School employs Technology Protection Measures to filter Internet sites and to control the loading of software applications by students in accordance with Charter School' Internet Safety Policy and/or pursuant to the Children's Internet Protection Act (CIPA). At a minimum they are meant to block and protect against visual depictions that are Obscene, illegal, pornographic, child pornographic and/or harmful to Minors as well as Internet/World Wide Web/computer resource access to such material. If Users find a website deemed inappropriate, such website must be reported to the CEO or designee. After review of the site, appropriate steps will be taken to block inappropriate site from Users.

For purposes of bona fide research or other lawful purposes, certain blocked sites may be made available — but only after approval by the CEO or designee. In making decisions to disable Charter School' Technology Protection Measure device, the CEO or designee shall consider whether the use will serve a legitimate educational purpose or otherwise benefit Charter School. A student or parent/guardian claiming they have been denied access to Internet material that is not within the purview of this policy shall be afforded review of the request. The Parent or Student (if age 18 or older) must notify the CEO or designee electronically or in writing that he or she is requesting a reconsideration review within 10 school days. Once a decision is rendered, if the Parent or Student disagrees with the decision, the Parent or Student may escalate his or her request to the Charter School Board of Trustees.

Technology Protection Measures are not foolproof, and Charter School does not warrant the effectiveness of Internet filtering except to the extent expressly required by federal and state laws. Evasion or disabling, or attempting to evade or disable, a Technology Protection Measure device installed by Charter School is prohibited.

Charter School shall not be held responsible when a student or other User knowingly or willingly accesses inappropriate material or communicates or shares such materials with others.

Viruses

Viruses can cause substantial damage to Technology Resources. Users are responsible for taking reasonable precautions to ensure they do not introduce viruses to Charter School' technology resources.

All material received on disk, flash drive, or other magnetic or optical medium, and all materials downloaded from the Internet or from technology resources or networks that do not belong to Charter School, must be scanned for viruses and other destructive programs before being transferred

to Charter School' systems. Any user receiving an e-mail from a questionable source must contact the Technology Department before opening the e-mail or any attachment included in the e-mail.

To ensure security and avoid the spread of viruses, Users accessing the Internet through a Technology Resource attached to Charter School' network must do so through an approved Internet firewall or Technology Protection Measure.

Encryption Software
Users shall not install or use encryption software on any Charter School Technology Resource without first obtaining written permission from the CEO. Users shall not use passwords or encryption keys that are unknown to the CEO.

The federal government has imposed restrictions on export of programs or files containing encryption technology. Software containing encryption technology shall not be placed on the Internet or transmitted in any way outside the United States.

Web Content Developed by Students
As part of class/course assignments, students may be developing and/or publishing content to the Internet via Web pages, electronic and digital images, blogs, wikis, podcasts, vodcasts, and webcasts, and/or may be participating in videoconferences.
1. Personal information such as phone numbers, addresses, e-mail addresses, or other specific personal information shall not be published or shared to a public page or videoconference.
2. All Web content must comply with this policy.
3. All Web content and videoconferencing must be under the direction and supervision of the teacher/administrator and Learning Coach and is to be used for educational purposes only.
4. All Web content is subject to Copyright law and Fair Use guidelines.
5. All Web content shall be posted only to Charter School–approved Web pages, blogs, wikis, podcasts, webcasts, vodcasts, and/or videoconferences.

Prohibitions
Students, staff, and all users are expected to act in a responsible, ethical, and legal manner in accordance with Charter School policies and federal and state laws. Specifically, the following uses of Charter School' Technology Resources are prohibited:

1. To facilitate illegal activity, including unauthorized access and hacking.
2. Evasion or disabling, or attempting to evade or disable, a Technology Protection measure device installed by Charter School.
3. To engage in commercial, for-profit, or any business purposes, except where such activities are otherwise permitted or otherwise authorized.
4. Non-work or non-school-related work.
5. Product advertisement or political lobbying.
6. Production or distribution of hate mail, unlawfully discriminatory remarks, and offensive or inflammatory communication.
7. Unauthorized or illegal installation, distribution, reproduction, or use of copyrighted materials.

8. To access or transmit material that is harmful to minors and/or Users, indecent, obscene, pornographic, child pornographic, or terroristic, or that advocates the destruction of property.
9. Use of inappropriate language or profanity.
10. To transmit material likely to be offensive or objectionable to recipients.
11. To intentionally obtain or modify files, data, and passwords belonging to other users or integral to system and network operations.
12. Impersonation of another user, anonymity, and/or use of pseudonyms.
13. Loading or use of unauthorized games, programs, files, or other electronic media.
14. To disrupt the work of other Users.
15. Destruction, modification, or abuse of Technology Resources and peripheral hardware or software.
16. Relocation of Charter School hardware without prior administrative consent.
17. Quoting personal and/or private communications in a public forum without the original author's prior consent.
18. To access or use any form of non-Charter School electronic mail on Charter School Technology Resources unless authorized by the CEO or the CEO designee.
19. Using the network to participate in online or real-time conversations unless authorized by the teacher/administrator for the purpose of communicating with other classes, students, teachers, experts and/or professionals for educational purposes.
20. Using a disk, removable storage device, or CD/DVD, brought into Charter School from an outside source, that has not been properly scanned for viruses or authorized for use by a teacher/administrator in accordance with Charter School established procedures.
21. To discriminate against, advocate violence against, harass, intimidate, bully, or cyberbully others.
22. To send unsolicited or forwarded e-mails and chain letters to persons ("spamming").
23. Using "spoofing" or other means to disguise user identities in sending e-mail or other electronic communication via bulletin boards, newsgroups, social networking sites, instant messages, e-mail systems, chat groups, chat rooms, or other Technology Resources.
24. To send, transmit, or otherwise disseminate proprietary data, trade secrets, or other confidential information of Charter School.
25. To post or allow the posting of personal information about oneself or other people on the Technology Resource unless authorized in advance by the CEO. Personal information includes address, telephone number (including home, work, and cell phone numbers), school address, work address, pictures or video bites, clips and so forth.
26. To refer to or attempt to refer to Charter School or its employees, agents, trustees, parents, or students in any electronic communication, posting, blog, website, e-mail, or social networking site, without written authorization from the CEO.
27. To access or transmit gambling, pools for money, or any other betting or games of chance.
28. Using Technology Resources to solicit information with the intent of using such information to cause personal harm or bodily injury to another or others.
29. Using Technology Resources to post, share, or attempt to post or share information that could endanger an individual or cause personal damage or a danger of service disruption.
30. Indirectly or directly making connections that create "back doors" to Charter School, other organizations, community groups, etc. that allow unauthorized access to the Technology Resources or Charter School.

Security

harter School intends to strictly protect its Technology Resources against numerous outside and internal risks and vulnerabilities. Users are important and critical players in protecting these assets and in lessening the risks that can harm technology resources. Therefore, Users are required to comply fully with this Policy and to immediately report any violations or suspicious activities to the CEO.

System security is protected in part by the use of passwords. All passwords must be at least eight characters and include alphanumeric and special characters.

1. Employee users may be required to change their passwords every thirty (30) days.
2. Student users may be required to change their passwords every six (6) months.
3. Charter School will maintain a password history that prevents the use of a repetitive password.
4. After three (3) unsuccessful access attempts, an attempted User will be locked out and must contact the Help Desk.
5. After a period of 60 (sixty) minutes of inactivity, a User will be automatically logged off the system.

In addition, there may be circumstances that warrant the change of a password, including but not limited to the following:

1. The User's laptop has been replaced with a new unit;
2. There has been a record or report of a virus or other potentially dangerous software or malware on the User's system;
3. The User's system has been compromised by hacking or there is a reasonable suspicion of such activity;
4. The User has admitted to sharing a password, or there are reasons to believe that a User's password has been shared, with another student or other non-authorized User; or
5. Other reasons determined by the Charter School Technology Department.

Failure to adequately protect or update passwords could result in unauthorized access to personal or Charter School files. Users shall be responsible for safeguarding their passwords for access to Charter School's Technology Resources and for all transactions made using their passwords. To protect the integrity of Charter School Technology Resources and systems, the following guidelines shall be enforced:

1. Students and other Users shall not reveal their passwords to another unauthorized individual.
2. Passwords shall not be printed or stored online.
3. Students and other Users are required to log off from the network when they finish working at a particular station.
4. Users are not to use a computer that has been logged in under another student's, teacher's or User's name.

5. Any User identified by the CEO or designee as having a history of discipline problems involving Technology Resources may be denied access to any or all of Charter School' Technology Resources.
6. Students and other Users shall not alter a communication originally received from another person or computer with the intent to deceive.
7. Users shall not misrepresent the identity of a sender or source of communication.
8. Users shall not disable or circumvent any Charter School security, software or hardware.
9. Users shall not interfere with or disrupt Charter School' systems, network accounts, services, or equipment.
10. Files, system security software/hardware, or any Charter School system shall not be altered or attempt to be altered without the written authorization of the CEO or the CEO designee.
11. Unauthorized hardware and electronic devices shall not be connected to the Charter School system.
12. Users shall comply with requests from the CEO or designee to discontinue activities that threaten the operation or integrity of the Charter School system.

Use of passwords to gain access to technology resources or to encode particular files or messages does not imply that Users have an expectation of privacy in the material they create or receive on technology resources. Charter School retains the right to access to all material stored on the Technology Resources regardless of whether that material has been encoded with a particular user's password, subject to limitations as set forth in Charter School' Remote Access and Monitoring of School-Issued Technology Policy as well as applicable law.

Users shall not alter or copy a file belonging to another user without first obtaining permission from the owner of the file. Ability to read, alter, or copy a file belonging to another user does not imply permission to read, alter, or copy that file. Users shall not use the technology resources to snoop or pry into the affairs of other users by unnecessarily reviewing the files and e-mails of another.

A User's ability to connect to another computer's system through the network or by any other electronic means shall not imply a right to connect to those systems or make use of those systems unless specifically authorized by the administrators of those systems and the CEO. Users shall not use the Technology Resources to "snoop" or pry into the affairs of other Users by unnecessarily or inappropriately reviewing the files and/or e-mails of another.

Safety
To the greatest extent possible, users of the network will be protected from harassment or unwanted or unsolicited communication. Any network User who receives threatening or unwelcome communications shall immediately bring them to the attention of a teacher, staff member, or administrator.

Communications through Charter School Technology Resources are limited to only those which serve a demonstrable educational purpose. For safety reasons, Charter School users shall not reveal personal addresses, contract information or telephone numbers to other users on Charter School networks or on the Internet.

The CEO or designee shall be responsible for implementing protection measures to determine whether Charter School' computers, laptops, iPads, Kindles, tablets and other Technology Resources ⏉d technology-related devices (such as USB drives, digital cameras and video cameras, PDAs, MP3 players, printers, etc.) are being used for purposes prohibited by law or for accessing sexually explicit materials. The procedures shall include but not be limited to:

1. Utilizing technology protection measures that block or filter Internet access for minors and adults to certain visual depictions that are obscene, child pornography, harmful to minors with respect to use by minors, or determined inappropriate for use by minors by the Board of Trustees.
2. Maintaining a listing of all employees and users with access to the room which contains Charter School' server.
3. Generating and maintaining monitoring reports (including firewall logs) of user activity and remote access on Charter School' system by all Users, including but not limited to students, employees, contractors, consultants, and/or vendors.
   a. The report should include the date, time, and reason for access; whether it was remote access; the changes made; and who made the changes.
4. Maintaining documentation that students no longer enrolled at Charter School as well as terminated employees and contractors/vendors or those with expired contracts have been properly removed from Charter School' system in a timely manner.
5. Analyzing the impact of proposed program changes in relation to other critical business functions before adopting the proposed program changes.
6. Developing compensating controls to mitigate IT weakness and alert Charter School to unauthorized changes to student data, i.e., reconciliations to manual records, analysis of student trends, data entry procedures and review, etc.

Vendors
If Charter School shares internally sensitive, legally- and/or contractually-restricted Charter School data with parties outside the Charter School community, Charter School shall first enter into a Non-Disclosure Agreement with the party. The Non-Disclosure Agreement is needed to protect Charter School' proprietary or otherwise sensitive information. Non-Disclosure Agreements are typically needed when entering into a business relationship with vendors, consultants, and contractors. All Non-Disclosure Agreements must be reviewed by Charter School' legal counsel before signing.

All vendors, consultants, and/or contractors shall be granted access to Charter School' technology resources only to make changes or updates with prior written authorization from the CEO or designee. Once the vendor, consultant, and/or contractor have completed their work, access to Charter School' systems will be removed.

Vendors, consultants, and contractors are required to assign unique user IDs and passwords to each of their employees authorized to access Charter School' system. Vendors, consultants, and/or contractors may be terminated for violating this policy and/or violating any state or federal laws.

All vendors, consultants, and/or contractors and their employees who have direct contact with students must comply with the mandatory Pennsylvania background check requirements for federal and state criminal history and child abuse. An official child abuse clearance statement for each of the vendors', consultants' and/or contractors' employees shall be submitted to Charter School prior to beginning employment with Charter School. Failure to comply with the background checks as required by applicable law or legal regulations and/or the Pennsylvania Department of Education shall lead to immediate termination or non-hire

Closed Forum

Charter School' Technology Resources are not a public forum for expression of any kind and are to be considered a closed forum to the extent allowed by law.

All expressive activities involving Charter School Technology Resources that students, parents/guardians, and members of the public might reasonably perceive to bear the approval of Charter School and that are designed to impart particular knowledge or skills to student participants and audiences are considered curricular publications. All curricular publications are subject to reasonable prior restraint, editing, and deletion, to the fullest extent permitted by applicable law, on behalf of Charter School for legitimate educational reasons. All other expressive activities involving Charter School's technology are subject to reasonable prior restraint and subject matter restrictions as allowed by applicable law and Board of Trustees Policies.

Records Retention

Charter School personnel shall establish a retention schedule for the regular archiving or deletion of data stored on Charter School Technology Resources that complies with Charter School' Record Retention and Destruction Policy as well as all federal and Pennsylvania state laws and regulations. It is the user's responsibility to know which records are subject to these conditions and to comply with these laws and regulations or to contact the CEO for clarification.

In the case of pending or threatened litigation, Charter School' attorney will issue a litigation hold directive to the CEO or designee. A hold directive will direct all Charter School administration and staff or agents not to delete or destroy any electronic mail or other documentation on a computer as related to a specific student, employee, and issue for a specific time period. Failure to follow such a directive could result in negative legal consequences for the User and/or within the actual or threatened litigation. The litigation hold directive will override any records retention schedule that may have otherwise called for the transfer, disposal, or destruction of relevant documents until the hold has been lifted by Charter School' attorney.

E-mail and computer accounts of separated employees that have been placed on a litigation hold will be maintained by Charter School until the hold is released. No employee who has been so notified of a litigation hold may alter or delete any electronic record that falls within the scope of the hold. Violation of the hold may subject the individual to disciplinary actions, up to and including termination of employment, as well as personal liability for civil and/or criminal sanctions by the courts or law enforcement agencies.

Drafting E-mails

E-mails may appear informal as e-mail messages are sometimes offhand like a conversation and are often not as carefully thought out as a letter or memorandum. Like any other document, an e-mail message or other computer information can later be used to indicate what a user knew or felt. You should keep this in mind when creating e-mail messages and other documents. Even after you delete an e-mail message or close a computer session, it may still be recoverable and may remain on the system. E-mail communications are discoverable during litigation and, therefore, will have to be turned over to the opposing party unless it is determined to be privileged by Charter School' legal counsel.

Privileged Attorney-Client Communications
Confidential e-mails sent to or retained from counsel or an attorney representing Charter School shall include this warning header on each page: ""ATTORNEY CLIENT PRIVILEGED " and/or "ATTORNEY CLIENT PRIVILEGED: DO NOT FORWARD WITHOUT PERMISSION."

No Warranty/No Endorsement
Charter School makes no warranties of any kind, whether expressed or implied, for the services, products, or access it provides.

The electronic information available to students and staff on the Internet or through Web-based services does not imply endorsement of the content by Charter School, with the exception of resources approved and adopted by the Board of Trustees. Nor does Charter School guarantee the accuracy of information received using Charter School' Technology Resources.

Charter School is not and shall not be responsible for the loss of data, delays, nondeliveries, misdeliveries, or service interruptions. Charter School is not and shall not be responsible for any information that may be damaged or unavailable when using Charter School Technology Resources or for any information that is retrieved via the Internet. Charter School is not and shall not be responsible for any damages incurred as the result of using Charter School Technology Resources, including but not limited to the loss of personal property used to access a technology resource. Further, Charter School is not and shall not be responsible for any unauthorized charges or fees resulting from access to the Internet or other commercial online services.

Unauthorized Disclosure of Information of Minors
It is a violation of state laws, including but not limited to Chapter 12 of Title 22 of the Pennsylvania Code, as well as The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g) and all other federal laws and regulations, to access data of a student the user does not have a legitimate educational interest in or to disclose information about a student without parental permission or absent an exception to the disclosure requirements. Access and distribution of student data is recorded.

Questions regarding the disclosure of student information must be directed to the CEO prior to disclosure and must conform to Charter School' Student Records Policy. Unauthorized disclosure, use, and/or dissemination of personal information regarding minors is prohibited.

Damages

Users shall be responsible for damage to Technology Resources, equipment, systems, and/or software. All damage incurred due to a User's intentional or negligent misuse of Charter School' technology resources, including loss of property and staff time, may be charged to the User. Charter School administrators have the authority to sign any criminal complaint regarding damage to Charter School technology.

Reporting a Missing or Stolen Technology Resource

If a Student or Parent believes that a school-issued Technology Resource is missing or stolen, the following must occur:

(1) Notify the student's Learning Guide immediately;
(2) Immediately file a true and accurate report with the local police department and/or law enforcement agency;
(3) Immediately submit a copy of the report via e-mail, fax or US Mail to the Director of Operations and Innovation Director at Central PA Digital Learning Foundation; and
(4) Cooperate with Charter School and/or authorities in any and all legal efforts/actions taken to retrieve the stolen property.

Compliance with Applicable Laws and Licenses

In their use of Technology Resources, Users must comply with all software licenses/copyrights and all other state, federal, and international laws governing intellectual property and online activities. Users shall not copy and distribute copyrighted material (e.g., software, database files, documentation, articles, graphics files, and downloaded information) through the e-mail system or by any other means unless it is confirmed in advance from appropriate sources that Charter School has the right to copy or distribute the material. Failure to observe a copyright may result in disciplinary action by Charter School as well as legal action by the copyright owner. Any questions concerning these rights should be directed to the CEO or designee.

Violations of Acceptable Technology Usage Policies and Procedures

Use of Technology Resources and equipment in a disruptive, manifestly inappropriate or illegal manner impairs Charter School' mission and squanders resources, and it shall not be tolerated. Therefore, a consistently high level of personal responsibility is expected of all Users granted access to Charter School' Technology Resources. Any violation of Charter School policies or procedures regarding technology usage may result in temporary, long-term, or permanent suspension of User privileges. User privileges may be suspended pending investigation into the use of Charter School' Technology Resources and equipment.

Employees may be disciplined or terminated, and students suspended or expelled, for violating this Policy. Any attempted violation of Charter School' policies or procedures, regardless of the success or failure of the attempt, may result in the same discipline or suspension of privileges as that of an actual violation.

Consequences for Inappropriate Use

Illegal use of Charter School Technology Resources includes, but is not limited to: intentional copying; deletion or damage to files or data belonging to others; copyright violations; or theft of rvices. Any illegal usage of Charter School Technology Resources will be immediately reported to the appropriate legal and/or law enforcement authorities for possible investigation and prosecution.

General rules for behavior and communications apply when using the Internet or any Charter School Technology Resource. Suspension of access, loss of access, and other disciplinary actions may be consequences for inappropriate use. Vandalism may result in cancellation of access privileges, discipline, and possible criminal action.

Cessation of Access
Upon the termination or ending of enrollment or employment or the termination of any contract with or from Charter School, no further access to or use of Technology Resources is permitted without the express authorization from the CEO.

Education of Technology Resource Users
Charter School shall implement a program that educates students and staff about acceptable use and internet safety associated with Charter School' Technology Resources. All students must complete a designated Technology Resources and Internet training prior to unsupervised use of Charter School Technology Resources, as required by the 2008 Broadband Data Improvement Act. This training includes, but is not limited to: appropriate online behavior, including interacting on social networking websites and in chat rooms; cyberbullying awareness and response; proper use of Technology Resources; restricted activities with Technology Resources; and access and monitoring of hool-issued Technology Resources to students.

No Additional Rights
This policy is not intended for and does not grant users any contractual rights. Users of Charter School' Technology Resources must review this policy closely and sign and return to Charter School the Form acknowledging receipt and acceptance of the terms in this Policy, which is attached hereto. Venue for any legal action arising out of an alleged and/or actual violation of the attached agreement(s) shall be in Chester County, Pennsylvania.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this_____ day of _____, 201___

_____
President

_____
Secretary

Revised: September 12, 2019

Acknowledgement of the Acceptable Use and Internet Safety Policy
(Student User Agreement)

Dear Parent/Guardian:

Please review the following Student User Agreement with your child. Then please return both the signed Student User Agreement and the signed Parent User Agreement, which acknowledges receipt of Central Pennsylvania Digital Learning Foundation Charter School's ("Charter School'") Acceptable Use and Internet Safety Policy ("Policy"), to your child's Homeroom Teacher by _____ {date}. This form is valid for the duration of your child's enrollment in Charter School until replaced by another form or revoked in writing by a parent or guardian.

I, _____, a student of Charter School, have read the entire Acceptable Use and Internet Safety Policy, which consists of 16 pages, understand it, and agree to comply with the Policy. In addition to complying with all terms of the Policy, when using any Charter School Technology Resources, as defined above, I accept the following basic rules:

1. I shall treat all Technology Resources with care and will leave them in good working condition when I am finished. I will not damage, deface, destroy, or render inaccessible Technology Resources.
2. I shall use appropriate language on all Technology Resources. If the language is obscene, vulgar, defamatory, harassing, degrading, sexually explicit, threatening, violent, insulting, demeaning, harmful to minors, child pornographic, pornographic, advocating illegal acts, or otherwise inappropriate as deemed by the CEO, I will not access it, use it, send it, share it, create it, or attempt to access, use, create, share, or send it.
3. I shall always treat people online with respect I shall not use any Charter School Technology Resources to insult, harass, threaten, bully, or cyberbully other Users, as defined above. I assume responsibility for the content of messages I send to others or that are sent to others via my account.
4. I shall respect the privacy of other Users and will not make any attempts to gain access into the private mailboxes or accounts of those Users. I shall not allow other Users access to my mailbox and will keep my password private.
5. I understand that Technology Resources are to be used for educational/professional/contractual use.
6. I understand that all Technology Resources belong to Charter School and I shall treat them with respect.
7. I will not install or download any applications (games), programs, or materials from the Internet or from any Technology Resources unless the CEO gives me prior permission in writing.
8. I shall not add any software to Charter School' Technology Resources unless the CEO gives me prior permission in writing.
9. I understand that the Technology Resources provided to me for use may be protected under copyright law. I agree not to copy resources unlawfully and/or distribute any materials provided for my use without express prior permission by the Chief Executive Officer.
10. I shall comply with all applicable state and federal laws and regulations regarding the use of Technology Resources, including but not limited to laws regarding child welfare and the Internet protection of minors, such as CIPA and N-CIPA.

By signing below, I agree to abide by the Acceptable Use and Internet Safety Policy and understand that failure to follow all rules as explained in this document may result in the loss of my privileges to Technology Resources; disciplinary action, including student disciplinary action up to and including expulsion from Charter School; charges for damages; and civil or criminal penalties.

X
_____
(User Signature)   **(Date)**

(MAINTAIN ONE COPY AND RETURN ONE COPY TO Charter School)

Acknowledgement of the Acceptable Use and Internet Safety Policy
(Parent User Agreement)

I, _____, a parent of _____, a student of Central Pennsylvania Digital Learning Foundation Charter School ("Charter School"), have read the entire Acceptable Use and Internet Safety Policy ("Policy"), which consists of 16 pages, understand it, and agree to comply with the Policy. In addition to complying with all terms of the Policy, when using any Charter School Technology Resources, as defined above, I acknowledge the following:

1. My child and I shall treat all Technology Resources with care and will leave them in good working condition when he/she is finished. My child and I will not damage, deface, destroy, or render inaccessible Technology Resources.
2. My child and I shall use appropriate language on all Technology Resources. If the language is obscene, vulgar, defamatory, harassing, degrading, sexually explicit, threatening, violent, insulting, demeaning, harmful to minors, child pornographic, pornographic, advocating illegal acts, or otherwise inappropriate as deemed by the CEO, my child and I will not access it, use it, send it, share it, create it, or attempt to access, use, create, share, or send it.
3. My child and I shall always treat people online with respect. My child and I shall not use any Charter School Technology Resources to insult, harass, threaten, bully, or cyberbully other Users. My child and I assume responsibility for the content of messages we send to others or that are sent to others via his/her account.
4. My child and I shall respect the privacy of other Users and will not make any attempts to gain access into the private mailboxes or accounts of those Users. My child and I shall not allow other Users access to my child's mailbox and we will keep his/her password private.
5. My child and I understand that Technology Resources are to be used for educational/professional/contractual use.
6. My child and I understand that all Technology Resources belong to Charter School and we shall treat them with respect.
7. My child and I will not install or download any applications (games), programs, or materials from the Internet or from any Technology Resources unless the CEO gives prior permission in writing.
8. My child and I shall not add any software to Charter School' Technology Resources unless the CEO gives prior permission in writing.
9. My child and I understand that the Technology Resources provided may be protected under copyright law. My child and I agree not to copy resources unlawfully and/or distribute any materials provided for our use without express prior permission by the CEO.
10. My child and I shall comply with all applicable state and federal laws and regulations regarding the use of Technology Resources, including but not limited to laws regarding child welfare and the Internet protection of minors, such as CIPA and N-CIPA.

By signing below, I agree to abide by the Acceptable Use and Internet Safety Policy and understand that failure to follow all rules as explained in this document may result in the loss of my and my child's privileges to Technology Resources; disciplinary action, including student disciplinary action up to and including expulsion from Charter School; charges for damages; and civil or criminal penalties.

X
_____
(User Signature)   **(Date)**

(MAINTAIN ONE COPY AND RETURN ONE COPY TO Charter School)

Acknowledgement of the Acceptable Use and Internet Safety Policy
(Administrator and Staff User Agreement)

I, _____, a User of Central Pennsylvania Digital Learning Foundation Charter School's ("Charter School'") Technology Resources, have read the entire Acceptable Use and Internet Safety Policy ("Policy"), which consists of 16 pages, understand it, and agree to comply with the Policy. In addition to complying with all terms of the Policy, when using any Charter School Technology Resources, as defined above, I accept the following basic rules:

1. I shall treat all Technology Resources with care and will leave them in good working condition when I am finished. I will not damage, deface, destroy, or render inaccessible Technology Resources.
2. I shall use appropriate language on all Technology Resources. If the language is obscene, vulgar, defamatory, harassing, degrading, sexually explicit, threatening, violent, insulting, demeaning, harmful to minors, child pornographic, pornographic, advocating illegal acts, or otherwise inappropriate as deemed by the CEO, I will not access it, use it, send it, share it, create it, or attempt to access, use, create, share, or send it.
3. I shall always treat people online with respect. I shall not use any Charter School Technology Resources to insult, harass, threaten, bully, or cyberbully other Users. I assume responsibility for the content of messages I send to others or that are sent to others via my account.
4. I shall respect the privacy of other Users and will not make any attempts to gain access into the private mailboxes or accounts of those Users. I shall not allow other Users access to my mailbox and will keep my password private.
5. I understand that Technology Resources are to be used for educational/professional/contractual use.
   I understand that all Technology Resources belong to Charter School and I shall treat them with respect.
   I will not install or download any applications (games), programs, or materials from the Internet or from any Technology Resources unless the CEO gives me prior permission in writing.
8. I shall not add any software to Charter School' Technology Resources unless the Chief Executive Officer gives me prior permission in writing.
9. I understand that the Technology Resources provided to me for use may be protected under copyright law. I agree not to copy resources unlawfully and/or distribute any materials provided for my use without express prior permission by the CEO.
10. I shall comply with all applicable state and federal laws and regulations regarding the use of Technology Resources, including but not limited to laws regarding child welfare and the Internet protection of minors, such as CIPA and N-CIPA.

By signing below, I agree to abide by the Acceptable Use and Internet Safety Policy and understand that failure to follow all rules as explained in this document may result in the loss of my privileges to Technology Resources; disciplinary action, including termination of employment; charges for damages; and civil or criminal penalties.

X

_____

(User Signature)   **(Date)**

(MAINTAIN ONE COPY AND RETURN ONE COPY TO Charter School)

Acknowledgement of the Acceptable Use and Internet Safety Policy
(Vendor, Contractor, and/or Consultant Agreement)

I, _____, a User of Central Pennsylvania Digital Learning Foundation Charter School's ("Charter School'") Technology Resources, have read the entire Acceptable Use and Internet Safety Policy ("Policy"), which consists of 16 pages, understand it, and agree to comply with the Policy. In addition to complying with all terms of the Policy, when using any Charter School Technology Resources, as defined above, I, on behalf of myself and the entity that I represent, accept the following basic rules:

1. I shall treat all Technology Resources with care and will leave them in good working condition when I am finished. I will not damage, deface, destroy, or render inaccessible Technology Resources.
2. I shall use appropriate language on all Technology Resources. If the language is obscene, vulgar, defamatory, harassing, degrading, sexually explicit, threatening, violent, insulting, demeaning, harmful to minors, child pornographic, pornographic, advocating illegal acts, or otherwise inappropriate as deemed by the CEO, I will not access it, use it, send it, share it, create it, or attempt to access, use, create, share, or send it.
3. I shall always treat people online with respect. I shall not use any Charter School Technology Resources to insult, harass, threaten, bully, or cyberbully other Users. I assume responsibility for the content of messages I send to others or that are sent to others via my account.
4. I shall respect the privacy of other Users and will not make any attempts to gain access into the private mailboxes or accounts of those Users. I shall not allow other Users access to my mailbox and will keep my password private.
5. I understand that Technology Resources are to be used for educational/professional/contractual use.
6. I understand that all Technology Resources belong to Charter School and I shall treat them with respect.
7. I will not install or download any applications (games), programs, or materials from the Internet or from any Technology Resources unless the CEO gives me prior permission in writing.
8. I shall not add any software to Charter School Technology Resources unless the CEO gives me prior permission in writing.
9. I understand that the Technology Resources provided to me for use may be protected under copyright law. I agree not to copy resources unlawfully and/or distribute any materials provided for my use without express prior permission by the CEO.
10. I shall comply with all applicable state and federal laws and regulations regarding the use of Technology Resources, including but not limited to laws regarding child welfare and the Internet protection of minors, such as CIPA and N-CIPA.

By signing below, I, on behalf of myself and the entity that I represent, agree to abide by the Acceptable Use and Internet Safety Policy and understand that failure to follow all rules as explained in this document may result in the loss of my privileges to Technology Resources; disciplinary action, including termination of employment; charges for damages; and civil or criminal penalties.

X
_____
        (User Signature)   **(Date)**

(MAINTAIN ONE COPY AND RETURN ONE COPY TO Charter School)

Acknowledgement of the Acceptable Use and Internet Safety Policy
(Learning Coach User Agreement)

I, _____, Learning Coach of _____, a student(s) of Central Pennsylvania Digital Learning Foundation Charter School ("Charter School"), have read the entire Acceptable Use and Internet Safety Policy ("Policy"), which consists of 16 pages, understand it, and agree to comply with the Policy. In addition to complying with all terms of the Policy, when using any Charter School Technology Resources, as defined above, I accept the following basic rules:

1. I shall treat all Technology Resources with care and will leave them in good working condition when I am finished. I will not damage, deface, destroy, or render inaccessible Technology Resources.
2. I shall use appropriate language on all Technology Resources. If the language is obscene, vulgar, defamatory, harassing, degrading, sexually explicit, threatening, violent, insulting, demeaning, harmful to minors, child pornographic, pornographic, advocating illegal acts, or otherwise inappropriate as deemed by the CEO, I will not access it, use it, send it, share it, create it, or attempt to access, use, create, share, or send it.
3. I shall always treat people online with respect. I shall not use any Charter School Technology Resources to insult, harass, threaten, bully, or cyberbully other Users. I assume responsibility for the content of messages I send to others or that are sent to others via my account.
4. I shall respect the privacy of other Users and will not make any attempts to gain access into the private mailboxes or accounts of those Users. I shall not allow other Users access to my mailbox and will keep my password private.
5. I understand that Technology Resources are to be used for educational/professional/contractual use.
6. I understand that all Technology Resources belong to Charter School and I shall treat them with respect.
7. I will not install or download any applications (games), programs, or materials from the Internet or from any Technology Resources unless the CEO gives me prior permission in writing.
8. I shall not add any software to Charter School Technology Resources unless the CEO gives me prior permission in writing.
9. I understand that the Technology Resources provided to me for use may be protected under copyright law. I agree not to copy resources unlawfully and/or distribute any materials provided for my use without express prior permission by the CEO.
10. I shall comply with all applicable state and federal laws and regulations regarding the use of Technology Resources, including but not limited to laws regarding child welfare and the Internet protection of minors, such as CIPA and N-CIPA.

By signing below, I agree to abide by the Acceptable Use and Internet Safety Policy and understand that failure to follow all rules as explained in this document may result in the loss of my privileges to Technology Resources; disciplinary action, including but not limited to charges for damages and civil or criminal penalties.

X
_____

(User Signature)   **(Date)**

(MAINTAIN ONE COPY AND RETURN ONE COPY TO Charter School)

Attachment 109
Help Desk Reports

III. Overall School Design/Policies and Procedures/Technology and Support

C.a.5.

Attached is the helpdesk report from 2/1/19 - 4/30/19 (three months)

Ticket ID	Ticket Subject	Ticket Category	Created At	Last Closed At	Time to Close (Days)	Time to Close (Minutes)
#OCE00002517	(New Enrollment) COMP ONLY NON-CB	Open Campus Enrollment	2/1/2019 14:20	2/11/2019 14:39	10.01	14419
#DC00002518	Security Alert: Login Attempt Failed	Default Category	2/1/2019 16:56	2/4/2019 10:28	2.73	3932
#DC00002519	Put top tech in your game plan with 10% off sitewide	Default Category	2/2/2019 9:56	2/4/2019 10:28	2.02	2912
#OTH00002520	(SLP- ENGLISH ONLY	Other	2/4/2019 11:08	2/6/2019 15:23	2.18	3135
#SCH00002521	New learner Gr 11	Schedule	2/5/2019 9:56	2/5/2019 11:33	0.07	97
#PC00002522	New Voice Message from on 02/05/2019 5:31 PM	Phone Calls/Messages	2/5/2019 17:31	2/6/2019 15:21	0.91	1310
#SCH00002523	K. Beaner Schedule	Schedule	2/6/2019 8:42	2/6/2019 16:13	0.31	451
#OCE00002524	New Open Campus Enrollment 2_7)	Open Campus Enrollment	2/6/2019 13:04	2/6/2019 16:11	0.13	187
#PC00002528	New Call from	Phone Calls/Messages	2/8/2019 10:07	2/8/2019 13:44	0.15	217
#DC00002529	We work hard to keep you working securely	Default Category	2/11/2019 9:57	2/11/2019 14:39	0.20	282
#PC00002530	New Call from WIRELESS CALLER	Phone Calls/Messages	2/11/2019 12:31	2/11/2019 14:39	0.09	128
#CC00002531	Chat conversation by Donavan Allshouse (dla515@cpdlf.org)	Chat Conversations	2/11/2019 18:59	2/12/2019 10:20	0.64	921
#DC00002532	You received a rating!	Default Category	2/11/2019 18:59	2/12/2019 9:57	0.62	898
#SCH00002533	New learner Gr 8	Schedule	2/11/2019 20:24	2/12/2019 10:38	0.59	854
#SCH00002534	Gr 12	Schedule	2/11/2019 20:55	2/12/2019 10:40	0.57	825
#SCH00002535	Gr 12	Schedule	2/11/2019 21:07	2/12/2019 10:42	0.57	815
#SCH00002536	Gr. 11	Schedule	2/11/2019 21:23	2/12/2019 14:32	0.71	1029
#SCH00002537	Gr. 11	Schedule	2/11/2019 21:37	3/7/2019 10:10	23.52	33873

#DC00002538	New login to Twitter from Chrome on Windows	Default Category	2/12/2019 9:05	2/12/2019 10:20	0.05	75
#OCE00002539	████ (Open Campus Enrollment)	Open Campus Enrollment	2/12/2019 9:52	2/21/2019 10:22	9.02	12990
#OCE00002540	████ (New Open Campus Enrollment)	Open Campus Enrollment	2/12/2019 9:55	2/21/2019 10:22	9.02	12987
#SCH00002541	New learner ████ Gr. 10	Schedule	2/12/2019 11:39	2/14/2019 14:24	2.11	3045
#SCH00002542	████ Gr 11	Schedule	2/12/2019 14:18	2/12/2019 14:33	0.01	15
#SCH00002543	████ Gr 10	Schedule	2/12/2019 14:19	2/12/2019 14:34	0.01	15
#SCH00002544	████ Gr 9	Schedule	2/12/2019 14:20	2/12/2019 14:34	0.01	14
#SCH00002545	████ Gr 11	Schedule	2/12/2019 14:22	4/8/2019 10:08	54.82	78946
#SCH00002546	████ Gr 10	Schedule	2/12/2019 14:25	2/12/2019 14:39	0.01	14
#DC00002547	Food Trucks and Horse Races: Creativity in Marketing	Default Category	2/13/2019 7:09	2/14/2019 14:23	1.30	1874
#SCH00002549	New Learner ████ Gr 2	Schedule	2/14/2019 8:43	2/14/2019 14:22	0.24	339
#DC00002550	Save a lot of Washingtons this Presidents Day	Default Category	2/14/2019 13:13	2/14/2019 14:21	0.05	68
#DC00002551	Welcome! Set Up Your K12 Online School Accounts	Default Category	2/14/2019 14:22	2/19/2019 11:38	4.89	7036
#IR00002552	Ink for KH	Ink Request	2/15/2019 8:06	2/26/2019 16:18	11.34	16332
#UPS00002553	UPS Ship Notification, Tracking Number 1ZV4668V0330909153	UPS	2/15/2019 12:20	2/15/2019 12:20	0.00	0
#UPS00002554	UPS Ship Notification, Tracking Number 1ZV4668V0330909171	UPS	2/15/2019 12:20	2/15/2019 12:20	0.00	0
#PC00002555	New Call from ████	Phone Calls/Messages	2/15/2019 13:17	2/19/2019 8:59	3.82	5502
#DC00002556	Scott, monumental savings await. Today only.	Default Category	2/18/2019 9:12	2/19/2019 11:38	1.10	1586
#DC00002557	How many Benjamins can you save?	Default Category	2/18/2019 14:48	2/19/2019 8:59	0.76	1091
#DC00002558	Security Alert: Login Attempt Failed	Default Category	2/18/2019 18:05	2/19/2019 11:38	0.73	1053
#ICR00002559	A. Hamilton Shipping Label	Infinite Campus Request	2/19/2019 8:13	2/21/2019 10:21	2.09	3008
#SCH00002560	New Learner ████ Gr 11	Schedule	2/19/2019 15:56	2/22/2019 9:24	2.73	3928
#DC00002561	UPS Delivery Notification, Tracking Number 1ZV4668V0330909153	Default Category	2/19/2019 16:42	2/21/2019 9:10	1.69	2428
#DC00002562	UPS Delivery Notification, Tracking Number 1ZV4668V0330909171	Default Category	2/19/2019 16:42	2/21/2019 9:10	1.69	2428
#SCH00002563	New Learner ████ Gr 10	Schedule	2/19/2019 17:05	4/8/2019 10:08	47.71	68703
#PC00002565	New Voice Message from THE ████ on 02/21/2019 12:03 PM	Phone Calls/Messages	2/21/2019 12:03	2/22/2019 9:26	0.89	1283

#OTH00002566	(OC)	Other	2/21/2019 13:13	2/25/2019 14:16	4.04	5823
#OCE00002567	Open Campus Enrollment-Ship Computer	Open Campus Enrollment	2/21/2019 15:47	2/25/2019 16:20	4.02	5793
#OTH00002568	can not share screen on blackboard	Other	2/21/2019 16:31	2/25/2019 14:15	3.91	5624
#OTH00002569	Hamilton-(CB-308) Shipping Label Request	Other	2/22/2019 10:48	2/25/2019 14:15	3.14	4527
#OTH00002570	i can't share my screen with my teacher	Other	2/22/2019 14:23	2/25/2019 14:15	2.99	4312
#DC00002571	Final days for Presidential savings!	Default Category	2/23/2019 10:42	2/25/2019 13:56	2.13	3074
#PC00002572	New Call from	Phone Calls/Messages	2/25/2019 10:26	2/25/2019 13:56	0.15	210
#PC00002573	New Call from ALTOONA PA	Phone Calls/Messages	2/25/2019 12:52	2/25/2019 13:56	0.04	64
#PC00002574	New Voice Message from WIRELESS CALLER on 02/25/2019 1:38 PM	Phone Calls/Messages	2/25/2019 13:38	2/25/2019 14:14	0.02	36
#SCH00002575	Gr. 10 please	Schedule	2/25/2019 16:30	2/27/2019 13:17	1.87	2687

#SCH00002576	Gr 11	Schedule	2/25/2019 16:33	2/27/2019 13:12	1.86	2679
#DC00002577	Meet Lenovoâ€™s most powerful workstations	Default Category	2/26/2019 9:49	2/26/2019 16:18	0.27	389
#SCH00002578	Gr. 11	Schedule	2/26/2019 11:30	2/27/2019 13:13	1.07	1543
#CC00002579	Chat conversation by Leslie (lrupp@cpdlf.org)	Chat Conversations	2/26/2019 13:23	2/26/2019 16:18	0.12	175
#PC00002580	New Voice Message from on 02/26/2019 4:07 PM	Phone Calls/Messages	2/26/2019 16:07	2/27/2019 13:11	0.88	1264
#PC00002581	New Voice Message from on 02/26/2019 4:09 PM	Phone Calls/Messages	2/26/2019 16:09	2/27/2019 13:11	0.88	1262
#PC00002582	New Voice Message from on 02/26/2019 5:38 PM	Phone Calls/Messages	2/26/2019 17:38	2/28/2019 10:20	1.70	2442
#PC00002583	New Call from	Phone Calls/Messages	2/26/2019 18:35	2/27/2019 13:11	0.78	1116
#DC00002584	How to give humanities classes a creative spin	Default Category	2/27/2019 7:08	2/27/2019 13:11	0.25	363
#SCH00002585	Gr 11	Schedule	2/27/2019 15:06	2/28/2019 10:18	0.80	1152

#OTH00002586	▉ --New Computer 2/27	Other	2/27/2019 17:02	3/27/2019 15:01	27.92	40199
#WUR00002587	Mack site unblock	Website Unblock Request	2/28/2019 10:17	2/28/2019 10:20	0.00	3
#WIT00002588	▉ withdraw	Withdraw	3/1/2019 9:24	3/4/2019 10:25	3.04	4381
#CC00002589	Chat conversation by Nicole Keller (nlk518@cpdlf.org)	Chat Conversations	3/4/2019 9:54	3/4/2019 10:25	0.02	31
#PC00002590	New Call from WIRELESS CALLER ▉	Phone Calls/Messages	3/4/2019 12:52	3/4/2019 16:27	0.15	215
#SCH00002591	Returning Learner ▉ Gr 10	Schedule	3/4/2019 14:46	3/4/2019 16:27	0.07	101
#IR00002592	▉	Ink Request	3/4/2019 15:21	4/8/2019 10:07	34.78	50086
#SCH00002593	New Learner ▉ Gr 10	Schedule	3/4/2019 17:37	3/6/2019 15:29	1.91	2752
#DC00002594	Our best-selling ThinkPad is built for business	Default Category	3/5/2019 9:58	3/6/2019 14:10	1.18	1692
#PR100002595	New Learner ▉	Printer Request	3/5/2019 16:09	4/1/2019 13:02	26.87	38693
#SCH00002596	New Learner ▉ Gr 11	Schedule	3/5/2019 16:18	3/6/2019 15:33	0.97	1395
#OCE00002597	▉ (New Open Campus Enrollment)	Open Campus Enrollment	3/6/2019 9:09	4/8/2019 10:06	33.04	47577
#SCH00002598	▉ Gr 8	Schedule	3/6/2019 15:12	3/6/2019 15:33	0.01	21
#DC00002599	▉ math	Default Category	3/6/2019 18:41	4/8/2019 10:05	32.64	47004
#OCE00002600	▉ Open Campus-New Enrollment-Please ship ASAP)	Open Campus Enrollment	3/7/2019 11:43	4/8/2019 10:05	31.93	45982
#DC00002601	How to reset your Apple ID password.	Default Category	3/8/2019 10:31	3/11/2019 15:17	3.20	4606
#DC00002602	Extra daylight means extra savings.	Default Category	3/9/2019 9:34	3/11/2019 15:17	2.24	3223
#DC00002603	You have a gift card balance	Default Category	3/9/2019 18:09	3/11/2019 15:17	1.88	2708
#DC00002604	Scott, special offer to join LenovoPRO	Default Category	3/11/2019 11:05	3/11/2019 15:17	0.18	252
#SCH00002605	New learner ▉ Gr. 9	Schedule	3/11/2019 20:36	3/12/2019 18:24	0.91	1308
#SCH00002606	New learner ▉ Gr. 8	Schedule	3/11/2019 21:05	3/12/2019 18:27	0.89	1282
#OCE00002609	▉ (New Open Campus Enrollment)	Open Campus Enrollment	3/12/2019 13:00	3/21/2019 12:18	8.97	12918
#OCE00002610	▉ (New Open Campus Enrollment)	Open Campus Enrollment	3/12/2019 13:02	3/21/2019 12:18	8.97	12916
#SCH00002612	New learner ▉ Gr 11	Schedule	3/12/2019 14:34	3/12/2019 18:31	0.16	237
#DC00002613	Bring history to life with creative animations	Default Category	3/13/2019 6:01	3/13/2019 14:33	0.36	512
#OCE00002614	▉ (OC COMP ONLY)	Open Campus Enrollment	3/13/2019 9:08	3/21/2019 12:18	8.13	11710
#SOF00002615	Environmental science A	Course Issue	3/13/2019 11:40	4/8/2019 10:03	25.93	37343

#PC00002616	New Voice Message from [REDACTED] on 03/14/2019 10:36 AM	Phone Calls/Messages	3/14/2019 9:36	4/8/2019 9:33	25.00	35997
#DC00002617	The Annual Sale is here! Plus, free shipping	Default Category	3/14/2019 11:19	3/19/2019 11:28	5.01	7209
#DC00002618	Security Alert: Login Attempt Failed	Default Category	3/14/2019 16:53	3/18/2019 14:04	3.88	5591
#DC00002619	Security Alert: Login Attempt Failed	Default Category	3/14/2019 16:54	3/18/2019 14:04	3.88	5590
#PC00002620	New Call from [REDACTED]	Phone Calls/Messages	3/15/2019 13:04	3/18/2019 14:05	3.04	4381
#SCH00002621	Alg 1 Senior Proficiency Course	Schedule	3/16/2019 21:02	3/19/2019 11:29	2.60	3747
#SCH00002622	Bio Senior Proficiency course	Schedule	3/16/2019 21:04	3/19/2019 11:31	2.60	3747
#SCH00002623	Lit Senior Proficinecey course	Schedule	3/16/2019 21:08	3/19/2019 11:32	2.60	3744
#CC00002624	Offline Message from [REDACTED]	Chat Conversations	3/18/2019 7:58	3/19/2019 11:28	1.15	1650
#DC00002625	Shop hourly deals during the Annual Sale. Today only!	Default Category	3/18/2019 8:11	3/18/2019 14:05	0.25	354
#OCE00002626	[REDACTED] Open Campus- SHIP COMP	Open Campus Enrollment	3/19/2019 9:09	3/21/2019 12:17	2.13	3068
#OCE00002627	[REDACTED] Open Campus	Open Campus Enrollment	3/19/2019 9:18	3/21/2019 12:17	2.12	3059
#OCE00002628	[REDACTED] (Open Campus) RE-Enroll	Open Campus Enrollment	3/19/2019 9:27	3/21/2019 12:17	2.12	3050
#CC00002629	Chat conversation by kathaleen (kmmikolich519@cpdlf.org)	Chat Conversations	3/19/2019 15:46	3/21/2019 12:17	1.85	2671
#SCH00002630	[REDACTED]	Schedule	3/20/2019 7:42	3/20/2019 15:16	0.32	454
#IR00002632	ink request	Ink Request	3/20/2019 10:08	3/22/2019 15:37	2.23	3209
#CC00002633	Chat conversation by cassidystancombe (cas520@cpdlf.org)	Chat Conversations	3/20/2019 10:22	3/20/2019 15:16	0.20	294
#PC00002634	New Voice Message from K H [REDACTED] on 03/20/2019 2:43 PM	Phone Calls/Messages	3/20/2019 13:43	4/8/2019 9:33	18.83	27110
#SCH00002635	Returnig learner [REDACTED] Gr. 10	Schedule	3/20/2019 17:05	3/21/2019 12:27	0.81	1162
#CC00002636	Chat conversation by kathaleen (kmmikolich519@cpdlf.org)	Chat Conversations	3/20/2019 18:37	3/21/2019 12:17	0.74	1060
#OCE00002637	[REDACTED] Open Campus Enrollment	Open Campus Enrollment	3/21/2019 11:23	3/27/2019 15:01	6.15	8858

#DC00002638	Certification secrets from International Association of Privacy Professionals	Default Category	3/22/2019 12:05	3/22/2019 15:37	0.15	212
#SCH00002639	New Learner ███ Gr 6	Schedule	3/22/2019 15:38	3/22/2019 15:42	0.00	4
#SCH00002640	New Learner ███ Gr 6	Schedule	3/22/2019 15:42	3/22/2019 15:44	0.00	2
#DC00002641	Scott, the Annual Accessory Sale is here!	Default Category	3/23/2019 9:05	3/27/2019 15:01	4.25	6116
#OCE00002642	███ OC Enrollment-COMP ONLY	Open Campus Enrollment	3/25/2019 8:04	3/26/2019 15:23	1.30	1879
#CC00002643	Chat conversation by Cassidy Stancombe (cas520@cpdlf.org)	Chat Conversations	3/25/2019 16:39	3/27/2019 15:01	1.93	2782
#CC00002644	Chat conversation by katie (kmm529@cpdlf.org)	Chat Conversations	3/25/2019 17:38	3/27/2019 15:01	1.89	2723
#CC00002645	Chat conversation by katie (kmm529@cpdlf.org)	Chat Conversations	3/25/2019 17:49	3/27/2019 15:01	1.88	2712
#SCH00002646	New Learner ███ Gr 7	Schedule	3/25/2019 21:13	3/26/2019 15:42	0.77	1109
#DC00002647	Final days to stock up on office accessories	Default Category	3/26/2019 9:11	3/26/2019 13:08	0.16	237
#SCH00002648	New Learner ███ Gr 9	Schedule	3/26/2019 11:19	4/8/2019 10:08	12.95	18649
#CC00002650	Chat conversation by Barbra Dikum (bdikum@cpdlf.org)	Chat Conversations	3/26/2019 12:29	3/27/2019 15:01	1.11	1592
#OCE00002651	███ (New Enrollment)	Open Campus Enrollment	3/26/2019 15:01	3/29/2019 14:15	2.97	4274
#OCE00002652	███ (NEW Open Campus)	Open Campus Enrollment	3/26/2019 15:04	3/29/2019 14:15	2.97	4271
#OCE00002653	███	Open Campus Enrollment	3/26/2019 15:06	3/29/2019 14:15	2.96	4269
#CC00002654	Offline Message from katie	Chat Conversations	3/26/2019 16:03	3/27/2019 15:01	0.96	1378
#CC00002655	Chat conversation by katie (kmm519@cpdlf.org)	Chat Conversations	3/26/2019 16:21	3/27/2019 15:01	0.94	1360
#DC00002656	Learn to teach video production and infographic design	Default Category	3/27/2019 6:01	3/27/2019 15:01	0.38	540
#CC00002657	Chat conversation by Isaiah Taylor (ikt518@cpdlf.org)	Chat Conversations	3/27/2019 17:01	3/29/2019 14:15	1.88	2714
#SCH00002658	Senior Proficiencey courses	Schedule	3/27/2019 20:23	3/29/2019 14:19	1.75	2516
#DC00002659	Your new favorite work computer	Default Category	3/28/2019 10:08	3/29/2019 14:15	1.17	1687
#PC00002660	New Call from GREATER JOHNST███	Phone Calls/Messages	3/28/2019 12:58	3/29/2019 14:15	1.05	1517
#IR00002661	Ink - D.R.	Ink Request	3/29/2019 7:50	4/4/2019 9:44	6.08	8754
#PC00002662	New Voice Message from ███	Phone Calls/Messages	3/29/2019 9:14	4/8/2019 9:33	10.01	14419

	▮ on 03/29/2019 10:14 AM					
#SCH00002663	Please add to ▮	Schedule	3/29/2019 11:54	3/29/2019 14:21	0.10	147
#ICR00002664	for ▮	Infinite Campus Request	3/30/2019 9:38	4/1/2019 13:01	2.14	3083
#OTH00002665	password	Other	4/1/2019 2:29	4/8/2019 10:07	7.32	10538
#OCE00002667	▮ (New Enrollmen OC(4/4)	Open Campus Enrollment	4/1/2019 11:12	4/4/2019 9:16	2.92	4204
#SCH00002668	New Learner ▮ Gr 8	Schedule	4/1/2019 15:08	4/2/2019 15:20	1.01	1452
#HAR00002669	▮ eeds a new Chromebook	Hardware	4/1/2019 16:26	4/2/2019 15:14	0.95	1368
#SCH00002671	New Learner ▮ Gr 7	Schedule	4/2/2019 9:16	4/2/2019 15:17	0.25	361
#OCE00002672	▮ M (Open Campus Enrollment)	Open Campus Enrollment	4/2/2019 14:25	4/8/2019 10:07	5.82	8382
#DC00002673	Security Alert: Login Attempt Failed	Default Category	4/2/2019 17:56	4/3/2019 13:08	0.80	1152
#SOF00002674	Modern World I has disappeared :/	Course Issue	4/3/2019 7:04	4/3/2019 13:06	0.25	362
#SOF00002675	also US Hist (8th)	Course Issue	4/3/2019 7:07	4/3/2019 13:07	0.25	360
#CC00002676	Chat conversation by Barbara Dikum (bdikum@cpdlf.org)	Chat Conversations	4/3/2019 9:14	4/3/2019 13:07	0.16	233
#SCH00002677	New Learner ▮ GR 12	Schedule	4/3/2019 9:26	4/4/2019 9:32	1.00	1446
#SCH00002678	New Learner ▮ Gr 12	Schedule	4/3/2019 9:33	4/4/2019 9:35	1.00	1442
#SCH00002679	New Learner ▮ Gr 11	Schedule	4/3/2019 15:17	4/4/2019 9:42	0.77	1105
#HAR00002680	Wireless Mouse Request	Hardware	4/4/2019 6:49	4/10/2019 13:43	6.29	9054
#DC00002681	3 ways to save on business tech	Default Category	4/4/2019 9:57	4/8/2019 9:33	3.98	5736
#PC00002682	New Voice Message from ▮ on 04/04/2019 12:24 PM	Phone Calls/Messages	4/4/2019 11:24	4/8/2019 9:33	3.92	5649
#IR00002683	▮ - Ink	Ink Request	4/4/2019 15:06	4/8/2019 9:37	3.77	5431
#OCE00002684	▮ Open Campus NEW) COMP OBLY	Open Campus Enrollment	4/4/2019 15:16	4/8/2019 10:06	3.78	5450
#OCE00002686	▮ (Open Campus NEW Enrollment)	Open Campus Enrollment	4/4/2019 15:58	5/6/2019 14:54	31.96	46016
#CC00002687	Chat conversation by Barbara (bdikum@cpdlf.org)	Chat Conversations	4/8/2019 9:36	4/8/2019 9:37	0.00	1
#HAR00002688	▮ - NEW charger request	Hardware	4/8/2019 11:11	4/11/2019 9:49	2.94	4238
#DC00002689	Scott, save up to 51% during Tax Time	Default Category	4/9/2019 9:53	4/9/2019 15:39	0.24	346

#PC00002690	New Call from ████████	Phone Calls/Messages	4/9/2019 12:15	4/9/2019 15:39	0.14	204
#PC00002691	New Call from ████	Phone Calls/Messages	4/9/2019 16:46	4/10/2019 13:41	0.87	1255
#DC00002692	Learn how to design and deliver effective PD sessions	Default Category	4/10/2019 6:00	4/10/2019 13:40	0.32	460
#DC00002693	Security Alert: Login Attempt Failed	Default Category	4/10/2019 16:29	4/11/2019 7:42	0.63	913
#DC00002694	Ink	Default Category	4/10/2019 16:30	4/11/2019 7:42	0.63	912
#CC00002695	Offline Message from katie	Chat Conversations	4/10/2019 20:18	4/11/2019 8:01	0.49	703
#DC00002696	Spend your refund wisely	Default Category	4/11/2019 10:00	4/11/2019 13:18	0.14	198
#SCH00002698	Please add	Schedule	4/12/2019 10:14	4/16/2019 14:41	4.19	6027
#DC00002699	It's time! Save over 50% on best-sellers	Default Category	4/15/2019 9:42	4/18/2019 11:01	3.05	4399
#SCH00002701	New learner ████ Gr 7	Schedule	4/16/2019 8:07	4/18/2019 11:04	2.12	3057
#PC00002702	New Call from ████ 101	Phone Calls/Messages	4/16/2019 12:05	4/18/2019 11:01	1.96	2816
#SCH00002703	Returning Learner: ████ Gr 7	Schedule	4/17/2019 8:55	4/18/2019 13:13	1.18	1698
#AI00002704	eebfw	Academic Inquiry	4/17/2019 14:01	4/18/2019 11:01	0.88	1260
#DC00002705	Weekend deals start early.	Default Category	4/19/2019 9:51	4/24/2019 14:27	5.19	7476
#DC00002706	Security Alert: Login Attempt Failed	Default Category	4/19/2019 16:13	4/24/2019 14:27	4.93	7094
#OCE00002708	████ (OC new Enrollment)	Open Campus Enrollment	4/23/2019 10:03	4/24/2019 15:03	1.21	1740
#OCE00002709	████	Open Campus Enrollment	4/23/2019 10:05	4/25/2019 14:11	2.17	3126
#OCE00002710	████ Open Campus Enrollment	Open Campus Enrollment	4/23/2019 10:06	4/25/2019 14:11	2.17	3125
#DC00002711	Meet YOGA laptops. They mean business.	Default Category	4/23/2019 10:44	4/23/2019 14:57	0.18	253
#OCE00002712	████ (Open Campus NEW)	Open Campus Enrollment	4/23/2019 15:18	4/25/2019 14:11	1.95	2813
#DC00002713	Security Alert: Login Attempt Failed	Default Category	4/23/2019 16:02	4/24/2019 14:27	0.93	1345
#DC00002714	Learn how to create eye-catching cinemagraphs	Default Category	4/24/2019 6:00	4/24/2019 14:26	0.35	506
#DC00002715	Weâ€™re adding new models to the ThinkPad line.	Default Category	4/25/2019 9:53	4/25/2019 14:11	0.18	258
#DC00002716	Security Alert: Login Attempt Failed	Default Category	4/25/2019 15:48	4/30/2019 14:35	4.95	7127
#SCH00002717	New 7th grade learner ████ gr 7	Schedule	4/26/2019 14:38	5/6/2019 14:54	10.01	14416
#PC00002724	New Call from JOHNSTOWN PA ████	Phone Calls/Messages	4/29/2019 11:22	4/30/2019 14:35	1.13	1633

#PC00002725	New Call from EVERETT AREA SC██████	Phone Calls/Messages	4/30/2019 6:58	4/30/2019 14:35	0.32	457
#CC00002726	Chat conversation by Madison McShane (mfm515@cpdlf.org)	Chat Conversations	4/30/2019 10:49	4/30/2019 14:35	0.16	226
#DC00002727	25% off new ThinkPads en ds soon â€" donâ€™t miss out!	Default Category	4/30/2019 11:14	4/30/2019 14:35	0.14	201
#CC00002729	Chat conversation by nikkia (Nau519@cpdlf.org)	Chat Conversations	4/30/2019 18:02	5/6/2019 14:54	5.87	8452
Average Time to Close			4.09		5885.02	
Total Tickets:				190		

Attachment 110
Truancy Policy

Central Pennsylvania Digital Learning Foundation
580 Foot of Ten Road
Duncansville, PA 16635

Board of Trustees Policy - S35

<u>TRUANCY POLICY</u>

Central Pennsylvania Digital Learning Foundation (the "Charter School") believes that good attendance is essential if students are to achieve and reach their potential. Each day is important for learning. Parents are required to ensure their son/daughter maintains good attendance.

This Policy will be effective at the beginning of the 2017-18 school year.

Truancy - Overview
A child is "truant" if he/she has three (3) or more school days of unexcused absence during the current school year. An unexcused absence is any absence from school without an acceptable excuse (as articulated in the Charter School's Student/Parent Handbook), or without any reason at all. This also includes any student who leaves class without the permission of the teacher. An out of school suspension shall be considered an excused absence.

A child is "habitually truant" if he/she has six (6) or more school days of unexcused absences during the current school year.

When a child demonstrates truant behavior, the Charter School will schedule a school/family conference to discuss the cause of the child's truancy and develop a mutually agreed upon Attendance Improvement Plan to resolve truant behavior. The plan can include a myriad of options for the elimination of truancy that are mutually agreed upon by the participants.

For the first and second unexcused absences, the Charter School will send the parent/guardian a notice of the unexcused absence as well as attach a copy of the legal penalties for violation of compulsory attendance requirements. In addition to stating the legal consequences, the name and telephone number of a school contact person will be included.

For the third unexcused absence, the Charter School will send the parent/guardian notice by certified mail within 10 school days of the child's third unexcused absence that the child has been truant. This notice shall 1) include a description of the consequences that will follow if the child becomes habitually truant in the future; 2) will be in the mode and language of communication preferred by the person in parental relation; and 3) include the offer of an Attendance Improvement Conference.

<u>Procedure when child is habitually truant:</u>

- Habitually truant children under fifteen (15) years of age: The Charter School will refer the child to either: 1) a school-based or community-based attendance improvement

program; or 2) the county children and youth agency (CYS) for services or possible disposition as a dependent child under the Juvenile Act. Additionally, the Charter School may file a citation against the parent/guardian of a habitually truant child under fifteen (15) years of age in a magisterial district court. The venue of the filing shall be based on the location of the school in which the child is enrolled or shall be enrolled, except in the case of a cyber charter school. If the child is enrolled or shall be enrolled in a cyber charter school, the venue for filing the citation shall be in the magisterial district court based on the location of the child's residence.

- Habitually truant children fifteen (15) years of age and older: The Charter School will either: 1) refer the child to a school-based or community-based attendance improvement program; or 2) file a citation against the student or parent/guardian in the appropriate magisterial district court. The venue of the filing shall be based on the location of the school in which the child is enrolled or shall be enrolled, except in the case of a cyber charter school. If the child is enrolled or shall be enrolled in a cyber charter school, the venue for filing the citation shall be in the magisterial district court based on the location of the child's residence. If a habitually truant child aged fifteen (15) or older incurs additional absences after a school refers that child to an attendance improvement program or the child refuses to participate in an attendance improvement program, the Charter School may refer the child to the local CYS agency for possible disposition as a dependent child.

In all cases, regardless of age, where the Charter School refers a habitually truant child to a magisterial district court or CYS, the Charter School will provide verification that it convened and held an Attendance Improvement Conference.

Students that are absent from school for ten (10) or more consecutive days without appropriate documentation will be removed from the Charter School's rolls.

The Charter School will report unexcused absences directly to PDE through the Pennsylvania Information Management System (PIMS).

Children who are habitually truant from school while subject to compulsory school attendance are subject to an assessment to determine if there is a need for general protective services. Children will not be referred to the county children and youth agency for assessment as possibly needing services until after the Charter School has made a formal effort to involve the family and child in resolving the cause of the truant behavior.

School Attendance Improvement Conference and the Attendance Improvement Plan
The Attendance Improvement Plan is developed cooperatively with involved stakeholders through an Attendance Improvement Conference, which is required upon the Charter School's notice to the child's parent/guardian following the child's third unexcused absence. The Charter School will invite the following individuals to the conference:

- The child;
- The person in parental relation to the child;

- Other individuals identified by the person in parental relation who may be a resource (e.g. a grandparent, sibling, family friend, advocate, community member, etc.);
- Appropriate school personnel;
- Appropriate service providers, if applicable (e.g. case managers, behavioral health providers, probation officers, children and youth practitioners, etc.).

The Charter School is permitted to proceed with the Attendance Improvement Conference and Attendance Improvement Plan without the child's parent present at the Conference.

Teachers are the first line of defense for compulsory attendance, as they are the first to recognize students with possible attendance issues. Therefore, the Board of Trustees directs the CEO or designee to work with the Charter School's teachers to implement a plan of action that includes but not limited to:

- Sharing and reviewing the Charter School's policy on attendance and student responsibilities with students and families;
- Contacting a child's parent/guardian upon the child's absence from school;
- Meeting individually with students to discuss reason(s) for absence;
- Following up with the CEO (or assigned attendance officer);
- Making referrals to guidance counselors; and
- Collaborating with Student Assistance Teams as appropriate.

The Attendance Improvement Conference engages all participants involved in the child's life to explore possible solutions to increase the child's attendance. Maintaining open communication between the child and adults will facilitate positive outcomes.

The purpose of the Attendance Improvement Conference is to discuss the cause(s) of the truancy and to develop a mutually agreed upon plan to assure regular attendance. Issues to be addressed at the Attendance Improvement Conference will include but not be limited to:

- Appropriateness of the child's educational environment;
- Possible elements of the school environment that inhibit student success;
- Child's current academic level and needs;
- Social, emotional, physical, mental and behavioral health issues;
- Issues concerning family and home environment and;
- Any other issues affecting the child's attendance.

The participants in the Attendance Improvement Conference should work collaboratively to conduct a holistic assessment to determine the reason(s) the child is exhibiting truant behavior. Every member should have a vested interest in and responsibility for determining an appropriate plan to assist the child to succeed both socially and academically. This Attendance Improvement Conference also provides an opportunity to ensure that both the child and the family clearly understand the legal ramifications of not adhering to the state's compulsory attendance requirements.

The Charter School will not impose discipline for truant behavior that excludes the child from

the classroom, including in-school suspension, out-of-school suspension or expulsion.

The primary goal of the Attendance Improvement Conference is the development of a comprehensive Attendance Improvement Plan which is understood by, agreed upon and supported by the child, the parent/guardian, the Charter School representatives and all other conference participants. The Attendance Improvement Plan should include but not be limited to the following components as appropriate:

- Identification and provision of appropriate academic supports by the Charter School and/or community organization(s);
- Identification and provision of appropriate social, emotional, physical, mental and behavioral health supports from the Charter School and/or community organization(s);
- Identification of the school environment issues that affect the child's success and solutions to address these issues;
- Explanation of the child's strengths and responsibilities related to the Attendance Improvement Plan;
- Explanation of the family's strengths and responsibilities related to the Attendance Improvement Plan;
- Clarification of method(s) used for monitoring the effectiveness of the Attendance Improvement Plan;
- Explanation of the consequences for each stakeholder if the Attendance Improvement Plan is not fully implemented;
- Discussion of the benefits for successfully implementing the Attendance Improvement Plan; and
- Following up and reporting the outcome of the Attendance Improvement Plan.

The Attendance Improvement Plan substantiates efforts made by the Charter School, the family and other vested third parties to assist the child in addressing and resolving school attendance issues. This comprehensive system of supports and services provides documentation of the good faith effort between the Charter School and the child's family should future action be required.

The CEO or designee is directed to develop procedures that may be necessary to implement this policy.

Sample Letters to Parent of Absent/Truant Student (all letters should be on Central Pennsylvania Digital Learning Foundation letterhead, and dated):

First Unexcused Absence

Parent/Guardian Name
Address
City, PA Zip Code

Dear <PARENT'S (OR GUARDIAN'S) NAME>,

<STUDENT NAME> was absent without an approved excuse on <DATE>. This letter is sent to make you aware of this absence. Regular attendance at school is an important part of every student's success and is necessary in order to gain the greatest benefit from the educational experience. Students who are frequently absent from school miss direct instruction and regular contact with their teachers. Pennsylvania law and school policy require regular daily attendance. When absences accumulate, it may ultimately result in academic difficulty for <STUDENT NAME>.

We share a common goal to ensure that your child reaches <HIS/HER> full potential. All absences are counted as unexcused until the Charter School receives a written excuse explaining the reason for the absence. If a written excuse is not received within three days, the absence will permanently be added to the student's file as unexcused. This letter serves as our first communication regarding <STUDENT NAME>'s unexcused absences. All unexcused absences need to be reported to the Pennsylvania Department of Education directly. If <STUDENT NAME> has three unexcused absences, the Charter School can take legal action, including but not limited to, filing a citation in the local magisterial district court.

In addition, any absences of ten cumulative days will require a written excuse that indicates <STUDENT NAME> was seen by a doctor or medical practitioner. Enclosed are the penalties for violation of compulsory attendance requirements.

If you have any questions, please call my office at <PHONE> or the guidance office at <PHONE> so that we may work together to ensure <STUDENT NAME>'s educational success.

Sincerely,

<CEO or Attendance Officer>

cc: Attendance Officer
        Guidance Counselor
        Student File

(Enclosures: Law)

Second Unexcused Absence

Parent/Guardian Name
Address
City, PA Zip Code

Dear <PARENT'S (OR GUARDIAN'S) NAME>,

This letter is to inform you that <STUDENT NAME> was absent without an approved excuse from school on <DATE>. This is the second unexcused absence recorded this year. Attendance requirements are meant to benefit your child's educational experience. I appreciate your cooperation in trying to improve your child's school attendance and in helping <STUDENT NAME> complete missed assignments on those occasions when <STUDENT NAME> must be absent.

If <STUDENT NAME> accumulates one additional unexcused absence or the equivalent, the Charter School will request that <STUDENT NAME> and parent participate in a student attendance improvement conference. The laws in the Commonwealth of Pennsylvania and the Charter School's truancy policy require that every child of compulsory school age attend school daily. A child must present a written excuse from the parent/guardian or medical practitioner within three days of an absence or the absence will be counted as unexcused. Mental, physical or other urgent reasons can be considered excuses for absences. Enclosed are penalties for violation of compulsory attendance requirements.

I strongly encourage you to contact us to discuss ways to ensure your child's school attendance. Continued unexcused absences could lead to notification of truancy by the Charter School to the magisterial district judge, as well as a referral to the local children and youth agency. You may request a school-family conference at this time to explore possible solutions to your child's unexcused absences. If you have any questions, please call my office at <PHONE>.

Sincerely,

<CEO or Attendance Officer>

(Enclosures: LAW)

cc: Attendance Officer
        Guidance Counselor
        Student File

Attachment 111
Sample District Attendance Letter

Central Pennsylvania Digital

580 Foot of Ten Road Duncansville PA 16635

*www.*cpdlf.org

March 31 2017

Huntingdon Area SD 2400 Cassady Ave Suite 2 Huntingdon, PA 16652

RE: Attendance Period (March 22 to 28 2017)

Dear Superintendent

In accordance with Pennsylvania Truancy Law, Central Pennsylvania Digital Learning Foundation Charter School is notifying you of students residing in your district that have accumulated three or more illegal absences. *We* strongly believe that attendance is important to the educational process and are committed to working with your district in addressing the issue of illegal absences. Please note that for the 2016 2017 school year, data tracking for illegal absences has been reset to February 1, 2017 to ensure accuracy of information being shared.

Below is the list of names of students residing in your school district with three or more illegal absences. The attached letters sent to parents to notify them of the absences also lists the actual dates of the absences.

Student Name
Grade 12

Please feel to contact me, if you have any questions.

Sincerely,

Interim Principal (Phone Number) NAME@cpdlf.org

Central Pennsylvania Digital Learning Foundation

580 Foot of Ten Road Duncansville PA 16635

www.cpdlf.
org

Parent Notification of
Absences

March 31
2017

Zannino 11341
Raystown Rd
Huntingdon PA 16652

Dear
Parent/Guardian:

In accordance with Public School Code 24 P.$. 13-1327, we want to notify you that
Student Name has accumulated three or more days of illegal and/or unexcused absences
As required by law, these absences have also been reported to your school district of
residence. Please be advised that 10 **_consecutive_** days of absence may result in
being dropped from CPDLF enrollment.

The CPDLF attendance reporting week is from Wednesday to Tuesday. Your child must
be working at least 5 of those 7 days, weekends and holidays may be included. All
absences are counted as unlawful until CPDLF receives an acceptable written excuse
explaining the reason for the absence. Excuses should be sent to your child's Learning
Guide. If a written excuse is not received by the first Thursday following
the absence, it will be considered an illegal absence. Consecutive absences of three
or more days require a doctor's excuse. Once a student accumulates a total of ten or

more days of absences, then a doctor's excuse is required for every absence. If a doctor's excuse is not provided for ten or more absences, each day will be **considered an <u>illegal absence.</u>**

The following dates of absence for the period (March 22 to 28, 2017) are:
March 24, 2017

The total accumulated absences starting February 1, 2017 for
(Student Name) are (5).

Sincere
ly

Interim Principal
Grassmyer CPDLF
Interim Principal

Attachment 112

CPDLF Emergency Procedures

CPDLF

CENTRAL PA DIGITAL LEARNING FOUNDATION

CPDLF Emergency Procedures

Follow the IU8 building procedures for fire and lockdown emergencies.

In addition, <u>or for an isolated emergency at CPDLF</u>, follow the procedures below:

1. All visitors must sign in at the front desk.
   a. Each visitor will be given a "numbered" clip-on badge to wear while in the building.
   b. The badge number must be recorded next to the visitor's name on the sign in sheet.
   c. Each visitor must return the badge and sign out when leaving the building.

2. All learners attending Learning Lab must sign in and out in the Learning Lab book at the front desk
3. When exiting the building due to an emergency, the last person out of the building must take the Sign-In book and Learning Lab book with them.
4. Members of the CPDLF Safety Team must take their laptops with them upon exiting the building.
5. Use a buddy system (staff person to your R & L) to make sure everyone gets out of the building safely.
6. The CPDLF staff who are in Learning Lab are in charge of getting those learners out of the building in an emergency.

Attachment 113

IU Emergency Procedures

Appalachia Intermediate Unit 8

Emergency Procedures Guide

Altoona Executive Office

Educational Development Center

Park Street Office

Richland Office

Somerset Office

AIU 8 | APPALACHIA INTERMEDIATE UNIT 8

INDEX

RESPONSE TO ANY EMERGENCY

- Notify 911 (if necessary) and Office Manager or Designee.
- Office Manager/Designee notifies HR Specialist or Director of Education.
- Notify CPR/First Aid certified persons in building of medical emergencies, if necessary.
- Seal off high-risk area.
- Take charge of area until incident is contained or relieved by firemen, paramedics, local police, etc.
- Assemble Crisis Team.
- Preserve evidence. Keep detailed notes of incident.
- Refer media to Executive Director
- **REVIEW CRISIS/GO-KIT AND EMERGENCY PROCEDURES EACH YEAR.**

OFFICE MANAGER/DESIGNEE RESPONSIBILITIES

- Verify information.
- Call 911 (if necessary).
- Seal off high-risk area.
- Convene Crisis Team and implement crisis response procedures.
- Notify HR Specialist or Director of Education; notify staff (depending on emergency).
- Evacuate staff if necessary; retrieve Crisis Kit and take it to evacuation site.
- Lock doors unless evacuation orders are issued.
- Account for all staff members and remain with staff during an evacuation.
- Refer media Executive Director.
- Notify community agencies (if necessary).
- Keep detailed notes of crisis event and submit to Director of Education.

CRISIS/GO-KIT CONTENTS

Sharpened Pencils	Glow Sticks	Ruler
Sharpie Markers	Box of Tissues	Plastic Bags
Emergency Blankets	Duct Tape	Baggies
First Aid Kit	Box of Latex Gloves	Poncho
Flashlight	Vest	Hand Sanitizer
Whistle	Clipboard and Paper	IU8 Directory
Box of Face Masks	Paper Towels	Water
		CPR Manuals (adult & child)

ALLERGIC REACTIONS TO MEDICATION/INSECTS; DRUG OVERDOSE

Allergic & Medicine Reactions; Drug Overdose:

- Call 911 (If necessary).
- Notify Office Manager/Designee or Director of Education.
- Look for medical alert bracelet or necklace.
- Keep the victim awake/alert as long as possible.
- Have trained staff apply first aid or lifesaving techniques.
- Move other people away from the victim.
- As necessary, accompany victim to the hospital.
- Notify victim's emergency contact person.

Bee Stings or Insect Bites:

- If victim is allergic to bee stings or insect bites, call 911.
- Notify Office Manager/Designee.
- As necessary, accompany victim to the hospital.
- Notify victim's emergency contact person.
- Remove stinger if there is one.
- Apply ice to the area of the sting or bite.

ASSAULTS/FIGHTS

- Ensure the safety of staff first.
- Call 911, if necessary.
- Notify CPR/First Aid certified persons in building of medical emergencies.
- Seal off area where assault took place.
- Defuse situation, if possible.
- Office Manager/Designee notifies police if weapon was used, victim has physical injury causing substantial pain or impairment of physical condition, or assault involved sexual contact.
- Office Manager/Designee notifies HR Specialist or Director of Education.
- Document all activities. Ask victim(s)/witness(es) for their account of incident.
- Assess counseling needs of victim(s) or witness(es).

BOMB THREAT

Upon receiving a message that a bomb has been planted on site:

- Ask where the bomb is located, when will bomb go off, what materials are in bomb, who is calling, why caller is doing this.
- Listen closely to caller's voice and speech patterns and to noises in background.
- After hanging up phone, immediately dial *57 to trace call.
- Notify Office Manager or Designee.
- Office Manager/Designee orders evacuation of all persons inside building(s).
- Office Manager/Designee notifies police (call 911) and HR Specialist or Director of Education.

Evacuation procedures:

- Office Manager or Designee warns staff.
- Do not mention "Bomb Threat". Use standard fire drill procedures.
- Direct staff to take their belongings.
- Staff must be evacuated to a safe distance outside of building(s). After consulting with HR Specialist or Director of Education, Office Manager/Designee may move staff to designated relocation site if weather is inclement or building is damaged.
- Office Manager/Designee accounts for staff after being evacuated and/or relocated.
- No one may re-enter building(s) until entire building(s) is declared safe by fire or police personnel.
- Office Manager/Designee notifies staff of termination of emergency. Resume normal operations.

FIRE and/or GAS ODOR

In the event a fire, smoke from a fire, or a gas odor has been detected:

- Alarm sounds.
- Evacuate staff to a safe distance outside of building to the parking lot.
- Follow normal fire drill route. Follow alternate route if normal route is too dangerous.
- Office Manager/Designee notifies police (call 911) and HR Specialist or Director of Education.
- Office Manager/Designee accounts for staff after being evacuated.
- After consulting with HR Specialist or Director of Education, Office Manager/Designee may move staff to designated relocation site if weather is inclement or building is damaged.
- No one may re-enter building(s) until entire building(s) is declared safe by fire or police personnel.
- Office Manager/Designee notifies staff of termination of emergency. Resume normal operations.

HAZARDOUS MATERIALS

Incident Occurred in Building:

- Call 911.
- Notify Office Manager or Designee; Office Manager/Designee notifies HR Specialist or Director of Education.
- Seal off area of leak/spill or leave area with staff and secure area.
- Take charge of area until fire personnel contain incident.
- Fire officer in charge will recommend shelter or evacuation actions.
- Follow procedures for sheltering or evacuation.
- Resume normal operations after consulting with fire officials.

Incident Occurred Near Building:

- Fire or police will notify staff.
- Office Manager/Designee will notify HR Specialist or Director of Education.
- Fire officer in charge of scene will recommend shelter or evacuation actions.
- Follow procedures for sheltering or evacuation.
- Resume normal operations after consulting with fire officials.

Body Fluid Clean-Up:

- Contain the spill.
- Using gloves/personal barrier protection, clean the spill with a hospital-grade chlorine-based cleanser.
- Decontaminate the area with a hospital-grade disinfectant.
- Dispose of clean-up items and all waste in a plastic bag. Follow local, state, and federal regulations for disposal of contaminated waste when necessary.
- Use a hospital-grade personal hand wash and thoroughly cleanse hands with hot water. Dry hands thoroughly.
- Complete and submit Accident/Injury Report to Executive Office.

If You Suspect Anthrax Contamination:

- Do not handle the piece of mail or package suspected of contamination.
- Immediately contact the local police and Office Manager or Designee.
- Make sure that damaged or suspicious packages are cordoned off.
- Turn off fans or ventilation (heating/cooling systems); close windows.
- Ensure that all persons who have touched the piece of mail wash their hands with soap and water. DO NOT use bleach or disinfectants.
- List all persons who have touched the letter and/or the envelope. Include contact information. Provide this list to law enforcement and health agencies.

Characteristics of Suspicious Packages and Letters:

- Excessive postage
- Handwritten or poorly-typed addresses
- Incorrect titles and/or title but no name
- Misspellings of common names
- Oily stains, discolorations, or odors
- No return address
- Excessive weight

- Lopsided or uneven envelope
- Protruding wires or aluminum foil
- Excessive security material such as masking tape, string, etc.
- Visual distractions
- Ticking sounds
- City /state in postmark does not match return address

INFLUENZA GUIDELINES

According to the CDC the flu is a respiratory illness with symptoms that include a fever (usually high), cough, runny or stuffy nose, sore throat, body aches, and possibly diarrhea & vomiting (more common among children than adults).

Having these symptoms does not always mean that one has the flu. Many different illnesses, including the common cold, can have similar symptoms.

It is very difficult to distinguish the flu from other infections on the basis of symptoms alone. A doctor's exam may be needed to tell whether one has developed the flu or a complication of the flu.

Infection Control:

The key to controlling the spread of respiratory infections, whether they are due to influenza or other respiratory pathogens, is implementing and practicing good infection control. This includes:

➢ **Cough Etiquette:**

- Cover your nose and mouth with a tissue when coughing or sneezing—throw the tissue away after use. If a tissue is not immediately available, coughing or sneezing into one's arm or sleeve (not into one's hand) is encouraged.
- Wash your hands often with soap and water, especially after coughing or sneezing. If water is not near, use a hand cleaner.
- Remember to not touch your eyes, nose, or mouth. Germs often spread this way.

➢ **Hand Washing:**

- Wash your hands or use a hand cleaner.
- Use soap and water to wash hands when hands are visibly soiled, or a hand cleaner when soap and water are not available and hands are not visibly soiled.
- Wash hands for 15-20 seconds when they have become soiled.

➢ **Control Measures:**

If a case of a strand of influenza virus is confirmed in a member of the staff, decisions regarding further actions and control measures shall be made, in consultation with the local health department and PADOH, by the Office Manager, Director of Education, and Executive Director.

➢ **Environmental Sanitation:**

- Keep the environment clean and make sure supplies are available.
- Clean frequently touched surfaces at least daily and when visibly soiled.
- Cleaning agents that are usually used should continue to be used.

Influenza viruses do not remain viable in the environment for extended periods of time. Therefore, In circumstances where a site is closed because of a confirmed case or outbreak of influenza, extensive environmental disinfection prior to re-opening is not necessary.

RADIOLOGICAL INCIDENT

In the event of a radiological incident or nuclear emergency: Listen for 3 to 5 minute steady siren blast. This signals the public to tune their radios to an Emergency Alert Station (EAS). Schools will be notified if radiological release requires protective actions.

Sheltering Notification:

- Bring all persons inside building(s).
- Close all exterior doors and windows and turn off any ventilation leading outdoors.
- Cover up food not in containers or put in the refrigerator.
- If advised, cover mouth and nose with handkerchief, cloth, paper towels, or tissues.
- Move staff to "building safe area".
- Office Manager or Designee contacts HR Specialist or Director of Education to inform of incident.
- Turn off lights, electrical equipment, gas, water faucets, air conditioning, and/or heating systems.

SERIOUS INJURY/DEATH

If the incident occurred in building:

- Call 911.
- Notify CPR/First Aid certified persons in building of medical emergencies.
- If possible, isolate affected staff member.
- Notify Office Manager or Designee.
- Office Manager/Designee notifies HR Specialist or Director of Education.
- Activate Crisis Team. Designate staff person to accompany injured/ill person to hospital.
- Office Manager/Designee notifies a relative of the affected staff member.
- Refer media to Executive Director.

The Crisis Team will determine the appropriate post-crisis intervention(s).

SUICIDE/ATTEMPT

Suicide Attempt In Building:

- Verify information.
- Call 911 if person requires medical attention, has a weapon, or needs to be restrained.
- Notify Office Manager or Designee.
- Office Manager/Designee notifies HR Specialist or Director of Education and a relative of the staff member. Office Manager/Designee may schedule meeting with Crisis Team to determine course of action.
- Calm suicidal person.
- Try to isolate suicidal person from other staff.
- Stay with person until counselor/suicide intervention arrives. **Do not leave suicidal person alone.**
- Determine method of notifying staff.
- Activate Crisis Team to implement post-crisis intervention.

Suicidal Death/Serious Injury:

- Verify information.
- Activate Crisis Team.
- Office Manager/Designee notifies HR Specialist or Director of Education.
- Determine method of notifying staff members.
- Implement post-crisis intervention.

The Crisis Team will determine the appropriate post-crisis intervention(s).

SUSPICIOUS VISITOR/HOSTAGE

Suspicious Visitor — An unauthorized person who enters school property

- Notify Office Manager or Designee.
- Ask another staff person to accompany you before approaching person.
- Politely greet person, identify yourself and ask purpose of his/her visit.
- If person's purpose is not legitimate, ask him/her to leave. Accompany him/her to exit.

If suspicious visitor refuses to leave:

- Warn person of consequences for staying on property. Inform him/her that you will call police.
- Notify police and Office Manager or Designee if person still refuses to leave. Give police full description of person.
- Walk away if he/she indicates a potential for violence. Be aware of person's actions at this time (where he/she is located in building, whether he/she is carrying a weapon or package, etc.).
- Office Manager/Designee notifies HR Specialist or Director of Education and may issue lock-down procedures.

SUSPICIOUS VISITOR/HOSTAGE (continued)

Hostage:

- If hostage taker is unaware of your presence, do not intervene.
- Call 911 immediately. Give dispatcher details of situation; ask for assistance from hostage negotiation team.
- Seal off area near hostage scene.
- Notify HR Specialist or Director of Education.
- Give control of scene to police and hostage negotiation team.
- Keep detailed notes of events.

If taken hostage:

- Follow instructions of hostage taker.
- Try not to panic.
- Treat the hostage taker as normally as possible.
- Be respectful to hostage taker; ask permission to speak and do not argue or make suggestions.

TORNADO

Tornado Watch has been issued in an area near building:

- Monitor Emergency Alert Stations (see EAS section) or NOAA Weather Stations (National Weather Service, Weather Channel).
- Bring all persons inside building(s).
- Close windows and blinds.
- Review tornado drill procedures and location of safe areas. Tornado safe areas are under desks and in hallways away from windows and large rooms.
- Review "drop and tuck" procedures with staff.

Tornado Warning has been issued in an area near building or tornado has been spotted near building:

- Shut off gas.
- Move staff to "building safe area".
- Ensure that staff members are in "tuck" positions.
- Account for all staff members.
- Remain in safe area until warning expires or until emergency personnel have issued an all-clear signal.

WEAPONS

Staff who is aware of a weapon brought to building:

- Notify Office Manager or Designee immediately.
- Tell Office Manager/Designee name of suspected person who brought the weapon, where the weapon is located, if the suspect has threatened anyone, or any other details that may prevent the suspect from hurting someone or himself/herself.

Office Manager or Designee:

- Call police if a weapon is suspected, as viewed by a reasonable person, to be in the building.
- Ask another staff member to join you in questioning suspected staff member.
- Accompany suspect to private office to wait for police.
- Conduct search with police.
- Inform suspect of his/her rights and why you are conducting search.
- Keep detailed notes of all events and why search was conducted.
- If suspect threatens you with weapon, do not try to disarm him/her. Back away with your arms up. Remain calm.

EVACUATION/RELOCATION PROCEDURES

Evacuation:

- Call 911, if necessary.
- Office Manager/ Designee issues evacuation procedures after consulting with HR Specialist or Director of Education.
- Office Manager/Designee determines if staff should be evacuated outside of building or to relocation centers. Office Manager/Designee contacts HR Specialist or Director of Education to inform that evacuation is taking place.
- Office Manager/Designee notifies relocation center.
- Direct staff to follow fire drill procedures and route. Follow alternate route if normal route is too dangerous.
- Close all windows; turn off lights, electrical equipment, gas, water faucets, air conditioning, and heating system.
- Place evacuation sign in window.
- Lock doors.
- Office Manager/Designee will direct staff to follow normal fire drill procedures unless route is altered.
- When outside building, Office Manager/Designee will account for all staff members. Inform HR Specialist or Director of Education immediately if staff member(s) is/are missing.
- Account for staff members when you arrive at relocation center.

Relocation Centers:

- The primary site is located close to building. The secondary site is located further away from building (in case of community-wide emergency).

LOCK-DOWN PROCEDURES

Lock-down procedures may be issued in situations involving dangerous intruders or other incidents that may result in harm to persons inside building:

- Office Manager or Designee will issue lock-down procedures by announcing warning to all staff members in the building; announcement may be coded or basic alert.
- Direct all staff and visitors into rooms.
- Lock doors and cover windows of rooms; move all persons away from windows and doors.
- Allow no one outside of rooms until all-clear signal is given Office Manager or Designee.

MEDIA PROCEDURES

All staff must refer media to Executive Director. **DO NOT** speak to the media directly.

Appalachia Intermediate Unit 8 assumes responsibility for issuing public statements during an emergency.

SHELTERING PROCEDURES

Sheltering provides refuge for staff and public within building during an emergency. Shelters are located in areas that maximize the safety of inhabitants. Safe areas may change depending on emergency.

- Identify safe area in building.
- Office Manager or Designee warns staff to assemble in safe areas. Bring all persons inside building(s).
- Close all exterior doors and windows.
- Turn off any ventilation leading outdoors.
- Cover up food not in containers or put it in the refrigerator.
- If advised, cover mouth and nose with handkerchief, cloth, paper towels, or tissues.
- Office Manager/Designee should account for all staff members after arriving in safe area.
- All persons must remain in safe areas until notified by Office Manager/Designee or emergency responders.

This site has been evacuated and relocated to:

_____

Emergency Situation Protocols

SCHOOL CANCELLATION/EARLY DISMISSAL/DELAYS
(THIS INFORMATION IS ON THE RADIO AND TV)

District where the site is located calls for a cancellation/school closed:
Teacher(s) and staff do not report. This is a snow day, required to be made up, according to the preschool calendar for snow make-up days.

District where site is located calls a delay:
Teacher(s) and staff report at the regularly scheduled time*, acknowledging safe arrival is paramount when traveling in severe weather conditions.
**Para Educators should report ½ hour before students arrive.

District where site is located calls an early dismissal:
Teacher(s) and staff depart only after all students in the program have safely boarded transportation and transportation has left the premises.

CHILDLINE and REPORTING

Web address for reporting online:

http://www.pa-fsa.org/Mandated-Reporters/Recognizing-Child-Abuse-Neglect/Reporting-Abuse-ChildLine

A copy of the report must be sent to the main file and staff must notify Supervisor after report has been made.

BEDFORD COUNTY CHILDREN AND YOUTH SERVICES BEDFORD COUNTY COMMISSIONERS 200 SOUTH JULIANA STREET BEDFORD, PA 15522 Phone: 814-623-4804 County: BEDFORD Region: CENTRAL	**CAMBRIA COUNTY CHILDREN AND YOUTH SERVICES** CAMBRIA COUNTY COMMISSIONERS 110 FRANKLIN STREET, SUITE 400 JOHNSTOWN, PA 15901 Phone: 814-539-7454 County: CAMBRIA Region: CENTRAL
BLAIR COUNTY CHILDREN YOUTH AND FAMILIES BLAIR COUNTY COMMISSIONERS 423 ALLEGHENY STREET, SUITE 132 HOLLIDAYSBURG, PA 16648 Phone: 814-693-3130 County: BLAIR Region: CENTRAL	**SOMERSET COUNTY CHILDREN AND YOUTH SERVICES** SOMERSET COUNTY COMMISSIONERS 300 NORTH CENTER AVENUE, SUITE 220 SOMERSET, PA 15501 Phone: 814-445-1661 County: SOMERSET Region: CENTRAL

NO ONE HOME
Emergency contact information is gathered for each child:
List 2 neighbors or relatives who will assume temporary care of your child if parents cannot be contacted or there is no one available when your child is dropped off:
These contacts should be used when staff are contacted by the bus company regarding no one being home. If the emergency contacts are not able/willing to retrieve the child-as a last resort-the transporter or staff will need to call the local police department office.

814-623-6133 (Bedford County)	814-471-6500 (Cambria County)
814-696-6100 (Blair County)	814-445-4104 (Somerset County)

MAY 2017

 le Knarr head of pre-school suggested we follow the protocol at the
tom of the page. And get the name of the student if possible and

Attachment 114
Discipline Incident Form

Central PA Digital Learning Foundation
Incident Documentation Form

Person Submitting Form:	Date Submitted:

Learner Information

Name of Learner	Grade	Age

Incident Information

Date/Time	Location of Incident	Description of Incident

For Office Use Only
Investigation Outcome

Details:

Consequence Information if Applicable
Date/Time Student Notified:
Date/Time Parent Notified:

Description of Consequence	Length of Time

Follow-Up information/Plan

Details

CPDLF Supervisor's Signature_____
Date_____

Attachment 115

2019-20 Learner
and
Learner Coach Guidebook

CENTRAL PA DIGITAL LEARNING FOUNDATION

2019-20

Learner

and
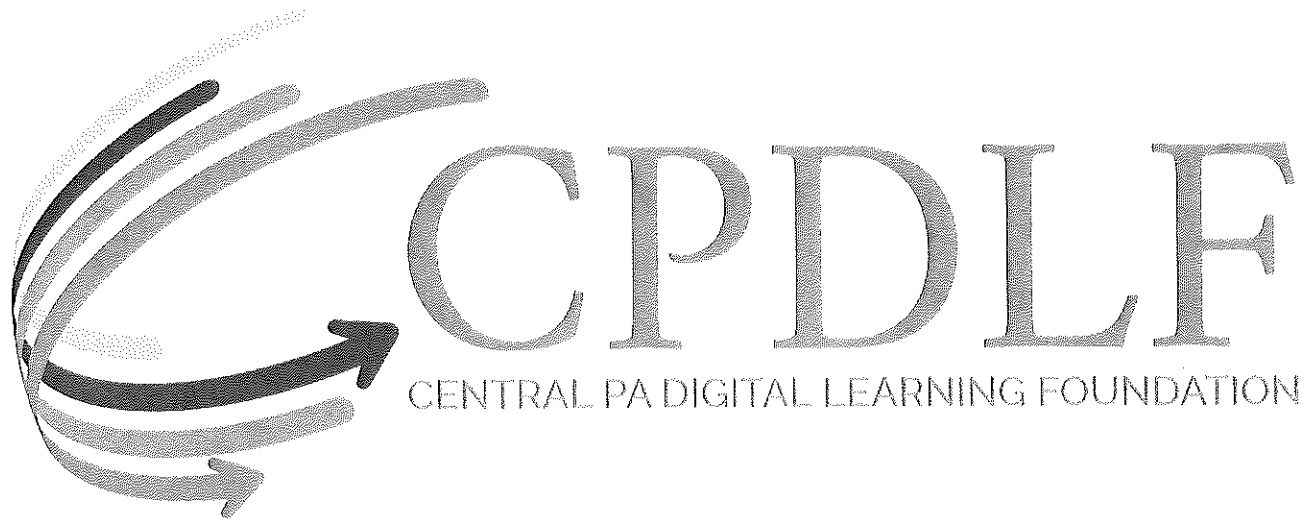
Learner Coach

Guidebook

Board Approved 9/12/19

CONNECT ∞ ENGAGE ∞ EMPOWER

TABLE OF CONTENTS

INTRODUCTION

Welcome to the Central PA Digital Learning Foundation Cyber Charter School. Throughout this Learner and Learner Coach Guidebook, the school is referred to as "CPDLF" and the parent/guardian is referred to as "parent" and/or "coach." Choosing a school for your child or children is an important decision. CPDLF places a great deal of responsibility on the parent and learner to make virtual learning work. To better understand this responsibility, parents (and learners 18 and older) who are enrolling or re-enrolling at CPDLF are required to read this Learner and Learner Coach Guidebook and to sign the Acknowledgment Page found at the end of this document stating that the guidebook has been reviewed and that both the parent (coach) and learner agree to the regulations and guidelines within the handbook.

The IDEAL Virtual Learning Experience©

Customized – Rigorous – Flexible

Providing all <u>students</u> across the state of PA access to <u>quality customizable virtual learning</u> experiences with a personal touch

Providing <u>districts</u> with opportunities for <u>successful asynchronous virtual learning experiences for learners</u>
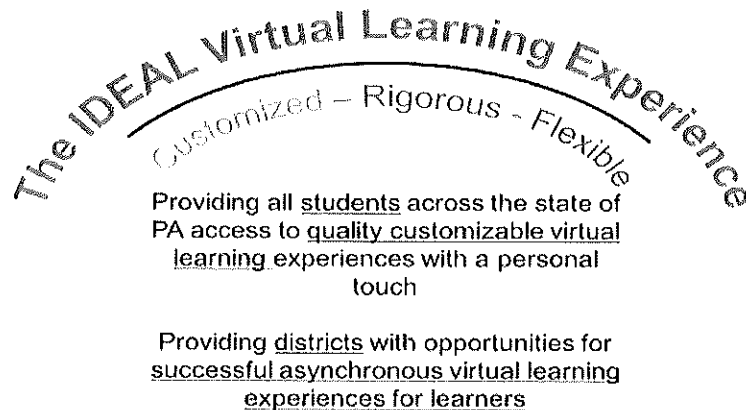
MISSION STATEMENT

The Central Pennsylvania Digital Learning Foundation engages its students in a highly motivational, student-centered educational program that relies on the basic foundation of educational principles while utilizing the latest information and communications technology to promote student achievement while fostering higher order thinking and problem-solving skills. The Central Pennsylvania Digital Learning Foundation interacts with students via technology but also uses technology as a way to teach students to conduct in-depth research, collaborate with other students and faculty, and seek guidance from experts around the world.

The Central Pennsylvania Digital Learning Foundation assures that students will have the opportunity to master essential content and skills and will provide them with a strong foundation for preparing them for the workforce of today and the future. The Central Pennsylvania Digital Learning Foundation also utilizes its technology to provide additional learning activities to students of local schools who do not have access to certain educational opportunities. The goal of the Central Pennsylvania Digital Learning Foundation is to utilize its technological resources to provide educational learning opportunities throughout the area.

The Central Pennsylvania Digital Learning Foundation values the talents and needs of its individual students. Administrators and staff work closely with parents and students to deliver programs that meet the student's skills and talents while still providing a strong foundation in the fundamentals of reading, writing and arithmetic based on the Pennsylvania Standards. Parents are active partners in the development of each student's instructional plan.

VISION STATEMENT

The IDEAL Virtual Learning Experience
Customized – Rigorous - Flexible

Providing all students across the state of PA access to quality customizable virtual learning experiences with a personal touch

Providing districts with opportunities for successful asynchronous virtual learning experiences for learners

School Board

2019-2020 Board Members

Ms. Royce Boyd
Dr. Tom McInroy
Mr. Mike Strasser
Dr. Paul Gallagher
Dr. Robert Gildea
Mr. Scott Magnetti
Ms. Lisa Murgas
Dr. Allen Sell

2019-2020 Board Meeting Dates

September 12, 2019 @ 1:00 p.m.
November 14, 2019 @ 1:00 p.m.
January 9, 2020 @ 1:00 p.m.
March 12, 2020 @ 1:00 p.m.
May 7, 2020 @ 1:00 p.m.
June 11, 2020 @ 1:00 p.m.
Board meetings are held at
580 Foot of Ten Road
Duncansville, PA 16635

2019-2020 School Calendar

JUL

1 - 5	CPDLF Offices Closed

AUG

9	Summer Office Hours End
19-21	Professional Development
22, 26-27	LG/Instructor Prep Days
28	First Day for Students and First Enrollment Day

SEP

2	Labor Day Holiday
4-10	Fall MAP Assessments (Gr 3-12)

OCT

1	Checkpoint #1
17	Family Engagement Night
29	Checkpoint #2

NOV

11	Veteran's Day Holiday
27-29	Thanksgiving Holiday

DEC

3	Checkpoint #3
9-13	Winter Keystones for Seniors (Window Dec 2-13)
23-31	Christmas Break Holiday

JAN

1	New Year's Day Holiday
8-14	Winter MAP Assessments (Gr 3-12)
14	Checkpoint #4
20	Martin Luther King Day Holiday

FEB

17	President's Day Holiday
18	Checkpoint #5

MAR

24	Checkpoint #6
26	Family Engagement Night

APR

8-14	Spring MAP Assessments (Gr 3-12)
10-13	Spring Break Holiday
Apr 20-May1	PSSA Testing (Window Apr 20 - May 8)
28	Checkpoint #7

MAY

May 11-21	Spring Keystones Testing (Window May 11-22)
25	Memorial Day Holiday
29	Checkpoint #8
29	Last Day for Students

JUN

TBD	HS Graduation (All Staff)
5	Last Day for Staff
8	Summer Office Hours Begin
Jun 8-Jul 17	Summer School/ESY
11	CPDLF Board Meeting

Policy Statement

The Board of Trustees ("Board") of Central PA Digital Learning Foundation ("CPDLF") has the authority to make reasonable and necessary rules governing the conduct of learners in school and reserves the right to modify, add, or delete portions of the Learner and Learner Coach Guidebook. The Board of Trustees is committed to creating a safe and positive learning environment wherein learners learn to be kind, compassionate, respectful, hard working, independent, resourceful, and well-adjusted individuals. Such an environment requires, of course, that learners recognize their rights and responsibilities, as well as those of other learners, teachers, parents, administrators, and members of the school community.

Purpose

The purpose of the Learner and Learner Coach Guidebook is to define processes and procedures, as well as the rights and responsibilities of learner and parent members of the school community, the standards for acceptable conduct of learners, and the consequences for failure to meet those standards. In doing so, the Board of Trustees seeks to provide a safe environment in which learners can learn and thrive individually and as members of a larger community.

CPDLF complies with all applicable federal, state, and local laws in providing equal opportunity to all learners. Consistent with the Pennsylvania Human Relations Act
(43 P. S. s s 951-963), a learner may not be denied access to a free and full public education, nor may a learner be subject to disciplinary action on account of race, sex, color, religion, sexual orientation, national origin or disability.

Staff and Site Directory

CPDLF serves the entire state of PA and currently has two physical locations: CPDLF Duncansville Learning Center (main office) and CPDLF Stroudsburg Learning Center. The principal is located at CPDLF Duncansville. Hours of operation vary by site. All student (learner) records and technology supports are located in the main office in Duncansville. Families may choose either location to attend on Enrollment Day; however, the family must select their "home base" as either the Duncansville or the Stroudsburg site during Enrollment Day. This will determine where they should attend other events such as Learning Labs or Family Engagement Nights.

CPDLF staff may be reached by calling (814) 682-5258 and entering the extension of the staff member (see below), or via email at: first initial last name@cpdlf.org *(example: ksalyards@cpdlf.org)*

Staff Extensions

Cathy Cox
    Student Records Officer   114

Barbara Dikum
    Learning Guide / Relationship Coordinator   111

Joan Dodge
    Project Coordinator / District Assessment Coordinator   102

Melissa Fairbanks
    Elementary Special Ed Instructor   113

Heather Jancula
    Learning Guide / Instructor   106

Justin Keel
    Director of Technology & Innovation   108

Brandon Kelley
    Technology Coordinator   110

Malynda Maurer
    CEO   116

Deanna Mayers
    Director of Teaching & Learning / Site Manager CPDLF Stroudsburg   122

Tori McKloskey
    Learning Guide / Instructor   104

Dina Morrissey
    Learning Services Coordinator / Special Education Coordinator   118

Patti Murtha
    Learning Guide / Instructor   120

Tricia Noonan
    Learning Guide / Instructor   121

Becky Pazcoguin
    Learning Guide / Instructor   107

Leslie Rupp
    Learning Guide / Instructor   105

Kim Salyards
    Principal   117

Michele Snowberger
    Confidential Administrative Assistant   101

Travis Weyandt
    Learning Guide / Instructor   109

General Extensions

1- Tech Support   110/111

2 - Student Records   114

3 - Principal   117

4 - Special Ed   118

ACADEMIC PROGRAM

Checkpoint Progress Reports

Families receive Progress Reports at 8 checkpoints throughout the school year (approximately every 22-23 school days). These are mailed to families through the U.S. Postal service and are available on the Student Information System (Alma). Learners and parents may also view grades in their online course platforms at any time.

2019-20 Checkpoint dates:

Progress Checkpoint Chart		
School week	Dates	Progress Checkpoints
Semester 1		
1	8/28-9/3	
2	9/4-9/10	
3	9/11-9/17	
4	9/18-9/24	
5	9/25-**10/1***	1
6	10/2-10/8	
7	10/9-10/15	
8	10/16-10/22	
9	10/23-**10/29***	2
10	10/30-11/5	
11	11/6-11/12	
12	11/13-11/19	
13	11/20-**12/3***	3
--	*off 11/27-12/1	
14	12/4 -12/10	
15	12/11-12/17	
16	12/18-12/20	
--	*off 12/21-1/1	
17	1/2-1/7	
18	1/8-**1/14***	4

Progress Checkpoint Chart		
School week	Dates	Progress Checkpoints
Semester 2		
19	1/15-1/21	
20	1/22-1/28	
21	1/29-2/4	
22	2/5-2/11	
23	2/12-**2/18***	5
24	2/19-2/25	
25	2/26-3/3	
26	3/4-3/10	
27	3/11-3/17	
28	3/18-**3/24***	6
29	3/25-3/31	
30	4/1-4/7	
31	4/8-4/14	
32	4/15-4/21	
33	4/22-**4/28***	7
34	4/29--5/5	
35	5/6-5/12	
36	5/13-5/19	
37	5/20-**5/29***	8

Connects U! / Learning Guides

CPDLF strives to CONNECT, ENGAGE, and EMPOWER learners in multiple ways. This is accomplished primarily through our Connects U! Program. The Connects U! Program includes a Learning Guide that is assigned to each learner, the learner's personal learning profile, and two semester long courses called Self Management and Diversified Occupations that focus on developing life-ready skills, habits, and knowledge. A Learning Guide is a professional who is trained in virtual learning tools and systems and relationship building and whose role is to facilitate and support learners in an online environment.

Course Completion

All courses are scheduled as semester and/or year long courses with high school courses receiving credit for successful completion (grade of 70+). Course selection and learner schedules are developed with the Learning Services Coordinator and the Learning Guide. There are two semesters scheduled per school year. Learners are expected to complete each course according to the due dates required by the course teacher within the semester or year given. Questions or concerns about learner schedules and courses should be directed to your Learning Guide.

Curriculum – General

CPDLF's curriculum and graded courses of study meet requirements set forth by the Commonwealth of Pennsylvania. The curriculum will be explained to learners and parents during Enrollment Day and to learners during onboarding week. Curriculum is delivered online via various learning platforms, including Summit Learning, Odysseyware, Odysseyware Academy, Florida Virtual, Florida Virtual Global, K12, Accelerate Learning, and eDynamic. Please contact the Learning Services Coordinator for a copy of the Course Catalog.

Curriculum – Credit Recovery

CPDLF offers Credit Recovery courses. This program is for learners who have experienced setbacks in their education for various reasons. It allows learners to recover lost credits in a short amount of time moving them towards graduation from high school. For more information, contact the Learning Services Coordinator.

Daily Assignments/Coursework

Each course instructor or Learning Guide will share with learners how to turn in assignments. Learners learn how to submit assignments during Enrollment Day, onboarding week, and course orientation. All assignments are submitted electronically unless otherwise specified in a learner's IEP. CPDLF has live tutoring opportunities called Learning Labs available at each location twice weekly with Zoom (video) for learners who are unable to attend in person. Additional information can be found under the Learning Lab section of this guidebook. Learners can also request to schedule a Zoom (video) tutoring session with their instructor(s) and/or Learning Guide at a time that is suitable for the instructor and the learner.

Attendance at CPDLF is based on work completed in each course each week. See also Attendance.

Daily Schedule

Learners have access to their learning 24/7; however, the most successful learners approach their school day with a schedule similar to a brick and mortar school. Learners are given a sample schedule and generally have 7-8 "periods" per day. Attendance is based on several factors, including the completion of an appropriate, prescribed amount of coursework over a week's time (Wednesday to Tuesday). See the Attendance section for more detailed information.

Expected Behaviors/Discipline

The CPDLF Board of Trustees has adopted a Student Code of Conduct and Discipline policy (S27) in order to provide a safe and orderly educational environment for learners. While attending and/or representing CPDLF, every learner is expected to behave in accordance with public laws, school rules, and lawful directions of assigned staff, and to deal fairly and courteously with fellow learners, staff, and other stakeholders.

Additionally, CPDLF has developed an Expected Behaviors matrix. This explains acceptable and expected learner behaviors and characteristics (Connection, Presence, Determination, Learning, and Focus) as well as the environments and locations in which these expectations should take place (Group events, Responses to individuals face-to-face, Interactions virtually, and virtual Tools and tasks--four areas of "GRIT" which are valuable to online learning). When these expected behaviors are not met, instructors and Learning Guides will follow a flow of appropriate disciplinary measures with the goal of helping the learner grow in these areas. Infractions that indicate that the Expected Behaviors are not being met include (but are not limited to) violations of the Honor Code (also see section titled Honesty & Academic Integrity),

plagiarism/cheating, inappropriate use of technology (violation of acceptable use policy, including cyber-bullying), profane or abusive language, truancy, theft, fighting (while on school premises), possession or intake of alcohol, illegal controlled substances or tobacco (while on school premises), or other wrongful conduct not specifically referenced above that impedes, interferes with, obstructs or violates the mission of CPDLF and the safety of its learners and/or staff. These infractions are generally identified as minor or major:

- Minor infractions-include lack of response to check-ins, first offense of academic dishonesty, first offense of technology agreement violation. Repeated minor infractions constitute a major infraction.
- Major infractions-include (but not limited to) repeated technology agreement violations, repeated academic dishonesty, cyber-bullying, fighting.

If a learner is found to have violated the CPDLF standards of conduct, the staff member identifying the infraction initiates a SWPBIS (School Wide Positive Behavior Interventions and Supports) team referral form which outlines the progression of required meetings with the learner, parent/guardian, and other academic staff up to and including the Principal and CEO. The incident will also be documented in the Student Information System (Alma).

All disciplinary actions will be conducted in accordance with due process procedures. Disciplinary actions involving learners with disabilities will comply with all federal and state laws, policies, and procedures.

Disciplinary actions may include:
- verbal warning to learner
- phone call to parent/guardian
- written warning to learner and parent
- required meeting with Learning Guide, and/or Instructor
- Informal hearing: Meeting with Learning Guide and/or Instructor and Principal (Zoom or face-to-face)
- Meeting with Learning Guide and/or Instructor, Principal, and CEO
- Formal Hearing: Meeting with Learning Guide and/or Instructor, Principal, CEO, and governing Board representative(s)
- 1-day suspension of account
  - Note: prior to the suspension of an account, student and guardian will be informed of the reason for the suspended account and given an opportunity to respond. If the health, safety or welfare of the school community is threatened in any way, prior notice may not be given.
- 3-day suspension of account: with informal hearing (see above).
- Suspension of account for longer than 3 days with required

As part of the Enrollment and Re-enrollment process each year, learners and parents are required to sign and submit the Acknowledgement Page at the end of this guidebook which indicates that they agree to abide by the expected behaviors, guidelines, and policies of CPDLF.

Extracurricular Activities (Home District)

If a CPDLF learner wants to participate in any special programs in their local school district:

1) Learner and parent should notify the Principal via phone and/or email to indicate interest in a home district extracurricular activity. The Principal will contact the local school district to see if they are willing to allow the learner to participate.

2) If the school district is willing to allow them to participate, an agreement between the school district and CPDLF shall be written to include any costs to CPDLF that will incur as well as procedures that are to be put into place to provide CPDLF with information on learner participation throughout the year, and for CPDLF to provide the school district with weekly grades for PIAA or any other eligibility requirements that are in place in the school district for other learners.

3) The CEO of CPDLF will need to sign off on the agreement and the office will keep track of all transactions.

GoGuardian

GoGuardian is a technology support program used by CPDLF to provide a safe and productive virtual learning environment. Learning Guides and Instructors use GoGuardian to view student activity and regulate MAP testing conditions. The Technology Department and the Principal receive alerts from its internet filtering feature whenever sites are searched that may be unsafe or inappropriate.

Grading Scale and Guidelines

CPDLF is transitioning to a mastery based system for personalized learning. In a mastery based system of learning:

- Learners progress by demonstrating competencies
- "Course Grades" are comprised of:
  - Participation in Weekly Instructional Lessons
  - Progress on meeting Learning Goals
  - Grades on assignments
- Progress checkpoints occur at 8 different dates throughout the year. Additional information can be found under the Checkpoint Progress Reports section of this guidebook.
- "Checkpoints" report what you have earned as a "Course Grade" to that point in time.

Example of Progress calculation

Progress Checkpoint 1 would occur about 4.5 weeks into the school year and you would be expected to have about 12% of a full year's worth of work complete.	At 4.5 weeks, you have 10% of your year long course complete. 10/12 = 83% Portion of required work completed
The portion of the required amount of work to complete would be multiplied by your cumulative assignment grade.	Cumulative Assignment Grade: 78% 83% X 78% = 65% Progress Grade
The checkpoint "grade" would be 90% of your progress "grade" and 10% of your four weekly launches	3 out of 4 Weekly Launches were completed satisfactorily - ¾=75% 65% X 90% = 59% 75% X 10% = 7.5% Current Course Grade = 59+7.5=66.5%

- The 8th checkpoint is the final grade for the course.
- *NOTE:* Grades are **NOT** an average of 4 marking periods!!!
- Current Course Grades will be posted in "Alma" within 5 school calendar days of the Checkpoint Date

Grades K-12 Academic Letter Grades:

Grading Scale	
90% to 100%	Beyond Proficiency
80% to 89%	Targeted Proficiency
70% to 79%	Foundational Proficiency
0% to 69%	Developing Proficiency

Summit Learning Platform (SLP) Grades

With Summit Learning, students are graded on how well they comprehend concepts and can apply what they've learned. Rather than simply memorizing information, students focus on developing a strong grasp of class material and effective application of key skills. This sets them up to succeed both within the classroom and beyond.

The main factors that determine students' grades:
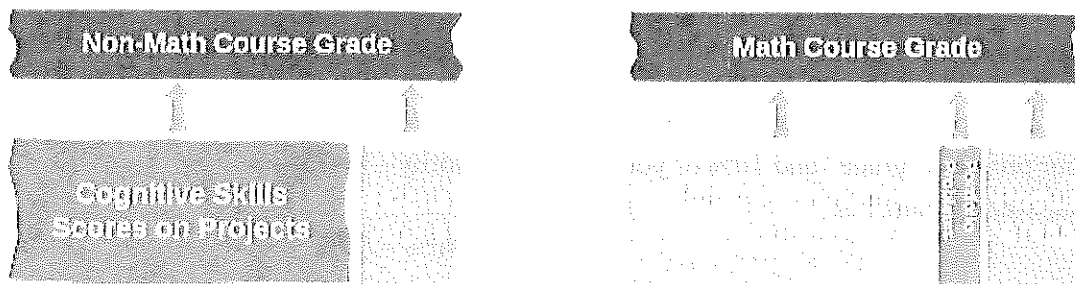
Cognitive Skills—like communication, critical thinking, and articulating a clear point—are at the core of your child's learning. Cognitive Skills are graded based on how well students apply them to projects. Cognitive Skills can make up to 70% of a student's overall grade.*

Focus Areas ensure that students develop foundational content knowledge of a given subject area. Students demonstrate that they've grasped the subject matter by completing and passing Content Assessments. Focus Areas can make up to 30% of a student's overall grade.*

(Note that students can take Content Assessments as many times as needed. This ensures that they move on only when they gain a full understanding of the subject.)

Portfolio Problems are math problems that accompany each Math Unit. Portfolio Problems apply to math courses only. They're scored based on how well students apply what they've learned to solve complex math problems. Portfolio Problems can make up to 10% of a student's overall course grade.*

Unit Assessments are the final assessments for each Math Unit. Unit Assessments apply to math courses only. They include a range of Portfolio Problems learned throughout a Math Unit. Unit Assessments can make up to 70% of a student's overall course grade.*

There's no such thing as Ds with Summit Learning

Anything lower than a C- grade is considered "off track."

An "off track" grade means that a student is:

- Not meeting Cognitive Skill or End-of-Unit Assessment grade-level requirements (below 70%).
- Behind in one or more Power Focus Areas.
- Overdue to submit a project's Final Product.

Any course grade that remains "off track" by the end of the grading period will result in an "incomplete" grade.

How to help your child succeed

Regularly checking in with your child is a great way to support their success. Here are a few questions you can ask to get the conversation started:

- What Cognitive Skills are you working to improve?
- What have you learned from your Focus Areas?
- What are some of your learning goals this week?

Staying in-the-know is easy

See how your child is doing in each class by logging into the Learning Platform (make sure to also add your mobile number to receive text updates about your child's progress**).

If you have any questions about how grades work or how your child is doing, please reach out to your child's Learning Guide.

Resources:
Summit Learning Help Resources
Summit Learning Grading Policy
Summit Learning Grading Philosophy
Summit Learning Grading Flyer

High School Graduation Requirements and Credit Grade Level Assignments

Credits and Subject Area Requirements

Class of 2020 and following

Subject Area	Total Units	Recommended
Communications	4	1 per year
Mathematics	4	1 per year
Natural Sciences	4	1 per year
Social Sciences	3	1 per year
Arts and Humanities	2	.5 per year
Physical Education	2	.5 per year
Health	.5	9 grade
Career Education and Work	2	.5 per year
Electives	3.5	1 per year except 9th grade
	25	Total Required

- The GPA is calculated on a 4-point scale.
- The senior learner with the highest cumulative GPA at Checkpoint 7 will be named Valedictorian.
- The senior learner with the 2nd highest cumulative GPA at Checkpoint 7 will be named Salutatorian
- Seniors are required to complete a Senior Project and 20 hours of community service. More information about these requirements may be obtained from the 2019-20 Senior Advisor, Ms. Barbara Dikum, who can be reached at (814) 682-5258 ext. 111 or bdikum@cpdlf.org.

Specific criteria to be able to participate in the graduation ceremony:

- May not leave more than (1) core course and (1) ½ credit course for summer school following the senior year/graduation date.
- Community Service must be completed prior to graduation ceremony.

For classes graduating in 2020 and beyond:

Number of Credits Earned	Grade Level
0-5	9
5.1-12	10
12.1-18	11
18.1+	12

Honesty/Academic Integrity

CPDLF learners and families must sign and abide by the CPDLF Honor Code which states:
1. I will check my email account and stay informed of school wide announcements every day while school is in session.
2. I will respond to communication from CPDLF Staff within 24 hours.
3. I will participate in the CPDLF educational program with honesty and academic integrity by submitting my own work.
4. I will attend my scheduled appointments.
5. I will be respectful in my interactions with CPDLF Staff and Learners.

It is important that learners complete their own work. While families can help learners develop study habits and encourage organization of time and materials, families must resist the temptation to provide answers for the learner. This may be misleading to the teacher who then thinks the learner is applying their learning on their own. If you see your child struggling on an assignment, direct them to try a "strategy shift" or to find additional resources to continue their learning and not just stay "stuck. It is also good advice to tell your child to write down questions to ask their instructor via Google Hangouts, in an email, or by calling on the phone. This information helps the teacher plan for future instruction for individual learners as well as future whole-group class instruction.

What is plagiarism? Plagiarism is the act of presenting the words, ideas, images, sounds, or the creative expression of others as your own. In more common terms – you are "copying" someone else's ideas, words, or expressions as your school work. If you plagiarize your work, you will not receive credit for the assignment. Continued acts of plagiarism will constitute a referral to administration and in extreme cases can result in legal action. Plagiarism is an illegal action and is taken very seriously in this environment to protect academic integrity.

Two Types of Plagiarism

> Intentional--Examples: Copying a friend's work; buying or borrowing papers; cutting and pasting blocks of text from electronic sources without documenting; "borrowing" from print sources without documentation.
> Unintentional--Examples: Careless paraphrasing; poor documentation; quoting excessively; failure to use your own "voice."

You can avoid Plagiarism by using good documentation There is nothing wrong with using other people's words or ideas, but you must give them credit. Giving credit is called documentation. It is a simple process, and it turns a dishonest essay into true scholarship.

> Documenting Sources Has Two Steps:

> 1. Indicate in the text where the information was found. Most modern writers put that information in parentheses.

> 2. Have a "Works Cited" page at the end of the paper providing the full bibliographic information about the source.

> Documentation is taught in your courses when outside research is required. Information about documentation can be obtained from teachers at any time. Some tips when documenting, or citing someone else's work: When using *quotes*, be sure to cite the source. When *paraphrasing* information from a source, be sure to cite the source The only time you do NOT need to cite information is if it is common knowledge, and you knew it before beginning your research. For example, a statement like "Abraham Lincoln wrote the Gettysburg Address" would be considered common knowledge.

> [1]Paraphrasing is when you use your own words to express someone else's idea. You still give credit to the source, but you do not need to use quotes around the words. *Thanks to PA Distance Learning Charter School Parent/Student Handbook for much of this section on plagiarism.*

Learning Lab

On-site tutoring provided by Learning Guides and Instructors is available at the Duncansville site most Monday and Thursday afternoons from 1-3pm. These dates are noted on the CPDLF website. Parents/guardians are responsible for transporting learners to and from Learning Labs. Days/times for Learning Labs at the Stroudsburg site are to be determined and will be posted to the CPDLF website when available.

Learner Support Teams

There are several academic teams in place at CPDLF to support learners' academic and social-emotional growth. These include:

- MTSS (Multi-Tiered System of Supports) Team
  - This team studies academic data and determines interventions to help support and strengthen learners' growth.

- SAP (Student Assistance Program) Team
  - This team mobilizes school and community resources to remove or lessen barriers to learning. Some of these barriers may include mental health issues, drug, alcohol, or tobacco use.

- SLP (Summit Learning Platform) Team
  - This team studies SLP learner and course data in an effort to implement the SLP model with fidelity and support learner growth.

- SWPBIS (School-Wide Positive Behavior Interventions and Supports) Team
  - This team works to promote and celebrate our school's expected actions and attitudes that create a joyful and productive learning community for all learners.

Onboarding

A learner's first week of school at CPDLF is an orientation period called "Onboarding". Learners participate in various learning activities and lessons to equip them to be successful virtual learners. Each day's activities are outlined in an age-appropriate Onboarding Playlist (included in the Enrollment Binder) and is facilitated by the learner's Learning Guide.

Promotion/Retention

Elementary (K-5) learners must be developing competency (passing) in at least math and ELA in order to be promoted to the next grade. The learner's teachers may consult with the Principal to discuss levels of growth and mastery. In the case of a learner with an IEP, the Director of Special Education must agree and sign off on the recommendation. Documentation, evidence, and/or explanation must accompany any proposed retention. There will be an opportunity for a parent to schedule a conference with the Principal and the learner's teachers to review the child's academic progress and educational plan.

Recommendations for Retention consider the following data:

1. Benchmark Assessment and Standardized State Test Scores - low scores
2. Rate of attendance – School Attendance Improvement Plan (SAIP) has not been successful
3. Multi-tiered System of Supports - Response to Instruction and Intervention (MTSS-RTII) has not been successful
4. Grades/Performance - lack evidence of required standards-based mastery level or failure to complete grade-level curriculum by last day of school

Standardized Testing

Like all public schools in Pennsylvania, CPDLF is required to administer several standardized tests each year. All learners are required to participate in PSSA/Keystones Assessments. Chapter 4 of Title 22 of the Pa. Code (22 Pa. code 4.4) provides for the right of a parent/guardian to opt-out the learner from the state assessment if, upon inspection of the testing materials, the assessment is found to be in conflict with their religious beliefs. This is the only basis for a parent/guardian to excuse their learner from the statewide assessments. CPDLF's process for excusing a learner from a state assessment is as follows:

1. Parent/guardian must make an appointment with CPDLF to review the assessment prior to the testing window. The review window will open once testing materials have arrived on site. All reviews must be completed prior to the first day of testing.
2. Parent/guardian must sign a confidentiality form prior to reviewing the assessments.
3. If found to be in conflict of their religious beliefs, the parent/guardian must request in writing that the learner be excluded from participation.

Learners who do not attend Standardized Testing sessions will be marked absent, unless they have followed the above procedure for opting-out.

Please note that nonparticipation in the assessments, regardless of reason, will negatively affect the school's participation rate and can potentially have a negative impact on the school's accountability status.

Further explanation of the assessments currently being given appears below. Additional information may also be found on the Pennsylvania Department of Education website.

PSSA (Pennsylvania System of School Assessment) The PSSA is a standards-based assessment administered in all Pennsylvania public schools. They are administered in a face-to-face environment, usually in the months of March or April, to learners in grades 3-8. There are currently three content-specific assessments including English Language Arts, Math, and Science. The PSSA is administered in an on-site testing environment with a test administrator. CPDLF determines testing sites as follows: 1) General regions for groups of testers; 2) Central location for testers within those general regions; and 3) Specific site within the central location that meets State requirements. CPDLF attempts to schedule testing sites within a 1-hour drive from each tester's home address.

Keystone Exams The Keystone Exams are end-of-course assessments designed to evaluate proficiency in academic content. As directed by PA Code 4.24, and in accordance with CPDLF's Board of Trustees Graduation Policy, learners must demonstrate proficiency on the Algebra I, Literature, and Biology Keystone Exams to graduate. Learners will be offered multiple opportunities to take the Keystone Exams throughout their high school careers. The Keystone Exams are administered in an on-site testing environment with a test administrator. CPDLF determines testing sites as follows: 1) General regions for groups of testers; 2) Central location for testers within those general regions; and 3) Specific site within the central location that meets State requirements. CPDLF attempts to schedule testing sites within a 1-hour drive from each tester's home address.

Benchmark Assessments Benchmark Assessments are computer-adaptive tests that measure the proficiency level and academic growth of learners in grades K-12 in the subjects of Math, Reading, and Science (grades 6-8). Benchmark tests are administered three times each school year and learners complete the tests online at home. The NWEA MAP (Measure of Academic Progress) assessment is used. This is an adaptive test that pinpoints learners' specific areas for academic growth and support. Learners are placed in a GoGuardian session while taking benchmark assessments so that their progress through the session(s) can be monitored by the Learning Guide. See also section labeled "GoGuardian."

WIDA ACCESS Testing (Assessing Comprehension and Communication in English State-to-State for English Language Learners) ACCESS for English Language Learners is and English language proficiency assessment that is administered to all Kindergarten-12th grade learners identified as English Language Learners. The test is given annually to monitor learners progress in acquiring academic English. The ACCESS for English Language Learners assesses learners in the four language domains of Listening, Speaking, Reading, and Writing. The WIDA ACCESS is administered in an on-site testing environment with a test administrator. CPDLF determines testing sites as follows: 1) General regions for groups of testers; 2) Central location for testers within those general regions; and 3) Specific site within the central location that meets State requirements. CPDLF attempts to schedule testing sites within a 1-hour drive from each tester's home address.

Keystone & PSSA Testing Schedule

For your child to participate fully in the required state assessments, we strongly encourage you to keep the testing window dates open and free of appointments, vacations, etc. When the window gets closer, you will be notified by letter of specific testing information related to your learner.
CPDLF determines testing sites as follows:
1. General regions for groups of testers
2. Central location for testers within those general regions
3. Specific site within the central location that meets State requirements. CPDLF attempts to schedule testing sites within a 1-hour drive from each tester's home address.

WINTER KEYSTONES

REGION	ASSESSMENT	SPECIFIC DATES (TBD)	WHO PARTICIPATES?
All	Algebra, Biology, Literature	December 9-13, 2019	Learners in grades 11 or 12 who
	Make-Ups	*Prior to December 13*	have not previously scored Proficient or Advanced on the Keystones.

SPRING KEYSTONES

REGION	ASSESSMENT	SPECIFIC DATES (TBD)	WHO PARTICIPATES?
All	Algebra, Biology, Literature	May 11-21, 2020	Learners in grades 9-11
	Make-Ups	*Prior to May 21*	who are enrolled in Algebra, English 10/Literature, and/or Biology. Also, learners who have not previously on the Keystones.

PSSA

REGION*	ASSESSMENT	SPECIFIC DATES (TBD)	WHO PARTICIPATES?
All	ELA, Math, Science	April 20-May 1, 2020	Learners in grades 3-8 will
	Make-Ups	*Prior to May 1*	take ELA and Math. Learners in grades 4 and 8 will **also** take Science.

Summer School

Learners in grades 4-12 may take Summer School classes in order to meet promotion and/or credit requirements, according to the following guidelines:

Late Elementary/Middle School (4-8th)

- You must pass 3 of the 4 core courses (Math, ELA, Science, Social Studies) in order to be promoted to the next grade.
- If a course is ≥ 50% grade at the end of the year, you can pay for a Summer School extension to complete and pass (Math, Science, English, History only).

High School (9-12th)

Since learners are accumulating credits toward graduation requirements beginning in 9th grade, courses that are not mastered (passed) may need to be retaken to recover these credits. While there will not be an option to 'finish' a course over the summer*, there is the option for credit recovery at a cost of $100 per course.

*Seniors who have not met graduation credit requirements MAY be permitted to participate in the graduation ceremony; however, will not receive his/her diploma until credit requirements for graduation are met (which may require enrolling in the paid summer session. *In some circumstances a senior may be permitted to finish a course.)*

Summer School Fee: $100.00 per course; non-refundable. Scholarships may be available based on Federal income guidelines.

ATTENDANCE

Attendance Guidelines

CPDLF is a cyber charter school that operates in a customizable, flexible, and personalized learning environment 24/7. Regular attendance at school is important and necessary for your child's success and our goal is to help your child be successful. Pennsylvania Compulsory Attendance laws require children aged 8 to 17 years to attend school. [Note: beginning with the 2020-21 school year compulsory age will be 6 to 18 years]. The following outlines what counts as attendance at CPDLF and how you can help your child be successful. *We value CONNECTION and RELATIONSHIPS.*

- A "Week" at CPDLF starts on Wednesday and ends on the Tuesday following.
    - Example: Wednesday, August 28 through Tuesday, September 3rd
- A "Day" at CPDLF starts at 12:00 am and ends at 11:59 pm.
- Recording attendance is done weekly by Learning Guides and Instructors.
    - Attendance is required on 5 out of the 7 days in that time period. Saturdays and Sundays may be used in place of a typical school week day. Replacement will be determined by your Learning Guide or Instructor.
        - Example: Saturday, August 31 could replace Friday, August 30 because of an all day doctor appointment.
- The 5 days of attendance per week are based on:
    - At least one video check-in with your Learning Guide (e.g., Zoom)
    - Completion of Connects U! Weekly coursework
    - GoGuardian activity
    - Progress in courses

Excused Absences

With the flexibility of the "Week" and the "Day", there should not be a reason for absences; however, if necessary, excuses for missed "days" are required or it will count as an unexcused day
- Attendance records will be updated in "Alma" every week on Thursday by 3:00PM.
    - Parent/guardian/learner will be notified by email of absences needing excuses by Friday mornings at 8am
- Excuses due to the Student Records Officer (excuses@cpdlf.org) by 8am on Mondays.
    - Example: Week September 4 -10th (email requesting excuses is sent to parent/guardian on Friday 9/13); excuses due Monday 9/16
    - **Please cc your learner's Learning Guide on this email also**
- Acceptable excuses
    - Illness or other emergency
    - Death in family

- o Health care, such as doctor's appointments, if it is not "practical or possible for the student to receive the services outside of school hours" and has a "minimum of interference" with the student's studies.
- o Religious holidays and religious instruction of up to 36 hours per school year.
- o Non-school sponsored educational tours and trips, pre-approved by the Principal.
    - ■ Please contact your Learning Guide or the school office for an Educational Trip request form (currently being developed).

Unexcused Absences and Truancy Policy

CPDLF believes that good attendance is essential if learners are to achieve and reach their potential. Each day is important for learning. Parents are required to ensure their son/daughter maintains good attendance.

A child is "truant" if he/she has three (3) or more school days of unexcused absence during the current school year. An unexcused absence is any absence from school without an acceptable excuse (as articulated in "Excused Absences," above), or without any reason at all. An out of school suspension shall be considered an excused absence.

A child is "habitually truant" if he/she has six (6) or more school days of unexcused absences during the current school year.

When a child demonstrates truant behavior, CPDLF will schedule a school/family conference to discuss the cause of the child's truancy and develop a mutually agreed upon Attendance Improvement Plan to resolve truant behavior. The plan can include a myriad of options for the elimination of truancy that are mutually agreed upon by the participants.

NOTE ON ABSENCES (EXCUSED OR UNEXCUSED)

- **Chronic Absence** - missing 10% or more of the school year for ANY reason (excused and/or unexcused absences; suspensions). This means if a learner averages 2 days/month of absences, he/she is chronically absent. Chronic absence has been proven to have long-term negative effects on academics, graduation rate, and a sense of belonging in school.

YOUR LEARNER NEEDS TO BE IN REGULAR ATTENDANCE AT SCHOOL!
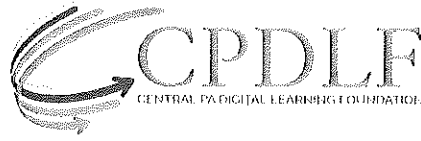
ENROLLMENT

Age Requirements

Learners must be 5 years of age by September 1st to be eligible to enroll in Kindergarten. Per Pennsylvania law learners may be enrolled through the school year of their 21st birthday.

Enrollment Application Packet

Families interested in enrolling their learners in CPDLF will be mailed (US postal or email) an enrollment packet containing the forms and explaining the documents that must be submitted in order to be considered for enrollment. Once the packet is received, it is reviewed by the Student Records Officer, Principal, and the School Nurse to ensure that all the necessary information has been provided.

Enrollment Days are every Wednesday and must be attended in person by both the learner and the Learner Coach (usually the parent/guardian); the completed enrollment packet must be received by the Student Records Officer by noon on the Monday prior to each Enrollment Wednesday in order to be eligible to enroll that week.

At the end of each Wednesday Enrollment Day, an official request for student records will be sent to each learner's previous school and the learner will be considered officially enrolled at CPDLF as of that date.

Health Certification and Immunization Requirements
(found in Enrollment Application Packet)

In order for a child to be admitted to CPDLF, the parent must submit satisfactory evidence that all required immunizations have been administered or are in the process of being administered, or must file a certificate of exemption. In special circumstances, the child's physician may recommend additional immunizations. If there are any questions about immunizations or where to get them, the parent should contact the CPDLF school nurse, or his/her county or city Public Health Department. Learners may not be enrolled on a given Wednesday until his/her complete immunization record has been received and reviewed by CPDLF.

If a currently-enrolled learner's immunization records are not up-to-date or do not meet the requirements outlined by the PA Department of Health, his/her learning will be suspended (account locked) until the immunizations and required documentation from a physician have been received by CPDLF. Any absences incurred during this time of account suspension will be unexcused unless a Compliance Plan has been initiated and is being followed.

Non-Discrimination Policy

The Board of Trustees declares it to be the policy of the Central Pennsylvania Digital Learning Foundation Charter School (CPDLF) to provide an equal opportunity for all learners to achieve their maximum potential through the programs offered in Charter School regardless of race, color, age, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy or handicap/disability or any other class protected by applicable federal or state laws.

CPDLF shall provide to all learners, without discrimination, course offerings, counseling, assistance, employment, athletics and extracurricular activities. The equitable distribution of the Charter School resources is one means that CPDLF shall use to ensure all learners receive a quality education. CPDLF shall make reasonable accommodations for identified physical and mental impairments that constitute handicaps and disabilities, consistent with the requirements of federal and state laws and regulations.

MATERIALS, TECHNOLOGY, AND SUPPLIES

Acceptable Use & Internet Safety Policy

Upon enrollment at CPDLF and annually thereafter, learners and parents/guardians must read and sign the Acceptable Use and Internet Safety Policy.

CPDLF provides computer network and technology resources to enhance educational opportunities for Charter School learners, employees, and the Charter School community. This policy details acceptable use of technology resources provided by Charter School. These services and equipment are provided by Charter School as a privilege to the user, and appropriate and ethical use of any Charter School Technology Resources, tools, and equipment is required.

It is every Technology Resource User's duty to use Technology Resources responsibly, professionally, ethically, and lawfully. Access to these resources may be designated a privilege, not a right. This policy applies to the acceptable use of technology resources by both adults and minors.

Recovering and Returning Materials

All equipment and materials that are the property of CPDLF must be returned in working condition to CPDLF upon withdrawal and/or graduation. A Technology Return form must be signed by both the parent and a representative of CPDLF to acknowledge receipt of equipment. See also Technology Agreement.

Any damages to CPDLF-issued equipment must be reported immediately to the Technology Department via a Help Desk Ticket or phone call. Damages that cannot be repaired or equipment that cannot be restored back to working order by the Tech Dept shall incur a fee of $100.00 to the learner/family. Defects in equipment due to normal use may not be charged to the learner and will be assessed on a case-by-case basis.

Computer Agreement for Instructional Materials

At the learner's Enrollment Day, a laptop/Chromebook will be issued along with a mouse, power cord, and a printer (by request only). A Computer Agreement shall be signed by both learner and coach. Learners and coaches are expected to abide by the Acceptable Use & Internet Safety Policy as outlined in the previous section under that name.

At times throughout the school year, learners may borrow other miscellaneous instructional materials (such as copies of novels); it is expected that all instructional materials that are the property of CPDLF will be respected and maintained in good working order/condition.

Help Desk / Help Chat

The technology department and part-time instructors are available via a ticketing and "chat" system during the hours of 8am to 8pm Monday through Thursday and from 8am to 7pm on Fridays. A link to this system is provided for learners/families on the CPDLF website. A Help resource document can be accessed here and is included in the Enrollment Binder.

Internet Cost Stipend

Every CPDLF household is eligible for a monthly Internet Stipend **up to** $40.00 per month (partial month will be prorated). Internet Stipends are paid two times per year: February and July. Monthly Billing Statements must be submitted to show proof of service from August 28, 2019 to December 31, 2019 and January 1, 2020 to May 29, 2020. Failure to submit an Internet Stipend form by June 5, 2020 will result in you forfeiting your stipend for the unreported periods.

If the internet is in another name besides the parent/guardian, a letter from that individual stating that CPDLF is authorized to write the check out to the parent/guardian name must accompany the request. Stipends may be partially or fully withheld for missing documentation, unreturned equipment or unpaid fees.

Questions about internet stipends should be directed to Ms. Michele Snowberger, Confidential Administrative Administrative Assistant, who can be reached at (814) 682-5258 ext. 101 or msnowberger@cpdlf.org

PARENT RIGHTS

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring -

a) that parents play an integral role in assisting their child's learning;
b) that parents are encouraged to be actively involved in their child's education;
c) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
d) the carrying out of other activities, such as those described in section 1118 of the ESEA.

Conferences

In addition to bi-weekly check-ins with the learner's Learning Guide, CPDLF parents (Learner Coaches) have the right to request at any time a conference regarding the overall academic progress of their learner with the school principal or other appropriate school administrator.

Family Engagement Nights

CPDLF hosts two Family Engagement Nights (in the Fall and Spring) during the school year which are indicated on the school calendar. These are themed evenings of fun and learning to provide opportunities for families to meet and greet CPDLF staff and other families/learners. The dates for Family Engagement Nights for the 2019-20 school year are: October 17, 2019 and March 26, 2020.

Learner Coach Right To Know

Your child attends *Central PA Digital Learning Foundation Charter School*, which receives Federal Title 1 funds to assist students in meeting state achievement standards. Throughout the school year, we will be providing you with important information about this law and your child's education. This notification informs you of your right to request information about the qualifications of the academic staff working with your child.

At **CPDLF**, we are very proud of our Instructors and feel they are ready for the coming school year and are prepared to give your child a high-quality education. As a Title I school, we must meet federal regulations related to teacher qualifications as defined in ESEA. These regulations allow you to learn more about your child's instructors' training and credentials. We are happy to provide this information to you. At any time, you may ask:

- Whether the instructor met state qualifications and certification requirements for the grade level and subject he/she is teaching,
- Whether the instructor received an emergency or conditional certificate through which state qualifications were waived, and
- What undergraduate or graduate degrees the instructor holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

The Every Student Succeeds Act (ESSA) which was signed into law in December 2015 and reauthorizes the Elementary and Secondary Education Act of 1956 (ESEA) includes additionally right to know requests. At any time, parents and family members can request:

- Information on policies regarding learner participation in assessments and procedures for opting out
- Information on required assessments that include
  - subject matter tested,
  - purpose of the test,
  - source of the requirement (if applicable),
  - amount of time it takes students to complete the test, and
  - time and format of disseminating results.

Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our instructors meet applicable Pennsylvania state requirements.

<u>Parent Involvement Policy</u>

CPDLF will be governed by the following statutory definition of parental involvement and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring -
- that parents play an integral role in assisting their child's learning;
- that parents are encouraged to be actively involved in their child's education;
- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- the carrying out of other activities, such as those described in section 1118 of the ESEA.

School-Parent-Student (Learner) Compact

The School-Parent-Student Compact is jointly developed with parents and family members. The compact outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop partnerships to help children achieve the State's high standards (ESSA, Section 1116(d)).

SCHOOL

The school understands the importance of the school experience to every learner and their role as educators and models. Therefore, the school agrees to carry out the following responsibilities to the best of their ability:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards

- Address the importance of communication between CPDLF Staff and parents on an ongoing basis through, at a minimum -
    - Family Engagement Nights during the school year during which the progress of the learner is discussed along with strategies that the school and parent can cooperate to support the learner
    - Frequent reports to parents on their child's progress
    - Reasonable access to staff and cooperation between CPDLF Staff and parents to act as a support team for the learner
    - Ensuring regular two-way, meaningful communication between family members and CPDLF Staff, and, to the extent practicable, in a language that family members can understand
    - Treat each child with dignity and respect
    - Strive to address the individual needs of the learner
    - Acknowledge that parents are vital to the success of learner and school
    - Provide a safe, positive and healthy learning environment
    - Assure every learner access to quality learning experiences

- Assure that the school staff communicates clear expectations for performance to both learners and parents.

PARENT

The parent understands that participation in his/her child's education will help his/her child's achievement and attitude. Therefore, the parent will continue to carry out the following responsibilities to the best of his/her ability:

- Create a home atmosphere that supports learning
- Ensure the learner is well rested, logging on, and completing school work daily
- Provide assistance and support for his/her child's learning
- Participating, as appropriate, in decisions relating to the education of his/her child and positive use of extracurricular time
- Monitor school assignments and provide encouragement
- Attend school functions and conferences, face to face or virtually
- Encourage their child to show respect for all members of the school community
- Review all school communications and respond promptly

STUDENT (LEARNER)

The learner realizes education is important. He/she is the one responsible for his/her own success. Therefore, he/she agrees to carry out the following responsibilities to the best of his/her ability:

- Log on daily and complete assigned work to the best of his/her ability
- Demonstrate a positive attitude toward school
- Be responsible for completing work on time
- Be cooperative by carrying out the teacher's instructions and ask for help when needed
- Demonstrate academic integrity and honesty by submitting
- Be respectful to all school members and to the school community

School Contact with Non-Custodial Parents

Access to student records will be in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974 and other relevant Federal and State laws as pertaining to the release of records. Upon request, non-custodial parents (meaning those who do not have physical custody of the child yet do have the right to information about the child's education) shall be entitled to exercise all parental rights to the extent that such rights are not restricted by a legally binding instrument or court order.

If a court order concerning legal custody of the child does exist, this information must be shared with CPDLF and filed in the learner's school records.

POLICIES

Anti-Violent Behavior Policy

Violence occurs whenever anyone harms, or threatens to harm, a person's body, feelings, or possessions (and can include 'mean' looks, signs, or acts that hurt others).

CPDLF learners, staff members, or any other person shall not be allowed to intimidate, threaten to harm, or cause harm to any person or property, whether in the Charter School building, on school grounds, or anywhere else during CPDLF-sponsored events. Such behaviors will be addressed immediately by the appropriate CPDLF staff member who will initiate a Behavior/Incident referral to the Principal and/or the School-Wide Positive Behavior Interventions & Supports (SWPBIS) Team, and appropriate action will be taken.

Anti-Weapons Policy

To ensure the safety of learners and staff, their property, and the property of CPDLF, and to maintain a safe, supportive, nurturing, non-punitive school environment highly conducive to learning, weapons are prohibited. No one shall use, threaten to use, possess, sell, distribute, or store any weapon or weapon look-alike at the CPDLF facility, in a CPDLF vehicle, in or on any other CPDLF property, or at any CPDLF-sponsored function at any other location.

The consequences for violating this policy are in accordance with the CPDLF's Code of Conduct and may include any or all of the following:

- Administering approved disciplinary practices and procedures.
- Notifying parents, guardians, or legal custodians.
- Notifying law enforcement officials.
- Making a Safe Schools Act report or any other required report.
- Suspension from school.
- Recommendation for expulsion by the Board.

English as a Second Language Services (ESL)

The Central Pennsylvania Digital Learning Foundation Charter School ("Charter School") Board of Trustees ("Board") requires trustees, employees, independent contractors, and volunteers to comply with identification and reporting requirements for suspected child abuse, as well as the training requirement for recognition and reporting of child abuse in order to comply with the Child Protective Services Law and the School Code.

Enrollment Policy

As a public charter school, CPDLF complies with enrollment procedures to ensure that both resident and eligible non-residents are promptly enrolled through the policy provisions set forth below.

Every child of school age who is a resident of a Pennsylvania school district is entitled to a public school education. Resident learners include those residing with their parent(s) and non-resident learners living with a Pennsylvania school district resident who is supporting the child gratis and seeking enrollment. Once the required enrollment documentation is provided, the Charter School must enroll non-resident children and permit them to attend school. A child should be permitted to attend school on the next school day after the day on which the child is presented for enrollment, and in all cases within five (5) business days of the Charter School's receipt of the required documents.

Harassment Policy

CPDLF shall provide an environment free from harassment of any kind, including harassment based on one's gender, or sexual harassment. Harassment is defined as discriminatory treatment on the basis of race, color, sex, religion, national origin, disability, or any other protected activity or class under applicable law or statutes. Sexual harassment is defined as unwanted sexual advances, including requests for sexual favors, and/or inappropriate verbal or physical contact of a sexual nature when made by a CPDLF staff member. Such behaviors constitute sexual harassment when (a) submission to such conduct is made either explicitly or implicitly a condition for a learner's success in school; (b) submission to or rejection of such conduct by a learner is used as the basis of school decisions affecting such learner; (c) such conduct has the purpose or effect of unreasonably interfering with a learner's work or creates an intimidating, hostile, or offensive school environment.

Any learner who feels he/she is being subjected to harassing or discriminatory behavior of any kind is encouraged to object to the behavior and report it immediately to the Principal or CEO of CPDLF.

This policy also protects learners from retaliation for reporting alleged harassment or discrimination.

Homelessness Policy

CPDLF board, administration, and staff all recognize their obligation to ensure that homeless learners have access to the same educational programs and services provided to other CPDLF learners. The Board shall make reasonable efforts to identify homeless children, encourage their enrollment, and eliminate existing barriers to their attendance and education, in compliance with federal and state law regulations. Information regarding resources for families experiencing homelessness shall be distributed annually, and a residency verification form shall be completed by all enrolling families beginning in the 2019-20 school year.

Mandatory Reporter Policy

The CPDLF Board of Trustees requires trustees, employees, independent contractors, and volunteers to comply with identification and reporting requirements for suspected child abuse, as well as the training requirement for recognition and reporting of child abuse in order to comply with the Child Protective Services Law and the School Code.

Safe and Drug Free Schools Policy

As an educational institution, CPDLF strives to prevent the abuse of controlled substances, including drugs and alcohol, as defined by The Controlled Substance, Drug, Device and Cosmetic Act," 35 P.S. Sec. 780-101, et. seq. (Purdon Supp. 1987-88), or hereafter added to those Schedules by the Secretary of Health of the Commonwealth of Pennsylvania.
The possession, use, manufacture, distribution and/or condition of being under the influence of narcotic drugs, dangerous drugs and alcohol is defined by federal and state laws. Controlled substances and the possession of paraphernalia related to the use thereof on CPDLF property, transportation, or at any CPDLF-sponsored function is prohibited.

School Records Policy

CPDLF recognizes the need to protect the privacy rights of learners and their parents. CPDLF will adhere to the provisions of state and federal law pertaining to those privacy rights, including but not limited to the Family Educational Rights and Privacy Act of 1974 ("FERPA"), as amended, and its accompanying regulations; the Individuals with Disabilities Education Act ("IDEA"), as amended, and its implementing regulations; the Pennsylvania Public School Code of 1949, and Chapter 12 of the Pennsylvania Administrative Code containing the regulations of the Pennsylvania State Board of Education.

Suicide Prevention & Postvention Policy

As a school, CPDLF: (a) recognizes that physical, behavioral, and emotional health is an integral component of a learner's educational outcomes, (b) further recognizes that suicide is a leading cause of death among young people, (c) has an ethical responsibility to take a proactive approach in preventing deaths by suicide, and (d) acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development.

To protect the health and well-being of all CPDLF learners this policy puts procedures in place to prevent, assess the risk of, intervene in, and respond to suicide.

See also Student Assistance Program (SAP)

Surrogate Parent Policy

The Central Pennsylvania Digital Learning Foundation Charter School ("Charter School") must ensure that an individual is assigned to act as a surrogate of a child when no parent or person acting as the parent can be identified, or the Charter School, after reasonable efforts, cannot locate the parent, or the child is an unaccompanied homeless youth as defined in the McKinney-Vento Homeless Assistance Act, 42 U.S.C. Sec. 11434 a(6).

The Charter School must have a method of determining whether or not a child needs a surrogate parent, and for assigning a surrogate parent to the child as well as ensuring that surrogates are trained and have adequate knowledge to serve in this capacity.

Student Complaint Process Policy

*under construction
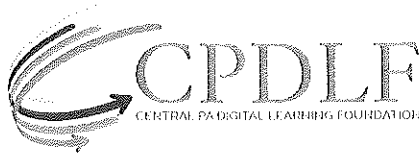
SPECIAL EDUCATION

CPDLF fully complies with state and federal laws regarding the education of learners with disabilities. In the event that a parent or a teacher suspects that a child is struggling academically, the Multi-Tiered System of Supports (MTSS) Team will provide instructional intervention strategies. When/if it has been determined that intervention strategies have not been successful, the MTSS will make a referral for an evaluation to be conducted to the Principal. The parent may also send a written request for an evaluation to Ms. Cathy Cox (ccox@cpdlf.org) who will notify the Principal. A CPDLF Learning Guide or Instructor may also notify the Principal in writing to request an evaluation if he or she is concerned about the academic progress of a child

When a child is identified as having a disability, an Individualized Education Plan (IEP) will be provided to meet the specialized needs of the child. As an online learning school that relies upon parent learning coaches, CPDLF may deliver educationally appropriate services to learners with an IEP using methods that differ from those used at traditional public schools (e.g. via live video/Zoom sessions). These methods and services will be determined by the IEP Team. It is the responsibility of the learner's parent to take his/ her child to a location specified by CPDLF, for state-mandated standardized testing and other purposes, potentially including certain special education related services.

See also the following policies for reference with regard to Special Education Services.

Free Appropriate Public Education (FAPE) Policy

Individualized Education Program Policy

Section 504 Policy

Special Education Policy and Child Find Notice

STUDENT RECORDS

Confidentiality and Maintenance of Student Records

CPDLF recognizes the need to protect the privacy rights of learners and their parents. CPDLF will adhere to the provisions of state and federal law pertaining to those privacy rights, including but not limited to the Family Educational Rights and Privacy Act of 1974 ("FERPA"), as amended, and its accompanying regulations; the Individuals with Disabilities Education Act ("IDEA"), as amended, and its implementing regulations; the Pennsylvania Public School Code of 1949, and Chapter 12 of the Pennsylvania Administrative Code containing the regulations of the Pennsylvania State Board of Education. The Chief Executive Officer ("CEO") of CPDLF is designated as the Administrator responsible for the maintenance, access and release of student records and the maintenance, access and release of academic records.

Publishing Release Form

Throughout the year there are occasions when the Central Pennsylvania Digital Learning Foundation (CPDLF) may want to take photographs/videos of learners and/or Learner Coaches participating in activities and/or providing testimonials. We may use these photographs/videos in CPDLF publications, local newspapers, school website and/or home site (including but not limited to our Facebook and Twitter accounts), advertising, or on display at the offices of CPDLF. At Enrollment Day learners and coaches are asked to sign a photo/video release giving or withholding consent for such.

Requests for Records

At the end of each Wednesday Enrollment Day, an official request for student records will be sent to each new learner's previous school and the learner will be considered officially enrolled at CPDLF as of that date. See also Enrollment Packet.

If a learner transfers from CPDLF to another school, requests for records from the new school will be honored within a timely manner (ten days) according to PDE guidelines. See also Transfer of Records.

Transfer of Records

When a child transfers from the Central Pennsylvania Digital Learning Foundation Charter School to another public agency, private school, approved private school, or a private agency, the Charter School shall forward a certified copy of the learner's health, disciplinary and educational records, including the most recent IEP, within ten (10) school days after the Charter School is notified in writing that the learner is enrolled at the other public agency, private school, approved private school or private agency. See also Requests for Records.

Withdraw/Drop Process

A learner may be withdrawn from CPDLF in one of the following ways:

- The parent/guardian completes and submits a Withdrawal Form (available from Student Records office).
- The CPDLF office receives an official request for records from another school.
- The learner is dropped for sustained noncompliance in attendance (e.g., 10 consecutive days of absence). School district of residence will be notified if learner is of compulsory school age.
- The learner is 17 years old and completes and submits a withdrawal form him/herself.

Parents/guardians must be aware that under the Pennsylvania compulsory attendance law, any child between the ages of 8 and 17 must be enrolled in school. Arrangements will need to be made immediately to enroll their learner in another school upon withdrawal from CPDLF.

ACKNOWLEDGEMENT PAGE (Learner Coach/Learner Copy)

This Learner and Learner Coach Guidebook is available to all families who are enrolled at CPDLF. An electronic copy is also available on our website.

Please take time to carefully review this guidebook so that you are well-prepared for success as a virtual learner at CPDLF. You should use this as a reference throughout the year as questions arise. If you have questions or need clarification on any topic discussed in this guidebook, please contact your Learning Guide and/or the Principal.

This page is <u>YOUR COPY</u> to keep

"We have reviewed this 2019-20 CPDLF Learner and Learner Coach Guidebook that we received from the school. We have discussed the contents with our learner(s). We understand and agree to abide by these policies and guidelines."

_____   _____
Printed Parent/Guardian Name   Signature of Parent/Guardian

_____   _____
Printed Learner Name   Signature of Learner

_____
Date

In accordance with FERPA, please check the appropriate box below to indicate whether or not your child's directory information may be disclosed. This information includes: the learner's name, address, telephone number, date and place of birth, dates of attendance or participation in Charter School's program, electronic mail address, photograph, major field of study, grade level, degrees, honors and awards received, date of graduation, and similar information (Confidentiality and Maintenance of Student Records).

☐ My child's directory information **may** be disclosed.

☐ My child's directory information may not be disclosed.

Please sign and return this acknowledgement form to the school, no later than 3 days after its receipt. Thank you!

for office use only

Attachment 116

Sample Due Dates for Renewing Clearances Form

CPDLF - Employee Compliance/Clearances Information

Name

Act 126 Training Requirements - Training Required every 5 years after date listed		
Recognizing & Reporting Child Abuse	Date	Due by:
Educator Discipline Training	More details will be provided when available	
Board Policy	Provided	

Sessions for Recognizing and Reporting Child Abuse are listed in CPDLF Canvas HUB

Dates of clearances currently on file with CPDLF ??? (required to be updated every 5 years)	
PA State Police Criminal History (PSP)	Due by:
PA Child Abuse History from the Dept of Human Services	Due by:
Federal Criminal History Fingerprinting (PA Dept of Education)	Due by:
Compliance date 60 months from the earliest date DUE BY	Date ??

SUBMIT UPDATED CLEARANCES TO CPDLF				
EMAIL	hr@cpdlf.org		FAX	(814) 702-0433
MAIL	CPDLF - Human Resources Department 580 Foot of Ten Road Duncansville, PA 16635			

Please note you must select "employment" as the option when applying - volunteer clearances are not acceptable for employment.	
PA Criminal History	https://epatch.state.pa.us
PA Child Abuse	https://www.compass.state.pa.us/CWIS
Fingerprinting	https://uenroll.identogo.com/

QUESTIONS	Please contact Human Resources at hr@cpdlf.org or 682-5258 ext 101

Please keep this document and copies of clearances results as a reminder of compliance dates.

It is your responsibility to renew clearances and complete training requirements in order to remain eligible for employment. Should you fail to submit the required documents by your compliance date you are no longer employable.

Attachment 117
Suicide Awareness Policy and Prevention Plan

Central Pennsylvania Digital Learning Foundation Charter School
580 Foot of Ten Road
Duncansville, PA 16635

Board of Trustees Policy - S24

STUDENT ASSISTANCE PROGRAM – SUICIDE PREVENTION, ASSESSMENT, RESPONSE & POSTVENTION POLICY

As suicide is the third leading cause of death among young people ages 10-19, it is critically important that schools have policies and procedures in place to prevent, assess the risk of, intervene in, and respond to youth suicidal behavior. The Central Pennsylvania Digital Learning Foundation Charter School ("Charter School") has developed the stated procedures to assist administrators and staff in dealing with students at risk. The purpose of this policy is to protect the health and well-being of all Charter School students by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide.

The Charter School: (a) recognizes that physical, behavioral, and emotional health is an integral component of a student's educational outcomes, (b) further recognizes that suicide is a leading cause of death among young people, (c) has an ethical responsibility to take a proactive approach in preventing deaths by suicide, and (d) acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development. Toward this end, the policy is meant to be paired with other policies supporting the emotional and behavioral health of students more broadly. Specifically, this policy is meant to be applied in accordance with the Charter School's Child Find obligations and has been developed as part of the Charter School Student Assistance Program ("SAP").

The focus of the Charter School's policy is threefold:

1. Detection/awareness – of warning signs of suicide by all Charter School staff who interact with students on a regular basis.

2. Parent Notification – preferably face to face and with recommendations for referrals for appropriate mental health services; a confidential record of parent notification shall be maintained by administration.

3. Support for At-Risk Students – School personnel, including school psychologists and counselors must provide counseling, monitoring and follow-up services to at-risk students.

This policy covers actions that take place in the Charter School, on Charter School property, at Charter School-sponsored functions and activities, on transportation to and from school and at school sponsored out-of-school events where Charter School staff are present. This policy applies to the entire Charter School community, including employees, contractors, students, parents/guardians, and volunteers. This policy may also respond to suicidal or high risk student behaviors that take place outside of the school environment if there is an impact on a student or students in the Charter School setting.

2. **Recognizing Risk Factors for Suicide**

- Major depression (feeling down in a way that impacts your daily life) or bipolar disorder (severe mood swings)

- Problems with alcohol or drugs

- Unusual thoughts and behavior or confusion about reality

- Personality traits that create a pattern of intense, unstable relationships or trouble with the law

- Impulsivity and aggression, especially along with a mental disorder

- Previous suicide attempt or family history of a suicide attempt or mental disorder

- Serious medical condition and/or pain

- Sudden deterioration in academic performance

- Unhealthy peer relationships – sudden change in circle of friends, loss of friendships, or association with those known for substance abuse or other at-risk behaviors

- Abusive relationship – either with family member or one outside; in this instance, Charter School employees have mandatory child abuse reporting duties by which to abide also.

- Difficulty in adjusting to gender identity – there is a higher rate of suicide among gay, lesbian, bisexual and transgendered teens than heterosexual peers.

- Bullying – both those bullied and those who bully are at increased risk. Individuals who are bullied in the absence of other risk factors have far fewer negative outcomes than those with pre-existing risk for suicide.

It is also important for the Charter School to be aware of student populations that are at elevated risk for suicidal behavior based on various factors:

- Youth living with mental and/or substance use disorders.

- Youth who engage in self-harm or have attempted suicide.

- Youth in out-of-home settings.

- Youth experiencing homelessness.

- American Indian/Alaska Native (AI/AN) youth.

- Youth bereaved by suicide.

- Youth living with medical conditions and disabilities.

- LGBTQ (lesbian, gay, bisexual, transgender, or questioning) youth.

  Note: (School staff should not make assumptions about a student's sexual orientation or gender identity and affirm students who do decide to disclose this information. Information about a student's sexual orientation or gender identity should be treated as confidential and not disclosed to parents, guardians, or third parties without the student's permission. Additionally, when referring students to out-of-school resources, it is important to connect LGBTQ students with LGBTQ-affirming local health and mental health service providers. Affirming service providers are those which adhere to best practices guidelines regarding working with LGBTQ clients as specified by their professional association (e.g., http://www.apa.org/pi/lgbt/resources/guidelines.aspx).)

Definitions

- **At risk:** A student who is defined as high risk for suicide is one who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The student may have thought about suicide including potential

means of death and may have a plan. In addition, the student may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral, as documented in Charter School procedures which implement this Policy.

- **Crisis/Student Assistance Program ("SAP") Core Team:** A multidisciplinary team of primarily Charter School Administration and other Charter School professional employees including: Counselor, School Psychologist, School Nurse, teachers or other related professional staff. This Team will be trained in the assessment and evaluation of information dealing with at-risk students and crisis preparedness, intervention/response and recovery to attain SAP certification. In addition, staff designated by the county mental health agency, with expertise in youth mental health issues, will be assigned to each Core Team to act as liaison between the Team and the local mental health system. This Team will take the leadership role in developing crisis plans, ensuring school staff can effectively execute various crisis protocols, and may provide mental health services for effective crisis interventions and recovery supports.

- **Mental health:** A state of mental and emotional being that can impact choices and actions that affect wellness. Mental health problems include mental and substance use disorders.

- **Postvention:** Suicide postvention is a crisis intervention strategy designed to reduce the risk of suicide and suicide contagion, provide the support needed to help survivors cope with a suicide death, address the social stigma associated with suicide, and disseminate factual information after the suicide death of a member of the school community.

- **Risk assessment:** An evaluation of a student who may be at risk for suicide, conducted by the appropriate school staff (e.g., school psychologist, school counselor, or school social worker). This assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk factors.

- **Risk factors for suicide:** Characteristics or conditions that increase the chance that a person may try to take his or her life. Suicide risk tends to be highest when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, and or social factors in the individual, family, and environment.

- **Self-harm:** Behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. Can be categorized as either non-suicidal or suicidal. Although self-harm often lacks suicidal intent, youth who engage in self-harm are more likely to attempt suicide.

- **Suicide:** Death caused by self-directed injurious behavior with any intent to die as a result of the behavior. Note: The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death.

- **Suicide attempt:** A self-injurious behavior for which there is evidence that the person had at least some intent to kill himself or herself. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings such as wish to die and desire to live is a common experience with most suicide attempts. Therefore, ambivalence is not a sign of a less serious or less dangerous suicide attempt.

- **Suicidal behavior:** Suicide attempts, intentional injury to self, associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.

- **Suicide contagion:** The process by which suicidal behavior or a suicide influences an increase in the suicidal behaviors of others. Guilt, identification, and modeling are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.

- **Suicidal ideation:** Thinking about, considering, or planning for self-injurious behavior which may result in death. A desire to be dead without a plan or intent to end one's life is still considered suicidal ideation and should be taken seriously.

When a student is identified by a Charter School staff person as potentially suicidal, i.e., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers, the student will be seen by a Charter School employed mental health professional such as the School Psychologist, Counselor or Social Worker, within the same school day to assess risk and facilitate referral. If there is no mental health professional available, a School nurse or Administrator will fill this role until a mental health professional can be brought in.

For youth at risk:

    1. School staff will continuously supervise the student to ensure their safety.

    2. The CEO and SAP Core Team will be made aware of the situation as soon as reasonably possible.

    3. The Charter School employed mental health professional or CEO will contact the student's parent or guardian, as described in the Parental Notification and Involvement section, and will assist the family with urgent referral. When appropriate, this may include calling crisis services or bringing the student to the local Emergency Department, but in most cases will involve setting up an outpatient mental health or primary care appointment and communicating the reason for referral to the healthcare provider.

    4. Staff will ask the student's parent or guardian for written permission to discuss the student's health with outside care, if appropriate.

Procedures – See Attached Table of Suicide Intervention Procedures Flow Chart – Student at Risk

    a.   **Forms in Place**
- A written cooperative agreement with the local mental health agency service system must be in place to outline the following: central referral procedures, consultation/education services, designated liaisons from the drug and alcohol and mental health systems, assessment services, emergency crisis assistance and provisions for treatment.

- The following forms should be adapted to Charter School practices for use in behavioral health emergency situations:

  o   Behavioral Health Emergency Form: used when sending student to Crisis Response Center to indicate behaviors observed and reason for referral.
  o   Report of Parent Emergency Conference Form: this documents the conference held with parents/guardians including the recommendations made by Charter School SAP Core Team members. The parent/guardian's signature indicates their acknowledgement of these recommendations being made by Charter School.
  o   SAP Core Team Emergency Report: this form describes the incident in question and action(s) taken by Charter School in response. This form should be sent to the SAP Core Team Mental Health Agency Liaison within twenty-four hours.

o   Follow-up Letter to Parents/Guardians: documents continued efforts of Charter School to monitor student and is critical to confirm Charter School efforts if parent/guardian refuses to attend emergency conference or did not sign Report of Parent Emergency Conference Form.

Copies of these forms shall be maintained in the student's confidential health records file.

For Specific Procedures for Exhibition of Suicidal Intent/Extreme Distress/History of Suicidal Behaviors, In School Attempts, Out of School Attempts and Completion of Suicide In or Out of School – See attached "Table of Suicide Intervention Procedures".

b.   In-Patient Mental Health Care

A minor age 14 or older may consent to inpatient mental health treatment as long as the consent is knowing and voluntary. If minors aged 14 through 17 are admitted for inpatient care, their parents or guardians must be promptly notified. Once a minor gives consent to inpatient care, a parent or guardian cannot override that consent and remove the minor from care.

Should the minor revoke consent to inpatient care, the parent or guardian may override the minor's decision and continue inpatient treatment upon the recommendation of a physician.

Further, on the recommendation of a physician who has examined a minor 17 years old or younger, the parent or legal guardian may consent to inpatient mental health treatment for the minor without the minor's consent. Once the parent or legal guardian gives consent to inpatient care, the minor cannot override that consent and remove him- or herself from care. However, the law allows a minor to submit a petition objecting to treatment, and the objecting minor is entitled to a hearing within 72 hours.

If the student, who is 14 years old or older, is unable to understand treatment offered or is uncooperative, an involuntary mental health examination may be requested by the Charter School. If the student is under 14 years of age and no parent is present, an involuntary commitment to evaluate may be obtained. In this latter circumstance, Charter School must arrange transport with the police for the student to be taken to a crisis center or hospital. Student must be accompanied by two SAP Core Team members. Community Mental Health

forms are to be completed by School personnel with personal knowledge of student's suicide attempt. Community Mental Health staff will contact mental health delegate to authorize exam.

c. **Out Patient Mental Health Care**

Minors ages 14 and older may consent to outpatient mental health examination and treatment without parental consent or notice. A parent or legal guardian may also consent to outpatient mental health examination and treatment on behalf of a minor without the minor's consent. Neither the parent nor the minor may override the other's consent. For outpatient care, there is no process for a minor to object to treatment, unlike inpatient care.

d. **Parental Notification and Involvement**

In addition to Suicide Intervention Procedures in the attached Table, in situations where a student is assessed at-risk for suicide or has made a suicide attempt, the student's parent or guardian will be informed as soon as practicable by the CEO or mental health professional. If the student has exhibited any kind of suicidal behavior, the parent or guardian should be counseled on "means restriction," limiting the child's access to mechanisms for carrying out a suicide attempt. ie., ridding home of guns and/or locking medication in safe place inaccessible by student, etc. Staff will also provide parents with written Release of Records and Exchange of Information forms for obtain all necessary medical/mental health documentation and permission to communicate with outside mental health care providers regarding their child.

Through discussion with the student, the CEO or school employed mental health professional will assess whether there is further risk of harm due to parent or guardian notification. If the CEO or mental health professional believes, in their professional capacity, that contacting the parent or guardian would endanger the health or well-being of the student, they may delay such contact as appropriate. If contact is delayed, the reasons for the delay must be documented in writing.

e. **Re-entry Procedure**
For students returning to school after a mental health crisis (e.g., suicide attempt or psychiatric hospitalization), a school employed mental health professional, the CEO, or designee will meet with the student's parent or

guardian, and if appropriate, meet with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school. Some possible steps are:

A Charter School employed mental health professional or other designee will be identified to coordinate with the student, their parent or guardian, and any outside mental health care providers.

For purposes of educational programming and to assist the Charter School in ensuring Student's continued safety, health and welfare, it may request of the parent or guardian documentation from a mental health care provider that the student has undergone examination and that they are no longer a danger to themselves or others.

The designated staff person will periodically check in with student to help the student readjust to the school community and address any ongoing concerns.

Postvention

Development and Implementation of an Action Plan The Charter School SAP Team will develop an action plan to guide Charter School response following a death by suicide. A meeting of the SAP team to implement the action plan should take place immediately following news of the suicide death. The action plan may include the following steps:

- **Verify the death.** Staff will confirm the death and determine the cause of death through communication with a coroner's office, local hospital, the student's parent or guardian, or police department. Even when a case is perceived as being an obvious instance of suicide, it should not be labeled as such until after a cause of death ruling has been made. If the cause of death has been confirmed as suicide but the parent or guardian will not permit the cause of death to be disclosed, the Charter school will not share the cause of death but will use the opportunity to discuss suicide prevention with students.

- **Assess the situation.** The SAP Team will meet to prepare the postvention

response, to consider how severely the death is likely to affect other students, and to determine which students are most likely to be affected. The SAP Team will also consider how recently other traumatic events have occurred within the school community and the time of year of the suicide. If the death occurred during a school vacation, the need for or scale of postvention activities may be reduced.

- **Share information.** Before the death is officially classified as a suicide by the coroner's office, the death can and should be reported to staff, students, and parents/guardians with an acknowledgement that its cause is unknown. Inform the faculty that a sudden death has occurred, preferably in a staff meeting. Write a statement for staff members to share with students. The statement should include the basic facts of the death and known funeral arrangements (without providing details of the suicide method), recognition of the sorrow the news will cause, and information about the resources available to help students cope with their grief. Public address system announcements and school-wide assemblies should be avoided. The SAP Team may prepare a letter (with the input and permission from the student's parent or guardian) to send home with students that includes facts about the death, information about what the Charter school is doing to support students, the warning signs of suicidal behavior, and a list of resources available.

- **Avoid suicide contagion.** It should be explained in the staff meeting described above that one purpose of trying to identify and give services to other high risk students is to prevent another death. The SAP Team will work with teachers to identify students who are most likely to be significantly affected by the death. In the staff meeting, the SAP Team will review suicide warning signs and procedures for reporting students who generate concern.

- **Initiate support services.** Students identified as being more likely to be affected by the death will be assessed by a Charter School employed mental health professional to determine the level of support needed. The SAP Team will coordinate support services for students and staff in need of individual and small group counseling as needed. In concert with parents or guardians, SAP Team members will refer to community mental healthcare providers to ensure a smooth transition from the crisis intervention phase to meeting underlying or ongoing mental health needs.

Develop memorial plans. The Charter School should not create on-campus physical memorials (e.g. photos, flowers), funeral services, or fly the flag at half-mast because it may sensationalize the death and encourage suicide contagion. School should not be canceled for the funeral. Any school-based memorials (e.g., small gatherings) will include a focus on how to prevent future suicides and prevention resources available.

- **External Communication.** The Charter School CEO or designee will be the sole media spokesperson. Staff will refer all inquiries from the media directly to the spokesperson who will coordinate all communication with the School's legal counsel. The spokesperson will:

  - Keep the Board of Trustees informed of school actions relating to the death.

  - Prepare a statement for the media including the facts of the death, postvention plans, and available resources. The statement will not include confidential information, speculation about victim motivation, means of suicide, or personal family information.

  - Answer all media inquiries. If a suicide is to be reported by news media, the spokesperson should encourage reporters not to make it a front-page story, not to use pictures of the suicide victim, not to use the word suicide in the caption of the story, not to describe the method of suicide, and not to use the phrase "suicide epidemic" – as this may elevate the risk of suicide contagion. They should also be encouraged not to link bullying to suicide and not to speculate about the reason for suicide. Media should be asked to offer the community information on suicide risk factors, warning signs, and resources available.

The Charter School may incorporate a youth suicide awareness and prevention curriculum into existing instructional programs. The PA Department of Education is being required to develop a model youth suicide awareness and prevention policy and a model youth suicide awareness and prevention curriculum for use by schools and to make these and other guidance and resource materials publicly available online.

The following telephone number shall be made known and available to Charter School students for 24 hour access to assistance: **CALL 1-800-273-TALK or 1-800-SUICIDE.**

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this day ___8___ of ___June___, 2017

_____
President

_____
Secretary

Distribution:
- Board Policy Binder
- Board Policy Shared Drive Folder
- CPDLF Website

TABLE of SUICIDE INTERVENTION PROCEDURES FLOW CHART

SITUATION	IMMEDIATE ACTION	INFORMATION COLLECTION	PARENT NOTIFICATION	REFERRAL	DISPOSITION*
LEVEL I RISK This refers to a situation of risk which requires immediate intervention because the youth is expressing clear intentions of suicide and/or has a past history of trying to carry out such behavior.	Staff member will: 1. Notify a SAP Core Team Member and CEO immediately. 2. Never leave student alone and monitor until he/she is under the supervision of a SAP Core Team Member. 3. If violent or out of control, police summoned to transport student to mental health facility or hospital for involuntary admission. 4. Complete Behavioral Health Emergency Form and fax to hospital.	At least two SAP Core Team Members will assess level of risk by collecting and documenting all pertinent information about the student but not limited to a private interview with the student. A SAP Core Team Emergency Report will be placed in the student's health file and if referred to a crisis response center, a Behavioral Health Emergency form is to be completed and provided to SAP Core Team Mental Health Agency Liaison and as necessary to PDE, per Safe Schools Act reporting.	SAP Core Team member shall immediately telephone parents to request an emergency SAP Core Team meeting. If parents of a child who is 13 years of age or under refuse to come to school or participate, Charter School, may, acting in loco parentis, have student examined by an emergency psychiatric consult at a Community Mental Health Center. Charter School shall document attempts to reach parents in student file. Police must be notified.	Discuss with parents a referral for professional assessment at a mental health facility. Provide parents with appropriate community resources. Follow up letter to parents with referrals and recommendations from SAP Core Team.	Transport to hospital by two SAP Core Team Members with emergency medical service or by parent. Obtain Release of Information from parents for records of treatment in order to meet with student's teacher(s) prior to student return to school and for continued monitoring and documentation by SAP Core Team. If threat or attempt is associated with child abuse or neglect, a mandatory report to ChildLine and the local police must be made.

SUICIDE ATTEMPT IN SCHOOL	1.Staff member will remain with student until medical emergency procedures are initiated by SAP Core Team who shall be contacted immediately, including SAP Core Team School Psychologist and CEO. All Students are to be removed from the area immediately.	1. SAP Core Team and CEO will meet with witnesses and document all pertinent information concerning time, place and method of student's attempt and information and/or signed statements to be placed in student's health file. 2. Complete Behavioral Health Emergency Form and fax to hospital and Mental Health Agency Liaison and to PDE as necessary per Safe Schools Act reporting.	Immediately telephone parents for in-school emergency conference with CEO and SAP Core Team. Report of Parent Emergency Conference Form completed and maintained in student file.	Immediate and mandatory referral to hospital with psychiatric unit. SAP Core Team Emergency Report completed and forwarded to Mental Health Agency Liaison and PDE as necessary.	Transport to hospital by two Core Team Members with emergency medical service or by parent. Obtain Release of Information from parents for records of treatment in order to meet with student's teachers prior to return to school and for continued postvention monitoring by SAP Core Team. Support service provided per postvention procedures. If attempt related to child abuse or neglect, a mandatory report to ChildLine and the local police must be made.

| SUICIDE ATTEMPT OUT OF SCHOOL | Call police or emergency medical services such as 911 if Student contacts Charter School about attempt. If knowledge not from student, SAP Core Team Member shall contact parent/guardian to confirm attempt. Advise CEO. A SAP Core Team Emergency Report is to be completed for student's health file to document school's response. | All information obtained by SAP Core Team to be placed in student's health file after full review by School Psychologist. A Behavioral Health Emergency Form to be completed and placed in student's confidential health file. Provide report to SAP Core Team Mental Health Agency Liaison. | Request by SAP Core Team for meeting with parents to discuss need for in-school counseling and other in-school measures. Report of Parent Emergency Conference Form completed and maintained in student file. | Request in-school meeting with parents and SAP Core Team members and CEO. SAP Core Team School Psychologist to provide mental health referral to parents and/or to continue follow-up with parents and hospital/mental health facility. | Obtain Release of Information from parents for records of treatment in order to meet with student's teachers prior to return to school and for continued postvention monitoring by SAP Core Team. If attempt related to child abuse or neglect, a mandatory report to ChildLine and the local police must be made. |
| STUDENT COMPLETES SUICIDE IN OR OUT OF SCHOOL | Notify SAP Core Team and CEO Follow emergency medical procedures if completed in school. SAP Core Team and CEO implements postvention procedure and offers support to family, school students and employees. | SAP Core Team Members will meet with witnesses to document all pertinent information and place all documentation in student health file. Provide report to SAP Core Team Mental Health Agency Liaison and to PDE as necessary per Safe Schools Act reporting. | Immediately, if completion in school. | N/A | As per postvention plan for survivors. |

Attachment 118
Safe School Reports

Safe Schools ACS and LEA Profile

LEA: Central PA Digital Learning Foundation C
School Year: 2018-2019

Enrollment	139	Incidents Involving Local Law Enforcement	0
Incidents	0	Total Arrests	0
Offenders	0	Assignments to Alternative Education	0

Misconduct Categories

Misconduct Type	Incidents Associated with the Misconduct	Percent of Total Incidents	Incidents per 100 Students

* Categories with zero values are not shown on this report.

Safe Schools ACS and LEA Profile

LEA: Central PA Digital Learning Foundation C
School Year: 2018-2019

Weapon Detection

Weapon Detection Method	Incidents Associated with the Weapon Detection Method	Percent of Total Incidents	Incidents per 100 Students

* Categories with zero values are not shown on this report.

Safe Schools ACS and LEA Profile

LEA: Central PA Digital Learning Foundation C
School Year: 2018-2019

Offender Demographics

Age	Offenders	Percent of Total Offenders

Grade	Offenders	Percent of Total Offenders

Gender	Offenders	Percent of Total Offenders

* Categories with zero values are not shown on this report.

Safe Schools ACS and LEA Profile

LEA: Central PA Digital Learning Foundation C
School Year: 2018-2019

Race / Ethnicity / Status Category

Race or Ethnicity	Offenders	Percent of Total Offenders

Offender Status	Offenders	Percent of Total Offenders

* Categories with zero values are not shown on this report.

Safe Schools ACS and LEA Profile

LEA: Central PA Digital Learning Foundation C
School Year: 2018-2019

Incident Place and Time

Incident Place	Incident Time Frame	Total

Sanctions

School Sanction Type	Total

Adjudication

Adjudication	Total

* Categories with zero values are not shown on this report.

Safe Schools ACS and LEA Profile

LEA: Central PA Digital Learning Foundation C
School Year: 2018-2019

Remedial Programs

Remedial Program	Total

Parental Involvement

Type of Parental Involvement	Total

School Security Staff

School Security Staff	Total

Injuries

No Data Available

School Security Staff from District Fact

Security Staff from District Fact	Count
ZERO	0

* Categories with zero values are not shown on this report.

Safe Schools ACS and LEA Profile

LEA: Central PA Digital Learning Foundation C
School Year: 2018-2019

Expulsions by Grade
No Data Available

Expulsions by Race
No Data Available

Expulsions by Gender
No Data Available

* Categories with zero values are not shown on this report.

Safe Schools ACS and LEA Profile

LEA: Central PA Digital Learning Foundation C
School Year: 2018-2019

Out-of-School Suspensions by Grade
No Data Available

Out-of-School Suspensions by Race
No Data Available

Out-of-School Suspensions by Gender
No Data Available

* Categories with zero values are not shown on this report.

Safe Schools ACS and LEA Profile

LEA: Central PA Digital Learning Foundation C
School Year: 2018-2019

Habitual Truancy by Grade

	Total	Truancy Rate
003	1	0.72
004	1	0.72
005	1	0.72
006	1	0.72
007	8	5.76
008	6	4.32
009	9	6.47
010	8	5.76
011	2	1.44
012	1	0.72
Total	**38**	**27.34**

Habitual Truancy by Race

	Total	Truancy Rate
American Indian / Alaskan Native	1	0.72
Black / African American (not Hispanic)	2	1.44
Hispanic (any race)	1	0.72
Multi-Racial	1	0.72
White / Caucasian (not Hispanic)	33	23.74
Total	**38**	**27.34**

Habitual Truancy by Gender

Gender	Total	Truancy Rate
Female	18	12.95
Male	20	14.39
Total	**38**	**27.34**

* Categories with zero values are not shown on this report.

Safe Schools ACS and LEA Profile

LEA: Central PA Digital Learning Foundation C
School Year: 2018-2019

AUN	LEA	Count of Locations (excluding 9999)	Number of Locations (excluding non-school location 9999) with AEDs	Total Number of AEDs reported in the LEA (includes AEDs reported for non-school location 9999)	Number of Locations (excluding non-school location 9999) without AEDs
108070001	Central PA Digital Learning Foundation C	2	1	0	1

Safe Schools ACS and LEA Profile

School Year: 2018-2019
LEA: Central PA Digital Learning Foundation C

Due Date: July 31, 2019

Local law enforcement agency with jurisdiction over the school entity: _____
NOTE: IF MULTIPLE LOCAL LAW ENFORCEMENT (LLE) AGENCIES HAVE JURISDICTION OVER THE SCHOOL ENTITY, IN THIS CASE YOU ARE REQUIRED TO SUBMIT A SCHOOL-LEVEL ACS FOR EACH SCHOOL CERTIFIED BY THE APPROPRIATE LLE WITH JURISDICTION.

Data Contact Person:
Name:

Email:

Phone:

Fax:

IT Contact Person:
Name:

Email:

Phone:

Fax:

_____ Initial to indicate data and associated validation reports were reviewed

_____ Initial to indicate all batch details were reviewed and all messages were addressed as necessary

I certify that in accordance with 24 PS 13-1303-A, I have reviewed the Safe Schools – School Report for the school entity listed above and that the information provided on the files and summarized on the above School Safety Report is correct and true to the best of my knowledge and was prepared in accordance with the Pennsylvania Information Management System (PIMS).

I certify that in accordance with 24 PS 13-1303-A, I have reviewed the Safe Schools – School Report for the school entity listed above and that the information provided on the files and summarized on the above School Safety Report is correct and true to the best of my knowledge and was prepared in accordance with the Pennsylvania Information Management System (PIMS).

[ ] Check this box if there is more than one local Enforcement Agency with jurisdiction in your district. The signed individual School's ACS are attached.

Chief LEA Administrator's Signature	**Date:**
Printed name:	

I certify that in accordance with 24 PS 1303-A (B.1), I have reviewed the Safe Schools – School Report for the school entity listed above, that the school entity listed above is in my department's jurisdiction, and that the information provided on the files and summarized on the above School Safety Report accurately reflects our police incident data.

Chief Law Enforcement Officer Signature:	**Date:**
Printed name:	
Police department:	
Contact information: Telephone:	
Email:	

[ ] Check this box if the Local Law Enforcement Agency fails to review and provide notification of the accuracy of its incident data to the above report as required by 24 PS 1303-A (B.1).

Chief LEA Administrator's Signature	**Date:**
Printed name:	

Note: This Signature is not Required If you Have Multiple Law Enforcement Agencies And Each Individual School ACS is attached.

Safe Schools ACS and LEA Profile

School Year: 2018-2019
LEA: Central PA Digital Learning Foundation C

Due Date: July 31, 2019

Attachment 119

2018 Act 44 Survey

Survey of School Safety and Security Preparedness
October 2018

As you may know, Act 44 of 2018 mandated that the School Safety and Security Committee (SSSC) at the Pennsylvania Commission on Crime and Delinquency (PCCD) develop and distribute this instrument to school entities to measure school safety and security preparedness throughout this Commonwealth.

Per Act 44, school entities shall complete the survey no later than November 30, 2018.

It is our strong recommendation that you complete your survey utilizing a team comprised of your School Safety and Security Coordinator and other personnel having requisite knowledge and experience regarding the matters addressed in the survey. This written copy of the survey questions and glossary of terms are designed to aid you in formulating your team and to prepare you to complete the survey.

Please use the online SurveyMonkey tool to submit your survey responses to the SSSC. It is highly recommended that your team review this written copy of the survey first; compile your answers; and then complete the online survey without interruption.

The SSSC will review the online school entity survey responses and pre-existing school safety and security assessments and will notify each school entity of its findings.

Please note that all survey responses, any pre-existing school safety and security assessment submitted as part of the survey, and any findings rendered by the SSSC are confidential and not subject to the Commonwealth's Right-to-Know Law.

If you have any questions, please email RA-CD-SSSC@pa.gov.

General Information

Please select the type of school entity:
School District
Intermediate Unit
Area Vocational Technical School
Charter School -Cyber School
Private Residential Rehabilitative Institution

Name of School Entity (Select name from drop down of entities with AUN)
Central PA Digital Learning Foundation Charter School - 1080700001
Name of Individual Completing Survey: (text box)

Dr. Aiko Malynda Maurer
Position Title: (text box)
CEO
Address: (text box)

580 Foot of Ten Road

Address 2: (text box)

City/Town: (text box)
  Duncansville
ZIP Code: (text box)
  16635
Email Address: (text box)
  ceo@cpdlf.org
Phone Number: (text box)

  814-682-5258

School Safety and Security Assessments

1. Has the school entity conducted one or more school safety and security assessments within the last three years (i.e., 2015 or later)? Y. **N.**

   a. If Yes:
      - How many assessments were conducted? (drop down box)
      - How many buildings were assessed? (drop down box)
      - Please provide the following:
         o The name of the entity(ies) that conducted the assessment and the name/grade level(s) of the building(s) assessed. (text box)
         o The month/year the assessment was completed. (text box)
         o What actions were taken by the school entity in response to the assessment(s)? _____ (text box)
         o Use this link to attach a copy of the assessment. If there have been multiple assessments, please provide the assessment that you found to be most useful/valuable to your school entity. (Choose File and upload)[1]

2. How many buildings are associated with your school entity? (drop down box) One

All-Hazards Planning and Partnerships

1. Has the school entity created a comprehensive disaster response and emergency preparedness plan ("All-Hazards School Safety Plan") consistent with the guidelines developed by the Pennsylvania Emergency Management Agency and other pertinent State requirements? Y. **N.**

   a. If Yes, when was the All-Hazards Plan last updated? (mm/dd/yyyy)

   b. If Yes, please indicate whether the All-Hazards Plan includes the following annexes/appendices and, if so, when each annex/appendix was last updated: (Check all that apply)

---

[1] **NOTE:** If the assessment document is too large to upload as a single document/file, please break the document apart and scan and attach those sections in the remaining additional document link fields included in the survey. Please use the additional document link ONLY if the single assessment document is too large to upload in a single file.
If you have problems uploading your assessment, please contact RA-CD-SSSC@pa.gov.

- ☐ Prevention and Mitigation
  last updated: (mm/dd/yyyy)
- ☐ Preparedness
  last updated: (mm/dd/yyyy)
- ☐ Response (i.e. Evacuation, Lock-Down, Shelter in Place)
  last updated: (mm/dd/yyyy)
- ☐ Recovery including Parent/Student Re-unification
  last updated: (mm/dd/yyyy)

c. If Yes, what template was used? (drop down box)

- ☐ Federal (REMS-TA)
- ☐ State (PEMA/PDE)
- ☐ Unknown
- ☐ Other, please describe: (text box)

d. If Yes, please indicate whether you have provided a copy of your All-Hazards Plan to the following entities. (Check all that apply)

- ☐ Local Police
- ☐ Local Fire Department
- ☐ Local Emergency Management Agency
- ☐ County Emergency Management
- ☐ Other (please describe): (text box)

2. Does each school building have a site-based emergency plan? [Y.]N.

a. If Yes, who has been trained on the site-based emergency plans? (Check all that apply)

None as of the date of survey
- ☐ All school entity personnel and contracted personnel (e.g., food service, bus drivers, etc.)
- ☐ Students
- ☐ External Partners (Police, Fire Department(s), Emergency Management)

3. Does the school entity have assembled and ready for immediate deployment to the Incident Command Post (established to manage an emergency incident or disaster) the following information for assisting local police and fire departments in responding to an emergency, as required by 22 Pa. Code § 10.24 (g)? (Check all that apply)

- ☐ Blueprints or floor plans of the school buildings.
- ☐ Aerial photo, map or layout of the school campus, adjacent properties and surrounding streets or roads.
- ☐ Locations of predetermined or prospective command posts.
- ☒ Current teacher/employee roster.
- ☒ Current student roster.
- ☐ Most recent school yearbook.
- ☐ School fire-alarm shutoff location and procedures.

☐ School sprinkler system shutoff location and procedures.
☐ Gas/utility line layouts and shutoff valve locations.
☐ Cable/satellite television shutoff location and procedures.
☐ Other information the school entity deems pertinent to assist local police and fire departments in responding to an emergency. (please describe) (text box)

4. Does the school entity have a comprehensive Safety and Security Committee that includes community partners, and which provides guidance regarding all aspects of school safety, emergency planning and management?   Y. [N.]

5. Does each school entity building have a School Building Safety Committee? [Y.] N.

6. Does the school entity have a threat assessment team to respond to behavior that raises safety concerns?   Y. [N.]

    a. If Yes, does the threat assessment team meet regularly?   Y. N.

    b. If Yes, has the threat assessment team received training on the threat assessment process? Y. N.

    c. If Yes, does the threat assessment team include community partners? Y. N.

7. Does the school entity participate in any external security or emergency preparedness working groups? Y [N.]

8. Please indicate which of the following have been implemented with respect to emergency notification policies and procedures. (Check all that apply)
   None as of the date of survey
☐ Each school building is equipped with a public-address system that is accessible from all classrooms, offices, and common areas.

☐ Each phone is equipped with quick reference cards for activating the public-address system.

☐ All school staff are empowered to, and have been trained regarding how to, make a lockdown announcement in the event of an armed intruder or other applicable emergency.

☐ Teachers can make a lockdown announcement from the classroom.

External/Internal Security

1. What security enhancement measures does your school entity have? (Check all that apply)

☐ All exterior doorways which provide ingress and/or egress to the school building are numbered sequentially on the exterior in a clockwise manner beginning with the main entrance.

- ☐ Trained and properly equipped staff are assigned to monitor all exterior doors at student arrival and dismissal time.

- ☐ Vehicle bollards or aesthetically pleasing vehicle barriers are installed to protect the main entrances and areas where pedestrians congregate.

- ☐ Main entrances to each school building are equipped with a secure vestibule area consisting of both interior and exterior doors that are lockable and controllable from a remote location.

- ☐ All exterior doors are equipped with a peephole/secure window.

- ☒ All exterior doors are monitored via closed circuit cameras that can be monitored in real time by office staff.

- ☐ The main office of each school building is equipped with a silent panic/alert button that notifies law enforcement or emergency response agencies to a critical emergency.

- ☒ Double looped handles (which have handles that can be tied or chained together) have been removed from exterior and common area interior doors (or one handle on each such door has been removed).

- ☐ All interior rooms are assigned room numbers that are coordinated in a uniform numbering system format, the numbering system has been placed on a floorplan with a number schematic that is available for first responders, and all room number signage is to be visible from a distance.

- ☐ All classroom doors are equipped or have been retrofitted with locking devices, consistent with local life safety codes, that can be secured from within the room to minimize exposure to a potential threat.

- ☒ All classroom exterior and hallway windows are equipped with blinds or coverings capable of being closed in the event of a lockdown emergency.

- ☐ All rooms have room-specific emergency procedures, evacuation routes and severe weather plans posted.

- ☒ All staff (including temporary and contract employees) are required to wear a photo identification card at all times when on school property.

- ☐ All visitors are issued identification that is required to be openly displayed during the visit.

- ☐ Other (please describe): (text box)

Personnel

1. Please indicate which of the following issues are governed by written policies that have been adopted by the school entity's governing authority relative to school police officers or, in the case of school resource officers, by the law enforcement agency employing the officers: (Check all that apply)

    None as of the date of survey
    - ☐ The carrying of weapons
    - ☐ Use of force
    - ☐ Searches of persons and property
    - ☐ Interviews/student engagement
    - ☐ Other (please describe) (text box)

2. Do your current professional to student staffing ratios meet recommended national standards for the following positions?

    a. School psychologists? [Y. N.] (The National Association of School Psychologists recommends a ratio of no more than 1,000 students per school psychologist, and not more than 500 to 700 students for each staff member when comprehensive services are being provided.)

    b. School counselors? Y. [N.] (The American School Counselor Association recommends a ratio of 250 students to one school counselor.)

    c. School nurses? [Y.] N. (The National Association of School Nurses recommends a ratio of 750 students to one school nurse.)

    d. Social workers? [Y.] N. (The School Social Work Association of America recommends a maximum ratio of one Master of Social Work (MSW) level school social worker to 250 general education students or one school social worker per building serving 250 students or fewer.)

3. How many additional Full-Time Equivalent positions (FTEs) would you need to add to meet the national standard for each of the following positions?

    a. School psychologists (text box)
    b. School counselors (text box) One
    c. School nurses (text box)
    d. Social workers (text box)

School Climate/Student Assistance Program (SAP)

1. Does the school entity conduct an annual climate survey? Y. [N.]

    a. If Yes, which climate survey instrument do you use? (text box)

    b. If Yes, how does your district/school make use of the results of the climate survey? (text box)

2. If your school entity participates in the Pennsylvania Youth Survey, how does your district/school make use of the results once they are provided to you? (text box)
The report is reviewed for any pertinent information that may help us understand our students better.

3. Please indicate which grade levels have a SAP team (or equivalent consistent with PDE guidance):

   ☐ Checkbox all grade levels   K-12

4. Please indicate which grade levels have a SAP team at every building that includes at least 4 professionally trained members and a building administrator: (Check all that apply)

   ☐ Checkbox all grade levels   K-12

5. Do you offer Multi-Tiered Systems of Support (MTSS) programming in your schools? [Y.] N.

   a. If Yes, what universal Tier 1 programs are used? (text box)

   b. If yes, what Tier 2 programs are used and who provides the services? (text box)
   Tutoring and Collection of learning resources

   c. If Yes, what Tier 3 programs are used and who provides the services? (text box)
   Instructors provide guided learning in IXL, Lexia, and MAP Skills

   Instructors provide guided learning in IXL, Lexia, and MAP Skills

Training

1. Please indicate which categories of personnel have received the following training within the past two years: (Check all that apply)

   ☐ Situational awareness
   ☐ Trauma-informed education awareness
   ☐ Behavioral health awareness
   ☒ Suicide awareness
   ☐ Bullying awareness
   ☐ Substance use awareness
   ☒ Emergency training drills, including fire, natural disaster, active shooter, hostage situation and   bomb threat.
   ☐ Other (please describe): (text box)

   Personnel categories:
   Administrators
   Administrative support staff (e.g., office aides, secretarial staff)
   Facility support staff (e.g., cafeteria, custodial staff)
   All Teachers
   Professional support staff (e.g., counselors, psychologists, school nurses, etc.)
   Substitute teachers
   Bus drivers
   School Resource Officers/School Police Officers

Contracted Employees[2]

2. If you have School Resource Officers (SROs) and/or School Police Officers (SPOs), have they received training through the National Association of School Resource Officers (NASRO)?
   Y. N. [n/a]

3. Please indicate which grades of students have been provided the following training/programming within the past two years:

   ☐ SAP process and procedures   K-12
   ☐ Mental Health First Aid
   ☐ Suicide prevention
   ☐ Bullying prevention
   ☐ Drugs and alcohol
   ☐ Dating violence
   ☐ Social media
   ☐ Internet safety   K-12
   ☐ Social/emotional learning   K-12
   ☐ Emergency procedures
   ☐ Warning signs of potential violence
   ☐ Situational awareness
   ☐ Reporting of potential threats (See Something, Say Something)
   ☐ Active assailant/intruder
   ☐ First Aid/CPR
   ☐ Bleeding control (e.g., Stop the Bleed)
   ☐ Parent/student reunification
   ☐ Other (text box)

   NOTE: In the SurveyMonkey survey, all grades will be listed in 2 separate questions (i.e, Pre-K through 5th grade; 6th grade through 12th grade).

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[2] Please note a contracted employee is anyone working at a school that is not a school entity employee, and excluding any other enumerated category.

Survey Glossary

All-Hazards School Safety Plan: A comprehensive disaster response and emergency preparedness plan that is required by 35 Pa. C.S.A. § 7701. Other names for these plans could include: School emergency plans, School Safety Plans or School Emergency Operations Plan (EOP). The all-hazards plan must address all phases of emergency management (Prevention/Mitigation, Preparedness, Response and Recovery).

Bollard: A sturdy, short, vertical post meant to stop vehicular traffic from entering a specific area.

Climate survey: A survey intended to measure the quality and character of school life, often with a particular focus on the quality of the relationships within the school community between and among students and adults

Community partners: As used in this survey, the term includes first responders, such as law enforcement and fire personnel, emergency medical services, and school resource officers; local emergency managers; mental health professionals; and others who have critical knowledge and experience specific to school safety and emergency planning and management.

Mental Health First Aid: An 8-hour course that gives people the skills to help someone who is developing a mental health problem or experiencing a mental health crisis. The goal is to help support an individual until appropriate professional help arrives. Mental Health First Aiders learn a single 5-step strategy that includes assessing risk, respectfully listening to and supporting the individual in crisis, and identifying appropriate professional help and other supports. Participants are also introduced to risk factors and warning signs for mental health or substance use problems, engage in experiential activities that build understanding of the impact of illness on individuals and families, and learn about evidence-supported treatment and self-help strategies.

Multi-Tiered Systems of Support (MTTS): A decision-making framework that uses a process of systematically documenting the performance of students and identifying the need for additional services for students with learning and behavior problems. MTSS encompasses (a) prevention and wellness promotion; (b) universal screening for academic, behavioral, and emotional barriers to learning; (c) implementation of evidence-based interventions that increase in intensity as needed; (d) monitoring of ongoing student progress in response to implemented interventions; and (e) engagement in systematic data-based decision making about services needed for students based on specific outcomes. In a growing number of schools across the country, response to intervention (RTI) and positive behavior interventions and supports (PBIS) constitute the primary methods for implementing an MTSS framework.

Parent/student reunification: The process for reuniting students with their parent(s) following a school emergency.

Pennsylvania Youth Survey (PAYS): The survey of Pennsylvania school students in the 6th, 8th, 10th and 12th grades that is sponsored and conducted every two years by the Pennsylvania Commission on Crime and Delinquency, Department of Drug and Alcohol Programs and the Department of Education to learn about their behavior, attitudes and knowledge concerning alcohol, tobacco, other drugs and violence. The survey also provides information on the risk factors faced by youth that can lead them to engage in problem behaviors, and the protective factors that can protect them from that risk.

Student Assistance Program (SAP): The Pennsylvania Student Assistance Program (SAP) is a systematic team process used to mobilize school resources to remove barriers to learning. SAP is designed to assist in identifying issues including alcohol, tobacco, other drugs, and mental health issues which pose a barrier to a student's success. The primary goal of the Student Assistance Program is to help students overcome these barriers so that they may achieve, advance, and remain in school. More information can be found at www.pnsas.org.

Safety and Security Committee: A comprehensive school district/school level steering committee responsible for all aspects of school safety, emergency planning, and emergency management. Other terms for this committee may be Safety Committee, Crisis Management Team, Emergency Management Planning Committee, School Safety Coordinating Team, etc.

School Building Safety Committee: A steering committee responsible for all aspects of school safety, emergency planning, and emergency management at a particular school building, including all aspects a school entity's All-Hazards School Safety Plan as applicable to that building.

School safety and security assessment: A strategic evaluation of a school entity's facilities and programs used to identify potential safety and security threats.

Silent panic/alert button: A button for summoning help in an emergency that is designed to produce no sound when used.

Site-based emergency plan: An emergency plan that is specific to the building for which it was developed.

Situational awareness: Involves being aware of what is happening in the environment, in order to understand how information, events, and one's own actions will impact both immediate and future outcomes. It is the ability to identify, process, and comprehend the critical elements of information about what is occurring or about to occur. Simply, it's knowing what is going on around you.

Social/emotional learning: A process which helps children cultivate essential life skills including awareness of one's own emotions, fostering respect and care for others, establishing strong relationships, making ethical and responsible decisions, and handling adversity constructively. This can involve the use of a variety of curriculum.

Tier 1 programs: The "Universal" level of intervention or support of the Multi-Tiered Systems of Support (MTSS), which applies to all students in the school.

Tier 2 programs: The "Targeted" level of intervention or support of the Multi-Tiered Systems of Support (MTSS), which applies to some students and includes additional interventions for students who need more help on specific skills.

Tier 3 programs: The "Intensive" level of intervention or support of the Multi-Tiered Systems of Support (MTSS), which applies to few students and includes interventions designed to address the unique needs of an individual student.

Threat assessment team: A team of individuals who proactively assess the conditions, policies, and procedures of the organization in order to prevent or reduce the chances that a potentially violent situation will occur. School-based threat assessment teams meet on a regular basis with the common

purpose of identifying, assessing, and managing students who may pose a threat of targeted violence in schools, and are usually composed of some combination of school administrators, teachers, counselors, sworn law enforcement officers, and mental health professionals.

Trauma-informed educational awareness: To understand the ways in which violence, victimization, and other traumatic experiences may have impacted the lives of students and to apply that understanding to the design of educational programming and practice.

Vestibule: An antechamber, hall, or lobby next to the outer door of a building.

Attachment 120

2019 School Safety Survey Findings

pennsylvania
COMMISSION ON CRIME AND DELINQUENCY

To: Central PA Digital Learning Foundation Charter School

From: Charles H. Ramsey
          Chairman, School Safety and Security Committee (SSSC) and
          Chairman, Pennsylvania Commission on Crime and Delinquency (PCCD)

Subject: School Safety Survey Findings

Date: February 1, 2019

Attached for your review and information are the SSSC school safety survey findings for your cyber charter school. Although you were not required by Act 44 of 2018 to participate in the survey process, the SSSC is administering individual findings to you based on your survey results.

A copy of the original survey questions and instructions for the survey is also available on the School Safety and Security webpage on the PCCD website at http://www.pccd.pa.gov. Questions concerning the findings can be directed to our School Safety and Security resource email account at RA-CD-SSSC@pa.gov.

Please note that per Act 44, any data collected through the survey instrument by the SSSC and the findings of the SSSC shall remain **confidential** and shall not be subject to the Right-to-Know Law, Act of February 14, 2008 (P.L.6, No. 3). These findings contain **confidential** information and the public disclosure of the information could imperil both the physical security of your school entity and the personal safety of individuals. The contents of these findings should not be publicly disclosed or disseminated.

In issuing these findings, the Committee recognizes that every school is unique. Each school entity will have its own set of priorities, resources, and building characteristics that will determine which, if any, of the safety options contained in survey and/or the findings are applicable. The particular characteristics of a facility merit the thoughtful use of these findings in tailoring continued planning efforts to make the facility a safer environment for children to learn. The Committee does, however, encourage you to ensure that you have complied with all relevant statutes and regulations that relate to school safety and security and if there are any omissions that have been identified by the survey, we have included them in the findings below.

Please know that your school entity received a total of 7 finding(s) out of 15 potential findings issued by the Committee.

FINDINGS

School Safety Assessment.
In your survey, you indicated that your school entity has not undergone a school safety and security assessment within the past three years. Please note that an assessment is a strategic evaluation used to identify potential safety and security threats in the facilities and programs of a school entity.

Pursuant to Act 44, a school safety and security assessment should include an assessment of buildings and grounds; a policy and training assessment; and a student assistance and behavioral health support assessment. Please see the School Safety and Security Assessment Criteria, located on the PCCD webpage at www.pccd.pa.gov, for more information about assessments. A registry of assessment providers who can provide assistance is also available. Please also visit the School Safety Page developed by the Pennsylvania State Police for more information about their Risk and Vulnerability Assessment Team (RVAT) and other school safety services.

All-Hazards Plan.
You indicated in your survey response that you do not have a comprehensive disaster response and emergency preparedness plan. By law, each school district and custodial child care facility must have a comprehensive disaster response and emergency preparedness plan (35 Pa. C.S.A. Sec. 7701(g)). This All-Hazards Plan must be developed in cooperation with the local emergency management agency and the Pennsylvania Emergency Management Agency (PEMA). You can find information on how to develop an All-Hazards Plan on the PEMA website at https://www.pema.pa.gov/planningandpreparedness/communityandstateplanning/Pages/All-Hazards-School-Safety-Planning-Toolkit.aspx.

Please note that the plan _must_ be developed in cooperation with the local emergency management agency and PEMA; be reviewed annually by the school safety and security coordinator and/or school administrator and filed with or submitted to the local emergency management agency; and be submitted to each police department that has jurisdiction over the school, county communications or dispatch and each local fire department having jurisdiction over the geographic territory of which the school district is a part (22 Pa. Code Sec. 10.24).

In addition, once you complete your Plan, please upload it into the PEMA Previstar system, which is designed to make the schools job of developing and maintaining an Emergency Operations Plan (EOP) easier. By creating an account and uploading your plan, first responders and the county in which the school is located will have immediate electronic access. You can sign up by utilizing the Self Registration link at https://www.vplan.state.pa.us/.

Sharing the All-Hazards Plan with Local Police, Fire and Emergency Management.
In your survey, you did not indicate that you have provided your All-Hazards Plan to local police, fire, local emergency management agency and county emergency management. This is required by regulation 22 Pa. Code Sec. 10.24. You should provide your updated Plan immediately to any of the above stakeholders that have not received the Plan.

Incident Command Post Deployment.
22 Pa. Code Sec. 10.24 (g) requires that each school entity have certain items prepared and ready for immediate d   yment to the Incident Command Post by September 30 of each year (i.e., blueprints or floor plans of school buildings; aerial photos/maps of the campus; current teacher, employee and student rosters; most recent school yearbook; school fire-alarm and sprinkler shutoff location and procedures; gas/utility line layouts and shutoff valve locations; cable/satellite television shutoff location and procedures; and other information the school entity deems pertinent to assist local police and fire departments in responding to an emergency). According to your survey, you have indicated that not all of these items are readily available, up to date, and co-located with the other items required by 22 Pa. Code Sec. 10.24 in order to facilitate immediate deployment to the incident command post. Your school entity should take immediate steps to come into compliance with this regulation.

Comprehensive Safety and Security Committee.
In your survey, you indicated that your school entity does not have a comprehensive Safety and Security Committee. Each school entity should form an overarching Safety Committee that includes community partners (e.g., for a school district, this would be a district-wide Safety Committee). This comprehensive, high-level steering committee should consider all aspects of school safety, emergency planning, and management, and should provide guidance to each school building in the development of their own committees and plans. It should not be considered a safety committee concerned only with workers compensation and injury reduction.

Please note that the Safety Committee should reflect the diversity of the school entity and the community and capitalize on the unique training and expertise offered by school administrative staff. Additionally, the Safety Committee should include representatives from organizations and agencies with the crisis, prevention, emergency management and emergency services capabilities/responsibilities. Please see the PEMA All-Hazards Planning Tool-Kit for a list of prospective Committee members.

Threat Assessment Team(s).
In your survey, you indicated that your school entity does not have an established threat assessment team, which is a group of officials that convene to identify, evaluate, and address threats or potential threats to school security. Threat assessment teams review incidents of threatening behavior by students (both current and former), parents, school employees, or other individuals.

A threat assessment team is another tool in the toolbox to help school officials evaluate the nature, urgency, and credibility of the threat and determine what course of action is appropriate for each threat. Members of the team at the very least should include the administrator, law enforcement, school police or other trained security staff. Guidance on the Safe School Initiative from the U.S. Secret Service and U.S. Department of Education is available to assist teams with this evaluation and with the conduct of a threat inquiry.

School Climate Survey.
In your survey, you indicated that your school entity does not conduct an annual school climate survey. According to the PA Department of Education (PDE), school climate surveys are intended to measure the quality and character of school life. Research suggests that a positive school climate can lead to improved academic outcomes among diverse groups of students (Astor, Benbenisty, & Estrada, 2009; Haahr, Nielsen, Hansen, & Jakobsen, 2005; OECD, 2009), improved motivation to learn (Eccles et. al., 1993), improved staff morale (Vezzuto, 2011), and can serve as a protective factor that supports positive life outcomes for young people (Ortega, Sanchez, Ortega Rivera, & Viejo, 2011).

The Office for Safe Schools at PDE provides schools with free, confidential climate surveys that provide formative and   mative climate data for use with needs assessments, program development, and short and long-term planning. Surveys are available for grades 3-5, 6-8, 9-12, staff and faculty, parents, and community members. The surveys and their results are the property of the school entity and are located on a secure website. More information on these surveys and other School Safety information can be found on the Office for Safe Schools website here:
https://www.education.pa.gov/Schools/safeschools/Pages/default.aspx.

CONCLUSION

The Committee is hopeful that you have found this information useful for your own school safety and security review. In addition, the Committee hopes to use the information garnered from this survey to better advise stakeholders, lawmakers and the Wolf Administration of statewide security efforts with a hope to continue to provide funding annually for the improvement of school safety and security Commonwealth-wide. We appreciate your continued participation.

If you have any questions or concerns you may contact PCCD at: RA-CD-SSSC@pa.gov.

Attachment 121

June 2019 School Safety Report to the Board
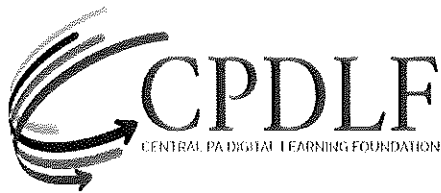
2019 School Safety Report
June 13, 2019 Executive Session

Findings

1) School Safety Assessment – Risk Assessment on EDC completed by IU8. Waiting for report
2) All Hazards Plan – IU8 is working on the plan.
3) Sharing All Hazards Plan with Local Police, Fire, and Emergency Management – IU8 will complete after the All Hazards Plan is complete
4) Incident Command Post Deployment - IU8 is working on the plan.
5) Comprehensive Safety and Security Committee – Participating in IU 8 Safety and Security Committee
6) Threat Assessment Team – Incorporated into CPDLF Safety Team
7) School Climate Survey – PDE conducted student survey this year, CPDLF will conduct next year along with PAYS survey

Note: Responsibility of School Safety Coordinator and Safe to Say POC being transferred to Justin Keel beginning July 1, 2019