



2024 -2029 Charter Renewal Application

Special Education Teacher Certifications for Current Employees



TIMS

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Educator Complete Profile

Bahn, Tanya (pg 1)

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Professional Personnel ID (PPID): [REDACTED]

Discipline Status: N/A [?](#)

Educator Status: N/A [?](#)

[View Discipline Status History](#)

Pending Criminal Charges:

No - The Department has no information of pending criminal charges. The Department provides this information pursuant to Act 168 which does not relieve a public or private school entity from its duty to obtain any and all required criminal clearances pursuant to 24 P.S. § 1-111.

PA Certifications

Standard Credentials

<u>Credential</u>	<u>Issue Date</u>	<u>Expiration Date</u>	<u>Continuing Ed Status</u> ?	<u>Credential Status</u> ?
Instructional I Special Education PK-12 (9225)	02/01/2012			Converted
Instructional I English 7-12 (3230)	04/01/2012			Converted
Instructional I Social Studies 7-12 (8875)	04/01/2012			Converted
Instructional II English 7-12 (3230)	01/01/2016		Active	Valid
Instructional II Special Education PK-12 (9225)	01/01/2016		Active	Valid

1 2

Total Record(s) : 6

Emergency Permits

<u>Credential</u>	<u>Issue Date</u>	<u>Expiration Date</u>	<u>Educational Entity</u>	<u>Credential Status</u> ?
Emergency Permit: Day-to-Day Substitute All Instructional Areas PK-12 (-96)	08/15/2011	07/31/2012	Bucks County IU 22	Expired
Emergency Permit: Day-to-Day Substitute All Instructional Areas PK-12 (-96)	11/12/2010	07/31/2011	Bucks County IU 22	Expired

Total Record(s) : 2

Application Information

Only pending applications are displayed. Any approved application will appear as a credential or permit. If no credential, permit or pending application is displayed, the application should be presumed denied or expired/closed.

No Record(s) Found

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**Educator Complete Profile**

Bahn, Tanya (pg 2)

[Back](#)**Professional Personnel ID (PPID):** [REDACTED]**Discipline Status:** N/A [?](#)**Educator Status:**N/A [?](#)[View Discipline Status History](#)**Pending Criminal Charges:**

No - The Department has no information of pending criminal charges. The Department provides this information pursuant to Act 168 which does not relieve a public or private school entity from its duty to obtain any and all required criminal clearances pursuant to 24 P.S. § 1-111.

PA Certifications**Standard Credentials**

<u>Credential</u>	<u>Issue Date</u>	<u>Expiration Date</u>	<u>Continuing Ed Status</u> ?	<u>Credential Status</u> ?
Instructional II Social Studies 7-12 (8875)	01/01/2016		Active	Valid

[1](#) [2](#)**Total Record(s) : 6****Emergency Permits**

<u>Credential</u>	<u>Issue Date</u>	<u>Expiration Date</u>	<u>Educational Entity</u>	<u>Credential Status</u>
Emergency Permit: Day-to-Day Substitute All Instructional Areas PK-12 (-96)	08/15/2011	07/31/2012	Bucks County IU 22	Expired
Emergency Permit: Day-to-Day Substitute All Instructional Areas PK-12 (-96)	11/12/2010	07/31/2011	Bucks County IU 22	Expired

Total Record(s) : 2**Application Information**

Only pending applications are displayed. Any approved application will appear as a credential or permit. If no credential, permit or pending application is displayed, the application should be presumed denied or expired/closed.

No Record(s) Found[Back](#)

**Educator Complete Profile**

Barth, Marika

[Back](#)**Professional Personnel ID (PPID):** [REDACTED]**Discipline Status:** N/A [?](#)**Educator Status:**N/A [?](#)[View Discipline Status History](#)**Pending Criminal Charges:**

No - The Department has no information of pending criminal charges. The Department provides this information pursuant to Act 168 which does not relieve a public or private school entity from its duty to obtain any and all required criminal clearances pursuant to 24 P.S. § 1-111.

PA Certifications**Standard Credentials**

<u>Credential</u>	<u>Issue Date</u>	<u>Expiration Date</u>	<u>Continuing Ed Status</u> ?	<u>Credential Status</u> ?
Instructional I Special Education PK-12 (9231)	08/01/2022		Active	Valid for 6 years of service

Total Record(s) : 1**Emergency Permits**

<u>Credential</u>	<u>Issue Date</u>	<u>Expiration Date</u>	<u>Educational Entity</u>	<u>Credential Status</u> ?
Emergency Permit: Day-to-Day Substitute All Instructional Areas PK-12 (-96)	10/01/2022	07/31/2023	Bucks County IU 22	Valid
Emergency Permit: Day-to-Day Substitute All Instructional Areas PK-12 (-96)	09/01/2022	07/31/2023	Philadelphia City SD	Valid

Total Record(s) : 2**Application Information**

Only pending applications are displayed. Any approved application will appear as a credential or permit. If no credential, permit or pending application is displayed, the application should be presumed denied or expired/closed.

No Record(s) Found[Back](#)

**Educator Complete Profile**

Baumgard, Stephanie (pg 1)

[Back](#)**Professional Personnel ID (PPID):** [REDACTED]**Discipline Status:** N/A **Educator Status:** N/A [View Discipline Status History](#)**Pending Criminal Charges:**

No - The Department has no information of pending criminal charges. The Department provides this information pursuant to Act 168 which does not relieve a public or private school entity from its duty to obtain any and all required criminal clearances pursuant to 24 P.S. § 1-111.

PA Certifications**Standard Credentials**

Credential	Issue Date	Expiration Date	Continuing Ed Status	Credential Status
Instructional I Special Education PK-12 (9225)	08/01/2010			Converted
Instructional I Elementary K-6 (2810)	08/01/2006			Converted
HOUSSE Designation General Science 7-12 (8450)	01/01/2013	06/30/2017		Expired
HOUSSE Designation Social Studies 7-12 (8875)	01/01/2013	06/30/2017		Expired
Instructional II Elementary K-6 (2810)	10/01/2013		Active	Valid

1 2

Total Record(s) : 6**Emergency Permits****No Record(s) Found****Application Information**

Only pending applications are displayed. Any approved application will appear as a credential or permit. If no credential, permit or pending application is displayed, the application should be presumed denied or expired/closed.

No Record(s) Found[Back](#)

**Educator Complete Profile**

Baumgard, Stephanie (pg 2)

[Back](#)**Professional Personnel ID (PPID):** [REDACTED]**Discipline Status:** N/A [?](#)**Educator Status:**N/A [?](#)[View Discipline Status History](#)**Pending Criminal Charges:**

No - The Department has no information of pending criminal charges. The Department provides this information pursuant to Act 168 which does not relieve a public or private school entity from its duty to obtain any and all required criminal clearances pursuant to 24 P.S. § 1-111.

PA Certifications**Standard Credentials**

<u>Credential</u>	<u>Issue Date</u>	<u>Expiration Date</u>	<u>Continuing Ed Status</u> ?	<u>Credential Status</u> ?
Instructional II Special Education PK-12 (9225)	10/01/2013		Active	Valid

[1](#) [2](#)**Total Record(s) : 6****Emergency Permits****No Record(s) Found****Application Information**

Only pending applications are displayed. Any approved application will appear as a credential or permit. If no credential, permit or pending application is displayed, the application should be presumed denied or expired/closed.

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Educator Complete Profile

Bohanan, Lindsey

[Back](#)

Professional Personnel ID (PPID): [REDACTED]

Discipline Status: N/A [?](#)

Educator Status: N/A [?](#)

[View Discipline Status History](#)

Pending Criminal Charges: *No - The Department has no information of pending criminal charges. The Department provides this information pursuant to Act 168 which does not relieve a public or private school entity from its duty to obtain any and all required criminal clearances pursuant to 24 P.S. § 1-111.*

PA Certifications

Standard Credentials

Credential	Issue Date	Expiration Date	Continuing Ed Status ?	Credential Status ?
Instructional I Special Education PK-12 (9231)	06/01/2022		Active	Valid for 6 years of service

Total Record(s) : 1

Emergency Permits

No Record(s) Found

Application Information

Only pending applications are displayed. Any approved application will appear as a credential or permit. If no credential, permit or pending application is displayed, the application should be presumed denied or expired/closed.

Credential	Application ID	Application Status Date	Educational Entity	Application Status ?
Emergency Permit: LT Sub with Educational Obligation Special Education PK-12 (9231)	1312220	08/20/2022	Pennsylvania Virtual CS	Pending Documentation or Scanning

Total Record(s) : 1

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17182241



Educator Complete Profile

Campbell, Emily

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Professional Personnel ID (PPID):

[REDACTED]

Discipline Status: N/A [?](#)

Educator Status:

N/A [?](#)
[View Discipline Status History](#)

Pending Criminal Charges:

No - The Department has no information of pending criminal charges. The Department provides this information pursuant to Act 168 which does not relieve a public or private school entity from its duty to obtain any and all required criminal clearances pursuant to 24 P.S. § 1-111.

PA Certifications

Standard Credentials

Credential	Issue Date	Expiration Date	Continuing Ed Status ?	Credential Status ?
Instructional I Special Education PK-8 (9226)	06/01/2019		Active	Valid for 6 years of service
Instructional I Grades PK-4 (2825)	06/01/2019		Active	Valid for 6 years of service
Exceptional Case Special Education 7-12 (9227)	08/01/2019		N/A	Valid

Total Record(s) : 3

Emergency Permits

No Record(s) Found

Application Information

Only pending applications are displayed. Any approved application will appear as a credential or permit. If no credential, permit or pending application is displayed, the application should be presumed denied or expired/closed.

No Record(s) Found

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**Educator Complete Profile**

Criner, Nicole (pg 1)

[Back](#)**Professional Personnel ID (PPID):** [REDACTED]**Discipline Status:** N/A **Educator Status:**

N/A

[View Discipline Status History](#)**Pending Criminal Charges:**

No - The Department has no information of pending criminal charges. The Department provides this information pursuant to Act 168 which does not relieve a public or private school entity from its duty to obtain any and all required criminal clearances pursuant to 24 P.S. § 1-111.

PA Certifications**Standard Credentials**

Credential	Issue Date	Expiration Date	Continuing Ed Status	Credential Status
Instructional I Special Education PK-12 (9225)	12/21/2009			Converted
Instructional I Elementary K-6 (2810)	12/21/2009			Converted
HOUSSE Designation English 7-12 (3230)	12/01/2012	06/30/2017		Expired
HOUSSE Designation Mathematics 7-12 (6800)	12/01/2012	06/30/2017		Expired
HOUSSE Designation Mathematics 7-12 (6800)	12/01/2012	06/30/2017		Expired

1 2

Total Record(s) : 7**Emergency Permits****No Record(s) Found****Application Information**

Only pending applications are displayed. Any approved application will appear as a credential or permit. If no credential, permit or pending application is displayed, the application should be presumed denied or expired/closed.

No Record(s) Found[Back](#)



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Educator Complete Profile

Criner, Nicole (pg 2)

[Back](#)
Professional Personnel ID (PPID): XXXXXXXXXXDiscipline Status: N/A [?](#)

Educator Status:

N/A [?](#)
[View Discipline Status History](#)

Pending Criminal Charges:

No - The Department has no information of pending criminal charges. The Department provides this information pursuant to Act 168 which does not relieve a public or private school entity from its duty to obtain any and all required criminal clearances pursuant to 24 P.S. § 1-111.

PA Certifications

Standard Credentials

Credential	Issue Date	Expiration Date	Continuing Ed Status ?	Credential Status ?
Instructional II Elementary K-6 (2810)	06/01/2015		Active	Valid
Instructional II Special Education PK-12 (9225)	06/01/2015		Active	Valid

[1](#) [2](#)

Total Record(s) : 7

Emergency Permits

No Record(s) Found

Application Information

Only pending applications are displayed. Any approved application will appear as a credential or permit. If no credential, permit or pending application is displayed, the application should be presumed denied or expired/closed.

No Record(s) Found

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Visitor Count

1	7	1	8	2	2	4	1
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**Educator Complete Profile**

Croyle, Bethany

[Back](#)**Professional Personnel ID (PPID):** [REDACTED]**Discipline Status:** N/A [?](#)**Educator Status:**N/A [?](#)[View Discipline Status History](#)**Pending Criminal Charges:**

No - The Department has no information of pending criminal charges. The Department provides this information pursuant to Act 168 which does not relieve a public or private school entity from its duty to obtain any and all required criminal clearances pursuant to 24 P.S. § 1-111.

PA Certifications**Standard Credentials**

Credential	Issue Date	Expiration Date	Continuing Ed Status ?	Credential Status ?
Instructional I Special Education PK-8 (9226)	07/01/2013		Active	Valid for 6 years of service
Instructional I Grades PK-4 (2825)	07/01/2013		Active	Valid for 6 years of service

Total Record(s) : 2**Emergency Permits****No Record(s) Found****Application Information**

Only pending applications are displayed. Any approved application will appear as a credential or permit. If no credential, permit or pending application is displayed, the application should be presumed denied or expired/closed.

No Record(s) Found[Back](#)

**Educator Complete Profile**

Daily, Katie (pg 1)

[Back](#)**Professional Personnel ID (PPID):** [REDACTED]**Discipline Status:** N/A **Educator Status:**

N/A

[View Discipline Status History](#)**Pending Criminal Charges:**

No - The Department has no information of pending criminal charges. The Department provides this information pursuant to Act 168 which does not relieve a public or private school entity from its duty to obtain any and all required criminal clearances pursuant to 24 P.S. § 1-111.

PA Certifications**Standard Credentials**

Credential	Issue Date	Expiration Date	Continuing Ed Status	Credential Status
Instructional II Elementary K-6 (2810)	07/01/2005		Active	Valid
Instructional II Ment and/or Phys Handicapped K-12 (9235)	07/01/2005		Active	Valid
HOUSSE Designation Mid-Level Science 6-9 (2880)	12/01/2006	06/30/2017		Expired
HOUSSE Designation Social Studies 7-12 (8875)	12/01/2006	06/30/2017		Expired
Instructional I Ment and/or Phys Handicapped K-12 (9235)	01/01/2000			Converted

1 2

Total Record(s) : 7**Emergency Permits****No Record(s) Found****Application Information**

Only pending applications are displayed. Any approved application will appear as a credential or permit. If no credential, permit or pending application is displayed, the application should be presumed denied or expired/closed.

No Record(s) Found[Back](#)

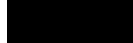


Educator Complete Profile

Daily, Katie (pg 2)

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Professional Personnel ID (PPID):

Discipline Status: N/A [?](#)

Educator Status:

N/A [?](#)
[View Discipline Status History](#)

Pending Criminal Charges:

No - The Department has no information of pending criminal charges. The Department provides this information pursuant to Act 168 which does not relieve a public or private school entity from its duty to obtain any and all required criminal clearances pursuant to 24 P.S. § 1-111.

PA Certifications

Standard Credentials

Credential	Issue Date	Expiration Date	Continuing Ed Status ?	Credential Status ?
Instructional I Elementary K-6 (2810)	01/01/2000			Converted
Bridge I Mid-Level English 6-9 (2850)	07/01/2005	06/30/2008		Expired

[1](#) [2](#)

Total Record(s) : 7

Emergency Permits

No Record(s) Found

Application Information

Only pending applications are displayed. Any approved application will appear as a credential or permit. If no credential, permit or pending application is displayed, the application should be presumed denied or expired/closed.

No Record(s) Found

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Educator Complete Profile

Dennis, Colleen

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Professional Personnel ID (PPID): [REDACTED]

Discipline Status: N/A [?](#)

Educator Status:

N/A [?](#)

[View Discipline Status History](#)

Pending Criminal Charges:

No - The Department has no information of pending criminal charges. The Department provides this information pursuant to Act 168 which does not relieve a public or private school entity from its duty to obtain any and all required criminal clearances pursuant to 24 P.S. § 1-111.

PA Certifications

Standard Credentials

<u>Credential</u>	<u>Issue Date</u>	<u>Expiration Date</u>	<u>Continuing Ed Status</u> ?	<u>Credential Status</u> ?
Instructional I Special Education PK-8 (9226)	06/01/2014			Converted
Instructional I Grades PK-4 (2825)	06/01/2014			Converted
Instructional II Special Education PK-8 (9226)	10/01/2022		Active	Valid
Instructional II Grades PK-4 (2825)	10/01/2022		Active	Valid
Endorsement Science, Technology, Engineering & Math (STEM) Ed PK-12 (1181)	01/01/2023		N/A	Valid

Total Record(s) : 5

Emergency Permits

No Record(s) Found

Application Information

Only pending applications are displayed. Any approved application will appear as a credential or permit. If no credential, permit or pending application is displayed, the application should be presumed denied or expired/closed.

No Record(s) Found

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Educator Complete Profile

Dobbin, Jordan

[Back](#)
Professional Personnel ID (PPID):

Discipline Status: N/A [?](#)
Educator Status:
N/A [?](#)
[View Discipline Status History](#)

Pending Criminal Charges:

No - The Department has no information of pending criminal charges. The Department provides this information pursuant to Act 168 which does not relieve a public or private school entity from its duty to obtain any and all required criminal clearances pursuant to 24 P.S. § 1-111.

PA Certifications

Standard Credentials

Credential	Issue Date	Expiration Date	Continuing Ed Status ?	Credential Status ?
Instructional I Special Education 7-12 (9227)	07/01/2020		Active	Valid for 6 years of service
Instructional I English 7-12 (3230)	07/01/2020		Active	Valid for 6 years of service

Total Record(s) : 2

Emergency Permits

No Record(s) Found

Application Information

Only pending applications are displayed. Any approved application will appear as a credential or permit. If no credential, permit or pending application is displayed, the application should be presumed denied or expired/closed.

No Record(s) Found
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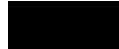


Educator Complete Profile

Donaldson, Kristin

[Back](#)

Professional Personnel ID (PPID):

Discipline Status: N/A [?](#)

Educator Status:

N/A [?](#)
[View Discipline Status History](#)

Pending Criminal Charges:

No - The Department has no information of pending criminal charges. The Department provides this information pursuant to Act 168 which does not relieve a public or private school entity from its duty to obtain any and all required criminal clearances pursuant to 24 P.S. § 1-111.

PA Certifications

Standard Credentials

Credential	Issue Date	Expiration Date	Continuing Ed Status ?	Credential Status ?
Instructional I Elementary K-6 (2810)	07/01/2007		Active	Valid for 6 years of service
Instructional I Special Education PK-12 (9225)	07/01/2007		Active	Valid for 6 years of service

Total Record(s) : 2

Emergency Permits

No Record(s) Found

Application Information

Only pending applications are displayed. Any approved application will appear as a credential or permit. If no credential, permit or pending application is displayed, the application should be presumed denied or expired/closed.

No Record(s) Found
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Educator Complete Profile

Ferrantino, Mariane

[Back](#)

Professional Personnel ID (PPID):

Discipline Status: N/A [?](#)

Educator Status:

N/A [?](#)
[View Discipline Status History](#)

Pending Criminal Charges:

No - The Department has no information of pending criminal charges. The Department provides this information pursuant to Act 168 which does not relieve a public or private school entity from its duty to obtain any and all required criminal clearances pursuant to 24 P.S. § 1-111.

PA Certifications

Standard Credentials

Credential	Issue Date	Expiration Date	Continuing Ed Status ?	Credential Status ?
Instructional I English 7-12 (3230)	06/01/2007		Active	Valid for 6 years of service
Instructional I Special Education 7-12 (9227)	06/01/2019		Active	Valid for 6 years of service

Total Record(s) : 2

Emergency Permits

No Record(s) Found

Application Information

Only pending applications are displayed. Any approved application will appear as a credential or permit. If no credential, permit or pending application is displayed, the application should be presumed denied or expired/closed.

Credential	Application ID	Application Status Date	Educational Entity	Application Status ?
Instructional II English 7-12 (3230)	1268792	01/19/2022	N/A	Incomplete
Instructional II Special Education 7-12 (9227)	1268792	01/19/2022	N/A	Incomplete

Total Record(s) : 2

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**Educator Complete Profile**

Grieff, Hannah

[Back](#)**Professional Personnel ID (PPID):** XXXXXXXXXX**Discipline Status:** N/A [?](#)**Educator Status:**N/A [?](#)[View Discipline Status History](#)**Pending Criminal Charges:**

No - The Department has no information of pending criminal charges. The Department provides this information pursuant to Act 168 which does not relieve a public or private school entity from its duty to obtain any and all required criminal clearances pursuant to 24 P.S. § 1-111.

PA Certifications**Standard Credentials**

<u>Credential</u>	<u>Issue Date</u>	<u>Expiration Date</u>	<u>Continuing Ed Status</u> ?	<u>Credential Status</u> ?
Instructional I Elementary K-6 (2810)	06/01/2013		Active	Valid for 6 years of service
Instructional I Special Education PK-12 (9225)	06/01/2013		Active	Valid for 6 years of service

Total Record(s) : 2**Emergency Permits****No Record(s) Found****Application Information**

Only pending applications are displayed. Any approved application will appear as a credential or permit. If no credential, permit or pending application is displayed, the application should be presumed denied or expired/closed.

No Record(s) Found[Back](#)

Visitor Count

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**Educator Complete Profile**

Henderson, Jessica

[Back](#)**Professional Personnel ID (PPID):** XXXXXXXXXX**Discipline Status:** N/A [?](#)**Educator Status:**N/A [?](#)[View Discipline Status History](#)**Pending Criminal Charges:**

No - The Department has no information of pending criminal charges. The Department provides this information pursuant to Act 168 which does not relieve a public or private school entity from its duty to obtain any and all required criminal clearances pursuant to 24 P.S. § 1-111.

PA Certifications**Standard Credentials**

Credential	Issue Date	Expiration Date	Continuing Ed Status ?	Credential Status ?
Instructional I Reading Specialist PK-12 (7650)	06/01/2018		Active	Valid for 6 years of service
Instructional I Special Education PK-8 (9226)	06/01/2018		Active	Valid for 6 years of service
Instructional I Special Education 7-12 (9227)	06/01/2018		Active	Valid for 6 years of service

Total Record(s) : 3**Emergency Permits****No Record(s) Found****Application Information**

Only pending applications are displayed. Any approved application will appear as a credential or permit. If no credential, permit or pending application is displayed, the application should be presumed denied or expired/closed.

No Record(s) Found[Back](#)



Educator Complete Profile

Jena, Amanda

[Back](#)
Professional Personnel ID (PPID):

Discipline Status: N/A [?](#)
Educator Status:
N/A [?](#)
[View Discipline Status History](#)

Pending Criminal Charges:

No - The Department has no information of pending criminal charges. The Department provides this information pursuant to Act 168 which does not relieve a public or private school entity from its duty to obtain any and all required criminal clearances pursuant to 24 P.S. § 1-111.

PA Certifications

Standard Credentials

<u>Credential</u>	<u>Issue Date</u>	<u>Expiration Date</u>	<u>Continuing Ed Status</u> ?	<u>Credential Status</u> ?
Instructional I Grades PK-4 (2825)	06/01/2016		Active	Valid for 6 years of service
Instructional I Special Education PK-8 (9226)	05/01/2016		Active	Valid for 6 years of service

Total Record(s) : 2

Emergency Permits

No Record(s) Found

Application Information

Only pending applications are displayed. Any approved application will appear as a credential or permit. If no credential, permit or pending application is displayed, the application should be presumed denied or expired/closed.

No Record(s) Found
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Educator Complete Profile

Klingenberg, Angela

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Professional Personnel ID (PPID):

[REDACTED]

Discipline Status: N/A [?](#)

Educator Status:

N/A [?](#)
[View Discipline Status History](#)

Pending Criminal Charges:

No - The Department has no information of pending criminal charges. The Department provides this information pursuant to Act 168 which does not relieve a public or private school entity from its duty to obtain any and all required criminal clearances pursuant to 24 P.S. § 1-111.

PA Certifications

Standard Credentials

Credential	Issue Date	Expiration Date	Continuing Ed Status ?	Credential Status ?
Instructional I Grades PK-4 (2825)	06/01/2017		Active	Valid for 6 years of service
Instructional I Special Education PK-8 (9226)	06/01/2017		Active	Valid for 6 years of service

Total Record(s) : 2

Emergency Permits

No Record(s) Found

Application Information

Only pending applications are displayed. Any approved application will appear as a credential or permit. If no credential, permit or pending application is displayed, the application should be presumed denied or expired/closed.

Credential	Application ID	Application Status Date	Educational Entity	Application Status ?
Instructional II Grades PK-4 (2825)	1268612	06/07/2023	N/A	Awaiting Evaluation
Instructional II Special Education PK-8 (9226)	1268612	06/07/2023	N/A	Awaiting Evaluation

Total Record(s) : 2

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Educator Complete Profile

Kyler, Rachel

[Back](#)

Professional Personnel ID (PPID):

Discipline Status: N/A [?](#)

Educator Status:

N/A [?](#)
[View Discipline Status History](#)

Pending Criminal Charges:

No - The Department has no information of pending criminal charges. The Department provides this information pursuant to Act 168 which does not relieve a public or private school entity from its duty to obtain any and all required criminal clearances pursuant to 24 P.S. § 1-111.

PA Certifications

Standard Credentials

Credential	Issue Date	Expiration Date	Continuing Ed Status ?	Credential Status ?
Intern Special Education PK-12 (9225)	08/01/2009	07/31/2012		Expired
Intern English 7-12 (3230)	08/01/2009	07/31/2012		Expired
Instructional I Special Education PK-12 (9225)	03/01/2012		Active	Valid for 6 years of service
Instructional I English 7-12 (3230)	03/01/2012		Active	Valid for 6 years of service

Total Record(s) : 4

Emergency Permits

No Record(s) Found

Application Information

Only pending applications are displayed. Any approved application will appear as a credential or permit. If no credential, permit or pending application is displayed, the application should be presumed denied or expired/closed.

Credential	Application ID	Application Status Date	Educational Entity	Application Status ?
Instructional II English 7-12 (3230)	1276315	07/06/2023	N/A	Awaiting Evaluation
Instructional II Special Education PK-12 (9225)	1276315	07/06/2023	N/A	Awaiting Evaluation

Total Record(s) : 2

[Back](#)

**Educator Complete Profile**

Leach, Megan (pg 1)

[Back](#)**Professional Personnel ID (PPID):** XXXXXXXXXX**Discipline Status:** N/A [?](#)**Educator Status:**N/A [?](#)[View Discipline Status History](#)**Pending Criminal Charges:**

No - The Department has no information of pending criminal charges. The Department provides this information pursuant to Act 168 which does not relieve a public or private school entity from its duty to obtain any and all required criminal clearances pursuant to 24 P.S. § 1-111.

PA Certifications**Standard Credentials**

Credential	Issue Date	Expiration Date	Continuing Ed Status ?	Credential Status ?
Instructional I Family-Consumer Sci PK-12 (5600)	01/01/2008			Converted
Instructional I Mid-Level Mathematics 6-9 (2860)	08/01/2007			Converted
Instructional I Special Education PK-12 (9225)	12/01/2004			Converted
Instructional I Mid-Level English 6-9 (2850)	12/01/2005			Converted
Instructional II Mid-Level English 6-9 (2850)	02/01/2010		Active	Valid

1 2 3

Total Record(s) : 11**Emergency Permits****No Record(s) Found****Application Information**

Only pending applications are displayed. Any approved application will appear as a credential or permit. If no credential, permit or pending application is displayed, the application should be presumed denied or expired/closed.

No Record(s) Found[Back](#)

**Educator Complete Profile**

Leach, Megan (pg 2)

[Back](#)**Professional Personnel ID (PPID):** [REDACTED]**Discipline Status:** N/A [?](#)**Educator Status:**N/A [?](#)[View Discipline Status History](#)**Pending Criminal Charges:**

No - The Department has no information of pending criminal charges. The Department provides this information pursuant to Act 168 which does not relieve a public or private school entity from its duty to obtain any and all required criminal clearances pursuant to 24 P.S. § 1-111.

PA Certifications**Standard Credentials**

Credential	Issue Date	Expiration Date	Continuing Ed Status ?	Credential Status ?
Instructional II Mid-Level Mathematics 6-9 (2860)	02/01/2010		Active	Valid
Instructional II Family-Consumer Sci PK-12 (5600)	02/01/2010		Active	Valid
Instructional II Special Education PK-12 (9225)	02/01/2010		Active	Valid
Instructional II Reading Specialist PK-12 (7650)	02/01/2010		Active	Valid
Instructional II Library Science PK-12 (6420)	05/01/2010		Active	Valid

[1](#) [2](#) [3](#)**Total Record(s) : 11****Emergency Permits****No Record(s) Found****Application Information**

Only pending applications are displayed. Any approved application will appear as a credential or permit. If no credential, permit or pending application is displayed, the application should be presumed denied or expired/closed.

No Record(s) Found[Back](#)



Educator Complete Profile

Leach, Megan (pg 3)

[Back](#)
Professional Personnel ID (PPID): ██████████

Discipline Status: N/A [?](#)
Educator Status: N/A [?](#)
[View Discipline Status History](#)

Pending Criminal Charges:

No - The Department has no information of pending criminal charges. The Department provides this information pursuant to Act 168 which does not relieve a public or private school entity from its duty to obtain any and all required criminal clearances pursuant to 24 P.S. § 1-111.

PA Certifications

Standard Credentials

Credential	Issue Date	Expiration Date	Continuing Ed Status ?	Credential Status ?
Instructional I Reading Specialist PK-12 (7650)	07/01/2008			Converted

[1](#) [2](#) [3](#)
Total Record(s) : 11

Emergency Permits

No Record(s) Found

Application Information

Only pending applications are displayed. Any approved application will appear as a credential or permit. If no credential, permit or pending application is displayed, the application should be presumed denied or expired/closed.

No Record(s) Found

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**Educator Complete Profile**

Limpert, Alyssa

[Back](#)**Professional Personnel ID (PPID):** [REDACTED]**Discipline Status:** N/A [?](#)**Educator Status:**N/A [?](#)[View Discipline Status History](#)**Pending Criminal Charges:**

No - The Department has no information of pending criminal charges. The Department provides this information pursuant to Act 168 which does not relieve a public or private school entity from its duty to obtain any and all required criminal clearances pursuant to 24 P.S. § 1-111.

PA Certifications**Standard Credentials**

Credential	Issue Date	Expiration Date	Continuing Ed Status ?	Credential Status ?
Instructional I Grades PK-4 (2825)	06/01/2014			Converted
Instructional I Special Education PK-8 (9226)	08/01/2016			Converted
Instructional II Grades PK-4 (2825)	06/01/2020		Active	Valid
Instructional II Special Education PK-8 (9226)	06/01/2020		Active	Valid

Total Record(s) : 4**Emergency Permits****No Record(s) Found****Application Information**

Only pending applications are displayed. Any approved application will appear as a credential or permit. If no credential, permit or pending application is displayed, the application should be presumed denied or expired/closed.

No Record(s) Found[Back](#)



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Educator Complete Profile

Luis, Maria

[Back](#)

Professional Personnel ID (PPID): [REDACTED]

Discipline Status: N/A [?](#)

Educator Status: N/A [?](#)

[View Discipline Status History](#)

Pending Criminal Charges: *No - The Department has no information of pending criminal charges. The Department provides this information pursuant to Act 168 which does not relieve a public or private school entity from its duty to obtain any and all required criminal clearances pursuant to 24 P.S. § 1-111.*

PA Certifications

Standard Credentials

Credential	Issue Date	Expiration Date	Continuing Ed Status ?	Credential Status ?
Instructional I Special Education PK-12 (9231)	05/01/2022		Active	Valid for 6 years of service

Total Record(s) : 1

Emergency Permits

Credential	Issue Date	Expiration Date	Educational Entity	Credential Status ?
Emergency Permit: LT Sub with Educational Obligation Special Education PK-12 (9231)	04/01/2022	07/31/2022	Pennsylvania Virtual CS	Expired

Total Record(s) : 1

Application Information

Only pending applications are displayed. Any approved application will appear as a credential or permit. If no credential, permit or pending application is displayed, the application should be presumed denied or expired/closed.

No Record(s) Found

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Educator Complete Profile

Martin, Lori

[Back](#)
Professional Personnel ID (PPID):

Discipline Status: N/A [?](#)
Educator Status:
N/A [?](#)
[View Discipline Status History](#)

Pending Criminal Charges:

No - The Department has no information of pending criminal charges. The Department provides this information pursuant to Act 168 which does not relieve a public or private school entity from its duty to obtain any and all required criminal clearances pursuant to 24 P.S. § 1-111.

PA Certifications

Standard Credentials

<u>Credential</u>	<u>Issue Date</u>	<u>Expiration Date</u>	<u>Continuing Ed Status</u> ?	<u>Credential Status</u> ?
Educational Specialist I Inst Technology Specialist PK-12 (1825)	06/01/2007		Active	Valid for 6 years of service
Instructional II Elementary K-6 (2810)	01/01/2003		Active	Valid
Instructional II Ment and/or Phys Handicapped K-12 (9235)	01/01/2003		Active	Valid
Instructional I Ment and/or Phys Handicapped K-12 (9235)	02/01/1998			Converted
Instructional I Elementary K-6 (2810)	06/01/1995			Converted

Total Record(s) : 5

Emergency Permits

<u>Credential</u>	<u>Issue Date</u>	<u>Expiration Date</u>	<u>Educational Entity</u>	<u>Credential Status</u> ?
Emergency Permit: LT Sub with Educational Obligation Ment and/or Phys Handicapped K-12 (9235)	09/01/1996	07/31/1997	No Employment Record on file	Expired

Total Record(s) : 1

Application Information

Only pending applications are displayed. Any approved application will appear as a credential or permit. If no credential, permit or pending application is displayed, the application should be presumed denied or expired/closed.

No Record(s) Found
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Educator Complete Profile

McMann, Jenny

[Back](#)
Professional Personnel ID (PPID):

Discipline Status: N/A [?](#)
Educator Status:
N/A [?](#)
[View Discipline Status History](#)

Pending Criminal Charges:

No - The Department has no information of pending criminal charges. The Department provides this information pursuant to Act 168 which does not relieve a public or private school entity from its duty to obtain any and all required criminal clearances pursuant to 24 P.S. § 1-111.

PA Certifications

Standard Credentials

<u>Credential</u>	<u>Issue Date</u>	<u>Expiration Date</u>	<u>Continuing Ed Status</u> ?	<u>Credential Status</u> ?
Instructional I Grades PK-4 (2825)	01/01/2020		Active	Valid for 6 years of service
Instructional I Special Education PK-8 (9226)	01/01/2020		Active	Valid for 6 years of service

Total Record(s) : 2

Emergency Permits

<u>Credential</u>	<u>Issue Date</u>	<u>Expiration Date</u>	<u>Educational Entity</u>	<u>Credential Status</u> ?
Emergency Permit: Day-to-Day Substitute All Instructional Areas PK-12 (-96)	08/01/2021	07/31/2022	Fort LeBoeuf SD	Expired
Emergency Permit: LT Sub with No Educational Obligation Special Education 7-12 (9227)	08/01/2021	07/31/2022	Fort LeBoeuf SD	Expired
Emergency Permit: LT Sub with No Educational Obligation Special Education 7-12 (9227)	08/01/2020	07/31/2021	Fort LeBoeuf SD	Expired

Total Record(s) : 3

Application Information

Only pending applications are displayed. Any approved application will appear as a credential or permit. If no credential, permit or pending application is displayed, the application should be presumed denied or expired/closed.

No Record(s) Found
[Back](#)

**Educator Complete Profile**

Mulrine, Karla

[Back](#)**Professional Personnel ID (PPID):** [REDACTED]**Discipline Status:** N/A [?](#)**Educator Status:**N/A [?](#)[View Discipline Status History](#)**Pending Criminal Charges:**

No - The Department has no information of pending criminal charges. The Department provides this information pursuant to Act 168 which does not relieve a public or private school entity from its duty to obtain any and all required criminal clearances pursuant to 24 P.S. § 1-111.

PA Certifications**Standard Credentials**

Credential	Issue Date	Expiration Date	Continuing Ed Status ?	Credential Status ?
Instructional II Ment and/or Phys Handicapped K-12 (9235)	08/01/2005		Active	Valid
HOUSSE Designation Mathematics 7-12 (6800)	06/01/2007	06/30/2017		Expired
HOUSSE Designation English 7-12 (3230)	06/01/2007	06/30/2017		Expired
Instructional I Ment and/or Phys Handicapped K-12 (9235)	06/01/1999			Converted

Total Record(s) : 4**Emergency Permits****No Record(s) Found****Application Information**

Only pending applications are displayed. Any approved application will appear as a credential or permit. If no credential, permit or pending application is displayed, the application should be presumed denied or expired/closed.

No Record(s) Found[Back](#)



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Educator Complete Profile

Nixon, Amy

[Back](#)

Professional Personnel ID (PPID): [REDACTED]

Discipline Status: N/A [?](#)

Educator Status:

N/A [?](#)

[View Discipline Status History](#)

Pending Criminal Charges:

No - The Department has no information of pending criminal charges. The Department provides this information pursuant to Act 168 which does not relieve a public or private school entity from its duty to obtain any and all required criminal clearances pursuant to 24 P.S. § 1-111.

PA Certifications

Standard Credentials

<u>Credential</u>	<u>Issue Date</u>	<u>Expiration Date</u>	<u>Continuing Ed Status</u> ?	<u>Credential Status</u> ?
Instructional II Elementary K-6 (2810)	05/01/2011		Active	Valid
Instructional II Ment and/or Phys Handicapped K-12 (9235)	01/01/2005		Active	Valid
Instructional II Early Childhood N-3 (2840)	01/01/2005		Active	Valid
Instructional I Early Childhood N-3 (2840)	01/01/1999			Converted
Instructional I Ment and/or Phys Handicapped K-12 (9235)	01/01/1999			Converted

Total Record(s) : 5

Emergency Permits

No Record(s) Found

Application Information

Only pending applications are displayed. Any approved application will appear as a credential or permit. If no credential, permit or pending application is displayed, the application should be presumed denied or expired/closed.

No Record(s) Found

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Educator Complete Profile

Onjack, Eise

[Back](#)
Professional Personnel ID (PPID):

Discipline Status: N/A [?](#)
Educator Status:
N/A [?](#)
[View Discipline Status History](#)

Pending Criminal Charges:

No - The Department has no information of pending criminal charges. The Department provides this information pursuant to Act 168 which does not relieve a public or private school entity from its duty to obtain any and all required criminal clearances pursuant to 24 P.S. § 1-111.

PA Certifications

Standard Credentials

Credential	Issue Date	Expiration Date	Continuing Ed Status ?	Credential Status ?
Instructional I Special Education PK-8 (9226)	06/01/2017			Converted
Instructional I Grades PK-4 (2825)	06/01/2017			Converted
Instructional II Grades PK-4 (2825)	09/01/2021		Active	Valid
Instructional II Special Education PK-8 (9226)	09/01/2021		Active	Valid

Total Record(s) : 4

Emergency Permits

Credential	Issue Date	Expiration Date	Educational Entity	Credential Status ?
Emergency Permit: Day-to-Day Substitute All Instructional Areas PK-12 (-96)	03/01/2017	07/31/2017	Bangor Area SD	Expired

Total Record(s) : 1

Application Information

Only pending applications are displayed. Any approved application will appear as a credential or permit. If no credential, permit or pending application is displayed, the application should be presumed denied or expired/closed.

No Record(s) Found
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Educator Complete Profile

Raman, Karyn

[Back](#)
Professional Personnel ID (PPID): XXXXXXXXXXDiscipline Status: N/A [?](#)

Educator Status:

N/A [?](#)
[View Discipline Status History](#)

Pending Criminal Charges:

No - The Department has no information of pending criminal charges. The Department provides this information pursuant to Act 168 which does not relieve a public or private school entity from its duty to obtain any and all required criminal clearances pursuant to 24 P.S. § 1-111.

PA Certifications

Standard Credentials

Credential	Issue Date	Expiration Date	Continuing Ed Status ?	Credential Status ?
Instructional I Ment and/or Phys Handicapped K-12 (9235)	08/01/2001		Active	Valid for 6 years of service
HOUSSE Designation Mathematics 7-12 (6800)	06/01/2007	06/30/2017		Expired
HOUSSE Designation English 7-12 (3230)	06/01/2007	06/30/2017		Expired
Instructional II Ment and/or Phys Handicapped K-12 (9235)	03/01/2012		Active	Valid

Total Record(s) : 4

Emergency Permits

Credential	Issue Date	Expiration Date	Educational Entity	Credential Status ?
Emergency Permit: LT Sub with No Educational Obligation Ment and/or Phys Handicapped K-12 (9235)	10/02/2000	07/31/2001	Neshaminy SD	Expired
Emergency Permit: LT Sub with No Educational Obligation Ment and/or Phys Handicapped K-12 (9235)	08/01/1999	07/31/2000	No Employment Record on file	Expired
Emergency Permit: LT Sub with No Educational Obligation Ment and/or Phys Handicapped K-12 (9235)	02/01/1999	07/31/1999	No Employment Record on file	Expired

Total Record(s) : 3

Application Information

Only pending applications are displayed. Any approved application will appear as a credential or permit. If no credential, permit or pending application is displayed, the application should be presumed denied or expired/closed.

No Record(s) Found

[Back](#)

**Educator Complete Profile**

Rice, Elyse

[Back](#)**Professional Personnel ID (PPID):** [REDACTED]**Discipline Status:** N/A [?](#)**Educator Status:**N/A [?](#)[View Discipline Status History](#)**Pending Criminal Charges:**

No - The Department has no information of pending criminal charges. The Department provides this information pursuant to Act 168 which does not relieve a public or private school entity from its duty to obtain any and all required criminal clearances pursuant to 24 P.S. § 1-111.

PA Certifications**Standard Credentials**

Credential	Issue Date	Expiration Date	Continuing Ed Status ?	Credential Status ?
Instructional I Special Education PK-8 (9226)	06/01/2016		Active	Valid for 6 years of service
Instructional I Grades PK-4 (2825)	06/01/2016		Active	Valid for 6 years of service

Total Record(s) : 2**Emergency Permits****No Record(s) Found****Application Information**

Only pending applications are displayed. Any approved application will appear as a credential or permit. If no credential, permit or pending application is displayed, the application should be presumed denied or expired/closed.

No Record(s) Found[Back](#)



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Educator Complete Profile

Sahli, Lita

[Back](#)

Professional Personnel ID (PPID): [REDACTED]

Discipline Status: N/A [?](#)

Educator Status: N/A [?](#)

[View Discipline Status History](#)

Pending Criminal Charges: *No - The Department has no information of pending criminal charges. The Department provides this information pursuant to Act 168 which does not relieve a public or private school entity from its duty to obtain any and all required criminal clearances pursuant to 24 P.S. § 1-111.*

PA Certifications

Standard Credentials

Credential	Issue Date	Expiration Date	Continuing Ed Status	Credential Status
Instructional I Special Education PK-12 (9225)	06/01/2013			Converted
Instructional II Special Education PK-12 (9225)	06/01/2017		Active	Valid

Total Record(s) : 2

Emergency Permits

No Record(s) Found

Application Information

Only pending applications are displayed. Any approved application will appear as a credential or permit. If no credential, permit or pending application is displayed, the application should be presumed denied or expired/closed.

No Record(s) Found

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Educator Complete Profile

Santina, Danielle

[Back](#)

Professional Personnel ID (PPID):

Discipline Status: N/A [?](#)

Educator Status:

N/A [?](#)
[View Discipline Status History](#)

Pending Criminal Charges:

No - The Department has no information of pending criminal charges. The Department provides this information pursuant to Act 168 which does not relieve a public or private school entity from its duty to obtain any and all required criminal clearances pursuant to 24 P.S. § 1-111.

PA Certifications

Standard Credentials

Credential	Issue Date	Expiration Date	Continuing Ed Status ?	Credential Status ?
Instructional I Special Education PK-12 (9225)	06/01/2006		Active	Valid for 6 years of service
Instructional I Elementary K-6 (2810)	06/01/2006		Active	Valid for 6 years of service

Total Record(s) : 2

Emergency Permits

Credential	Issue Date	Expiration Date	Educational Entity	Credential Status ?
Emergency Permit: Day-to-Day Substitute All Instructional Areas PK-12 (-96)	08/01/2019	07/31/2020	Ringgold SD	Expired

Total Record(s) : 1

Application Information

Only pending applications are displayed. Any approved application will appear as a credential or permit. If no credential, permit or pending application is displayed, the application should be presumed denied or expired/closed.

No Record(s) Found

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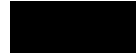
Visitor Count

1	7	1	8	2	2	4	1
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Educator Complete Profile

Shaffer, Katie J (pg 1)

[Back](#)
Professional Personnel ID (PPID):

Discipline Status: N/A [?](#)
Educator Status:
N/A [?](#)
[View Discipline Status History](#)

Pending Criminal Charges:

No - The Department has no information of pending criminal charges. The Department provides this information pursuant to Act 168 which does not relieve a public or private school entity from its duty to obtain any and all required criminal clearances pursuant to 24 P.S. § 1-111.

PA Certifications

Standard Credentials

<u>Credential</u>	<u>Issue Date</u>	<u>Expiration Date</u>	<u>Continuing Ed Status</u> ?	<u>Credential Status</u> ?
Instructional I Reading Specialist PK-12 (7650)	01/01/2018			Converted
Instructional I Special Education 7-12 (9227)	01/01/2018			Converted
Instructional I Special Education PK-8 (9226)	03/01/2018			Converted
Instructional II Reading Specialist PK-12 (7650)	11/01/2021		Active	Valid
Instructional II Special Education 7-12 (9227)	11/01/2021		Active	Valid

1 2

Total Record(s) : 6

Emergency Permits

No Record(s) Found

Application Information

Only pending applications are displayed. Any approved application will appear as a credential or permit. If no credential, permit or pending application is displayed, the application should be presumed denied or expired/closed.

No Record(s) Found
[Back](#)

**Educator Complete Profile**

Shaffer, Katie J (pg 2)

[Back](#)**Professional Personnel ID (PPID):** [REDACTED]**Discipline Status:** N/A [?](#)**Educator Status:**N/A [?](#)[View Discipline Status History](#)**Pending Criminal Charges:**

No - The Department has no information of pending criminal charges. The Department provides this information pursuant to Act 168 which does not relieve a public or private school entity from its duty to obtain any and all required criminal clearances pursuant to 24 P.S. § 1-111.

PA Certifications**Standard Credentials**

<u>Credential</u>	<u>Issue Date</u>	<u>Expiration Date</u>	<u>Continuing Ed Status</u> ?	<u>Credential Status</u> ?
Instructional II Special Education PK-8 (9226)	11/01/2021		Active	Valid

[1](#) [2](#)**Total Record(s) : 6****Emergency Permits****No Record(s) Found****Application Information**

Only pending applications are displayed. Any approved application will appear as a credential or permit. If no credential, permit or pending application is displayed, the application should be presumed denied or expired/closed.

No Record(s) Found[Back](#)

Visitor Count

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**Educator Complete Profile**

Swarmer, Kayla

[Back](#)**Professional Personnel ID (PPID):** XXXXXXXXXX**Discipline Status:** N/A [?](#)**Educator Status:**N/A [?](#)[View Discipline Status History](#)**Pending Criminal Charges:**

No - The Department has no information of pending criminal charges. The Department provides this information pursuant to Act 168 which does not relieve a public or private school entity from its duty to obtain any and all required criminal clearances pursuant to 24 P.S. § 1-111.

PA Certifications**Standard Credentials**

Credential	Issue Date	Expiration Date	Continuing Ed Status ?	Credential Status ?
Instructional I Special Education PK-8 (9226)	06/01/2014			Converted
Instructional I Grades PK-4 (2825)	06/01/2014			Converted
Instructional II Special Education PK-8 (9226)	08/01/2020		Active	Valid
Instructional II Grades PK-4 (2825)	08/01/2020		Active	Valid

Total Record(s) : 4**Emergency Permits****No Record(s) Found****Application Information**

Only pending applications are displayed. Any approved application will appear as a credential or permit. If no credential, permit or pending application is displayed, the application should be presumed denied or expired/closed.

No Record(s) Found[Back](#)



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Educator Complete Profile Tomaino, Emily

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Professional Personnel ID (PPID): [REDACTED]

Discipline Status: N/A [?](#)

Educator Status: N/A [?](#)

[View Discipline Status History](#)

Pending Criminal Charges: *No - The Department has no information of pending criminal charges. The Department provides this information pursuant to Act 168 which does not relieve a public or private school entity from its duty to obtain any and all required criminal clearances pursuant to 24 P.S. § 1-111.*

PA Certifications

Standard Credentials

<u>Credential</u>	<u>Issue Date</u>	<u>Expiration Date</u>	<u>Continuing Ed Status</u> ?	<u>Credential Status</u> ?
Instructional I Early Childhood N-3 (2840)	06/01/2004		Active	Valid for 6 years of service
Instructional I Elementary K-6 (2810)	06/01/2004		Active	Valid for 6 years of service
Instructional I Special Education PK-8 (9226)	02/01/2018		Active	Valid for 6 years of service

Total Record(s) : 3

Emergency Permits

No Record(s) Found

Application Information

Only pending applications are displayed. Any approved application will appear as a credential or permit. If no credential, permit or pending application is displayed, the application should be presumed denied or expired/closed.

<u>Credential</u>	<u>Application ID</u>	<u>Application Status Date</u>	<u>Educational Entity</u>	<u>Application Status</u> ?
Instructional II Early Childhood N-3 (2840)	1356102	05/15/2023	N/A	Incomplete
Instructional II Elementary K-6 (2810)	1356102	05/15/2023	N/A	Incomplete
Instructional II Special Education PK-8 (9226)	1356102	05/15/2023	N/A	Incomplete

Total Record(s) : 3

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Teacher Information Management System

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Educator Complete Profile

Tyson, Michelle

[Back](#)

Professional Personnel ID (PPID): [REDACTED]

Discipline Status: N/A [?](#)

Educator Status: N/A [?](#)

[View Discipline Status History](#)

Pending Criminal Charges: *No - The Department has no information of pending criminal charges. The Department provides this information pursuant to Act 168 which does not relieve a public or private school entity from its duty to obtain any and all required criminal clearances pursuant to 24 P.S. § 1-111.*

PA Certifications

Standard Credentials

Credential	Issue Date	Expiration Date	Continuing Ed Status ?	Credential Status ?
Instructional I Elementary K-6 (2810)	03/01/2009			Converted
Instructional I Special Education PK-12 (9225)	07/01/2012			Converted
Instructional II Elementary K-6 (2810)	04/01/2022		Active	Valid
Instructional II Special Education PK-12 (9225)	04/01/2022		Active	Valid

Total Record(s) : 4

Emergency Permits

No Record(s) Found

Application Information

Only pending applications are displayed. Any approved application will appear as a credential or permit. If no credential, permit or pending application is displayed, the application should be presumed denied or expired/closed.

No Record(s) Found

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Educator Complete Profile

Vail, Peggy (pg 1)

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Professional Personnel ID (PPID):

Discipline Status: N/A [?](#)

Educator Status:

N/A [?](#)
[View Discipline Status History](#)

Pending Criminal Charges:

No - The Department has no information of pending criminal charges. The Department provides this information pursuant to Act 168 which does not relieve a public or private school entity from its duty to obtain any and all required criminal clearances pursuant to 24 P.S. § 1-111.

PA Certifications

Standard Credentials

Credential	Issue Date	Expiration Date	Continuing Ed Status ?	Credential Status ?
Instructional I Elementary K-6 (2810)	05/01/1995			Converted
Instructional I Early Childhood N-3 (2840)	05/01/1995			Converted
Instructional I Special Education PK-8 (9226)	06/01/2019			Converted
Instructional II Early Childhood N-3 (2840)	12/01/2022		Active	Valid
Instructional II Special Education PK-8 (9226)	12/01/2022		Active	Valid

1 2

Total Record(s) : 6

Emergency Permits

Credential	Issue Date	Expiration Date	Educational Entity	Credential Status ?
Emergency Permit: Day-to-Day Substitute All Instructional Areas PK-12 (-96)	09/01/2013	07/31/2014	Connellsville Area SD	Expired
Emergency Permit: Day-to-Day Substitute All Instructional Areas PK-12 (-96)	03/03/2011	07/31/2011	Connellsville Area SD	Expired

Total Record(s) : 2

Application Information

Only pending applications are displayed. Any approved application will appear as a credential or permit. If no credential, permit or pending application is displayed, the application should be presumed denied or expired/closed.

No Record(s) Found

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Teacher Information Management System

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Educator Complete Profile

Vail, Peggy (pg 2)

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Professional Personnel ID (PPID): XXXXXXXXXXDiscipline Status: N/A [?](#)

Educator Status:

N/A [?](#)
[View Discipline Status History](#)

Pending Criminal Charges:

No - The Department has no information of pending criminal charges. The Department provides this information pursuant to Act 168 which does not relieve a public or private school entity from its duty to obtain any and all required criminal clearances pursuant to 24 P.S. § 1-111.

PA Certifications

Standard Credentials

Credential	Issue Date	Expiration Date	Continuing Ed Status ?	Credential Status ?
Instructional II Elementary K-6 (2810)	12/01/2022		Active	Valid

[1](#) [2](#)

Total Record(s) : 6

Emergency Permits

Credential	Issue Date	Expiration Date	Educational Entity	Credential Status
Emergency Permit: Day-to-Day Substitute All Instructional Areas PK-12 (-96)	09/01/2013	07/31/2014	Connellsville Area SD	Expired
Emergency Permit: Day-to-Day Substitute All Instructional Areas PK-12 (-96)	03/03/2011	07/31/2011	Connellsville Area SD	Expired

Total Record(s) : 2

Application Information

Only pending applications are displayed. Any approved application will appear as a credential or permit. If no credential, permit or pending application is displayed, the application should be presumed denied or expired/closed.

No Record(s) Found

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Educator Complete Profile

Vioral, Tracey (pg 1)

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Professional Personnel ID (PPID): [REDACTED]

Discipline Status: N/A [?](#)

Educator Status:

N/A [?](#)

[View Discipline Status History](#)

Pending Criminal Charges:

No - The Department has no information of pending criminal charges. The Department provides this information pursuant to Act 168 which does not relieve a public or private school entity from its duty to obtain any and all required criminal clearances pursuant to 24 P.S. § 1-111.

PA Certifications

Standard Credentials

<u>Credential</u>	<u>Issue Date</u>	<u>Expiration Date</u>	<u>Continuing Ed Status</u> ?	<u>Credential Status</u> ?
Instructional II Elementary K-6 (2810)	02/01/2005		Active	Valid
Instructional II Ment and/or Phys Handicapped K-12 (9235)	02/01/2005		Active	Valid
Instructional II Early Childhood N-3 (2840)	02/01/2005		Active	Valid
HOUSSE Designation English 7-12 (3230)	06/01/2007	06/30/2017		Expired
HOUSSE Designation General Science 7-12 (8450)	06/01/2007	06/30/2017		Expired

1 [2](#)

Total Record(s) : 10

Emergency Permits

No Record(s) Found

Application Information

Only pending applications are displayed. Any approved application will appear as a credential or permit. If no credential, permit or pending application is displayed, the application should be presumed denied or expired/closed.

No Record(s) Found

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Educator Complete Profile

Vioral, Tracey (pg 2)

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Professional Personnel ID (PPID): [REDACTED]

Discipline Status: N/A [?](#)

Educator Status:

N/A [?](#)

[View Discipline Status History](#)

Pending Criminal Charges:

No - The Department has no information of pending criminal charges. The Department provides this information pursuant to Act 168 which does not relieve a public or private school entity from its duty to obtain any and all required criminal clearances pursuant to 24 P.S. § 1-111.

PA Certifications

Standard Credentials

<u>Credential</u>	<u>Issue Date</u>	<u>Expiration Date</u>	<u>Continuing Ed Status</u> ?	<u>Credential Status</u> ?
HOUSSE Designation Social Studies 7-12 (8875)	06/01/2007	06/30/2017		Expired
HOUSSE Designation Mathematics 7-12 (6800)	06/01/2007	06/30/2017		Expired
Instructional I Elementary K-6 (2810)	03/01/1994			Converted
Instructional I Ment and/or Phys Handicapped K-12 (9235)	05/01/2000			Converted
Instructional I Early Childhood N-3 (2840)	03/01/1994			Converted

[1](#) [2](#)

Total Record(s) : 10

Emergency Permits

No Record(s) Found

Application Information

Only pending applications are displayed. Any approved application will appear as a credential or permit. If no credential, permit or pending application is displayed, the application should be presumed denied or expired/closed.

No Record(s) Found

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**Educator Complete Profile**

Vitalbo, Nicole

[Back](#)**Professional Personnel ID (PPID):** [REDACTED]**Discipline Status:** N/A [?](#)**Educator Status:**N/A [?](#)[View Discipline Status History](#)**Pending Criminal Charges:**

No - The Department has no information of pending criminal charges. The Department provides this information pursuant to Act 168 which does not relieve a public or private school entity from its duty to obtain any and all required criminal clearances pursuant to 24 P.S. § 1-111.

PA Certifications**Standard Credentials**

Credential	Issue Date	Expiration Date	Continuing Ed Status ?	Credential Status ?
Instructional I Special Education PK-8 (9226)	06/01/2017		Active	Valid for 6 years of service
Instructional I Grades PK-4 (2825)	06/01/2017		Active	Valid for 6 years of service

Total Record(s) : 2**Emergency Permits****No Record(s) Found****Application Information**

Only pending applications are displayed. Any approved application will appear as a credential or permit. If no credential, permit or pending application is displayed, the application should be presumed denied or expired/closed.

No Record(s) Found[Back](#)

Visitor Count

17182241

**Educator Complete Profile**

Waldroup, Morgan

[Back](#)**Professional Personnel ID (PPID):** [REDACTED]**Discipline Status:** N/A [?](#)**Educator Status:**N/A [?](#)[View Discipline Status History](#)**Pending Criminal Charges:**

No - The Department has no information of pending criminal charges. The Department provides this information pursuant to Act 168 which does not relieve a public or private school entity from its duty to obtain any and all required criminal clearances pursuant to 24 P.S. § 1-111.

PA Certifications**Standard Credentials**

Credential	Issue Date	Expiration Date	Continuing Ed Status ?	Credential Status ?
Instructional I Grades PK-4 (2825)	06/01/2021		Active	Valid for 6 years of service
Instructional I Special Education PK-8 (9226)	06/01/2021		Active	Valid for 6 years of service
Instructional I Special Education Expansion 7-12 (9229)	06/01/2021		Active	Valid for 6 years of service

Total Record(s) : 3**Emergency Permits****No Record(s) Found****Application Information**

Only pending applications are displayed. Any approved application will appear as a credential or permit. If no credential, permit or pending application is displayed, the application should be presumed denied or expired/closed.

No Record(s) Found[Back](#)



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Educator Complete Profile

Yoest, Melissa

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Professional Personnel ID (PPID): [REDACTED]

Discipline Status: N/A [?](#)

Educator Status: N/A [?](#)

[View Discipline Status History](#)

Pending Criminal Charges:

No - The Department has no information of pending criminal charges. The Department provides this information pursuant to Act 168 which does not relieve a public or private school entity from its duty to obtain any and all required criminal clearances pursuant to 24 P.S. § 1-111.

PA Certifications

Standard Credentials

Credential	Issue Date	Expiration Date	Continuing Ed Status ?	Credential Status ?
Instructional II Ment and/or Phys Handicapped K-12 (9235)	09/01/2004		Active	Valid
Instructional II Elementary K-6 (2810)	09/01/2004		Active	Valid
Instructional I Ment and/or Phys Handicapped K-12 (9235)	06/01/1997			Converted
Instructional I Elementary K-6 (2810)	06/01/1997			Converted

Total Record(s) : 4

Emergency Permits

No Record(s) Found

Application Information

Only pending applications are displayed. Any approved application will appear as a credential or permit. If no credential, permit or pending application is displayed, the application should be presumed denied or expired/closed.

No Record(s) Found

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Visitor Count

17182241



2024 -2029 Charter Renewal Application

Federal Child Count

Federal Child Count

LEA_NAME	SUBMITTING_AUN_NUMBER	SCHOOL_NUMBER	SCHOOL_YEAR	SECURE_ID	STUDENT_FIRST_NAME	STUDENT_LAST_NAME	STUDENT_MIDDLE_NAME	SPECIAL_EDUCATION_TEACHER_NAME	PRIMARY_DISABILITY	SECONDARY_DISABILITY	AMOUNT_OF_SPECIAL_EDUCATION_SERVICES	TYPE_OF_SUPPORT	PRIMARY_PLACEMENT_TYPE	DATE_EXITED_SPECIAL_EDUCATION	SNAPSHOT_DATE	LRE_CATEGORY_CODE	LRE_CATEGORY_DESCRIPTION	TRANSITION_IEP_STATUS_CODE	EDUCATIONAL_ENVIRONMENT	REASON_FOR_EXITING_SPECIAL_EDUCATION	EXIT_REASON_DESCRIPTION	SERVICE_PROVIDER	TRANSITION_PAID_WORKING_LEARNER	TRANSITION_JOB_SUPPORTS_COACHING	TRANSITION_CAREER_DEVELOPMENT_EXPLORATION	TRANSITION_POST_SECONDARY	LOCATION_OF_SPECIAL_EDUCATION_SERVICES	ID7_1_AGE	ID12_1_AGE	LEP_STATUS	RACE_ETHNICITY
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Jayne		Vail	Specific learning disability	Itinerant		1	N		12/1/2022	19	Inside the rY		80	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	13	13	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Shataja		Bohanan	Specific learning disability	Itinerant		1	N		12/1/2022	19	Inside the rY		97	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	13	14	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Sydney		Shaffer	Autistic/Autism	Specific learning disability	Supplemental	1	N		12/1/2022	20	Inside regular	N	75	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	12	12	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Trenten		Swarmer	Specific learning disability	Supplemental		1	N		12/1/2022	20	Inside regular	Y	77	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	12	13	N	Multi-Racial
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Karim		Baumgardner	Autistic/Autism	Speech or hearing impairment	Itinerant	26	N		12/1/2022	19	Inside the rY	N	84	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	7	7	N	Multi-Racial
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Emma		Nixon	Specific learning disability	Speech or hearing impairment	Itinerant	1	N		12/1/2022	19	Inside the rY	N	87	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	12	12	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Morgan		Mulkern	Other health impairment	Specific learning disability	Itinerant	1	N		12/1/2022	19	Inside the rY		95	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	17	17	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Danielle			Mental retardation	Speech or hearing impairment	Supplemental	2	N		12/1/2022	20	Inside regular	Y	55	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	16	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Zandor		Onjack	Other health impairment	Supplemental		1	N		12/1/2022	20	Inside regular	N	77	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	8	9	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Nevaeh		Bohanan	Specific learning disability	Speech or hearing impairment	Supplemental	1	N		12/1/2022	20	Inside regular	Y	77	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	13	13	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Jesse		Grieff	Other health impairment	Supplemental		1	N		12/1/2022	20	Inside regular	Y	76	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	17	17	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Adikan		Swarmer	Specific learning disability	Itinerant		1	N		12/1/2022	19	Inside the rY	N	98	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	12	12	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Na'veh		Nixon	Specific learning disability	Supplemental		1	N		12/1/2022	20	Inside regular	Y	50	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	13	13	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Rayne		Tomaino	Specific learning disability	Itinerant		1	N		12/1/2022	19	Inside the rY	N	98	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	10	11	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Robert		Bahn	Other health impairment	Supplemental		1	N		12/1/2022	20	Inside regular	Y	75	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	15	16	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Michael		Leach	Other health impairment	Specific learning disability	Itinerant	1	N		12/1/2022	19	Inside the rY		97	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	17	N	Multi-Racial
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Remi		Bahn	Specific learning disability	Supplemental		1	N		12/1/2022	20	Inside regular	Y	76	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	15	16	N	Multi-Racial
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Noah		Criner	Other health impairment	Speech or hearing impairment	Supplemental	1	N		12/1/2022	20	Inside regular	N	62	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	11	11	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Julia		Swarmer	Autistic/Autism	Itinerant		1	N		12/1/2022	19	Inside the rY		96	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	13	14	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Lillee		Swarmer	Autistic/Autism	Speech or hearing impairment	Itinerant	1	N		12/1/2022	19	Inside the rY		95	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	14	14	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Dominic		Luis	Mental retardation	Other health impairment	Supplemental	2	N		12/1/2022	20	Inside regular	Y	53	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	17	17	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Julian		Dennis	Other health impairment	Itinerant		1	N		12/1/2022	19	Inside the rY	N	93	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	7	7	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Jacob		Tomaino	Other health impairment	Speech or hearing impairment	Supplemental	1	N		12/1/2022	20	Inside regular	N	63	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	11	11	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Edward		Ferrantino	Specific learning disability	Supplemental		1	N		12/1/2022	20	Inside regular	Y	55	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	16	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Miracle		Nixon	Specific learning disability	Other health impairment	Itinerant	1	N		12/1/2022	19	Inside the rY		98	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	13	13	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Ava		Dennis	Autistic/Autism	Speech or hearing impairment	Itinerant	26	N		12/1/2022	19	Inside the rY	N	93	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	8	9	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Diana		Leach	Specific learning disability	Other health impairment	Itinerant	1	N		12/1/2022	19	Inside the rY		88	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	15	15	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Shiyah		Matusz	Specific learning disability	Other health impairment	Itinerant	1	N		12/1/2022	19	Inside the rY		94	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	14	15	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Kylee		Dobbin	Specific learning disability	Itinerant		1	N		12/1/2022	19	Inside the rY		89	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	17	18	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Natia		Kyler	Specific learning disability	Supplemental		1	N		12/1/2022	20	Inside regular	Y	68	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	14	14	N	Black or African American

Federal Child Count

LEA_NAME	SUBMITTING_AUN	SCHOOL_NUMBER	SCHOOL	SCHOOL_YEAR	SECURE_ID	STUDENT_FIRST_NAME	STUDENT_LAST_NAME	STUDENT_MIDDLE_NAME	SPECIAL_EDUCATION_TEACHER_NAME	PRIMARY_DISABILITY	SECONDARY_DISABILITY	AMOUNT_OF_SPECIAL_EDUCATION_SERVICES	TYPE_OF_SUPPORT	PRIMARY_PLACEMENT_TYPE	DATE_EXITED_SPEC_EDUCATION	SNAPSHOT_DATE	LRE_CATEGORY_CODE	LRE_CATEGORY_DESCRIPTION	TRANSITION_CODE	EDUCATIONAL_ENVIRONMENT	REASON_FOR_EXITING_SPEC_EDUCATION	EXIT_REASON_DESCRIPTION	SERVICE_PROVIDER	TRANSITION_PAID_WORK_BASING	TRANSITION_JOB_SUPPORTS	TRANSITION_CAREER_DEVELOPMENT_EXPLORATION	TRANSITION_POSTMODIFICATION	LOCATION_OF_SPECIAL_EDUCATION_SERVICES	ID7_1_AGE	ID12_1_AGE	LEP_STATUS	RACE_ETHNICITY
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Rahiem			Ferrantino	Specific learning disability		Supplemental	1	N		12/1/2022	20	Inside regular	Y	76	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	15	16	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Karron			Grieff	Specific learning disability	Other health impairment	Supplemental	1	N		12/1/2022	20	Inside regular	Y	76	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	14	14	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Nashay			Swarmer	Other health impairment		Supplemental	1	N		12/1/2022	20	Inside regular	N	52	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	12	13	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Noah			Yoest	Emotional disturbance	Other health impairment	Itinerant	1	N		12/1/2022	19	Inside regular	N	98	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	10	10	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Daniel			Jena	Mental retardation		Supplemental	1	N		12/1/2022	20	Inside regular	N	57	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	10	10	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Lucas			Kyler	Other health impairment	Autistic/Autism	Supplemental	1	N		12/1/2022	20	Inside regular	Y	79	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	14	15	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Jayden			Vitalbo	Specific learning disability		Itinerant	1	N		12/1/2022	19	Inside regular	N	81	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	10	11	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Charles			Martin	Other health impairment		Supplemental	1	N		12/1/2022	20	Inside regular	Y	69	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	15	15	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Kalayah			Bohanan	Specific learning disability	Speech or language impairment	Supplemental	1	N		12/1/2022	20	Inside regular	Y	77	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	13	13	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Evelyn			Bohanan	Autistic/Autism	Specific learning disability	Supplemental	1	N		12/1/2022	20	Inside regular	N	61	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	12	12	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Chloe			Bahn	Other health impairment		Itinerant	1	N		12/1/2022	19	Inside regular	Y	87	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	15	16	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Adrian			Raman	Speech or language impairment		Itinerant	7	N		12/1/2022	19	Inside regular	N	97	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	6	7	N	Asian
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Siane			Scanga	Specific learning disability	Traumatic brain injury	Supplemental	1	N		12/1/2022	20	Inside regular	N	64	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	11	12	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Brianna			Bohanan	Specific learning disability	Speech or language impairment	Supplemental	1	N		12/1/2022	20	Inside regular	Y	46	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	13	13	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Caleb			Waldroup	Other health impairment		Itinerant	4	N		12/1/2022	19	Inside regular	N	94	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	11	11	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Aleksey			Campbell	Other health impairment	Speech or language impairment	Itinerant	1	N		12/1/2022	19	Inside regular	Y	91	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	13	14	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Fiona			Raman	Speech or language impairment		Itinerant	7	N		12/1/2022	19	Inside regular	N	99	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	8	8	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Emma			Dennis	Autistic/Autism	Speech or language impairment	Itinerant	26	N		12/1/2022	19	Inside regular	N	94	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	7	7	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Abdul-Muttalib			Yoest	Specific learning disability	Speech or language impairment	Supplemental	1	N		12/1/2022	20	Inside regular	N	63	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	11	11	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Garrett			Yoest	Specific learning disability		Itinerant	1	N		12/1/2022	19	Inside regular	N	92	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	11	11	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Matthew			Matusz	Specific learning disability	Speech or language impairment	Supplemental	1	N		12/1/2022	20	Inside regular	Y	71	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	17	17	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Haley			Donaldson	Emotional disturbance		Itinerant	4	N		12/1/2022	19	Inside regular	Y	95	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	17	17	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Chloe			Mulkern	Specific learning disability		Supplemental	1	N		12/1/2022	20	Inside regular	Y	53	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	17	17	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Paige			Santina	Other health impairment		Supplemental	1	N		12/1/2022	20	Inside regular	Y	76	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	17	18	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Sincere			Klingenberg	Mental retardation	Speech or language impairment	Supplemental	2	N		12/1/2022	20	Inside regular	N	66	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	11	11	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Adrianna			Dennis	Autistic/Autism	Speech or language impairment	Itinerant	7	N		12/1/2022	19	Inside regular	N	99	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	6	6	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Amariah			Croyle	Mental retardation		Supplemental	2	N		12/1/2022	20	Inside regular	Y	72	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	14	15	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Antonio			Dobbin	Other health impairment	Specific learning disability	Itinerant	4	N		12/1/2022	19	Inside regular	Y	90	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	17	17	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Crystal			Bohanan	Specific learning disability		Supplemental	1	N		12/1/2022	20	Inside regular	N	79	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	12	13	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Xavier			Criner	Specific learning disability		Itinerant	1	N		12/1/2022	19	Inside regular	N	95	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	11	11	N	Multi-Racial
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Isaiah			Baumgardner	Other health impairment		Itinerant	1	N		12/1/2022	19	Inside regular	N	94	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	6	6	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Brayden			Vitalbo	Specific learning disability	Other health impairment	Itinerant	1	N		12/1/2022	19	Inside regular	N	94	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	10	10	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Aven			Vitalbo	Specific learning disability		Supplemental	1	N		12/1/2022	20	Inside regular	N	51	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	11	12	N	Multi-Racial
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		William			Limpert	Other health impairment		Supplemental	1	N		12/1/2022	20	Inside regular	N	79	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	10	10	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Legend			Klingenberg	Autistic/Autism	Other health impairment	Supplemental	26	N		12/1/2022	20	Inside regular	N	63	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	10	11	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Lucas			Waldroup	Other health impairment		Itinerant	1	N		12/1/2022	19	Inside regular	N	95	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	10	10	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Aden			Ferrantino	Autistic/Autism	Speech or language impairment	Supplemental	26	N		12/1/2022	20	Inside regular	Y	69	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	15	15	N	White

Federal Child Count

LEA_NAME	SUBMITTING_AUN	SCHOOL_NUMBER	SCHOOL	SCHOOL_YEAR	PASECURE_ID	STUDENT_FIRST_NAME	STUDENT_LAST_NAME	STUDENT_MIDDLE_NAME	SPECIAL_EDUCATION_TEACHER_NAME	PRIMARY_DISABILITY	SECONDARY_DISABILITY	AMOUNT_OF_SPECIAL_EDUCATION_SERVICES	TYPE_OF_SUPPORT	PRIMARY_PLACEMENT_TYPE	DATE_EXITED_SPECIAL_EDUCATION	SNAPSHOT_DATE	LRE_CATEGORY_LOCATION_OF_INTERVENTION_CODE	LRE_CATEGORY_LOCATION_OF_INTERVENTION_DESCRIPTION	TRANSITION_IEP_STATUS_CODE	EDUCATIONAL_ENVIRONMENT_PERCENTAGE	REASON_FOR_EXITING_SPECIAL_EDUCATION	EXIT_REASON_DESCRIPTION	SERVICE_PROVIDER	TRANSITION_PAID_WORK_BASING_LEARNING	TRANSITION_JOB_SUPPORTS_COACHING	TRANSITION_CAREER_DEVELOPMENT_EXPLORATION	TRANSITION_POST_SECONDARY_MODIFICATION	LOCATION_OF_SPECIAL_EDUCATION_SERVICES	ID7_1_AGE	ID12_1_AGE	LEP_STATUS	RACE_ETHNICITY
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Rija			Raman	Speech or language impairment			7 N			12/1/2022	19	Inside the rY		97 N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	14	14	N	Black or African American	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Saa-je			Martin	Specific learning disability			1 N			12/1/2022	19	Inside the rY		97 N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	15	15	N	Black or African American	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Jakob			Matusz	Autistic/Autism	Speech or language impairment		26 N			12/1/2022	20	Inside regu N		65 N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	15	16	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Izaak			Tomaino	Specific learning disability			1 N			12/1/2022	19	Inside the rN		98 N/A	Not Applicable	1.23E+08	No	No	No	No	7687	10	11	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Jose			Santina	Other health impairment			1 N			12/1/2022	19	Inside the rY		96 N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	13	14	N	Hispanic	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		David			Donaldson	Other health impairment			1 N			12/1/2022	19	Inside the rY		81 N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	17	17	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Cheyenne			Campbell	Specific learning disability			1 N			12/1/2022	19	Inside the rN		89 N/A	Not Applicable	1.23E+08	No	No	No	No	7687	12	12	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Makayla			Daily	Other health impairment			2 N			12/1/2022	20	Inside regu Y		58 N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	17	17	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Emma			Rice	Specific learning disability	Speech or language impairment		1 N			12/1/2022	19	Inside the rN		89 N/A	Not Applicable	1.23E+08	No	No	No	No	7687	5	6	N	Hispanic	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Athena			Campbell	Specific learning disability			1 N			12/1/2022	20	Inside regu N		65 N/A	Not Applicable	1.23E+08	No	No	No	No	7687	12	13	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Briana			Bahn	Specific learning disability			1 N			12/1/2022	19	Inside the rY		97 N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	17	18	N	Black or African American	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Anthony			Vail	Specific learning disability	Speech or language impairment		1 N			12/1/2022	20	Inside regu Y		54 N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	14	14	Y	Hispanic	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Josiah			Grieff	Specific learning disability	Other health impairment		1 N			12/1/2022	20	Inside regu Y		51 N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	17	N	Hispanic	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Kevin			Swarmer	Specific learning disability	Speech or language impairment		1 N			12/1/2022	19	Inside the rY		80 N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	15	15	N	Black or African American	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Hayat			Raman	Speech or language impairment			7 N			12/1/2022	19	Inside the rN		98 N/A	Not Applicable	1.23E+08	No	No	No	No	7687	12	13	N	Hispanic	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Christian			Leach	Autistic/Autism			1 N			12/1/2022	19	Inside the rY		96 N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	16	N	Black or African American	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Connor			Henderson	Speech or language impairment	Other health impairment		1 N			12/1/2022	19	Inside the rY		94 N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	17	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Tayla			Bahn	Other health impairment			1 N			12/1/2022	19	Inside the rY		96 N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	15	16	N	Black or African American	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Gisselle			Henderson	Other health impairment			1 N			12/1/2022	19	Inside the rY		98 N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	14	14	N	Hispanic	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Bennett			Tyson	Autistic/Autism	Speech or language impairment		1 N			12/1/2022	20	Inside regu N		74 N/A	Not Applicable	1.23E+08	No	No	No	No	7687	7	7	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Nicodemus			Vioral	Autistic/Autism	Speech or language impairment		26 N			12/1/2022	20	Inside regu N		69 N/A	Not Applicable	1.23E+08	No	No	No	No	7687	8	9	N	Hispanic	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Cameron			Kyler	Specific learning disability			1 N			12/1/2022	19	Inside the rY		97 N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	16	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Destiny			Grieff	Specific learning disability			1 N			12/1/2022	20	Inside regu Y		51 N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	17	17	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Solomon			Tyson	Mental retardation	Speech or language impairment		1 N			12/1/2022	20	Inside regu N		67 N/A	Not Applicable	1.23E+08	No	No	No	No	7687	7	7	N	Multi-Racial	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Mickale			Santina	Other health impairment	Specific learning disability		1 N			12/1/2022	20	Inside regu Y		76 N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	17	17	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Tymere			Bohanan	Specific learning disability			1 N			12/1/2022	20	Inside regu N		79 N/A	Not Applicable	1.23E+08	No	No	No	No	7687	12	12	N	Black or African American	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Stephanie			Waldroup	Specific learning disability			1 N			12/1/2022	19	Inside the rN		81 N/A	Not Applicable	1.23E+08	No	No	No	No	7687	10	10	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Dariyelle			Raman	Speech or language impairment			7 N			12/1/2022	19	Inside the rN		99 N/A	Not Applicable	1.23E+08	No	No	No	No	7687	6	6	N	American Indian / Alaskan Native	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Shawnice			Croyle	Mental retardation	Speech or language impairment		2 N			12/1/2022	20	Inside regu N		66 N/A	Not Applicable	1.23E+08	No	No	No	No	7687	12	13	N	Black or African American	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Emilio			Martin	Specific learning disability			1 N			12/1/2022	19	Inside the rY		97 N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	16	N	Hispanic	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Langston			Vail	Specific learning disability			1 N			12/1/2022	20	Inside regu N		65 N/A	Not Applicable	1.23E+08	No	No	No	No	7687	12	12	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Zion			Criner	Other health impairment			1 N			12/1/2022	19	Inside the rN		96 N/A	Not Applicable	1.23E+08	No	No	No	No	7687	11	11	N	Black or African American	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Caleb			Raman	Speech or language impairment			7 N			12/1/2022	19	Inside the rN		97 N/A	Not Applicable	1.23E+08	No	No	No	No	7687	12	13	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Richard			Donaldson	Autistic/Autism			26 N			12/1/2022	19	Inside the rY		95 N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	14	15	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Alexis			Bahn	Mental retardation			1 N			12/1/2022	20	Inside regu Y		55 N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	15	15	N	White	

Federal Child Count

LEA_NAME	SUBMITTING_AUN	SCHOOL_NUMBER	SCHOOL	SCHOOL_YEAR	SECURE_ID	STUDENT_FIRST_NAME	STUDENT_LAST_NAME	STUDENT_MIDDLE_NAME	SPECIAL_EDUCATION_TEACHER_NAME	PRIMARY_DISABILITY	SECONDARY_DISABILITY	AMOUNT_OF_SPECIAL_EDUCATION_SERVICES	TYPE_OF_SUPPORT	PRIMARY_PLACEMENT_TYPE	DATE_EXITED_SPECIAL_EDUCATION	SNAPSHOT_DATE	LRE_CATEGORY_CODE	LRE_CATEGORY_DESCRIPTION	TRANSITION_IEP_STATUS_CODE	EDUCATIONAL_ENVIRONMENT	REASON_FOR_EXITING_SPECIAL_EDUCATION	EXIT_REASON_DESCRIPTION	SERVICE_PROVIDER	TRANSITION_PAID_WORK_BASIS	TRANSITION_JOB_SUPPORTS	TRANSITION_CAREER_DEVELOPMENT_EXPLORATION	TRANSITION_POST_SECONDARY_MODIFICATION	LOCATION_OF_SPECIAL_EDUCATION_SERVICES	ID7_1_AGE	ID12_1_AGE	LEP_STATUS	RACE_ETHNICITY
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Elsa			Dennis	Autistic/Autism	Speech or language impairment	Itinerant	26	N		12/1/2022	19	Inside the regular classroom	N	94	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	7	7	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Javonda			Vail	Specific learning disability	Speech or language impairment	Supplemental	1	N		12/1/2022	20	Inside the regular classroom	N	56	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	12	12	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Destinee			Vail	Mental retardation		Supplemental	1	N		12/1/2022	20	Inside the regular classroom	Y	57	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	13	14	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Kameron			Luis	Autistic/Autism		Supplemental	26	N		12/1/2022	20	Inside the regular classroom	Y	58	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	17	18	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Caelin			Swarmer	Other health impairment		Itinerant	1	N		12/1/2022	19	Inside the regular classroom	Y	94	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	13	14	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Elijah			Vitalbo	Specific learning disability		Itinerant	1	N		12/1/2022	19	Inside the regular classroom	N	86	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	11	11	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Sabrina			Krystofolski	Speech or language impairment		Itinerant	7	N		12/1/2022	19	Inside the regular classroom	Y	85	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	16	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Aidan			Ferrantino	Traumatic brain injury	Speech or language impairment	Supplemental	1	N		12/1/2022	20	Inside the regular classroom	Y	60	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	17	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Anya			Dennis	Emotional disturbance		Itinerant	1	N		12/1/2022	19	Inside the regular classroom	N	94	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	6	6	N	Multi-Racial
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Tayten			Waldroup	Specific learning disability		Itinerant	1	N		12/1/2022	19	Inside the regular classroom	N	90	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	10	10	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Thaneliz			Limpert	Specific learning disability	Speech or language impairment	Supplemental	1	N		12/1/2022	20	Inside the regular classroom	N	79	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	9	10	Y	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Samya			Tomaino	Specific learning disability		Itinerant	1	N		12/1/2022	19	Inside the regular classroom	N	81	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	11	12	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Ricardo			Dobbin	Specific learning disability		Itinerant	1	N		12/1/2022	19	Inside the regular classroom	Y	87	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	18	19	Y	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Killian			Raman	Speech or language impairment		Itinerant	7	N		12/1/2022	19	Inside the regular classroom	Y	99	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	13	13	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Tyler			Raman	Speech or language impairment		Itinerant	7	N		12/1/2022	19	Inside the regular classroom	Y	97	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	17	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Seth			Swarmer	Specific learning disability		Itinerant	1	N		12/1/2022	19	Inside the regular classroom	Y	95	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	14	14	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Audre'Onn			Nixon	Specific learning disability		Supplemental	1	N		12/1/2022	19	Inside the regular classroom	Y	82	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	14	14	N	Multi-Racial
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Gianna			Jena	Specific learning disability		Supplemental	1	N		12/1/2022	20	Inside the regular classroom	N	79	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	9	10	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Jordan			Dennis	Other health impairment		Itinerant	1	N		12/1/2022	19	Inside the regular classroom	N	90	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	5	6	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Madison			Onjack	Specific learning disability		Supplemental	1	N		12/1/2022	20	Inside the regular classroom	N	76	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	8	8	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Anthony			Martin	Other health impairment		Itinerant	4	N		12/1/2022	19	Inside the regular classroom	Y	95	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	15	15	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Rexi			Yoest	Other health impairment	Speech or language impairment	Supplemental	4	N		12/1/2022	20	Inside the regular classroom	N	69	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	10	10	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Brittany			Donaldson	Specific learning disability		Supplemental	1	N		12/1/2022	20	Inside the regular classroom	Y	76	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	15	15	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Robert			Watson	Other health impairment		Full-time	4	N		12/1/2022	16	Other Private	N	N/A	Not Applicable	2.25E+08	No	No	No	No	2.25E+08	12	13	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Carl			Raman	Speech or language impairment		Itinerant	7	N		12/1/2022	19	Inside the regular classroom	N	96	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	8	8	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Sahara			Luis	Autistic/Autism	Speech or language impairment	Supplemental	26	N		12/1/2022	20	Inside the regular classroom	Y	63	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	15	15	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Jordan			Matusz	Other health impairment		Itinerant	1	N		12/1/2022	19	Inside the regular classroom	Y	95	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	17	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Ethan			Dobbin	Autistic/Autism	Other health impairment	Itinerant	1	N		12/1/2022	19	Inside the regular classroom	Y	98	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	14	14	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Aaliyah			Santina	Specific learning disability		Supplemental	1	N		12/1/2022	20	Inside the regular classroom	Y	76	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	15	15	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Victoria			Raman	Specific learning disability	Speech or language impairment	Itinerant	1	N		12/1/2022	19	Inside the regular classroom	N	80	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	8	8	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		George			Donaldson	Other health impairment	Specific learning disability	Itinerant	1	N		12/1/2022	19	Inside the regular classroom	Y	97	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	14	15	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Loukas			Onjack	Other health impairment		Itinerant	1	N		12/1/2022	19	Inside the regular classroom	N	82	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	8	8	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Johanna			Donaldson	Autistic/Autism	Speech or language impairment	Itinerant	7	N		12/1/2022	19	Inside the regular classroom	Y	95	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	16	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Nasir			Campbell	Other health impairment		Itinerant	1	N		12/1/2022	19	Inside the regular classroom	N	86	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	12	12	N	Black or African American

Federal Child Count

LEA_NAME	SUBMITTING_AUN_NUMBER	SCHOOL_NUMBER	SCHOOL_YEAR	PASECURE_ID	STUDENT_FIRST_NAME	STUDENT_LAST_NAME	STUDENT_MIDDLE_NAME	SPECIAL_EDUCATION_TEACHER_NAME	PRIMARY_DISABILITY	SECONDARY_DISABILITY	AMOUNT_OF_SPECIAL_EDUCATION_SERVICES	TYPE_OF_SUPPORT	PRIMARY_PLACEMENT_TYPE	DATE_EXITED_SPECIAL_EDUCATION	SNAPSHOT_DATE	LRE_CATEGORY_CODE	LRE_CATEGORY_DESCRIPTION	TRANSITION_IEP_STATUS_CODE	EDUCATIONAL_ENVIRONMENT	REASON_FOR_EXITING_SPECIAL_EDUCATION	EXIT_REASON_DESCRIPTION	SERVICE_PROVIDER	TRANSITION_PAID_WORK_BASIS	TRANSITION_JOB_SUPPORTS_COACHING	TRANSITION_CAREER_DEVELOPMENT_EXPLORATION	TRANSITION_POSTMODIFICATION	LOCATION_OF_SPECIAL_EDUCATION_SERVICES	ID7_1_AGE	ID12_1_AGE	LEP_STATUS	RACE_ETHNICITY
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Alexander		Matusz	Autistic/Autism		Supplemental	1	N		12/1/2022	20	Inside regular	Y	53	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	17	N	Asian
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Alexander		Vioral	Autistic/Autism	Speech or language impairment	Supplemental	26	N		12/1/2022	20	Inside regular	N	69	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	8	8	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Bryan		Vail	Other health impairment		Itinerant	1	N		12/1/2022	19	Inside regular	N	95	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	11	12	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Adelena		Vail	Specific learning disability		Supplemental	1	N		12/1/2022	20	Inside regular	Y	54	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	12	13	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Osiris		Tyson	Mental retardation	Speech or language impairment	Itinerant	1	N		12/1/2022	19	Inside regular	N	86	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	7	8	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Samaad		Matusz	Autistic/Autism	Speech or language impairment	Itinerant	1	N		12/1/2022	19	Inside regular	Y	85	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	17	17	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Austin		Luis	Other health impairment	Speech or language impairment	Supplemental	2	N		12/1/2022	20	Inside regular	Y	56	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	16	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Aaliyah		Leach	Specific learning disability		Itinerant	1	N		12/1/2022	19	Inside regular	Y	96	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	16	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Avoiana		Krystofolski	Specific learning disability	Emotional disturbance	Supplemental	4	N		12/1/2022	20	Inside regular	Y	71	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	18	18	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Kaylee		Ferrantino	Autistic/Autism	Specific learning disability	Itinerant	1	N		12/1/2022	19	Inside regular	Y	87	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	17	18	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Zion-Michael		Campbell	Specific learning disability		Supplemental	1	N		12/1/2022	20	Inside regular	Y	70	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	13	14	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Jayden		Bahn	Autistic/Autism		Supplemental	1	N		12/1/2022	20	Inside regular	Y	76	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	14	14	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Indica		Tyson	Speech or language impairment		Supplemental	7	N		12/1/2022	20	Inside regular	N	79	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	7	8	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Caleb		Yoest	Other health impairment	Specific learning disability	Supplemental	1	N		12/1/2022	20	Inside regular	N	62	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	12	12	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Tyreek		Donaldson	Specific learning disability		Supplemental	1	N		12/1/2022	20	Inside regular	Y	55	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	15	15	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Erdion		Mulkern	Other health impairment	Speech or language impairment	Supplemental	1	N		12/1/2022	20	Inside regular	Y	54	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	15	15	N	American Indian / Alaskan Native
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Brianna		Kyler	Specific learning disability		Itinerant	1	N		12/1/2022	19	Inside regular	Y	90	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	17	17	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Renji		Yoest	Autistic/Autism	Speech or language impairment	Itinerant	26	N		12/1/2022	19	Inside regular	N	96	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	10	10	N	Multi-Racial
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Zyier		Onjack	Specific learning disability	Other health impairment	Supplemental	1	N		12/1/2022	20	Inside regular	N	79	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	9	9	N	Multi-Racial
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Braedyn		Leach	Other health impairment		Itinerant	1	N		12/1/2022	19	Inside regular	Y	97	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	17	18	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Cristalina		Donaldson	Mental retardation	Autistic/Autism	Supplemental	1	N		12/1/2022	20	Inside regular	Y	48	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	13	14	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Lillie		Ferrantino	Specific learning disability		Itinerant	1	N		12/1/2022	19	Inside regular	Y	97	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	15	16	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Elijah		Leach	Other health impairment	Speech or language impairment	Supplemental	1	N		12/1/2022	20	Inside regular	Y	48	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	14	14	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Tyrone		Klingenber	Autistic/Autism	Speech or language impairment	Supplemental	26	N		12/1/2022	20	Inside regular	N	67	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	10	11	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Carlos		Vail	Autistic/Autism	Specific learning disability	Supplemental	1	N		12/1/2022	20	Inside regular	N	74	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	12	13	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Lilyana		Santina	Other health impairment		Itinerant	1	N		12/1/2022	19	Inside regular	Y	97	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	16	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Hayden		Dennis	Autistic/Autism		Itinerant	26	N		12/1/2022	19	Inside regular	N	96	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	7	8	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Uzziah		Baumgard	Autistic/Autism	Speech or language impairment	Itinerant	26	N		12/1/2022	19	Inside regular	N	86	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	6	6	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Tristan		Daily	Autistic/Autism	Speech or language impairment	Supplemental	26	N		12/1/2022	20	Inside regular	Y	67	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	14	14	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Katrina		Donaldson	Mental retardation		Itinerant	1	N		12/1/2022	19	Inside regular	Y	96	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	17	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Moses		Vail	Other health impairment		Supplemental	4	N		12/1/2022	20	Inside regular	Y	68	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	13	14	N	Black or African American

Federal Child Count

LEA_NAME	SUBMITTING_AUN_NUMBER	SCHOOL_NUMBER	SCHOOL_YEAR	PASECURE_ID	STUDENT_FIRST_NAME	STUDENT_LAST_NAME	STUDENT_MIDDLE_NAME	SPECIAL_EDUCATION_TEACHER_NAME	PRIMARY_DISABILITY	SECONDARY_DISABILITY	AMOUNT_OF_SPECIAL_EDUCATION_SERVICES	TYPE_OF_SUPPORT	PRIMARY_PLACEMENT_TYPE	DATE_EXITED_SPECIAL_EDUCATION	SNAPSHOT_DATE	LRE_CATEGORY_CODE	LRE_CATEGORY_DESCRIPTION	TRANSITION_IEP_STATUS_CODE	EDUCATIONAL_ENVIRONMENT_PERCENTAGE	REASON_FOR_EXITING_SPECIAL_EDUCATION	EXIT_REASON_DESCRIPTION	SERVICE_PROVIDER	TRANSITION_PAID_WORK_BASIS	TRANSITION_JOB_SUPPORTS	TRANSITION_CAREER_DEVELOPMENT_EXPLORATION	TRANSITION_POST_SECONDARY_MODIFICATION	LOCATION_OF_SPECIAL_EDUCATION_SERVICES	ID7_1_AGE	ID12_1_AGE	LEP_STATUS	RACE_ETHNICITY
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023	Jordan			Scanga	Specific learning disability		Itinerant	1	N		12/1/2022	19	Inside the r	N	80	N/A	Not Applica	1.23E+08	No	No	No	No	7687	9	10	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023	Jeremy			Shaffer	Autistic/Au	Speech or l	Itinerant	26	N		12/1/2022	19	Inside the r	Y	88	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	13	13	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023	Jeida			Swarmer	Other heal	Specific lea	Itinerant	1	N		12/1/2022	19	Inside the r	Y	87	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	14	14	N	Multi-Racial
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023	Matthew			Kyler	Specific lea	Emotional	Itinerant	4	N		12/1/2022	19	Inside the r	Y	83	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	16	17	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023	Aidan			Matusz	Specific learning disability		Itinerant	1	N		12/1/2022	19	Inside the r	Y	89	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	16	17	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023	Leonardo			Bohanan	Other heal	Speech or l	Itinerant	1	N		12/1/2022	19	Inside the r	N	95	N/A	Not Applica	1.23E+08	No	No	No	No	7687	11	12	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023	Jocelyn			Criner	Specific lea	Other heal	Itinerant	1	N		12/1/2022	19	Inside the r	N	86	N/A	Not Applica	1.23E+08	No	No	No	No	7687	11	11	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023	Lacey			Luis	Mental ret	Other heal	Supplemen	2	N		12/1/2022	20	Inside regu	Y	58	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	17	18	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023	Thomas			Vitalbo	Specific lea	Other heal	Supplemen	1	N		12/1/2022	20	Inside regu	N	61	N/A	Not Applica	1.23E+08	No	No	No	No	7687	11	11	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023	Kyree			Donaldson	Mental ret	Speech or l	Supplemen	1	N		12/1/2022	20	Inside regu	Y	53	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	15	15	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023	Johnathan			Luis	Mental retardation		Supplemen	2	N		12/1/2022	20	Inside regu	Y	58	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	19	19	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023	Luke			Shaffer	Emotional disturbance		Supplemen	1	N		12/1/2022	20	Inside regu	N	64	N/A	Not Applica	1.23E+08	No	No	No	No	7687	12	12	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023	Alexander			Mulkern	Autistic/Au	Other heal	Itinerant	26	N		12/1/2022	19	Inside the r	Y	94	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	16	17	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023	Emily			Swarmer	Other heal	Specific lea	Supplemen	1	N		12/1/2022	20	Inside regu	Y	77	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	13	13	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023	Christina			Vail	Specific learning disability		Itinerant	1	N		12/1/2022	19	Inside the r	Y	95	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	13	14	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023	Zess			Leach	Emotional	Other heal	Itinerant	4	N		12/1/2022	19	Inside the r	Y	96	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	14	14	N	American Indian / Alaskan Native
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023	Myair			Nixon	Autistic/Au	Specific lea	Itinerant	26	N		12/1/2022	19	Inside the r	N	94	N/A	Not Applica	1.23E+08	No	No	No	No	7687	12	12	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023	Kyle			Mulrine	Other heal	Speech or l	Itinerant	1	N		12/1/2022	19	Inside the r	N	96	N/A	Not Applica	1.23E+08	No	No	No	No	7687	9	9	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023	Bria			Daily	Mental ret	Autistic/Au	Supplemen	26	N		12/1/2022	20	Inside regu	Y	61	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	14	14	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023	Jax			Waldroup	Other heal	Speech or l	Supplemen	1	N		12/1/2022	20	Inside regu	N	65	N/A	Not Applica	1.23E+08	No	No	No	No	7687	10	11	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023	Liam			Bohanan	Autistic/Au	Speech or l	Itinerant	26	N		12/1/2022	19	Inside the r	N	96	N/A	Not Applica	1.23E+08	No	No	No	No	7687	13	13	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023	Isaiah			Croyle	Mental ret	Speech or l	Supplemen	2	N		12/1/2022	20	Inside regu	Y	67	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	14	14	N	Multi-Racial
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023	Kanirah			Shaffer	Specific learning disability		Itinerant	1	N		12/1/2022	19	Inside the r	N	95	N/A	Not Applica	1.23E+08	No	No	No	No	7687	12	13	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023	Maryanna			Bohanan	Specific lea	Speech or l	Supplemen	1	N		12/1/2022	20	Inside regu	Y	60	N/A	Not Applica	1.23E+08	No	No	No	No	7687	13	13	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023	Stephen			Raman	Speech or language im		Itinerant	7	N		12/1/2022	19	Inside the r	Y	94	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	14	14	N	Multi-Racial
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023	Isiah			Mulkern	Specific learning disability		Itinerant	1	N		12/1/2022	19	Inside the r	Y	95	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	17	18	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023	Hailey			Mulkern	Specific lea	Other heal	Itinerant	1	N		12/1/2022	19	Inside the r	Y	95	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	14	15	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023	Luke			Martin	Specific learning disability		Itinerant	1	N		12/1/2022	19	Inside the r	Y	97	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	15	15	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023	Ramon			Santina	Other health impairme		Itinerant	1	N		12/1/2022	19	Inside the r	Y	96	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	16	17	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023	Adam			Raman	Speech or language im		Itinerant	7	N		12/1/2022	19	Inside the r	N	98	N/A	Not Applica	1.23E+08	No	No	No	No	7687	10	10	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023	Taheem			Leach	Specific learning disability		Itinerant	1	N		12/1/2022	19	Inside the r	Y	86	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	15	16	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023	Josiah			Bahn	Specific lea	Speech or l	Itinerant	1	N		12/1/2022	19	Inside the r	Y	85	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	14	15	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023	Tate			Grieff	Specific learning disability		Supplemen	1	N		12/1/2022	20	Inside regu	Y	49	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	17	17	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023	Jace			Dennis	Autistic/Au	Speech or l	Itinerant	26	N		12/1/2022	19	Inside the r	N	96	N/A	Not Applica	1.23E+08	No	No	No	No	7687	7	7	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023	Jacob			Daily	Mental ret	Other heal	Supplemen	2	N		12/1/2022	20	Inside regu	Y	68	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	15	15	N	White

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LEA_NAME	SUBMITTING_AUN	SCHOOL_NUMBER	SCHOOL	SCHOOL_YEAR	PASECURE_ID	STUDENT_FIRST_NAME	STUDENT_LAST_NAME	STUDENT_MIDDLE_NAME	SPECIAL_EDUCATION_TEACHER_NAME	PRIMARY_DISABILITY	SECONDARY_DISABILITY	AMOUNT_OF_SPECIAL_EDUCATION_SERVICES	TYPE_OF_SUPPORT	PRIMARY_PLACEMENT_TYPE	DATE_EXITED_SPECIAL_EDUCATION	SNAPSHOT_DATE	LRE_CATEGORY_CODE	LRE_CATEGORY_DESCRIPTION	TRANSITION_CODE	EDUCATIONAL_ENVIRONMENT	REASON_FOR_EXITING_SPECIAL_EDUCATION	EXIT_REASON_DESCRIPTION	SERVICE_PROVIDER	TRANSITION_PAID_WORK_BASIS	TRANSITION_SUPPORTS_COACHING	TRANSITION_CAREER_DEV_EXPLORATION	TRANSITION_PLANNING	LOCATION_OF_SPECIAL_EDUCATION_SERVICES	ID7_1_AGE	ID12_1_AGE	LEP_STATUS	RACE_ETHNICITY
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Sadie			Donaldson	Emotional disturbance			4 N			12/1/2022	19	Inside the r	Y	92	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	17	17	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Makai			Kyler	Specific lea	Speech or l		1 N			12/1/2022	20	Inside regu	Y	51	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	16	17	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Royal			Raman	Speech or language im			7 N			12/1/2022	19	Inside the r	N	97	N/A	Not Applica	1.23E+08	No	No	No	No	7687	6	6	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Erick			Matusz	Specific lea	Other healt		1 N			12/1/2022	19	Inside the r	Y	97	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	14	14	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Nohlyn			Raman	Speech or language im			7 N			12/1/2022	19	Inside the r	N	99	N/A	Not Applica	1.23E+08	No	No	No	No	7687	10	11	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Avery			Raman	Speech or language im			7 N			12/1/2022	19	Inside the r	N	96	N/A	Not Applica	1.23E+08	No	No	No	No	7687	7	8	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Deirdre			Dobbin	Specific learning disab			1 N			12/1/2022	20	Inside regu	Y	47	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	17	18	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Amanda			Kyler	Other health impairme			1 N			12/1/2022	19	Inside the r	Y	97	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	16	16	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Elliott			Mulrine	Other healt	Speech or l		1 N			12/1/2022	19	Inside the r	N	91	N/A	Not Applica	1.23E+08	No	No	No	No	7687	9	10	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Emily			Santina	Specific learning disab			1 N			12/1/2022	19	Inside the r	Y	97	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	15	15	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Joshua			Swarmer	Emotional disturbance			4 N			12/1/2022	19	Inside the r	N	95	N/A	Not Applica	1.23E+08	No	No	No	No	7687	12	12	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Connor			Nixon	Emotional disturbance			4 N			12/1/2022	19	Inside the r	N	98	N/A	Not Applica	1.23E+08	No	No	No	No	7687	12	12	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Aaydin			Raman	Speech or language im			7 N			12/1/2022	19	Inside the r	N	99	N/A	Not Applica	1.23E+08	No	No	No	No	7687	6	7	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Cain			Croyle	Autistic/Au	Speech or l		26 N			12/1/2022	20	Inside regu	N	71	N/A	Not Applica	1.23E+08	No	No	No	No	7687	12	12	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Melachi			Raman	Speech or language im			7 N			12/1/2022	19	Inside the r	N	99	N/A	Not Applica	1.23E+08	No	No	No	No	7687	6	7	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Marcos			Ferrantino	Visual impairment incl			10 N			12/1/2022	19	Inside the r	Y	98	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	17	18	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Abigail			Bahn	Specific learning disab			1 N			12/1/2022	19	Inside the r	Y	97	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	14	14	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Angel			Henderson	Specific learning disab			1 N			12/1/2022	20	Inside regu	Y	55	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	15	16	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Jacob			Matusz	Autistic/Autism			26 N			12/1/2022	19	Inside the r	Y	90	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	14	14	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Michael			Campbell	Autistic/Au	Speech or l		1 N			12/1/2022	20	Inside regu	N	48	N/A	Not Applica	1.23E+08	No	No	No	No	7687	12	12	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Kyle			Martin	Specific learning disab			1 N			12/1/2022	20	Inside regu	Y	65	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	17	17	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Baileigh			Campbell	Autistic/Autism			1 N			12/1/2022	19	Inside the r	N	93	N/A	Not Applica	1.23E+08	No	No	No	No	7687	12	12	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Terraine			Scanga	Emotional disturbance			4 N			12/1/2022	21	Inside regu	N	39	N/A	Not Applica	1.23E+08	No	No	No	No	7687	10	10	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Jediel			Nixon	Other healt	Autistic/Au		26 N			12/1/2022	19	Inside the r	N	98	N/A	Not Applica	1.23E+08	No	No	No	No	7687	12	12	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Stephanie			Waldroup	Other healt	Speech or l		1 N			12/1/2022	20	Inside regu	N	58	N/A	Not Applica	1.23E+08	No	No	No	No	7687	9	10	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Ryan			Bahn	Specific learning disab			1 N			12/1/2022	19	Inside the r	Y	97	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	16	16	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Amir			Raman	Speech or language im			7 N			12/1/2022	19	Inside the r	N	99	N/A	Not Applica	1.23E+08	No	No	No	No	7687	8	8	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Tyson			Vail	Specific learning disab			1 N			12/1/2022	19	Inside the r	N	94	N/A	Not Applica	1.23E+08	No	No	No	No	7687	12	12	N	Multi-Racial
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Nazaria			Leach	Specific learning disab			1 N			12/1/2022	19	Inside the r	Y	90	N/A	Not Applica	1.23E+08	No	No	No	No	7687	15	16	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Connor			Donaldson	Autistic/Autism			1 N			12/1/2022	19	Inside the r	Y	99	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	16	16	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Almere			Bohanan	Specific learning disab			1 N			12/1/2022	20	Inside regu	N	79	N/A	Not Applica	1.23E+08	No	No	No	No	7687	12	12	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Joseph			Rice	Autistic/Au	Speech or l		26 N			12/1/2022	19	Inside the r	N	95	N/A	Not Applica	1.23E+08	No	No	No	No	7687	5	6	N	Black or African American

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LEA_NAME	SUBMITTING_AUN	SCHOOL_NUMBER	SCHOOL	SCHOOL_YEAR	PASECURE_ID	STUDENT_FIRST_NAME	STUDENT_LAST_NAME	STUDENT_MIDDLE_NAME	SPECIAL_EDUCATION_TEACHER_NAME	PRIMARY_DISABILITY	SECONDARY_DISABILITY	AMOUNT_OF_SPECIAL_EDUCATION_SERVICES	TYPE_OF_SUPPORT	PRIMARY_PLACEMENT_TYPE	DATE_EXITED_SPEC_EDUCATION	SNAPSHOT_DATE	LRE_CATEGORY_CODE	LRE_CATEGORY_DESCRIPTION	TRANSITION_CODE	EDUCATIONAL_ENVIRONMENT	REASON_FOR_EXITING_SPEC_EDUCATION	EXIT_REASON_DESCRIPTION	SERVICE_PROVIDER	TRANSITION_PAID_WORK_BASING	TRANSITION_JOB_SUPPORTS	TRANSITION_CAREER_DEVELOPMENT_EXPLORATION	TRANSITION_POSTMODIFICATION	LOCATION_OF_SPECIAL_EDUCATION_SERVICES	ID7_1_AGE	ID12_1_AGE	LEP_STATUS	RACE_ETHNICITY
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Samiyah			Vitalbo	Specific learning disability	Speech or language impairment	Supplemental	1	N		12/1/2022	20	Inside regular	N	66	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	10	11	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Cory			Vitalbo	Specific learning disability	Supplemental	1	N			12/1/2022	20	Inside regular	Y	65	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	12	13	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Yasmine			Raman	Speech or language impairment	Itinerant	7	N			12/1/2022	19	Inside the r	N	99	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	9	10	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Braylenn			Swamer	Specific learning disability	Emotional	Itinerant	1	N		12/1/2022	19	Inside the r	N	94	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	13	13	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Autumn			Raman	Speech or language impairment	Itinerant	7	N			12/1/2022	19	Inside the r	N	97	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	8	8	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Chase			Grieff	Specific learning disability	Itinerant	1	N			12/1/2022	19	Inside the r	Y	84	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	17	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Alex			Raman	Speech or language impairment	Itinerant	7	N			12/1/2022	19	Inside the r	N	98	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	11	11	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Rhiannon			Daily	Mental retardation	Speech or language impairment	Supplemental	2	N		12/1/2022	20	Inside regular	Y	54	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	15	15	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Joshua			Campbell	Autistic/Autism	Specific learning disability	Supplemental	1	N		12/1/2022	20	Inside regular	N	78	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	12	13	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Julia			Martin	Emotional disturbance	Itinerant		4	N		12/1/2022	19	Inside the r	Y	97	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	17	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Saleem			Criner	Specific learning disability	Itinerant		1	N		12/1/2022	19	Inside the r	N	90	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	10	11	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Zi'nasia			Campbell	Specific learning disability	Other health impairment	Itinerant		1	N	12/1/2022	19	Inside the r	Y	98	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	13	13	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Taymir			Vitalbo	Specific learning disability	Other health impairment	Supplemental		1	N	12/1/2022	20	Inside regular	N	63	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	10	11	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Kirstyn			Waldroup	Specific learning disability	Other health impairment	Supplemental		1	N	12/1/2022	20	Inside regular	N	66	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	10	11	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Samantha			Bohanan	Specific learning disability	Supplemental		1	N		12/1/2022	20	Inside regular	N	78	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	12	12	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Abdul-Gh			Yoest	Specific learning disability	Speech or language impairment	Supplemental		1	N	12/1/2022	20	Inside regular	N	63	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	11	11	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Ryry			Vitalbo	Specific learning disability	Itinerant		1	N		12/1/2022	19	Inside the r	N	81	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	11	12	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Isiah			Shaffer	Other health impairment	Specific learning disability	Itinerant		1	N	12/1/2022	19	Inside the r	N	81	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	11	12	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Soomayah			Donaldson	Other health impairment	Supplemental		1	N		12/1/2022	20	Inside regular	Y	76	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	14	14	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Canada			Vail	Specific learning disability	Speech or language impairment	Supplemental		1	N	12/1/2022	20	Inside regular	N	46	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	12	12	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Gianna			Campbell	Specific learning disability	Itinerant		1	N		12/1/2022	19	Inside the r	N	86	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	11	12	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Sidney			Daily	Mental retardation	Speech or language impairment	Supplemental		2	N	12/1/2022	20	Inside regular	Y	49	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	17	17	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Julisabel			Martin	Specific learning disability	Itinerant		1	N		12/1/2022	19	Inside the r	Y	97	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	13	14	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Martarne			Raman	Speech or language impairment	Itinerant		7	N		12/1/2022	19	Inside the r	N	99	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	6	6	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Melanie			Matusz	Emotional disturbance	Itinerant		4	N		12/1/2022	19	Inside the r	Y	96	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	16	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Anastasia			N Nixon	Mental retardation	Speech or language impairment	Supplemental		1	N	12/1/2022	20	Inside regular	N	72	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	12	12	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Izayah			Tomaino	Other health impairment	Autistic/Autism	Supplemental		1	N	12/1/2022	20	Inside regular	N	59	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	11	11	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Dante			Mulrine	Mental retardation	Speech or language impairment	Itinerant		1	N	12/1/2022	19	Inside the r	N	93	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	9	9	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Jordan			Bohanan	Hearing impairment	Speech or language impairment	Itinerant		1	N	12/1/2022	19	Inside the r	N	98	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	12	12	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Angelo			Yoest	Specific learning disability	Speech or language impairment	Itinerant		1	N	12/1/2022	19	Inside the r	N	94	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	11	12	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Mira			Shaffer	Autistic/Autism	Speech or language impairment	Itinerant		26	N	12/1/2022	19	Inside the r	Y	90	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	13	13	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		William			Grieff	Other health impairment	Specific learning disability	Itinerant		1	N	12/1/2022	19	Inside the r	Y	87	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	16	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Errick			Tomaino	Specific learning disability	Itinerant		1	N		12/1/2022	19	Inside the r	N	98	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	11	11	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Elizabeth			Mulkern	Specific learning disability	Other health impairment	Itinerant		1	N	12/1/2022	19	Inside the r	Y	98	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	16	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Koda			Bohanan	Other health impairment	Itinerant		1	N		12/1/2022	19	Inside the r	N	96	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	12	12	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Hannah			Vioral	Mental retardation	Supplemental		2	N		12/1/2022	20	Inside regular	N	71	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	9	10	N	Black or African American

Federal Child Count

LEA_NAME	SUBMITTING_AGENCY	SCHOOL_NUMBER	SCHOOL	SCHOOL_YEAR	SECURE_ID	STUDENT_FIRST_NAME	STUDENT_LAST_NAME	STUDENT_MIDDLE_NAME	SPECIAL_EDUCATION_TEACHER_NAME	PRIMARY_DISABILITY	SECONDARY_DISABILITY	AMOUNT_OF_SPECIAL_EDUCATION_SERVICES	TYPE_OF_SUPPORT	PRIMARY_PLACEMENT_TYPE	DATE_EXITED_SPECIAL_EDUCATION	SNAPSHOT_DATE	LRE_CATEGORY_CODE	LRE_CATEGORY_DESCRIPTION	TRANSITION_IEP_STATUS	EDUCATIONAL_ATTAINMENT	REASON_FOR_EXITING_SPECIAL_EDUCATION	EXIT_REASON_DESCRIPTION	SERVICE_PROVIDER	TRANSITION_PAID_WORKING_LEARNER	TRANSITION_JOB_SUPPORT_COACHING	TRANSITION_CAREER_DEVELOPMENT_EXPLORATION	TRANSITION_POST_SECONDARY	LOCATION_OF_SPECIAL_EDUCATION_SERVICES	ID7_AGE	ID12_AGE	LEP_STATUS	RACE_ETHNICITY
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Isabella			Waldroup	Specific learning disability	Speech or language impairment	1	N			12/1/2022	20	Inside regular	N	77	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	10	10	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Autumn			Kyler	Emotional disturbance	Itinerant	4	N			12/1/2022	19	Inside regular	Y	95	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	17	18	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Adriel			Vioral	Autistic/Autism	Speech or language impairment	26	N			12/1/2022	20	Inside regular	N	66	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	8	9	Y	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Brandon			Leach	Other health impairment	Supplemental	1	N			12/1/2022	20	Inside regular	Y	76	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	18	18	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Hero			Vioral	Specific learning disability	Speech or language impairment	1	N			12/1/2022	20	Inside regular	N	64	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	8	9	N	Asian
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Faith			Campbell	Specific learning disability	Speech or language impairment	1	N			12/1/2022	19	Inside regular	Y	86	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	12	13	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Zenia			Raman	Speech or language impairment	Itinerant	7	N			12/1/2022	19	Inside regular	N	98	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	6	6	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Dave			Henderson	Specific learning disability	Supplemental	1	N			12/1/2022	20	Inside regular	Y	55	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	15	16	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Donald			Nixon	Specific learning disability	Autistic/Autism	1	N			12/1/2022	19	Inside regular	N	86	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	12	12	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Samia			Dobbin	Other health impairment	Supplemental	1	N			12/1/2022	20	Inside regular	Y	77	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	15	15	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Connor			Donaldson	Other health impairment	Specific learning disability	1	N			12/1/2022	19	Inside regular	Y	87	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	17	17	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Tory			Criner	Specific learning disability	Speech or language impairment	1	N			12/1/2022	20	Inside regular	N	43	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	10	11	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Robert			Onjack	Other health impairment	Itinerant	1	N			12/1/2022	19	Inside regular	N	81	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	9	9	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Jermiah			Donaldson	Specific learning disability	Speech or language impairment	1	N			12/1/2022	20	Inside regular	Y	53	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	14	14	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		AnaCelia			Mulkern	Specific learning disability	Itinerant	1	N			12/1/2022	19	Inside regular	Y	97	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	17	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Faith			Onjack	Specific learning disability	Supplemental	1	N			12/1/2022	20	Inside regular	N	78	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	8	9	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Addilyn			Baumgard	Specific learning disability	Speech or language impairment	1	N			12/1/2022	19	Inside regular	N	81	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	8	9	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Ryan			Dennis	Speech or language impairment	Itinerant	7	N			12/1/2022	19	Inside regular	N	95	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	5	5	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Ryanna			Campbell	Specific learning disability	Supplemental	1	N			12/1/2022	20	Inside regular	N	79	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	12	13	N	Asian
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		John			Criner	Autistic/Autism	Itinerant	1	N			12/1/2022	19	Inside regular	N	98	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	11	11	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Kayden			Raman	Speech or language impairment	Itinerant	7	N			12/1/2022	19	Inside regular	N	99	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	7	7	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Larissa			Grieff	Specific learning disability	Supplemental	1	N			12/1/2022	20	Inside regular	Y	55	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	15	16	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Isabella			Criner	Specific learning disability	Speech or language impairment	1	N			12/1/2022	20	Inside regular	N	60	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	10	11	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Joeleen			Martin	Specific learning disability	Itinerant	1	N			12/1/2022	19	Inside regular	Y	97	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	16	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Lynneah			Matusz	Specific learning disability	Itinerant	1	N			12/1/2022	19	Inside regular	Y	96	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	15	16	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Zachary			Swarmer	Specific learning disability	Speech or language impairment	1	N			12/1/2022	19	Inside regular	N	96	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	13	13	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Ciara			Yoest	Specific learning disability	Itinerant	1	N			12/1/2022	19	Inside regular	N	100	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	10	11	N	Multi-Racial
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Jayvon			Onjack	Specific learning disability	Itinerant	1	N			12/1/2022	19	Inside regular	N	83	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	9	10	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Daedalus			Bahn	Autistic/Autism	Speech or language impairment	26	N			12/1/2022	19	Inside regular	Y	92	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	17	18	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Mason			Vioral	Autistic/Autism	Speech or language impairment	26	N			12/1/2022	20	Inside regular	N	65	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	9	10	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Caleb			Vitalbo	Specific learning disability	Supplemental	1	N			12/1/2022	20	Inside regular	N	47	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	11	12	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Leah			Swarmer	Specific learning disability	Itinerant	1	N			12/1/2022	19	Inside regular	N	98	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	12	13	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Hope			Ferrantino	Other health impairment	Itinerant	4	N			12/1/2022	19	Inside regular	Y	93	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	17	18	N	Black or African American

Federal Child Count

LEA_NAME	SUBMITTING_AUN	SCHOOL_NUMBER	SCHOOL	SCHOOL_YEAR	PASECURE_ID	STUDENT_FIRST_NAME	STUDENT_LAST_NAME	STUDENT_MIDDLE_NAME	SPECIAL_EDUCATION_TEACHER_NAME	PRIMARY_DISABILITY	SECONDARY_DISABILITY	AMOUNT_OF_SPECIAL_EDUCATION_SERVICES	TYPE_OF_SUPPORT	PRIMARY_PLACEMENT	DATE_EXITED_SPEC_EDUCATION	SNAPSHOT_DATE	LRE_CATEGORY_LOCATION_OF_INTERVENTION_CODE	LRE_CATEGORY_LOCATION_OF_INTERVENTION_DESCRIPTION	TRANSITION_IEP_STATUS_CODE	EDUCATIONAL_ENVIRONMENT_PERCENTAGE	REASON_FOR_EXITING_SPEC_EDUCATION	EXIT_REASON_DESCRIPTION	SERVICE_PROVIDER	TRANSITION_PAID_WORK_BASIS	TRANSITION_JOB_SUPPORTS_COACHING	TRANSITION_CAREER_DEVELOPMENT_EXPLORATION	TRANSITION_POSTMODIFICATION	LOCATION_OF_SPECIAL_EDUCATION_SERVICES	ID7_1_AGE	ID12_1_AGE	LEP_STATUS	RACE_ETHNICITY
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Ladell			Grieff	Other health	Specific learning disability	Supplemental	4	N		12/1/2022	20	Inside the regular classroom	Y	51	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	15	16	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Nareliss			Swarmer	Other health	Specific learning disability	Itinerant	1	N		12/1/2022	19	Inside the regular classroom	Y	94	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	13	14	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Madison			Grieff	Specific learning disability		Itinerant	1	N		12/1/2022	19	Inside the regular classroom	Y	97	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	14	15	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Samya			Campbell	Specific learning disability		Itinerant	1	N		12/1/2022	19	Inside the regular classroom	N	95	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	12	12	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Umar-Siddiq			Jena	Specific learning disability		Supplemental	1	N		12/1/2022	20	Inside the regular classroom	N	69	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	10	10	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Lucas			Nixon	Emotional/Other health		Itinerant	4	N		12/1/2022	19	Inside the regular classroom	Y	98	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	13	13	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Che			Vioral	Autistic/Autism	Speech or language impairment	Supplemental	26	N		12/1/2022	20	Inside the regular classroom	N	69	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	7	8	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Morgan			Martin	Autistic/Autism		Itinerant	26	N		12/1/2022	19	Inside the regular classroom	Y	94	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	18	18	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Alejandro			Mulkern	Hearing impairment		Itinerant	6	N		12/1/2022	19	Inside the regular classroom	Y	98	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	15	15	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Lily			Vail	Specific learning disability		Itinerant	1	N		12/1/2022	19	Inside the regular classroom	Y	88	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	13	14	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Karee			Mulkern	Mental retardation		Supplemental	1	N		12/1/2022	20	Inside the regular classroom	Y	53	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	16	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Jeremiah			Vail	Autistic/Autism	Other health	Itinerant	1	N		12/1/2022	19	Inside the regular classroom	N	80	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	12	12	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Briar			Santina	Specific learning disability	Emotional	Itinerant	1	N		12/1/2022	19	Inside the regular classroom	Y	85	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	16	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Talin			Croyle	Mental retardation	Speech or language impairment	Supplemental	2	N		12/1/2022	20	Inside the regular classroom	Y	66	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	13	13	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Joshua			Santina	Other health	Specific learning disability	Supplemental	1	N		12/1/2022	20	Inside the regular classroom	Y	76	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	17	18	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Linkin			Campbell	Other health	Specific learning disability	Itinerant	1	N		12/1/2022	19	Inside the regular classroom	Y	86	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	13	13	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Jaxson			Raman	Speech or language impairment		Itinerant	7	N		12/1/2022	19	Inside the regular classroom	N	99	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	10	10	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Amy			Krystofolsk	Mental retardation	Speech or language impairment	Supplemental	1	N		12/1/2022	20	Inside the regular classroom	Y	53	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	19	20	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Marcus			Nixon	Specific learning disability	Speech or language impairment	Itinerant	1	N		12/1/2022	19	Inside the regular classroom	N	94	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	12	12	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Ariylse			Rice	Specific learning disability	Speech or language impairment	Supplemental	1	N		12/1/2022	20	Inside the regular classroom	N	74	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	7	7	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Reese			Scanga	Specific learning disability		Supplemental	1	N		12/1/2022	20	Inside the regular classroom	N	65	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	11	12	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Carly			Yoest	Specific learning disability	Other health	Itinerant	1	N		12/1/2022	19	Inside the regular classroom	Y	81	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	12	13	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Emma			Krystofolsk	Traumatic/Orthopedic		Full-time	8	N		12/1/2022	21	Inside the regular classroom	Y	18	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	20	20	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Kyle			Ferrantino	Specific learning disability		Itinerant	1	N		12/1/2022	19	Inside the regular classroom	Y	97	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	17	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Davidson			Donaldson	Autistic/Autism	Other health	Itinerant	1	N		12/1/2022	19	Inside the regular classroom	Y	96	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	15	15	N	Multi-Racial
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Liam			Bahn	Specific learning disability	Other health	Itinerant	1	N		12/1/2022	19	Inside the regular classroom	Y	97	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	16	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Amelia			Raman	Specific learning disability	Speech or language impairment	Itinerant	7	N		12/1/2022	19	Inside the regular classroom	N	96	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	7	7	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Natalie			Scanga	Autistic/Autism	Specific learning disability	Supplemental	1	N		12/1/2022	20	Inside the regular classroom	N	43	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	12	12	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Charles			Santina	Other health	Specific learning disability	Supplemental	1	N		12/1/2022	20	Inside the regular classroom	Y	55	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	17	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Chloe			Henderson	Specific learning disability		Itinerant	1	N		12/1/2022	19	Inside the regular classroom	Y	88	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	14	15	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Javan			Luis	Autistic/Autism	Mental retardation	Supplemental	26	N		12/1/2022	20	Inside the regular classroom	Y	64	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	14	14	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Ilias			Grieff	Specific learning disability		Itinerant	1	N		12/1/2022	19	Inside the regular classroom	Y	96	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	17	17	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Emma			Donaldson	Emotional disturbance		Supplemental	4	N		12/1/2022	20	Inside the regular classroom	Y	74	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	14	14	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		John			Bahn	Autistic/Autism	Other health	Supplemental	26	N		12/1/2022	20	Inside the regular classroom	Y	45	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	17	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Nathan			Donaldson	Specific learning disability	Other health	Itinerant	1	N		12/1/2022	19	Inside the regular classroom	Y	95	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	16	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Kitai			Raman	Speech or language impairment		Itinerant	7	N		12/1/2022	19	Inside the regular classroom	N	99	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	8	9	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Kestrel			Vioral	Autistic/Autism	Speech or language impairment	Supplemental	26	N		12/1/2022	20	Inside the regular classroom	N	72	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	9	10	N	White

Federal Child Count

LEA_NAME	SUBMITTING_AUN	SCHOOL_NUMBER	SCHOOL	SCHOOL_YEAR	PASECURE_ID	STUDENT_FIRST_NAME	STUDENT_LAST_NAME	STUDENT_MIDDLE_NAME	SPECIAL_EDUCATION_TEACHER_NAME	PRIMARY_DISABILITY	SECONDARY_DISABILITY	AMOUNT_OF_SPECIAL_EDUCATION_SERVICES	TYPE_OF_SUPPORT	PRIMARY_PLACEMENT_TYPE	DATE_EXITED_SPEC_EDUCATION	SNAPSHOT_DATE	LRE_CATEGORY_CODE	LRE_CATEGORY_DESCRIPTION	TRANSITION_CODE	EDUCATIONAL_ENVIRONMENT	REASON_FOR_EXITING_SPEC_EDUCATION	EXIT_REASON_DESCRIPTION	SERVICE_PROVIDER	TRANSITION_PAID_WORK_BASIS	TRANSITION_JOB_SUPPORTS	TRANSITION_CAREER_DEVELOPMENT_EXPLORATION	TRANSITION_POSTMODIFIED	LOCATION_OF_SPECIAL_EDUCATION_SERVICES	ID7_1_AGE	ID12_1_AGE	LEP_STATUS	RACE_ETHNICITY
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Hunter			Henderson	Specific learning disability	Supplemental		1 N			12/1/2022	20	Inside regular	Y	79	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	14	14	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Zaire			Kyler	Specific learning disability	Supplemental		1 N			12/1/2022	20	Inside regular	Y	76	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	14	14	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Herisely			Kyler	Other health impairment	Supplemental		1 N			12/1/2022	20	Inside regular	Y	76	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	17	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Kyle			Ferrantino	Specific learning disability	Other health impairment	Supplemental	1 N			12/1/2022	20	Inside regular	Y	51	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	14	14	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Yuri			Rice	Speech or language impairment	Itinerant		7 N			12/1/2022	19	Inside the r	N	92	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	5	5	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Kayla			Daily	Autistic/Autism	Mental retardation	Supplemental	26 N			12/1/2022	20	Inside regular	Y	55	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	17	17	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Joseph			Tyson	Autistic/Autism	Itinerant		26 N			12/1/2022	19	Inside the r	N	95	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	4	5	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Nevaeh			Santina	Specific learning disability	Supplemental		1 N			12/1/2022	20	Inside regular	Y	76	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	14	15	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Maverick			Raman	Speech or language impairment	Itinerant		7 N			12/1/2022	19	Inside the r	Y	98	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	14	15	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Joshua			Kyler	Specific learning disability	Supplemental		1 N			12/1/2022	20	Inside regular	Y	60	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	18	18	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Nylah			Vitalbo	Other health impairment	Itinerant		1 N			12/1/2022	19	Inside the r	N	96	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	10	10	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Kaitlynn			Ferrantino	Specific learning disability	Supplemental		1 N			12/1/2022	20	Inside regular	Y	55	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	18	18	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Jayse			Santina	Specific learning disability	Itinerant		1 N			12/1/2022	19	Inside the r	Y	87	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	15	16	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Mahiyah			Onjack	Specific learning disability	Speech or language impairment	Supplemental	1 N			12/1/2022	20	Inside regular	N	73	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	8	8	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Kayleigh			Martin	Specific learning disability	Supplemental		1 N			12/1/2022	20	Inside regular	Y	76	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	17	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Cameran			Raman	Speech or language impairment	Itinerant		7 N			12/1/2022	19	Inside the r	Y	99	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	13	14	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Molly			Yoest	Orthopedic impairment	Itinerant		8 N			12/1/2022	19	Inside the r	N	99	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	10	10	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Jose			Rice	Speech or language impairment	Itinerant		7 N			12/1/2022	19	Inside the r	N	94	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	5	6	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Sheldon			Croyle	Mental retardation	Speech or language impairment	Supplemental	2 N			12/1/2022	20	Inside regular	N	71	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	13	13	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Russell			Santina	Specific learning disability	Speech or language impairment	Supplemental	1 N			12/1/2022	20	Inside regular	Y	54	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	17	18	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Frances			Tyson	Mental retardation	Autistic/Autism	Itinerant	1 N			12/1/2022	19	Inside the r	N	88	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	6	7	N	Multi-Racial
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Lawrence			Ferrantino	Specific learning disability	Supplemental		1 N			12/1/2022	20	Inside regular	Y	55	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	16	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Nicholas			Vail	Specific learning disability	Supplemental		1 N			12/1/2022	20	Inside regular	Y	54	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	14	15	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Jenna			Santina	Autistic/Autism	Other health impairment	Supplemental	1 N			12/1/2022	20	Inside regular	Y	74	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	17	17	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Jacoby			Raman	Speech or language impairment	Itinerant		7 N			12/1/2022	19	Inside the r	N	99	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	10	10	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Gregory			Raman	Speech or language impairment	Itinerant		7 N			12/1/2022	19	Inside the r	N	97	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	9	9	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Gavin			Vioral	Mental retardation	Speech or language impairment	Supplemental	2 N			12/1/2022	20	Inside regular	N	70	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	9	9	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Liam			Mulrine	Autistic/Autism	Speech or language impairment	Itinerant	26 N			12/1/2022	19	Inside the r	N	90	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	9	9	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Violette			Waldroup	Specific learning disability	Itinerant		1 N			12/1/2022	19	Inside the r	N	88	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	10	10	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Dashone			Swarmer	Specific learning disability	Supplemental		1 N			12/1/2022	20	Inside regular	Y	79	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	14	14	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Kiersten			Henderson	Other health impairment	Itinerant		1 N			12/1/2022	19	Inside the r	Y	97	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	17	18	N	American Indian / Alaskan Native
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Leah			Nixon	Autistic/Autism	Speech or language impairment	Itinerant	26 N			12/1/2022	19	Inside the r	N	92	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	12	12	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Siena			Vail	Other health impairment	Speech or language impairment	Itinerant	1 N			12/1/2022	19	Inside the r	N	94	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	12	12	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Maggie			Ferrantino	Specific learning disability	Itinerant		1 N			12/1/2022	19	Inside the r	Y	97	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	15	15	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Jeury			Campbell	Other health impairment	Supplemental		1 N			12/1/2022	20	Inside regular	N	77	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	12	12	Y	Hispanic

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LEA_NAME	SUBMITTING_AUN_NUMBER	SCHOOL_NUMBER	SCHOOL_YEAR	PASECURE_ID	STUDENT_FIRST_NAME	STUDENT_LAST_NAME	STUDENT_MIDDLE_NAME	SPECIAL_EDUCATION_TEACHER_NAME	PRIMARY_DISABILITY	SECONDARY_DISABILITY	AMOUNT_OF_SPECIAL_EDUCATION_SERVICES	TYPE_OF_SUPPORT	PRIMARY_PLACEMENT_TYPE	DATE_EXITED_SPECIAL_EDUCATION	SNAPSHOT_DATE	LRE_CATEGORY_CODE	LRE_CATEGORY_DESCRIPTION	TRANSITION_IEP_STATUS_CODE	EDUCATIONAL_ENVIRONMENT_PERCENTAGE	REASON_FOR_EXITING_SPECIAL_EDUCATION	EXIT_REASON_DESCRIPTION	SERVICE_PROVIDER	TRANSITION_PAID_WORK_BASIS	TRANSITION_JOB_SUPPORTS_COACHING	TRANSITION_CAREER_DEVELOPMENT_EXPLORATION	TRANSITION_POST_SECONDARY_MODIFICATION	LOCATION_OF_SPECIAL_EDUCATION_SERVICES	ID7_1_AGE	ID12_1_AGE	LEP_STATUS	RACE_ETHNICITY
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Luis		Tomaino	Autistic/Autism	Speech or Language	Itinerant	26	N		12/1/2022	19	Inside the regular classroom	89	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	12	12	N	Hispanic	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		James		Martin	Specific learning disability	Itinerant	1	N		12/1/2022	19	Inside the regular classroom	97	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	17	18	N	White		
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Johmir		Mulrine	Other health impairment	Specific learning disability	Itinerant	4	N		12/1/2022	19	Inside the regular classroom	97	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	7	8	N	Black or African American	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Masekela		Tomaino	Emotional disturbance	Speech or Language	Itinerant	4	N		12/1/2022	19	Inside the regular classroom	89	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	11	11	N	Black or African American	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Cole		Ferrantino	Autistic/Autism	Specific learning disability	Supplemental	1	N		12/1/2022	20	Inside regular classroom	61	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	16	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Malik		Ferrantino	Specific learning disability	Itinerant	1	N		12/1/2022	19	Inside the regular classroom	97	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	16	N	Black or African American		
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Bethany		Grieff	Specific learning disability	Supplemental	1	N		12/1/2022	20	Inside regular classroom	57	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	15	15	N	Hispanic		
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Destany		Kyler	Specific learning disability	Itinerant	1	N		12/1/2022	19	Inside the regular classroom	87	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	17	17	N	Hispanic		
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Aaronmich		Grieff	Emotional disturbance	Specific learning disability	Supplemental	4	N		12/1/2022	20	Inside regular classroom	48	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	16	N	Hispanic	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Saraa		Campbell	Specific learning disability	Speech or Language	Itinerant	1	N		12/1/2022	19	Inside the regular classroom	82	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	13	13	N	Black or African American	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Nico		Nixon	Other health impairment	Supplemental	1	N		12/1/2022	20	Inside regular classroom	77	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	12	12	N	Black or African American		
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Karime		Daily	Mental retardation	Speech or Language	Supplemental	2	N		12/1/2022	20	Inside regular classroom	70	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	17	N	Black or African American	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Chloe		Bohanan	Specific learning disability	Itinerant	1	N		12/1/2022	19	Inside the regular classroom	98	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	13	13	N	White		
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Sineara		Ferrantino	Specific learning disability	Itinerant	1	N		12/1/2022	19	Inside the regular classroom	97	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	15	16	N	Black or African American		
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Tatum		Mulrine	Specific learning disability	Autistic/Autism	Itinerant	1	N		12/1/2022	19	Inside the regular classroom	89	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	9	9	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Heaven		Mulkern	Specific learning disability	Itinerant	1	N		12/1/2022	19	Inside the regular classroom	97	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	14	14	N	Black or African American		
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Elizabeth		Matusz	Autistic/Autism	Other health impairment	Itinerant	26	N		12/1/2022	19	Inside the regular classroom	95	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	16	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Ciara		Matusz	Emotional disturbance	Specific learning disability	Itinerant	4	N		12/1/2022	19	Inside the regular classroom	96	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	15	16	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Lailah		Shaffer	Other health impairment	Itinerant	4	N		12/1/2022	19	Inside the regular classroom	83	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	11	12	N	Hispanic		
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Francis		Matusz	Other health impairment	Supplemental	1	N		12/1/2022	20	Inside regular classroom	56	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	14	15	N	Hispanic		
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Patience		Leach	Specific learning disability	Supplemental	1	N		12/1/2022	20	Inside regular classroom	53	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	15	15	N	Hispanic		
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Mark		Bohanan	Specific learning disability	Itinerant	1	N		12/1/2022	19	Inside the regular classroom	97	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	13	13	N	White		
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Victoria		Kyler	Specific learning disability	Itinerant	1	N		12/1/2022	19	Inside the regular classroom	82	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	14	14	N	Hispanic		
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Aneeq		Scanga	Emotional disturbance	Other health impairment	Itinerant	1	N		12/1/2022	19	Inside the regular classroom	80	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	10	10	N	Black or African American	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Alanna		Matusz	Specific learning disability	Speech or Language	Itinerant	1	N		12/1/2022	19	Inside the regular classroom	95	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	14	15	Y	Hispanic	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Ian		Raman	Speech or language impairment	Itinerant	7	N		12/1/2022	19	Inside the regular classroom	99	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	6	7	N	Black or African American		
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Yahanna		Luis	Autistic/Autism	Supplemental	26	N		12/1/2022	20	Inside regular classroom	53	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	16	N	Black or African American		
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Brock		Bohanan	Specific learning disability	Speech or Language	Supplemental	1	N		12/1/2022	20	Inside regular classroom	44	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	12	13	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Robert		Bohanan	Specific learning disability	Itinerant	1	N		12/1/2022	19	Inside the regular classroom	80	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	12	12	N	Multi-Racial		

Federal Child Count

LEA_NAME	SUBMITTING_AUN	SCHOOL_NUMBER	SCHOOL	SCHOOL_YEAR	PASECURE_ID	STUDENT_FIRST_NAME	STUDENT_LAST_NAME	STUDENT_MIDDLE_NAME	SPECIAL_EDUCATION_TEACHER_NAME	PRIMARY_DISABILITY	SECONDARY_DISABILITY	AMOUNT_OF_SPECIAL_EDUCATION_SERVICES	TYPE_OF_SUPPORT	PRIMARY_PLACEMENT_TYPE	DATE_EXITED_SPEC_EDUCATION	SNAPSHOT_DATE	LRE_CATEGORY_LOCATION_OF_INTERVENTION_CODE	LRE_CATEGORY_LOCATION_OF_INTERVENTION_DESCRIPTION	TRANSITION_IEP_STATUS_CODE	EDUCATIONAL_ENVIRONMENT_PERCENTAGE	REASON_EXITING_SPEC_EDUCATION	EXIT_REASON_DESCRIPTION	SERVICE_PROVIDER	TRANSITION_PAID_WORK_BASIS	TRANSITION_JOB_SUPPORTS_COACHING	TRANSITION_CAREER_DEV_EXPLORATION	TRANSITION_POST_MODIFICATION	LOCATION_OF_SPECIAL_EDUCATION_SERVICES	ID7_1_AGE	ID12_1_AGE	LEP_STATUS	RACE_ETHNICITY
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Zaid			Campbell	Other health	Specific learning disability	Supplemental	1	N		12/1/2022	20	Inside regular	Y	51	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	13	14	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Aris			Luis	Autistic/Autism		Supplemental	26	N		12/1/2022	20	Inside regular	Y	63	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	15	15	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Emily			Kyler	Specific learning disability	Speech or language impairment	Supplemental	1	N		12/1/2022	20	Inside regular	Y	49	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	16	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Christiana			Raman	Speech or language impairment		Itinerant	7	N		12/1/2022	19	Inside regular	N	99	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	7	7	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Addison			Matusz	Emotional disturbance		Itinerant	4	N		12/1/2022	19	Inside regular	Y	95	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	17	17	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Odin			Raman	Speech or language impairment		Itinerant	7	N		12/1/2022	19	Inside regular	N	99	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	5	5	N	Multi-Racial
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		William			Kyler	Specific learning disability		Itinerant	1	N		12/1/2022	19	Inside regular	Y	97	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	17	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Allison			Raman	Speech or language impairment		Itinerant	7	N		12/1/2022	19	Inside regular	N	97	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	8	8	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Silas			Vail	Autistic/Autism		Itinerant	1	N		12/1/2022	19	Inside regular	Y	81	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	13	13	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Megan			Nixon	Specific learning disability		Supplemental	1	N		12/1/2022	20	Inside regular	Y	52	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	14	14	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Christophe			Dennis	Autistic/Autism	Speech or language impairment	Itinerant	26	N		12/1/2022	19	Inside regular	N	97	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	7	8	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Keyonna			Daily	Mental retardation	Speech or language impairment	Supplemental	2	N		12/1/2022	20	Inside regular	Y	55	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	17	17	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Robert			Yoest	Other health impairment		Supplemental	1	N		12/1/2022	20	Inside regular	N	63	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	11	11	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Victoria			Shaffer	Other health	Emotional disturbance	Itinerant	4	N		12/1/2022	19	Inside regular	Y	97	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	14	14	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Semaj			Scanga	Specific learning disability		Itinerant	1	N		12/1/2022	19	Inside regular	N	94	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	10	11	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Emily			Ferrantino	Specific learning disability		Itinerant	1	N		12/1/2022	19	Inside regular	Y	97	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	15	15	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Thaddeus			Jena	Specific learning disability		Supplemental	1	N		12/1/2022	20	Inside regular	N	65	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	9	9	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Cameron			Raman	Speech or language impairment		Itinerant	7	N		12/1/2022	19	Inside regular	N	97	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	5	5	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Tucker			Shaffer	Specific learning disability		Itinerant	1	N		12/1/2022	19	Inside regular	N	98	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	13	13	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Naw Laueh			Raman	Speech or language impairment		Itinerant	7	N		12/1/2022	19	Inside regular	N	96	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	6	7	N	Asian
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Jaycee			Scanga	Other health impairment		Itinerant	4	N		12/1/2022	19	Inside regular	N	95	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	11	11	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Landyn			Raman	Speech or language impairment		Itinerant	7	N		12/1/2022	19	Inside regular	N	99	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	8	8	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Nicholas			Grieff	Specific learning disability	Other health impairment	Itinerant	1	N		12/1/2022	19	Inside regular	Y	85	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	17	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Sakae			Matusz	Specific learning disability		Itinerant	1	N		12/1/2022	19	Inside regular	Y	97	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	17	17	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Xavier			Croyle	Mental retardation	Autistic/Autism	Supplemental	2	N		12/1/2022	20	Inside regular	Y	67	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	13	14	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Noah			Henderson	Specific learning disability		Itinerant	1	N		12/1/2022	19	Inside regular	Y	86	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	14	14	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Krystina			Yoest	Speech or language impairment	Specific learning disability	Itinerant	1	N		12/1/2022	19	Inside regular	N	93	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	11	12	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Joshua			Mulrine	Specific learning disability	Speech or language impairment	Itinerant	1	N		12/1/2022	19	Inside regular	N	96	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	8	9	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Maya			Kyler	Other health impairment	Speech or language impairment	Supplemental	1	N		12/1/2022	20	Inside regular	Y	49	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	16	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Alex			Vioral	Autistic/Autism	Speech or language impairment	Supplemental	26	N		12/1/2022	20	Inside regular	N	67	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	5	6	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Riley			Daily	Autistic/Autism	Speech or language impairment	Supplemental	26	N		12/1/2022	20	Inside regular	Y	58	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	14	14	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Dominic			Swarmer	Autistic/Autism	Specific learning disability	Itinerant	26	N		12/1/2022	19	Inside regular	N	92	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	12	12	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Wyatt			Criner	Autistic/Autism	Speech or language impairment	Itinerant	26	N		12/1/2022	19	Inside regular	N	93	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	10	11	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Timothy			Martin	Specific learning disability	Other health impairment	Supplemental	1	N		12/1/2022	20	Inside regular	Y	76	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	17	17	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Theodore			Bahn	Autistic/Autism	Other health impairment	Itinerant	26	N		12/1/2022	19	Inside regular	Y	95	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	16	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Aaminah			Croyle	Mental retardation		Supplemental	2	N		12/1/2022	20	Inside regular	Y	70	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	14	15	N	Multi-Racial
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Calvin			Tomaino	Other health impairment		Itinerant	1	N		12/1/2022	19	Inside regular	N	98	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	11	11	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Savannah			Dobbin	Other health impairment	Speech or language impairment	Supplemental	1	N		12/1/2022	20	Inside regular	Y	75	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	16	N	White

Federal Child Count

LEA_NAME	SUBMITTING_AUN	SCHOOL_NUMBER	SCHOOL	SCHOOL_YEAR	PASECURE_ID	STUDENT_FIRST_NAME	STUDENT_LAST_NAME	STUDENT_MIDDLE_NAME	SPECIAL_EDUCATION_TEACHER_NAME	PRIMARY_DISABILITY	SECONDARY_DISABILITY	AMOUNT_OF_SPECIAL_EDUCATION_SERVICES	TYPE_OF_SUPPORT	PRIMARY_PLACEMENT_TYPE	DATE_EXITED_SPECIAL_EDUCATION	SNAPSHOT_DATE	LRE_CATEGORY_CODE	LRE_CATEGORY_DESCRIPTION	TRANSITION_CODE	EDUCATIONAL_ENVIRONMENT	REASON_FOR_EXITING_SPECIAL_EDUCATION	EXIT_REASON_DESCRIPTION	SERVICE_PROVIDER	TRANSITION_PAID_WORK_BASING	TRANSITION_JOB_SUPPORTS_COACHING	TRANSITION_CAREER_DEVELOPMENT_EXPLORATION	TRANSITION_POST_SECONDARY	LOCATION_OF_SPECIAL_EDUCATION_SERVICES	ID7_1_AGE	ID12_1_AGE	LEP_STATUS	RACE_ETHNICITY
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Naseer			Leach	Other health impairment			1	N		12/1/2022	19	Inside the r	Y	100	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	15	16	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Christophe			Kyler	Specific lea	Other heal	Supplemen	1	N		12/1/2022	20	Inside regu	Y	79	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	14	14	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Kyle			Waldroup	Autistic/Au	Specific lea	Supplemen	26	N		12/1/2022	20	Inside regu	N	55	N/A	Not Applica	1.23E+08	No	No	No	No	7687	10	10	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Aiyah			Mulrine	Emotional disturbanc			1	N		12/1/2022	19	Inside the r	N	98	N/A	Not Applica	1.23E+08	No	No	No	No	7687	9	9	N	Multi-Racial
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Me'Niyah			Kyler	Specific learning disab		Supplemen	1	N		12/1/2022	20	Inside regu	Y	55	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	14	14	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Adrian			Swarmer	Specific learning disab		Itinerant	1	N		12/1/2022	19	Inside the r	Y	95	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	13	14	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Nafis			Mulkern	Specific learning disab		Itinerant	1	N		12/1/2022	19	Inside the r	Y	86	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	15	16	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Kaieem			Campbell	Specific learning disab		Supplemen	1	N		12/1/2022	20	Inside regu	N	77	N/A	Not Applica	1.23E+08	No	No	No	No	7687	11	12	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Vincent			Daily	Autistic/Autism		Supplemen	26	N		12/1/2022	20	Inside regu	Y	52	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	17	17	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Brandon			Martin	Emotional disturbance		Supplemen	4	N		12/1/2022	20	Inside regu	Y	57	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	19	20	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Rashaunta			Onjack	Other heal	Speech or l	Supplemen	1	N		12/1/2022	20	Inside regu	N	74	N/A	Not Applica	1.23E+08	No	No	No	No	7687	9	10	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Makayla			Matusz	Specific learning disab		Supplemen	1	N		12/1/2022	20	Inside regu	Y	76	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	17	18	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Benjamin			Donaldson	Autistic/Autism		Itinerant	26	N		12/1/2022	19	Inside the r	Y	91	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	14	15	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Christophe			Grieff	Specific learning disab		Itinerant	1	N		12/1/2022	19	Inside the r	Y	97	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	14	14	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Abby			Scanga	Other health impairme		Itinerant	1	N		12/1/2022	19	Inside the r	N	91	N/A	Not Applica	1.23E+08	No	No	No	No	7687	11	12	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Evan			Santina	Specific lea	Speech or l	Supplemen	1	N		12/1/2022	20	Inside regu	Y	54	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	17	18	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Leland			Limpert	Specific lea	Speech or l	Supplemen	1	N		12/1/2022	20	Inside regu	N	59	N/A	Not Applica	1.23E+08	No	No	No	No	7687	10	11	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Tashyah			Croyle	Autistic/Autism		Supplemen	2	N		12/1/2022	20	Inside regu	Y	69	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	13	14	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Kaitlyn			Raman	Speech or language im		Itinerant	7	N		12/1/2022	19	Inside the r	N	98	N/A	Not Applica	1.23E+08	No	No	No	No	7687	9	10	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Alistair			Raman	Speech or language im		Itinerant	7	N		12/1/2022	19	Inside the r	N	97	N/A	Not Applica	1.23E+08	No	No	No	No	7687	8	9	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Noah			Dennis	Autistic/Au	Speech or l	Itinerant	26	N		12/1/2022	19	Inside the r	N	98	N/A	Not Applica	1.23E+08	No	No	No	No	7687	7	7	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		La'lonna			Ferrantino	Specific learning disab		Itinerant	1	N		12/1/2022	19	Inside the r	Y	87	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	14	14	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Syn'Cere			Tomaino	Emotional / Other heal		Itinerant	4	N		12/1/2022	19	Inside the r	N	93	N/A	Not Applica	1.23E+08	No	No	No	No	7687	10	11	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Shawn			Limpert	Specific lea	Speech or l	Supplemen	1	N		12/1/2022	20	Inside regu	N	60	N/A	Not Applica	1.23E+08	No	No	No	No	7687	9	9	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Sean			Campbell	Specific lea	Speech or l	Supplemen	1	N		12/1/2022	20	Inside regu	Y	59	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	12	13	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Kimberly			Leach	Other health impairme		Supplemen	1	N		12/1/2022	20	Inside regu	Y	76	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	14	14	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		John			Daily	Autistic/Au	Speech or l	Supplemen	26	N		12/1/2022	20	Inside regu	Y	52	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	17	17	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Matthew			Grieff	Emotional disturbance		Itinerant	4	N		12/1/2022	19	Inside the r	Y	96	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	17	18	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Christian			Waldroup	Autistic/Autism		Supplemen	1	N		12/1/2022	20	Inside regu	N	62	N/A	Not Applica	1.23E+08	No	No	No	No	7687	11	11	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Malachi			Campbell	Specific learning disab		Supplemen	1	N		12/1/2022	20	Inside regu	N	48	N/A	Not Applica	1.23E+08	No	No	No	No	7687	12	13	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Aidan			Bohanan	Specific lea	Other heal	Itinerant	1	N		12/1/2022	19	Inside the r	N	94	N/A	Not Applica	1.23E+08	No	No	No	No	7687	12	13	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Sarah			Santina	Specific lea	Emotional	Itinerant	1	N		12/1/2022	19	Inside the r	Y	95	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	15	16	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Nicole			Donaldson	Specific lea	Speech or l	Itinerant	1	N		12/1/2022	19	Inside the r	Y	96	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	14	14	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Nassir			Santina	Autistic/Au	Other heal	Itinerant	1	N		12/1/2022	19	Inside the r	Y	87	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	13	14	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Lexia			Jena	Specific learning disab		Itinerant	1	N		12/1/2022	19	Inside the r	N	97	N/A	Not Applica	1.23E+08	No	No	No	No	7687	10	11	N	White

Federal Child Count

LEA_NAME	SUBMITTING_AUN	SCHOOL_NUMBER	SCHOOL	SCHOOL_YEAR	SECURE_ID	STUDENT_FIRST_NAME	STUDENT_LAST_NAME	STUDENT_MIDDLE_NAME	SPECIAL_EDUCATION_TEACHER_NAME	PRIMARY_DISABILITY	SECONDARY_DISABILITY	AMOUNT_OF_SPECIAL_EDUCATION_SERVICES	TYPE_OF_SUPPORT	PRIMARY_PLACEMENT_TYPE	DATE_EXITED_SPEC_EDUCATION	SNAPSHOT_DATE	LRE_CATEGORY_CODE	LRE_CATEGORY_DESCRIPTION	TRANSITION_CODE	EDUCATIONAL_ENVIRONMENT	REASON_FOR_EXITING_SPEC_EDUCATION	EXIT_REASON_DESCRIPTION	SERVICE_PROVIDER	TRANSITION_PAID_WORK_BASING	TRANSITION_JOB_SUPPORTS_COACHING	TRANSITION_CAREER_DEVELOPMENT_EXPLORATION	TRANSITION_POST_SECONDARY	LOCATION_OF_SPECIAL_EDUCATION_SERVICES	ID_1_AGE	ID_1_AGE	LEP_STATUS	RACE_ETHNICITY
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Tasneem			Bahn	Specific learning disability	Supplemental	1	N		12/1/2022	20	Inside regular	Y	66	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	14	15	N	Black or African American	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Zayniece			Martin	Specific learning disability	Supplemental	1	N		12/1/2022	20	Inside regular	Y	49	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	16	N	Black or African American	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Isak			Bohanan	Other health impairment	Itinerant	1	N		12/1/2022	19	Inside regular	Y	98	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	13	13	N	Hispanic	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Logan			Croyle	Other health impairment	Supplemental	2	N		12/1/2022	20	Inside regular	Y	64	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	13	13	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Jackson			Scanga	Other health impairment	Supplemental	1	N		12/1/2022	20	Inside regular	N	62	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	12	12	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Leah			Tyson	Specific learning disability	Itinerant	1	N		12/1/2022	19	Inside regular	N	83	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	7	7	N	Multi-Racial	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Noah			Raman	Speech or language impairment	Itinerant	7	N		12/1/2022	19	Inside regular	N	99	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	7	8	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Kamdyn			Mulrine	Speech or language impairment	Itinerant	7	N		12/1/2022	19	Inside regular	N	96	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	10	10	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Zachery			Ferrantino	Other health impairment	Itinerant	1	N		12/1/2022	19	Inside regular	Y	97	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	17	17	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Leland			Nixon	Specific learning disability	Itinerant	1	N		12/1/2022	19	Inside regular	Y	98	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	13	14	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Su'days			Mulkern	Other health impairment	Itinerant	1	N		12/1/2022	19	Inside regular	Y	85	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	17	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Nyle			Baumgard	Specific learning disability	Itinerant	1	N		12/1/2022	19	Inside regular	N	80	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	8	8	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Leelah			Swarmer	Autistic/Autism	Supplemental	1	N		12/1/2022	20	Inside regular	N	52	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	12	12	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Melia			Dennis	Speech or language impairment	Itinerant	7	N		12/1/2022	19	Inside regular	N	96	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	7	8	N	Hispanic	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Garrett			Santina	Specific learning disability	Itinerant	1	N		12/1/2022	19	Inside regular	Y	87	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	17	18	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Sinaiya			Matusz	Emotional disturbance	Itinerant	1	N		12/1/2022	19	Inside regular	Y	94	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	14	14	N	Black or African American	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Austin			Bahn	Other health impairment	Supplemental	1	N		12/1/2022	20	Inside regular	Y	66	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	15	15	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Nicholas			Baumgard	Specific learning disability	Supplemental	1	N		12/1/2022	20	Inside regular	N	78	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	7	8	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Joseph			Luis	Specific learning disability	Supplemental	2	N		12/1/2022	20	Inside regular	Y	58	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	15	15	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Karen			Baumgard	Specific learning disability	Itinerant	1	N		12/1/2022	19	Inside regular	N	87	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	6	7	N	Black or African American	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Raychel			Bahn	Specific learning disability	Supplemental	1	N		12/1/2022	20	Inside regular	Y	55	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	14	15	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Christian			Croyle	Mental retardation/Other health impairment	Supplemental	2	N		12/1/2022	20	Inside regular	N	68	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	12	12	N	Black or African American	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Teresa			Henderson	Specific learning disability	Itinerant	1	N		12/1/2022	19	Inside regular	Y	87	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	15	16	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Michael			Vail	Specific learning disability	Supplemental	1	N		12/1/2022	20	Inside regular	Y	76	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	13	14	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Christian			Scanga	Autistic/Autism	Itinerant	1	N		12/1/2022	19	Inside regular	N	98	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	11	12	N	Hispanic	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Elijah			Raman	Speech or language impairment	Itinerant	7	N		12/1/2022	19	Inside regular	N	97	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	11	11	N	Black or African American	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Theodore			Shaffer	Specific learning disability	Supplemental	1	N		12/1/2022	20	Inside regular	Y	63	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	12	13	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Lucas			Raman	Speech or language impairment	Itinerant	7	N		12/1/2022	19	Inside regular	N	97	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	6	7	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Glen			Henderson	Specific learning disability	Supplemental	1	N		12/1/2022	20	Inside regular	Y	53	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	15	16	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Ava			Nixon	Specific learning disability	Itinerant	1	N		12/1/2022	19	Inside regular	N	98	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	13	13	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Nevaeh			Raman	Speech or language impairment	Itinerant	7	N		12/1/2022	19	Inside regular	N	98	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	11	11	N	Black or African American	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Zander			Nixon	Other health impairment	Itinerant	1	N		12/1/2022	19	Inside regular	N	85	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	12	12	N	Hispanic	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Chenelle			Klingenberg	Autistic/Autism	Mental retardation/Supplemental	2	N		12/1/2022	20	Inside regular	N	68	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	11	11	N	Hispanic	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Aurora			Criner	Specific learning disability	Itinerant	1	N		12/1/2022	19	Inside regular	N	96	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	10	10	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Kennedy			Raman	Speech or language impairment	Itinerant	7	N		12/1/2022	19	Inside regular	N	97	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	8	8	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Makenna			Swarmer	Specific learning disability	Itinerant	1	N		12/1/2022	19	Inside regular	N	98	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	12	13	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Christophe			Henderson	Specific learning disability	Other health impairment	4	N		12/1/2022	19	Inside regular	Y	92	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	17	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Emiree			Criner	Other health impairment	Itinerant	4	N		12/1/2022	19	Inside regular	N	95	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	10	11	N	American Indian / Alaskan Native	

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LEA_NAME	SUBMITTING_AUN	SCHOOL_NUMBER	SCHOOL	SCHOOL_YEAR	SECURE_ID	STUDENT_FIRST_NAME	STUDENT_LAST_NAME	STUDENT_MIDDLE_NAME	SPECIAL_EDUCATION_TEACHER_NAME	PRIMARY_DISABILITY	SECONDARY_DISABILITY	AMOUNT_OF_SPECIAL_EDUCATION_SERVICES	TYPE_OF_SUPPORT	PRIMARY_PLACEMENT_TYPE	DATE_EXITED_SPEC_EDUCATION	SNAPSHOT_DATE	LRE_CATEGORY_CODE	LRE_CATEGORY_DESCRIPTION	TRANSITION_CODE	EDUCATIONAL_ENVIRONMENT	REASON_FOR_EXITING_SPEC_EDUCATION	EXIT_REASON_DESCRIPTION	SERVICE_PROVIDER	TRANSITION_PAID_WORK_BASIS	TRANSITION_SUPPORTS_COACHING	TRANSITION_CAREER_DEVELOPMENT_EXPLORATION	TRANSITION_POSTMODIFICATION	LOCATION_OF_SPECIAL_EDUCATION_SERVICES	ID7_1_AGE	ID12_1_AGE	LEP_STATUS	RACE_ETHNICITY
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Tamyah			Grieff	Specific learning disability		Supplemental	1	N		12/1/2022	20	Inside regular	Y	55	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	15	15	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Tyrese			Daily	Autistic/Autism	Mental retardation	Supplemental	26	N		12/1/2022	20	Inside regular	Y	51	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	20	21	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Isaiah			Mulkern	Other health impairment	Speech or language impairment	Itinerant	1	N		12/1/2022	19	Inside regular	Y	84	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	15	16	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Dante			Grieff	Specific learning disability	Other health impairment	Supplemental	1	N		12/1/2022	20	Inside regular	Y	47	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	17	17	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Jonathan			Bohanan	Specific learning disability		Itinerant	1	N		12/1/2022	19	Inside regular	N	95	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	12	13	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Laura			Kyler	Specific learning disability	Speech or language impairment	Supplemental	1	N		12/1/2022	20	Inside regular	Y	52	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	16	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Aiden			Limpert	Other health impairment		Itinerant	1	N		12/1/2022	19	Inside regular	N	81	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	9	9	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Dahmir	Goodman	Aaron	Limpert	Specific learning disability	Speech or language impairment	Itinerant	1	N		12/1/2022	19	Inside regular	N	93	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	9	10	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Zoe	Wright	Adara	Druc	Leach	Specific learning disability	Itinerant	1	N		12/1/2022	19	Inside regular	Y	95	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	15	15	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Nyciarah			Campbell	Specific learning disability		Itinerant	1	N		12/1/2022	19	Inside regular	Y	94	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	12	13	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Nova			Dennis	Autistic/Autism	Speech or language impairment	Itinerant	26	N		12/1/2022	19	Inside regular	N	91	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	4	5	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Kaden			Mulkern	Other health impairment		Itinerant	1	N		12/1/2022	19	Inside regular	Y	97	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	16	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Arizel			Dobbin	Other health impairment	Specific learning disability	Supplemental	1	N		12/1/2022	20	Inside regular	Y	64	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	14	15	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Ammar			Mulrine	Autistic/Autism		Itinerant	26	N		12/1/2022	19	Inside regular	N	93	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	8	9	N	Asian
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Richard			Vail	Other health impairment		Supplemental	1	N		12/1/2022	20	Inside regular	N	60	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	11	12	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Levi			Nixon	Specific learning disability		Supplemental	1	N		12/1/2022	20	Inside regular	N	77	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	13	13	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		London			Scanga	Specific learning disability		Itinerant	1	N		12/1/2022	19	Inside regular	N	96	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	10	10	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Megan			Grieff	Specific learning disability		Itinerant	1	N		12/1/2022	19	Inside regular	Y	97	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	16	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Ajoni			Nixon	Specific learning disability		Supplemental	1	N		12/1/2022	20	Inside regular	Y	65	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	11	12	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Jamie			Shaffer	Autistic/Autism	Speech or language impairment	Itinerant	26	N		12/1/2022	19	Inside regular	Y	90	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	13	13	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Emery			Raman	Speech or language impairment		Itinerant	7	N		12/1/2022	19	Inside regular	N	97	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	10	11	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Mckenzie			Martin	Specific learning disability	Emotional disturbance	Supplemental	4	N		12/1/2022	20	Inside regular	Y	60	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	17	18	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Jonet			Leach	Autistic/Autism	Speech or language impairment	Supplemental	26	N		12/1/2022	20	Inside regular	Y	79	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	14	15	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Destiny			Martin	Specific learning disability		Supplemental	1	N		12/1/2022	20	Inside regular	Y	75	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	14	14	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Seleste			Matusz	Specific learning disability	Other health impairment	Itinerant	1	N		12/1/2022	19	Inside regular	Y	96	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	13	14	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Elizabeth			Rice	Autistic/Autism	Speech or language impairment	Itinerant	1	N		12/1/2022	19	Inside regular	N	89	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	6	6	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Josiah			Mulrine	Autistic/Autism	Other health impairment	Itinerant	26	N		12/1/2022	19	Inside regular	N	91	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	8	9	N	Black or African American

Federal Child Count

LEA_NAME	SUBMITTING_AUN	SCHOOL_NUMBER	SCHOOL	SCHOOL_YEAR	PASECURE_ID	STUDENT_FIRST_NAME	STUDENT_LAST_NAME	STUDENT_MIDDLE_NAME	SPECIAL_EDUCATION_TEACHER_NAME	PRIMARY_DISABILITY	SECONDARY_DISABILITY	AMOUNT_OF_SPECIAL_EDUCATION_SERVICES	TYPE_OF_SUPPORT	PRIMARY_PLACEMENT_TYPE	DATE_EXITED_SPEC_EDUCATION	SNAPSHOT_DATE	LRE_CATEGORY_CODE	LRE_CATEGORY_DESCRIPTION	TRANSITION_CODE	EDUCATIONAL_ENVIRONMENT	REASON_FOR_EXITING_SPEC_EDUCATION	EXIT_REASON_DESCRIPTION	SERVICE_PROVIDER	TRANSITION_PAID_WORK_BASING	TRANSITION_SUPPORTS_COACHING	TRANSITION_CAREER_DEV_JOB_EXPLORATION	TRANSITION_POST_MODIFICATION	LOCATION_OF_SPECIAL_EDUCATION_SERVICES	ID7_1_AGE	ID12_1_AGE	LEP_STATUS	RACE_ETHNICITY
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Jeremiah			Bahn	Specific learning disability	Other health impairment	Supplemental	1	N		12/1/2022	20	Inside the regular classroom	Y	55	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	15	16	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Amyha			Shaffer	Specific learning disability	Itinerant	1	N		12/1/2022	19	Inside the regular classroom	Y	94	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	14	14	N	Hispanic	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Robert			Leach	Specific learning disability	Speech or language impairment	Supplemental	1	N		12/1/2022	20	Inside the regular classroom	Y	48	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	15	15	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Alfredo			Raman	Speech or language impairment	Itinerant	7	N		12/1/2022	19	Inside the regular classroom	N	95	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	6	7	N	Hispanic	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Genesis			Nixon	Speech or language impairment	Itinerant	7	N		12/1/2022	19	Inside the regular classroom	Y	95	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	14	14	N	Hispanic	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Christopher			Krystofolski	Specific learning disability	Supplemental	1	N		12/1/2022	20	Inside the regular classroom	Y	77	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	18	18	N	Hispanic	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Sarah			Tomaino	Specific learning disability	Other health impairment	Itinerant	1	N		12/1/2022	19	Inside the regular classroom	N	95	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	10	11	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Khloe			Criner	Autistic/Autism	Speech or language impairment	Itinerant	1	N		12/1/2022	19	Inside the regular classroom	N	82	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	12	12	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Kei'Marie			Tyson	Other health impairment	Speech or language impairment	Itinerant	1	N		12/1/2022	19	Inside the regular classroom	N	90	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	4	5	N	Multi-Racial
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Michael			Matusz	Specific learning disability	Itinerant	1	N		12/1/2022	19	Inside the regular classroom	Y	96	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	17	18	N	Multi-Racial	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Thomas			Dobbin	Other health impairment	Itinerant	1	N		12/1/2022	19	Inside the regular classroom	Y	96	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	16	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Aiden			Raman	Speech or language impairment	Itinerant	7	N		12/1/2022	19	Inside the regular classroom	N	97	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	8	8	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Joshua			Bohanan	Specific learning disability	Other health impairment	Itinerant	1	N		12/1/2022	19	Inside the regular classroom	N	81	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	12	12	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Kay'Lee			Scanga	Other health impairment	Itinerant	1	N		12/1/2022	19	Inside the regular classroom	N	97	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	11	11	N	Black or African American	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Madison	Holt	Alayna	Criner	Other health impairment	Specific learning disability	Itinerant	1	N		12/1/2022	19	Inside the regular classroom	N	88	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	11	12	N	Multi-Racial
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Jeremy	Edwards	Allen	Yoest	Specific learning disability	Speech or language impairment	Itinerant	1	N		12/1/2022	19	Inside the regular classroom	N	81	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	12	12	N	Multi-Racial
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Janiah			Nixon	Specific learning disability	Supplemental	1	N		12/1/2022	20	Inside the regular classroom	Y	79	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	14	14	N	Black or African American	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Tyler			Tomaino	Specific learning disability	Itinerant	1	N		12/1/2022	19	Inside the regular classroom	Y	84	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	12	13	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Jaidynn			Klingenber	Mental retardation	Speech or language impairment	Supplemental	2	N		12/1/2022	20	Inside the regular classroom	Y	61	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	12	13	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Rowan			Raman	Speech or language impairment	Itinerant	7	N		12/1/2022	19	Inside the regular classroom	N	99	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	11	12	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Raeya			Raman	Speech or language impairment	Itinerant	7	N		12/1/2022	19	Inside the regular classroom	N	99	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	7	7	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Marissa			Bahn	Other health impairment	Specific learning disability	Itinerant	1	N		12/1/2022	19	Inside the regular classroom	Y	96	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	14	15	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Analiz			Criner	Specific learning disability	Itinerant	1	N		12/1/2022	19	Inside the regular classroom	N	89	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	10	11	N	Hispanic	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Kenneth			Croyle	Autistic/Autism	Specific learning disability	Supplemental	26	N		12/1/2022	20	Inside the regular classroom	N	64	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	12	13	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Jaiden			Grieff	Other health impairment	Supplemental	1	N		12/1/2022	20	Inside the regular classroom	Y	53	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	17	17	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Matthew			Leach	Other health impairment	Itinerant	1	N		12/1/2022	19	Inside the regular classroom	Y	85	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	17	17	N	Hispanic	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Ramondo			Luis	Autistic/Autism	Mental retardation	Supplemental	26	N		12/1/2022	20	Inside the regular classroom	Y	66	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	15	15	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Domynic			Dennis	Autistic/Autism	Speech or language impairment	Itinerant	26	N		12/1/2022	19	Inside the regular classroom	N	95	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	7	7	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Emma			Tomaino	Emotional	Speech or language impairment	Itinerant	4	N		12/1/2022	19	Inside the regular classroom	N	92	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	10	11	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Adrian			Santina	Autistic/Autism	Itinerant	1	N		12/1/2022	19	Inside the regular classroom	Y	94	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	14	14	N	Hispanic	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Brooklyn			Tomaino	Specific learning disability	Itinerant	1	N		12/1/2022	19	Inside the regular classroom	N	98	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	11	11	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Summer			Tomaino	Specific learning disability	Supplemental	1	N		12/1/2022	20	Inside the regular classroom	N	50	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	11	12	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Ian			Ferrantino	Autistic/Autism	Emotional	Supplemental	26	N		12/1/2022	20	Inside the regular classroom	Y	45	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	17	17	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Xavier			Mulkern	Specific learning disability	Other health impairment	Itinerant	1	N		12/1/2022	19	Inside the regular classroom	Y	97	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	16	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Jonathan			Vitalbo	Specific learning disability	Speech or language impairment	Supplemental	1	N		12/1/2022	20	Inside the regular classroom	N	63	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	10	11	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Myra			Shaffer	Specific learning disability	Supplemental	1	N		12/1/2022	20	Inside the regular classroom	N	48	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	12	12	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Hayden			Martin	Specific learning disability	Itinerant	1	N		12/1/2022	19	Inside the regular classroom	Y	97	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	13	14	N	Multi-Racial	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Harley			Baumgard	Specific learning disability	Speech or language impairment	Supplemental	1	N		12/1/2022	20	Inside the regular classroom	N	77	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	7	7	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Logan			Limpert	Specific learning disability	Supplemental	1	N		12/1/2022	20	Inside the regular classroom	N	65	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	9	10	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Jayden			Waldroup	Other health impairment	Itinerant	4	N		12/1/2022	19	Inside the regular classroom	N	97	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	12	12	N	Multi-Racial	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Alanni			Waldroup	Autistic/Autism	Other health impairment	Itinerant	1	N		12/1/2022	19	Inside the regular classroom	N	92	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	10	10	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Kayden			Luis	Other health impairment	Supplemental	2	N		12/1/2022	20	Inside the regular classroom	Y	60	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	17	N	White	

Federal Child Count

LEA_NAME	SUBMITTING_AUN	SCHOOL_NUMBER	SCHOOL	SCHOOL_YEAR	PASECURE_ID	STUDENT_FIRST_NAME	STUDENT_LAST_NAME	STUDENT_MIDDLE_NAME	SPECIAL_EDUCATION_TEACHER_NAME	PRIMARY_DISABILITY	SECONDARY_DISABILITY	AMOUNT_OF_SPECIAL_EDUCATION_SERVICES	TYPE_OF_SUPPORT	PRIMARY_PLACEMENT_TYPE	DATE_EXITED_SPEC_EDUCATION	SNAPSHOT_DATE	LRE_CATEGORY_CODE	LRE_CATEGORY_DESCRIPTION	TRANSITION_IEP_STATUS_CODE	EDUCATIONAL_ENVIRONMENT	REASON_FOR_EXITING_SPEC_EDUCATION	EXIT_REASON_DESCRIPTION	SERVICE_PROVIDER	TRANSITION_PAID_WORK_BASIS	TRANSITION_JOB_SUPPORTS_COACHING	TRANSITION_CAREER_DEVELOPMENT_EXPLORATION	TRANSITION_POSTMODIFICATION	LOCATION_OF_SPECIAL_EDUCATION_SERVICES	ID7_1_AGE	ID12_1_AGE	LEP_STATUS	RACE_ETHNICITY
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Steven			Nixon	Other health impairment			4	N		12/1/2022	19	Inside the r	Y	95	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	13	14	N	Multi-Racial
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Shannon			Campbell	Autistic/Au	Specific lea		1	N		12/1/2022	19	Inside the r	Y	98	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	13	13	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Ethan			Shaffer	Other health	Speech or l		1	N		12/1/2022	19	Inside the r	N	96	N/A	Not Applica	1.23E+08	No	No	No	No	7687	11	12	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		London			Baumgard	Specific learning disab			1	N		12/1/2022	19	Inside the r	N	93	N/A	Not Applica	1.23E+08	No	No	No	No	7687	8	8	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Jude			Tomaino	Autistic/Autism			26	N		12/1/2022	19	Inside the r	N	97	N/A	Not Applica	1.23E+08	No	No	No	No	7687	10	11	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Sean			Leach	Specific learning disab			1	N		12/1/2022	20	Inside regu	Y	76	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	15	16	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Ya'sirah			Onjack	Specific learning disab			1	N		12/1/2022	20	Inside regu	N	76	N/A	Not Applica	1.23E+08	No	No	No	No	7687	8	8	N	Multi-Racial
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Garrett			Mulrine	Specific learning disab			1	N		12/1/2022	19	Inside the r	N	98	N/A	Not Applica	1.23E+08	No	No	No	No	7687	9	10	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Connor			Raman	Speech or language im			7	N		12/1/2022	19	Inside the r	N	99	N/A	Not Applica	1.23E+08	No	No	No	No	7687	10	10	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Sol			Kyler	Specific learning disab			1	N		12/1/2022	20	Inside regu	Y	55	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	17	18	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Rion			Criner	Other health	Speech or l		1	N		12/1/2022	20	Inside regu	N	44	N/A	Not Applica	1.23E+08	No	No	No	No	7687	11	12	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Mckenzie			Leach	Specific learning disab			1	N		12/1/2022	20	Inside regu	Y	73	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	14	14	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Eva			Mulrine	Specific learning disab			1	N		12/1/2022	19	Inside the r	N	96	N/A	Not Applica	1.23E+08	No	No	No	No	7687	9	10	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Chase			Luis	Autistic/Au	Speech or l		26	N		12/1/2022	20	Inside regu	Y	67	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	14	14	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Tony			Ferrantino	Other health impairment			1	N		12/1/2022	19	Inside the r	Y	97	N/A	Not Applica	1.23E+08	No	No	No	No	7687	15	15	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Tyler			Campbell	Emotional	Specific lea		1	N		12/1/2022	20	Inside regu	Y	79	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	12	13	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Ja'mylee			Vail	Specific learning disab			1	N		12/1/2022	20	Inside regu	N	42	N/A	Not Applica	1.23E+08	No	No	No	No	7687	11	11	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Naomi			Raman	Speech or language im			7	N		12/1/2022	19	Inside the r	Y	97	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	16	16	N	Multi-Racial
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Kiara			Daily	Mental retardation			2	N		12/1/2022	20	Inside regu	Y	58	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	19	19	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Roy			Rice	Mental ret	Speech or l		1	N		12/1/2022	19	Inside the r	N	90	N/A	Not Applica	1.23E+08	No	No	No	No	7687	5	5	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Jeffrey			Raman	Speech or language im			7	N		12/1/2022	19	Inside the r	N	99	N/A	Not Applica	1.23E+08	No	No	No	No	7687	7	7	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Kamau			Mulkern	Specific learning disab			1	N		12/1/2022	19	Inside the r	Y	97	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	15	15	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Lillian			Martin	Specific learning disab			1	N		12/1/2022	20	Inside regu	Y	73	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	17	18	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Kamar			Yoest	Other health impairment			1	N		12/1/2022	19	Inside the r	N	81	N/A	Not Applica	1.23E+08	No	No	No	No	7687	11	12	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Dominick			Scanga	Other health	Speech or l		1	N		12/1/2022	19	Inside the r	N	95	N/A	Not Applica	1.23E+08	No	No	No	No	7687	11	11	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Bailey			Nixon	Autistic/Au	Specific lea		26	N		12/1/2022	19	Inside the r	N	96	N/A	Not Applica	1.23E+08	No	No	No	No	7687	12	12	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		David			Santina	Specific learning disab			1	N		12/1/2022	20	Inside regu	Y	55	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	16	16	N	Multi-Racial
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Anthony			Croyle	Autistic/Au	Speech or l		26	N		12/1/2022	20	Inside regu	Y	70	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	13	13	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Carmine			Ferrantino	Other health	Specific lea		1	N		12/1/2022	20	Inside regu	Y	79	N/A	Not Applica	1.23E+08	No	No	Yes	No	7687	15	15	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Elayah			Klingenberg	Autistic/Au	Speech or l		26	N		12/1/2022	20	Inside regu	N	68	N/A	Not Applica	1.23E+08	No	No	No	No	7687	11	12	N	Black or African American
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Mia			Nixon	Other health impairment			1	N		12/1/2022	19	Inside the r	N	89	N/A	Not Applica	1.23E+08	No	No	No	No	7687	12	12	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Evelyn			Shaffer	Specific lea	Speech or l		1	N		12/1/2022	20	Inside regu	N	76	N/A	Not Applica	1.23E+08	No	No	No	No	7687	12	12	N	White
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Jaylee			Bohanan	Specific learning disab			1	N		12/1/2022	19	Inside the r	N	97	N/A	Not Applica	1.23E+08	No	No	No	No	7687	11	12	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Julissa			Bohanan	Other health	Specific lea		1	N		12/1/2022	20	Inside regu	N	70	N/A	Not Applica	1.23E+08	No	No	No	No	7687	12	12	N	Hispanic
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Daniel			Tomaino	Autistic/Au	Other health		26	N		12/1/2022	19	Inside the r	N	95	N/A	Not Applica	1.23E+08	No	No	No	No	7687	10	10	N	Hispanic

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LEA_NAME	SUBMITTING_AUN	SCHOOL_NUMBER	SCHOOL	SCHOOL_YEAR	SECURE_ID	STUDENT_FIRST_NAME	STUDENT_LAST_NAME	STUDENT_MIDDLE_NAME	SPECIAL_EDUCATION_TEACHER_NAME	PRIMARY_DISABILITY	SECONDARY_DISABILITY	AMOUNT_OF_SPECIAL_EDUCATION_SERVICES	TYPE_OF_SUPPORT	PRIMARY_PLACEMENT_TYPE	DATE_EXITED_SPEC_EDUCATION	SNAPSHOT_DATE	LRE_CATEGORY_CODE	LRE_CATEGORY_DESCRIPTION	TRANSITION_CODE	EDUCATIONAL_ENVIRONMENT	REASON_FOR_EXITING_SPEC_EDUCATION	EXIT_REASON_DESCRIPTION	SERVICE_PROVIDER	TRANSIE_PAID_WORK_BASING	TRANSIE_P_JOB_SUPPORTS	TRANSIE_P_CAREER_DEV_JOB_EXPLORED	TRANSIE_P_MODIFIED	LOCATION_OF_SPECIAL_EDUCATION_SERVICES	ID7_1_AGE	ID12_1_AGE	LEP_STATUS	RACE_ETHNICITY
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Angel			Bahn	Other health impairment		Supplemental	1	N		12/1/2022	20	Inside the regular classroom	76	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	17	N	Black or African American	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Frederick			Luis	Mental retardation	Autistic/Autism	Supplemental	2	N		12/1/2022	20	Inside the regular classroom	51	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	17	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Charlotte			Swamer	Specific learning disability	Speech or hearing impairment	Supplemental	1	N		12/1/2022	20	Inside the regular classroom	78	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	13	14	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Jake			Shaffer	Other health impairment	Specific learning disability	Itinerant	1	N		12/1/2022	19	Inside the regular classroom	88	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	13	13	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Cameron			Mulkern	Autistic/Autism		Supplemental	1	N		12/1/2022	20	Inside the regular classroom	74	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	15	16	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Angel			Scanga	Autistic/Autism		Itinerant	1	N		12/1/2022	19	Inside the regular classroom	81	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	11	11	N	Hispanic	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Adele			Scanga	Specific learning disability	Speech or hearing impairment	Supplemental	1	N		12/1/2022	20	Inside the regular classroom	78	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	10	10	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Emily			Martin	Other health impairment	Specific learning disability	Itinerant	1	N		12/1/2022	19	Inside the regular classroom	97	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	17	17	N	Hispanic	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Dylan			Yoest	Other health impairment	Speech or hearing impairment	Itinerant	4	N		12/1/2022	19	Inside the regular classroom	93	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	11	11	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Yasmin			Raman	Speech or language impairment		Itinerant	7	N		12/1/2022	19	Inside the regular classroom	98	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	11	11	N	Multi-Racial	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Storm			Scanga	Specific learning disability		Supplemental	1	N		12/1/2022	20	Inside the regular classroom	78	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	11	12	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Rosalyn			Henderson	Mental retardation	Autistic/Autism	Supplemental	1	N		12/1/2022	20	Inside the regular classroom	47	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	15	16	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Erica			Waldroup	Specific learning disability	Other health impairment	Itinerant	1	N		12/1/2022	19	Inside the regular classroom	91	N/A	Not Applicable	1.23E+08	No	No	No	No	7687	11	11	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Ishamil			Luis	Mental retardation	Speech or hearing impairment	Supplemental	2	N		12/1/2022	20	Inside the regular classroom	56	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	20	20	N	Black or African American	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Katrina			Grieff	Specific learning disability		Itinerant	1	N		12/1/2022	19	Inside the regular classroom	87	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	15	16	N	Hispanic	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Wyatt			Grieff	Specific learning disability		Itinerant	1	N		12/1/2022	19	Inside the regular classroom	97	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	15	15	N	White	
Pennsylvania	1.23E+08	7687	Pennsylvania	6/30/2023		Christian			Ferrantino	Autistic/Autism		Itinerant	1	N		12/1/2022	19	Inside the regular classroom	97	N/A	Not Applicable	1.23E+08	No	No	Yes	No	7687	16	16	N	White	



2024 -2029 Charter Renewal Application

Translation Policy

1 of 4 Pages)

Title: Translation and Interpretation Services Policy

Code:2704

Status: Draft

Adopted: August 21, 2023

Last Revised: August 21, 2023

Last Reviewed: August 21, 2023

Prior Revision Dates: NA

PURPOSE

The Board of Trustees (Board) of the Pennsylvania Virtual Charter School (PA Virtual) recognizes the importance of effective communication and ensuring access to information for all students, parents, guardians, and learning coaches, including individuals with limited English proficiency (LEP) or those who are non-English speakers. To facilitate meaningful engagement and promote inclusivity, the board adopts this policy to provide guidelines for utilizing translation services when necessary.

POLICY

1. Translation and Interpretation Services:

- a. Translation is the conversion of written information from one language into equivalent information in another language. Interpretation relies on the spoken word. It refers to the process of orally rendering communication from one language to another language. Translation services may include written translations, oral interpretations, or a combination of both, depending on the specific needs of the individual or situation.
- b. PA Virtual shall provide translation and interpretation services to individuals who require language assistance to access and understand important school-related information, documents, policies, and procedures.
- c. PA Virtual will make available translation and interpretation services in languages commonly spoken by significant portions of the school community, as identified through demographic data and community input.
- d. PA Virtual will make available translation and interpretation services for languages not commonly spoken by significant portions of the school community, as identified through demographic data, community input, and/or specific requests.
- e. The translation and interpretation services utilized by PA Virtual should be accurate, reliable, and culturally sensitive, ensuring that the meaning and intent of the original content are effectively conveyed.

2. Identification of Translation and Interpretation Needs:

- a. PA Virtual shall regularly assess the language needs of students, parents, guardians, and other stakeholders, collecting data through surveys, language proficiency assessments, and other means as appropriate.
- b. The identification of translation and interpretation needs will be an ongoing process, with particular attention to newly enrolled students and families who may require language assistance.

3. Communication Materials:

- a. Important school-related information, such as enrollment forms, policies, and procedures, shall be translated into languages that serve the identified language needs of the school community.
 - b. PA Virtual shall strive to provide translated materials in a timely manner to ensure equitable access to information.
4. Qualified Translation and Interpretation Service Providers:
 - a. PA Virtual shall establish partnerships with qualified translation and interpretation service providers, ensuring their expertise, professionalism, and adherence to confidentiality and privacy standards.
 - b. Any interpreter used by PA Virtual will be a neutral party and will communicate everything said during the conversation. Interpreters shall not omit or editorialize on the content of the conversation that they are translating.
 - c. PA Virtual will not rely on students, siblings, friends, or untrained school staff to translate or interpret for parents. Except in the case of emergency where there is a clear and imminent danger, children shall not be used as interpreters for formal or official information. A child may only be used as an interpreter for informal communication when there is no risk that confidential information may be disclosed.
5. Training and Professional Development:
 - a. School staff members who regularly interact with students, parents, guardians, and community members shall receive training and professional development opportunities on effective communication strategies when working with individuals with limited English proficiency, how to access, or help parents/guardians access, translation and interpretation services, and procedures and best practices regarding the school's role in facilitating translation and interpretation services
 - b. Training programs may include cultural competency, basic language skills, and other information necessary to provide translation and interpretation services.
6. Communication and Publicizing the Policy:
 - a. The Board of Trustees at PA Virtual shall communicate and publicize this policy to all stakeholders, ensuring that individuals are aware of their rights to language assistance and the available translation services.
 - b. Information about translation services, including contact details for accessing assistance, shall be prominently displayed on the school's website, in newsletters, and other relevant communication channels.
7. Requesting Translation and Interpretation Services
 - a. Translation and Interpretation services are available free of cost to all parents, staff, and students who may request services directly from the school.
 - b. Parents, staff, and students may access language services for school related purposes through the contact information provided in our Learning Management System.
8. Special Education & 504 Plan Requests
 - a. In order to ensure meaningful participation in the special education or 504 Plan process, PA Virtual will provide translation and interpretation services to parents/guardians with limited English proficiency who have students with disabilities.

- b. A request for the translation or interpretation services should be sent to
- i. The Director of Special Education if the student has an IEP
 - ii. The student's assigned Guidance Counselor if the student has a 504 Plan

Adherence to this policy will enhance communication, foster engagement, and promote equitable access to educational resources and opportunities within the school community.

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

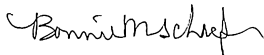
Legal:

- Title VI of the Civil Rights Act of 1964 (Title VI)
- Lau v. Nichols, 414 U.S. 563 (1974)
- 28 CFR 42.104(b)(2)
- 42 Pa.C.S. §4402
- Title III, Part A, Elementary and Secondary Education Act of 1965 (ESEA)
- 34 C.F.R.
- Equal Educational Opportunities Act (EEOA)

Cross Reference:

- English Learners Policy
- Student Handbook and Code of Conduct

ADOPTED this day 21 of August, 2023



Board of Trustees Chair



Secretary



2024 -2029 Charter Renewal Application
English Language Learners Program_2023
(1 of 8 Pages)

PA Virtual Charter School

PA Virtual Charter School English Learners Program

Program Goals and Objectives

Overall Program Objectives

- Use student's first language as a vehicle to accelerate in a developmentally appropriate way their English acquisition as early as possible.
- Provide explicit instruction that fosters academic growth and success within the general education environment.
- Provide transition opportunities and support for EL (English Learner) students who are ready to participate in the general education program.
- Provide exposure and interaction with academic English language models through interactions within the school community.
- Share and create awareness and understanding of diverse cultures.

Program Goals - Academic

Goal 1: Students will use English to communicate in social settings

- Standard 1. Students will use English to participate in social interactions.
- Standard 2. Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
- Standard 3. Students will use learning strategies to extend their communicative competence.

Goal 2: Students will use English to achieve academically in all content areas

- Standard 1. Students will use English to interact in the classroom.
- Standard 2. Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
- Standard 3. Students will use appropriate learning strategies to construct and apply academic knowledge.

Goal 3: Students will use English in socially and culturally appropriate ways

- Standard 1. Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
- Standard 2. Students will use nonverbal communication appropriate to audience, purpose and setting.
- Standard 3. Students will use appropriate learning strategies to extend their communicative competence.

Program Goals - Social

Orient students to the cultural patterns of American life so they can fully participate in classroom, school, and community activities.

- Develop students' awareness of cultural diversity and encourage pride in their own bilingualism and biculturalism
- Provide a school environment that understands the growth and development patterns of the ELs
- Provide students with a knowledge of American culture so that they may participate more fully in the academic, social, and cultural activities of our school, community, and nation (i.e. Federal Holidays)

PA Virtual Charter School

- Assist students in developing insights into their own language and culture by recognizing that different languages use different patterns to communicate and that cultures view situations from varying perspectives
- Involve parents in their student's education

Identification of EL Students & Orientation Procedures for EL Students and their Parents

PA Virtual Charter School will provide information about assessment and related academic achievement to parents in their native language.

The orientation will include basic school information, a description of the EL/Bilingual program, what content classes the student will attend, what special programs are available, homework and attendance policies, and district-wide assessment practices and procedures. Expectations for participation and behavior will be clear to all involved.

All students entering Pennsylvania public schools must be assessed for limited English language deficiencies through the administration of a home language survey.

At minimum the survey must include three questions:

- What was the first language your child learned to speak?*
- What language(s) does your child speak most often at home?*
- What language(s) is spoken most often in your home?*

PAVirtual Charter School utilizes the home language survey as a part of the initial paperwork that the family must complete upon enrollment. The results of this survey are included in both the permanent hard copy folder and the electronic file of every student.

Once a student has been identified as a student whose **Primary Home Language is Other Than English (PHLOTE)**, an assessment is made of his/her English proficiency.

PA Virtual Charter School

Assessment of EL Students to Determine Instructional Placement

Assessment is a key component of any program model. Appropriate and multiple measures should be used at all stages of language proficiency instruction. Assessment is used to:

- Properly identify students and their proficiency levels
- Place students at the right levels of service
- Monitor their progress
- Improve programming
- Determine when EL or bilingual instruction is no longer needed

PA Virtual uses the WIDA assessment to determine if students are eligible to receive EL program supports:

The purpose of the test:

- What information about a student is needed?
- How will the information be used?

Representative examples of the kinds of information needed may include:

- Can the student participate in the oral language of a mainstream class?
- Can the student read and write English at levels similar to his or her English-speaking classmates?
- Does the student need an EL program?
- If the student needs a program, what should his or her placement be?
- Does the student read and write their native language at grade level?
- Are the student's academic skills near grade level in their native language?
- What specific aspects of English grammar or vocabulary does the student lack?
- Is the student progressing in oral or written English?

The answers to these questions will aid in determining programming for ELs.

All staff assigned to work with EL students are made aware of the assessment results and the implications for instructional design. Limited English proficiency requires that a student receive assistance in acquiring English proficiency and instructional strategies that recognize the linguistic differences and the nature of second language acquisition. These assessments are done initially so that students may be identified as ELs and placed in the appropriate program within the range of EL.

Instructional Program

According to the July 2001 Basic Education Circular (BEC), Educating Students with Limited English Proficiency (LEP) and English Language Learners (ELL) 22 PA Code 4.26, the amount and type of standards based EL instruction depends upon a student's level of language development as determined by the results of the initial WIDA assessments. The following are recommended times for daily instruction that PA Virtual Charter School will utilize in their EL programming:

Non-English speaker - two to three hours

Beginner - two hours

Intermediate - one to one and a half hours

Advanced - one hour

Students who have exited - support two to three times per week

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Students must also be scheduled in content area classes with instruction aligned to the standards and adapted to their needs. Adapting this coursework does not mean "watering down" the curriculum or placing a student in an age inappropriate classroom. Multiple measures should be used to determine when a student is ready to progress from one proficiency level to another.

PA Virtual employs Pennsylvania EL certified teachers to support and instruct ELs English language skills, including listening, speaking, reading, writing, study skills, vocabulary, and cultural orientation. EL instruction is provided in English.

While PA Virtual Charter School has developed a program unique to our needs, legal requirements necessitate a research base for program design and activity. According to Lucas, Henze & Donato, 1990; Tikunoff et al 1991; Pease-Alvarez, Garcia & Espinosa, 1991; and Garcia, 1991, the following characteristics of an effective program for ELs have been identified by researchers:

1. A school climate centered on acceptance and support for all students
2. Active learning incorporated into the instructional design
3. Environments that are academically challenging and have high expectations
4. A commitment to staff development programs which assist ALL teachers (not just ELL teachers) in providing effective instruction to language minority students
5. Expert instructional leaders and teachers
6. An emphasis on functional communication between teacher and students and among fellow students
7. Organization of the instruction of basic skills and academic content around thematic units
8. Frequent student interaction through the use of collaborative learning techniques
9. Teachers with a high commitment to the educational success of all students
10. Principals supportive of their instructional staff and teacher autonomy while maintaining an awareness of district policies on curriculum and academic accountability
11. Involvement of majority and minority parents in formal parent support activities

PA Virtual's ELL program is evaluated on an ongoing basis to ensure that it is effective, i.e., students are achieving and all regulations and laws are being met. According to the BEC, July 2001: Any program that is implemented must, at minimum, meet a three-prong test mandated by federal law (Civil Rights Act of 1964, Title VI, *Castaneda v. Pickard*, 648 F. 2d 989 (1981)).

Characteristics of an Effective Program

Must be:

- (1) *Based on sound educational and language learning theory*
- (2) *Implemented with sufficient resources and staffed by appropriately prepared personnel*
- (3) *Periodically evaluated. A program that fails to produce positive results does not meet the test.*

Components for Evaluation:

Program Implementation Practices

- Identification of potential ELL students
- Assessment of English language proficiency
- Provision of adequate resources
- Professional development
- Equality of opportunity
- Transition criteria

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Student Performance

- Student progress in English language acquisition
- Student academic progress consistent with district standards for all students

The program evaluation should follow a logical process of review such as:

- Collection of information on program effectiveness
- Identification of any program deficiencies
- Implementation of modifications and improvements to address deficiencies
- Periodic evaluations of program effectiveness

Programs should be evaluated in an ongoing manner to ensure that the district may promptly identify and address concerns within the program.

Program Evaluation Criteria Utilized by the Office of Civil Rights

The Office of Civil Rights adheres to the following criteria when assessing a program:

1. Is the program effective with respect to the identification, assessment process, exiting, monitoring, staffing, parental notification, and adequacy of facilities, instructional materials, staff development and training?
2. Are PHLOTE students who are determined not to be eligible for the alternative language program succeeding in the regular program?
3. What is the rate of students' progress towards full proficiency in English?
4. Are students in the program keeping up with their peers in other curriculum areas?
5. Are students in the program able to participate successfully in the school's full curriculum, as determined by such measures as graduation rates, scholastic achievement, awards, and honors as well as in sports and other extracurricular activities?
6. How do the standardized test scores of exited students compare to non-ELLs?
7. Do students in the program have access to all the district's programs, including vocational education, gifted and talented, programs, and special education?
8. Are students in the program being retained in grade and dropping out at rates similar to non-ELLs?

Student Participation in Related & Co-curricular Activities

All ELs have access to and are encouraged to participate in any and all academic and Co-curricular activities available in the district that they are eligible to participate in based on grade/age regulations. The advisors of the activities will provide support for ELs in such activities.

Graduation Requirements:

For the purposes of meeting graduation requirements, all ELs will follow the graduation requirements specifically described in the district strategic plan. All ELs must earn 21 academic credits, demonstrate proficiency in regard to the PA Academic Standards for Reading and Mathematics, and complete a graduation project in order to graduate from PA Virtual Charter School. Appropriate accommodations may be applied.

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Student Participation in Achievement Testing:

- EL students in their first year of enrollment in U.S. schools, including students from Puerto Rico, are not required to take the PSSA ELA or Keystone Literature tests. All ELs are required to take the PSSA Math, Keystone Algebra I, PSSA Science and Keystone Biology tests. Separate PSSA and Keystone accommodations are available for ELs for the Mathematics/Algebra I and Science/Biology and are outlined by PDE. Accommodations for each student will be determined by the student's EL and classroom teachers and may include:
 - Word-to-word translation dictionaries (not in ELA or Literature tests)
 - Qualified interpreters/sight translators (not in ELA or Literature tests except for writing prompts)
 - Spanish/English Mathematics and Science PSSA tests and Algebra I and Biology Keystone exams
- EL participation in other academic achievement tests will depend on the student's enrollment date and level of English language proficiency. Participation will be determined by the student's EL teacher, classroom teacher(s), and school counselor.
- All ELs are able to participate in the following optional academic aptitude tests:
 - PSAT: Grade 10
 - SAT: Grade 11 and/or 12

Academic Remediation & Student Achievement:

All ELs will have the opportunity to receive academic remediation in areas where they are not proficient. ELs will be identified for remediation based on standardized test scores, course grades and teacher recommendation. Academic remediation may include tutoring, computer-based remediation programs, and a formal remediation class geared towards building a portfolio of work related to the PA Academic Standards in Reading and Mathematics.

Pupil Personnel Services and School Resources

Counseling:

Counseling staff and counselor-related resource personnel are available to ELs. These services will be explained to the parents/guardians of ELs during their registration orientation and interpretation/translation services will be provided if needed.

Special Education:

ELs may be eligible for Special Education once it has been determined that the disability exists and that the disability is not solely due to lack of instruction or proficiency in the English language. English learners eligible for Special Education services must continue receiving EL instruction at the appropriate proficiency and developmental level. Identification of ELs needing specially designed instruction and special education services shall be the responsibility of the Director of Special Education. Appropriate personnel will administer the testing involved in such a process. The parents of an EL will be vital components of the IEP team.

All ELs have access to the resources of PA Virtual Charter School. Assistance will be provided, if needed, to an EL or to any parent of an EL using district resources.

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Professional Education

Staff Development: The district Act 48 plan will reflect EL activities as part of the professional development opportunities for PA Virtual Charter School employees. All staff will receive an update of the district EL students and strategies to successfully communicate and work with them. This update will be provided by memo at the beginning of each school year. In addition, workshops and conferences offered through PDE will provide EL program staff with updates on federal and state program regulations, identification and assessment requirements, and opportunities to share best practice.

Community Involvement

Program Planning: The PA Virtual Charter School EL Program will evolve with input from school and community stakeholders.

Communication with Students' Homes: Communication with parents of ELs will be provided in the parent's preferred language and mode of communication, as outlined in the Civil Rights Act of 1964. PAVCS will provide translation and/or interpretation services when needed. Translated state and federal forms will be provided to parents through use of the approved translation system or PaTTAN as provided by PDE. Communication with the parents/guardians of ELs is the responsibility of all PAVirtual employees and any translation or interpretation services will be approved by the EL program supervisor.

Complaint Resolution Policy: Parents, guardians, or students with concerns regarding the EL program should contact, in writing, the Chief Academic Officer. The written communication should include the nature of the problem, attempts at remediation, and proposed resolution to the problem. If written communication is impossible due to language barriers PA Virtual will utilize a translation service, if applicable, to communicate with the parent, student, or guardian to resolve the complaint.

Program Evaluation Procedures

Program evaluation will occur regularly and necessary changes will be made to ensure that ELs make progress towards proficiency in their English language use. The general public will be made aware of the progress of the PA Virtual EL program through board reports and updates posted on the district website. Evaluation procedures will address the program implementation practices and student performance (WIDA ACCESS scores, grades, teacher input). The following stakeholders will annually evaluate the effectiveness of the EL Program: Chief Academic Officer, principals, school counselors, EL teachers, and parents of ELs.



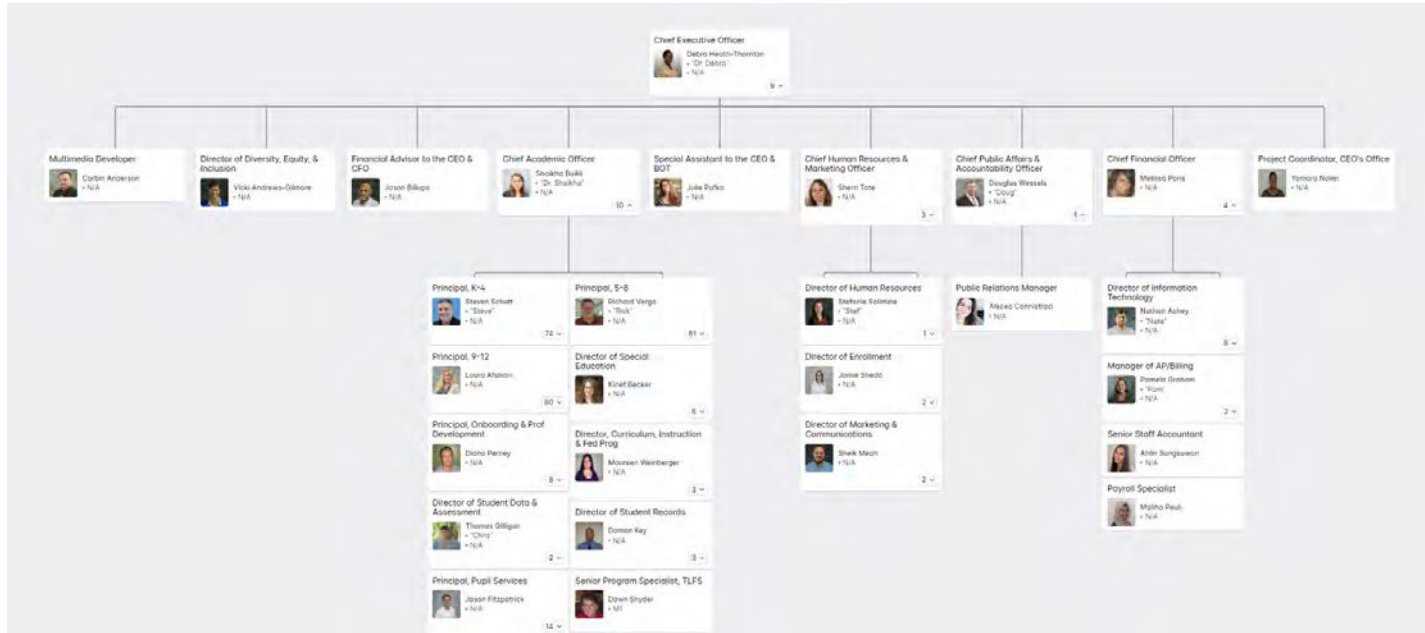
2024 -2029 Charter Renewal Application

Organizational Chart for Pa Virtual Charter
School

(1 of 2 Pages)

PA Virtual Charter School Organizational Chart

Click on this [link](#) to view the full expanded staff organizational chart.





2024 -2029 Charter Renewal Application

Policies governing the election or appointment
of Board members

(1 of 9 pages)

ARTICLE I

GENERAL

1.1 Name: The name of this non-profit corporation shall be known as THE PENNSYLVANIA VIRTUAL CHARTER SCHOOL, (hereinafter referred to as the “Public School” or “PA Virtual”).

1.2 Purpose: The Public School is incorporated for the purpose of providing a program of public education to serve the cyber education needs of the Commonwealth of Pennsylvania.

1.3 Location/Registered Office: PA Virtual shall be located at 630 Park Avenue, King of Prussia, Pennsylvania 19406. The Board of Trustees may change this address as necessary.

1.4 Fiscal Year: The fiscal year of PA Virtual shall be July 1 through June 30.

1.5 Corporate Status: The Public School is incorporated under the Pennsylvania Nonprofit Corporation Law of 1988, as amended, of the Commonwealth of Pennsylvania, and shall be organized and operated exclusively for charitable, scientific, literary and educational purposes permitted within the scope of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, including the purposes specified in Act No. 1997-22 and 2002-88 of the General Assembly of the Commonwealth of Pennsylvania referred to herein as the “Charter School Law.”

1.6 Membership: Unless or until the Articles of Incorporation of the corporation are amended to provide otherwise, the Public School shall have no members. Any provision of law requiring notice to, the presence of, or the vote, consent or other action by members of the corporation in connection with such matter shall be satisfied by notice to, the presence of, or the vote, consent or other action by the Board of Trustees. No certificates of membership shall be issued at any time.

ARTICLE II

BOARD OF TRUSTEES

2.1 Number of Trustees: The Board of Trustees shall consist of no less than five (5) and not more than nine (9) natural persons of full age.

2.2 Election of Trustees: Nomination of all Trustees will be made by the Governance & Nominating Committee or by any Trustee. Nominations will be placed before the Board of Trustees as needed at any regularly scheduled or special meeting open to the public. The Trustees will cast an open, public ballot. A simple majority of a quorum is required for election.

2.3 Quorum: No business shall be considered and no action shall be taken by the Board of Trustees at any meeting at which a quorum is not present. A quorum shall consist of a majority of the Trustees then in office.

2.4 Tenure: All Trustees shall serve three-year terms unless and until resignation, removal, disqualification or death. Except as otherwise stated in these bylaws, the term of office of each Trustee shall be for a period effective upon appointment and qualification and ending three years after the expiration of the term which such Trustee is appointed to fill or until a successor is duly elected. Trustees may be reelected for consecutive terms.

2.5 Removal of Officers and Trustees: Any Officer or Trustee may be removed from office by the Board of Trustees whenever in the Board’s judgment the best interests of the Public School will be served thereby by a majority vote of the Board then in office, excluding the Officer or Trustee who is the subject of the vote.

2.6 Resignation: Any Trustee may resign by providing written or verbal notice to the Chair or Secretary of the Board. Such resignation shall become effective upon receipt unless it is specified to be effective at

some later time. Acknowledgement of a resignation shall be recorded in the minutes at the first meeting immediately following the resignation and shall indicate the individual in receipt of the resignation.

2.7 Vacancies: At either a regularly scheduled meeting or at a special meeting called for such purpose, the Board shall elect an individual to fill the vacancy for the remainder of the unexpired term.

2.8 Compensation: Trustees shall not receive compensation for their service to the Board of Trustees. However, the Board may reimburse a Trustee for reasonable expenses incurred in furtherance of his/her duties as a Trustee, subject to Board policy.

2.9 Standard of Care:

a. A Trustee shall stand in a fiduciary relationship to the Public School, and shall perform his/her duties as a Trustee, including his or her duties as a member of any committee of the Board upon which he or she may serve, in good faith, in a manner he or she reasonably believes to be in the best interests of the Public School, and with such care, including reasonable inquiry, skill and diligence, as a person of ordinary prudence would use under similar circumstances.

In performing his/her duties, a Trustee shall be entitled to rely in good faith on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by any of the following:

1. One or more officers or employees of the Public School whom the Trustee reasonably believes to be reliable and competent in the matters presented;
2. Counsel, public accountants or other persons as to matters which the Trustee reasonably believes to be within the professional or expert competence of such person; or
3. A committee of the Board, upon which he or she does not serve, duly designated in accordance with law, as to matters within its designated authority, which committee the Trustee reasonably believes to merit confidence.

A Trustee shall not be considered to be acting in good faith if he or she has knowledge concerning the matter in question that would cause his/her reliance to be unwarranted.

b. In discharging the duties of their respective positions, the Board, committees of the Board and individual Trustees, may, in considering the best interest of the Public School, consider the effects of any action upon students, upon employees, upon persons with whom the Public School has business and other relations, and upon the community in which the Public School is located, and all other pertinent factors. The consideration of those factors shall not constitute a violation of the standard of care or justifiable reliance.

ARTICLE III

OFFICERS

3.1 Number and Qualification: The Officers of the Public School shall be a Chair, a Vice Chair, a Secretary and Treasurer. The Chair, Vice Chair and Treasurer shall be members of the Board of Trustees.

3.2 Election and Term of Office: The Officers shall be elected annually by the Board of Trustees at the Organization Meeting pursuant to the provisions of Section 5.1.3 of these bylaws and shall hold office for one year, until his/her qualified successor is chosen at the next Organization Meeting. If at any other time a vacancy exists in these offices, an officer may be elected to fill a vacancy for the remainder of the term at any special or regular meeting of the Trustees.

3.3 Chair: The Chair of the Board of Trustees shall preside at all meetings of the Trustees, except as the Trustees shall otherwise determine; and shall have such other powers and duties as may be determined by

the Trustees.

3.4 Vice Chair: The Chair shall have all the powers and perform all the duties of the Chair if the Chair is absent or unable to fulfill his/her duties. The Vice Chair shall perform such other duties as from time to time may be assigned by the Chair or by the Board.

3.5 Secretary: The Secretary shall record and maintain records of all proceedings of the Trustees in a book or series of books kept for that purpose. These books shall be open at all reasonable times to the inspection of any member of the Board of Trustees of the Public School. Such book or books shall also contain the original or attested copies of the Articles of Incorporation, the bylaws and the names and residence addresses of all members of the Board of Trustees. The Secretary shall have the right to appoint a designee to act in his/her place, provided that the Board approves such designee by majority vote. Before undertaking the duties of office, the Secretary shall furnish a bond in such amount and with such surety as may be required by the Board.

3.6 Treasurer: The Treasurer shall be responsible for the Charter School's financial affairs, funds, securities, and valuable papers and shall keep full and accurate records thereof. Before undertaking the duties of office, the Treasurer shall furnish a bond in such amount and with such surety as may be required by the Board. The Treasurer shall have the right to appoint a designee to act in his/her place, provided that the Board approves such designee by majority vote.

3.7 Other Officers: The Board of Trustees may elect or appoint such other officers as it deems useful for the proper operation of the Public School.

3.8 Chief Executive Officer (CEO): The CEO shall be the administrative head of the Public School. The CEO shall attend all meetings of the Board of Trustees, unless excused in advance by the Chair for extenuating circumstances. The CEO serves in an advisory capacity to the Board and shall report to the Board on all matters relative to his/her duties. The CEO shall execute all contracts or other instruments of the Public School as the Board may direct.

ARTICLE IV

POWERS AND DUTIES

4.1 Powers and Duties of the Board of Trustees: The Board of Trustees is responsible for ensuring that the Public School is run in compliance with the Charter Application, all applicable laws and ensuring that the Public School remains financially viable. The Board will also serve as an advocate for the charter school system and charter school education with the State Board of Education. The Board shall have the power and responsibility to decide matters related to the operation of the Public School, including, but not limited to, budgeting, curriculum and operating procedures, subject to the Public School's charter. The Board shall have the authority to employ, discharge and contract with necessary professional and nonprofessional employees subject to the Public School's charter and the provisions of the Charter School Law.

4.2 Action of Vote: An affirmative vote of the majority of the members of the Board of Trustees then in office shall be required in order to take any action including election of the Board of Trustees and officers (unless otherwise provided by law or these bylaws, including but not limited to Section 4.3 and 4.4)

4.3 Real Estate Transactions: A vote of two-thirds (2/3) of the members in office of the Board of Trustees duly recorded showing how each member voted shall be required in order to take action on the purchase of real property or the sale, mortgage, lease or other disposal of real property.

4.4 Reservation of Powers: None of the following actions may be taken by the Public School without the prior approval of not less than two-thirds (2/3) of the Board of Trustees then in office:

(a) to amend the Articles of Incorporation of the Public School or these Bylaws; (b)

to dissolve or liquidate the Corporation;

(c) to merge or consolidate the Corporation; and

(d) to convey, sell or transfer substantially all the Corporation's assets.

ARTICLE V

MEETINGS

5.1 Public Meetings: All meetings where deliberations or official actions take place by a quorum of the Board of the Public School or a committee of the Board of the Public School authorized to take official action or render advice on matters of Public School business shall be held as public meetings in accordance with the Sunshine Act, 65 Pa.C.S.A. § 701 (the "Sunshine Act"). Notices of all meetings shall be given in the manner described in the Sunshine Act.

5.1.1 Regular Meetings: Regular meetings of the Board may be held at such time and at such places as the Trustees determine. Reasonable notice shall be made of the first regular meeting and the annual schedule of regular meetings following the determination of the Trustees of the time and place of regular meetings.

5.1.2 Special Meetings: Special meetings of the Board may be held anytime and anyplace when called by the Chair of the Board of Trustees or by three or more Trustees. In addition to the notice required by Section 5.1 hereof, reasonable notice of the time and place of special meetings shall be given to each Trustee. Such notice will specify the purposes of the meeting. It shall be given to each Trustee in accordance with the Pennsylvania Nonprofit Corporations Law. It shall be considered reasonable and sufficient to send notice by mail to a Trustee at least three (3) business days before the special meeting, addressed to the Trustee at the Trustee's usual or last known residence, or to give notice by email at least twenty-four (24) hours before the special meeting.

5.1.3 Organization Meeting: The Board shall meet and organize annually, normally the first regularly scheduled meeting of each new fiscal year. Notice of the time and place of the organization meeting shall be given to all members of the Board by mail or email at least five (5) days before the proposed meeting by the Secretary of the Board or designee. The organization meeting shall be a regular meeting. In the event that the organization meeting is not held on the specified day, the Trustees may hold a special meeting in place thereof, and any business transacted or elections held at such meeting shall have the same force and effect as if transacted or held at the organization meeting, provided that notice is given for the meeting and the notice indicates that the special meeting shall be in place of the annual meeting. At the Annual Meeting the Chair and the Treasurer shall present an annual report as required by the Pennsylvania Nonprofit Corporation Law.

5.2 Location: Meetings of the Board of Trustees or of a committee of the Board of Trustees shall originate from the Public School's central location in King of Prussia, Pennsylvania, in person, through conference call or other electronic link by means of which all persons participating in the meeting can hear each other. In the event it is not feasible to have the meeting originate from the Public School, meetings may originate from any location that is convenient to the Trustees that does not conflict with the requirements of the Sunshine Act. Participation in a meeting by any means set forth in this Section 5.2 shall constitute presence in person at such meeting

5.3 Voting: Each Trustee shall be entitled to one (1) vote. Proxies shall not be permitted.

5.4 Conflict of Interest: Voting on any matter involving a conflict of interest shall be governed by the Public Official and Employee Ethics Act, 65 Pa. C.S. 1101-1113. Notwithstanding the foregoing, common interested Trustees may be counted in determining the presence of a quorum at a Board meeting in which a transaction described above is authorized, approved, or ratified.

5.5 Presumption of Assent: A Trustee who is present at the meeting of the Board at which any action is taken shall be presumed to have concurred in the action taken unless the Trustee's dissent or abstention is entered in the minutes of the meeting or unless the Trustee files a written dissent or abstention to the

action with the Secretary/Secretary designee before or promptly after adjournment.

5.6 Use of Communication Equipment: Trustees may participate in a Board meeting by telephone conference or other electronic link as long as all persons participating in the meeting are able to hear and be heard and in which compliance with the Sunshine Act is fulfilled.

ARTICLE VI

COMMITTEES

6.1 Committees: The Trustees may elect or appoint committees (which may include individuals who are not Trustees of the Public School) as they determine necessary. Each committee shall be chaired by a Trustee, unless otherwise agreed by the Board. At any meeting of a committee, a quorum for the transaction of business shall consist of a majority of the members of such committee. The members of any committee shall serve on the committee at the pleasure of the chairperson of the committee. The CEO shall serve as a non-voting member of all Permanent and Ad hoc Committees unless otherwise expressly stated by the Board. The Board shall establish those committees at such times and for such durations as it deems appropriate.

ARTICLE VII

LIMITATION OF LIABILITY

7.1 Definitions: For purpose of this Article:

- (a) “Public School” means the charter school named at the beginning of these Bylaws, and if it is involved in any consolidation or merger, each constituent corporation absorbed in, and each surviving or new corporation surviving or resulting from, such consolidation or merger;
- (b) “Liability” means any compensatory, punitive or other damages, judgment, amount paid in settlement, fines, penalty, excise tax assessed with respect to an employee benefit plan, and cost or expense of any nature whatsoever, including without limitation, attorneys’ fees and costs of proceedings;
- (c) “Indemnified Capacity” means any and all past, present and future service by a Representative in one or more capacities:
 - (i) as a trustee, officer, employee or agent of the Public School; or
 - (ii) at the request of the Public School, as a trustee, officer, employee, agent, Trustee, or fiduciary of another corporation or any partnership, joint venture, trust, employee benefit plan, or other entity, enterprise or undertaking, including service as a representative that imposes duties on or involves service by the representative with respect to an employee benefit plan, its participants or beneficiaries;
- (d) “Proceeding” means any threatened, pending or completed action, suit, appeal or other proceeding of any nature, whether civil, criminal, administrative or investigative, whether formal or informal, and whether brought by or in the right of the Corporation, or otherwise; and
- (e) “Representative” means any person who:
 - (i) serves or has served as a Trustee, officer, employee or agent of the Public School; or
 - (ii) has been expressly designated by the Board as a Representative of the Public School for purposes of and entitled to the benefits under this Article 7.

7.2 Limitation of Liability: A Representative shall not be personally liable for any action taken, or

failure to take action resulting from an actual or alleged breach or neglect of duty, error, misstatement or misleading statement, negligence, gross negligence, or act or omission giving rise to strict or products liability, or other form of liability, except to the extent:

- (a) the conduct of the Representative is determined by a court to have constituted willful misconduct or recklessness;
- (b) the conduct of the Representative is based upon attributable to his/her receipt from the Public School of a personal benefit to which the person is not legally entitled;
- (c) the liability of a Representative is with respect to the administration of assets held by the Public School in trust pursuant to Section 5547 of the Pennsylvania Nonprofit Corporation Law of 1988, as amended; or
- (d) such indemnification is expressly prohibited by applicable law or otherwise is unlawful.

7.3 Insurance: The Board may choose to self-insure, purchase and maintain insurance or letters of credit, create a reserve, trust, escrow, cash collateral or other fund or account, enter into indemnification agreements, pledge or give a mortgage upon or a security interest in any property of the Public School, or use any other mechanism or arrangement, in such amounts, at such costs, and upon such other terms and conditions as and when the Board shall determine. Absent fraud, the determination of the Board with respect to such matters shall be conclusive against all security holders, officers and Trustees, and shall not be subject to avoidance or voidability.

7.4 Indemnification: To the extent that an individual who is, or was, a Trustee, officer, employee, agent or other Representative of the Public School, was or is a party to or is threatened with a pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative, brought to procure a judgment against such individual by reason of the fact that he or she is, or was, a Trustee, officer, employee, agent or other Representative of the Public School, such individual shall be indemnified against expenses (including but not limited to attorneys' fees and costs), judgments, fines (including excise taxes assessed on a person with respect to any employee benefit plan) and amounts paid in settlement, actually and reasonably incurred by such individual in connection with such action, suit or proceeding, except as otherwise provided in Section 7.6 hereof. An individual entitled to indemnification under this subparagraph is hereafter called "a person covered by Section 7.4 hereof."

7.4.1 Procedure for Effecting Indemnification: The determination shall be made:

- (a) by the Board of Trustees by a majority vote of a quorum, and to the extent applicable, consisting of Trustees who were not parties to the action or proceeding;
- (b) if the foregoing quorum is not obtainable or if obtainable and a majority vote of a quorum of disinterested Trustees so directs, by independent legal counsel in a written opinion;
- (c) by such other body as may be provided in the bylaws.

7.5 Expenses: Expenses incurred by a person covered by section 7.4 hereof in defending a threatened, pending or completed civil or criminal action, suit or proceeding shall be paid by the Public School. If said expenses are paid by the Board in advance of the final disposition of such action, suit or proceeding, their said expenses shall be repaid to the Public School if it shall ultimately be determined that such person is not entitled to be indemnified by the Public School, as provided in section 7.6.

7.6 Continuation: No indemnification under section 7.4 or advancement or reimbursement of expenses under section 7.5 shall be provided to a person covered by section 7.4 hereof:

- a. If a final unappealable judgment or award is determined by a court to have constituted willful misconduct or recklessness;

b. For expenses or liabilities of any type whatsoever (including, but not limited to, judgments, fines and amounts paid in settlement) which have been paid directly to or for the benefit of such person by an insurance carrier under a policy of officers' and directors' liability insurance whose premiums are paid for by the Board or by an individual other than such Trustees; and

c. For amounts paid in settlement of any threatened, pending or completed action, suit or proceeding without the written consent of the Board, which written consent shall not be unreasonably withheld. The Board of Trustees is hereby authorized, at any time by resolution, to add to the above list of exceptions from the right of indemnification under section 7.4 or advancement or reimbursement of expenses under section 7.5, but any such additional exception shall not apply with respect to any event, act or omission which has occurred prior to the date that the Board of Trustees in fact adopts such resolution. Any such additional exception may, at any time after its adoption, be amended, supplemented, waived or terminated by further resolution of the Board. The indemnification and advancement or reimbursement of expenses provided by, or granted pursuant to, this Article shall continue as to an individual who has ceased to be a Trustee, officer, employee, agent or other Representative of the Public School, and shall inure to the benefit of the heirs, executors and administrators of such individual.

7.7 Enforcement: The term "to the fullest extent permitted by applicable law," as used in this Article, shall mean the maximum extent permitted by public policy, common law or statute. Any person covered by section 7.4 hereof may, to the full extent permitted by applicable law, elect to have the right to indemnification or to advancement or reimbursement of expenses, interpreted, at such person's option: (i) on the basis of applicable law in effect on the date this article was approved by the Trustees; or (ii) on the basis of the applicable law in effect at the time of the occurrence of the event or events giving rise to the action, suit or proceeding; or (iii) on the basis of the applicable law in effect at the time indemnification is sought.

a. Nothing contained in this Article shall be construed to limit the rights and powers the Board possesses under the Pennsylvania Nonprofit Corporation Law of 1988, as amended, the Pennsylvania Directors' Liability Act, or otherwise, including, but not limited to, the powers to purchase and maintain insurance, create funds to secure or insure its indemnification obligations, and any other rights or powers the Board may otherwise have under applicable law.

b. The provisions of this Article may, at any time (and whether before or after there is any basis for a claim for indemnification or for the advancement or reimbursement of expenses pursuant hereto), be amended, supplemented, waived, or terminated, in whole or in part, with respect to any person covered by section 7.4 hereof by a written agreement signed by the Board and such person.

c. The Board shall have the right to appoint the attorney for a person covered by section 7.4 hereof, provided such appointment is not unreasonable under the circumstances.

7.8 Binding Effect: All rights to indemnification under this Article shall be deemed a contract between the Charter School and the Indemnified Representative pursuant to which the Public School and each Indemnified Representative intend to be legally bound. Any repeal, amendment or modification of this Article shall be prospective only and shall not affect any right or obligations then existing.

7.9 Limitation: Nothing in this Article shall affect the liability of a representative of the Board with respect to the Pennsylvania Nonprofit Corporation Law of 1988, as amended.

ARTICLE VIII

MISCELLANEOUS

8.1 Force and Effect of Bylaws: These Bylaws are subject to provisions of the laws of the Commonwealth of Pennsylvania. If any provision in these Bylaws is inconsistent with the laws of the

Commonwealth of Pennsylvania, applicable law shall govern to the extent of the inconsistency.

8.2 Amendment to Bylaws: These Bylaws may be altered, amended, repealed and replaced by new bylaws by a vote of not less than two-thirds (2/3) of the members present and voting at any regular or special meeting of the Board of Trustees, provided that written notice of the proposed bylaw change has been given to each Trustee at least five (5) days prior to said meeting.

8.3 Conflicts: To the extent that anything in these Bylaws could be construed to conflict with the Public School's charter or applicable state and/or federal laws, the applicable state and/or federal laws and/or charter control.

8.4 Dissolution: Upon revocation or non-renewal of the Public School's Charter, such revocation or non-renewal date being when all administrative and judicial remedies have been exhausted, the Public School shall be dissolved. After disposition of or making provision for the payment of all liabilities and obligations of the Public School, any remaining assets shall be given over to the intermediate unit in which the Public School's administrative office is located for distribution to the school districts in which the students enrolled in the Public School reside at the time of dissolution

8.5 Oath of Office: Every Trustee, upon being appointed to the Board of Trustees, shall take the following oath:

"I do solemnly affirm that I will support, obey and defend the Constitution of the United States, and the Constitution of this Commonwealth, and that I will discharge the duties of my office with fidelity."

8.6 Rules of Procedure: The proceedings and deliberations of the Public School shall be in accordance with rules adopted and amended by the Board of Trustees. All matters not governed by such rules shall be governed by the parliamentary practices established by Robert's Rules of Order, Newly Revised.



2024 -2029 Charter Renewal Application

Board of Trustees meeting calendars 2020-2023

(4 pages)

2020-2021 Board of Trustees Meeting Schedule

August 24, 2020 at 6:30 pm

via Blackboard Collaborate Link:

https://pavcs.blackboard.com/webapps/bb-collaborate-bb_bb60/launchSession/guest?uid=555acd02-84

Participant Phone: 571-392-7703

Participants PIN: 55021785639967-4905-8cdb-592bf870252a&course_id= 17237 1

October 23-24, 2020 at 1:30 pm (Board Retreat)

via Blackboard Collaborate Link:

https://pavcs.blackboard.com/webapps/bb-collaborate-bb_bb60/launchSession/guest?uid=555acd02-8467-4905-8cdb-592bf870252a&course_id= 17237 1

Participant Phone: 571-392-7703

Participants PIN: 550217856399

December 14, 2020 at 6:30 pm

via Blackboard Collaborate Link:

https://pavcs.blackboard.com/webapps/bb-collaborate-bb_bb60/launchSession/guest?uid=555acd02-8467-4905-8cdb-592bf870252a&course_id= 17237 1

Participant Phone: 571-392-7703

Participants PIN: 550217856399

February 22, 2020 at 6:30 pm

via Blackboard Collaborate Link:

https://pavcs.blackboard.com/webapps/bb-collaborate-bb_bb60/launchSession/guest?uid=555acd02-8467-4905-8cdb-592bf870252a&course_id= 17237 1

Participant Phone: 571-392-7703

Participants PIN: 550217856399

April 29-30, 2020 at 1:30 pm (Board Retreat)

via Blackboard Collaborate Link:

https://pavcs.blackboard.com/webapps/bb-collaborate-bb_bb60/launchSession/guest?uid=555acd02-8467-4905-8cdb-592bf870252a&course_id= 17237 1

Participant Phone: 571-392-7703

Participants PIN: 550217856399

June 28, 2020 at 6:30 pm

via Blackboard Collaborate Link:

https://pavcs.blackboard.com/webapps/bb-collaborate-bb_bb60/launchSession/guest?uid=555acd02-8467-4905-8cdb-592bf870252a&course_id= 17237 1

Participant Phone: 571-392-7703

Participants PIN: 550217856399

2021-2022 Board of Trustees Meeting Schedule

August 23, 2021 at 6:30 pm

via Zoom Link:

<https://zoom.us/j/5926642005?pwd=dIQwSHdNWmtQWnlvQ2VMUEt2MGx6dz09>

Dial In: 929-205-6099 Meeting ID: 592 664 2005 Password: 513290

October 22-23, 2021 at 1:30 pm (Board Retreat)

via Zoom Link:

<https://zoom.us/j/5926642005?pwd=dIQwSHdNWmtQWnlvQ2VMUEt2MGx6dz09>

Dial In: 929-205-6099 Meeting ID: 592 664 2005 Password: 513290

December 13, 2021 at 6:30 pm

via Zoom Link:

<https://zoom.us/j/5926642005?pwd=dIQwSHdNWmtQWnlvQ2VMUEt2MGx6dz09>

Dial In: 929-205-6099 Meeting ID: 592 664 2005 Password: 513290

February 28, 2022 at 6:30 pm

via Zoom Link:

<https://zoom.us/j/5926642005?pwd=dIQwSHdNWmtQWnlvQ2VMUEt2MGx6dz09>

Dial In: 929-205-6099 Meeting ID: 592 664 2005 Password: 513290

May 06-07, 2022 at 1:30 pm (Board Retreat)

via Zoom Link:

<https://zoom.us/j/5926642005?pwd=dIQwSHdNWmtQWnlvQ2VMUEt2MGx6dz09>

Dial In: 929-205-6099 Meeting ID: 592 664 2005 Password: 513290

June 27, 2022 at 6:30 pm

via Zoom Link:

<https://zoom.us/j/5926642005?pwd=dIQwSHdNWmtQWnlvQ2VMUEt2MGx6dz09>

Dial In: 929-205-6099 Meeting ID: 592 664 2005 Password: 513290

2022-2023 Board of Trustees Meeting Schedule

August 22, 2022 at 6:30 pm

via Zoom Link

<https://us06web.zoom.us/j/98119491580?pwd=VnBUajNIOVBHUTY0RmJzbitjWTVMdz09>

Dial In: 929-205-6099 Meeting ID: 981 1949 1580 Password: pavirtual

October 21-22, 2022 at 1:30 pm (Board Retreat)

via Zoom Link:

<https://us06web.zoom.us/j/98119491580?pwd=VnBUajNIOVBHUTY0RmJzbitjWTVMdz09>

Dial In: 929-205-6099 Meeting ID: 981 1949 1580 Password: pavirtual

December 12, 2022 at 6:30 pm

via Zoom Link:

<https://us06web.zoom.us/j/98119491580?pwd=VnBUajNIOVBHUTY0RmJzbitjWTVMdz09>

Dial In: 929-205-6099 Meeting ID: 981 1949 1580 Password: pavirtual

February 27, 2023 at 6:30 pm

via Zoom Link:

<https://us06web.zoom.us/j/98119491580?pwd=VnBUajNIOVBHUTY0RmJzbitjWTVMdz09>

Dial In: 929-205-6099 Meeting ID: 981 1949 1580 Password: pavirtual

April 28-29, 2023 at 1:30 pm (Board Retreat)

via Zoom Link:

<https://us06web.zoom.us/j/98119491580?pwd=VnBUajNIOVBHUTY0RmJzbitjWTVMdz09>

Dial In: 929-205-6099 Meeting ID: 981 1949 1580 Password: pavirtual

June 26, 2023 at 6:30 pm

via Zoom Link:

<https://us06web.zoom.us/j/98119491580?pwd=VnBUajNIOVBHUTY0RmJzbitjWTVMdz09>

Dial In: 929-205-6099 Meeting ID: 981 1949 1580 Password: pavirtual



2024 -2029 Charter Renewal Application

(Board Agendas 2020- 2022)

(1 of 25 Pages)



**Special Call Board of Trustees Meeting
Thursday July 23, 2020 at 7:15pm**

1. Meeting Opening

- A. Call to Order
- B. Pledge of Allegiance
- C. Roll Call
- D. Adoption of the Meeting Agenda

2. Public Comment (Agenda Items Only)

- A. Public Comment on Agenda Items Only

3. Governance Committee

- A. Approval of Previous Meeting Minutes
- B. Approval of Resolution Ratifying All Board Actions Taken at April 29, 2020 Meeting

4. Convene in Executive Session

- A. Motion to Convene in Executive Session

5. Other Action Item(s)

- A. Approval of Resolution Regarding the COVID-19 Pandemic and the Need to Implement the Student Lottery Procedure Outlined in PA Virtual's PDE-Approved Charter Renewal Application

6. Public Comment (Topic related to PA Virtual Operations)

- A. Public Comment on Operation of the School

7. Closing of Meeting

- A. Adjourning the Meeting



Wednesday, August 12, 2020
August 12, 2020 at 6:30 pm

1. Meeting Opening

- A. Call to Order
- B. Pledge of Allegiance
- C. Roll Call
- D. Adoption of the Meeting Agenda

2. Public Comment (Agenda Items Only)

- A. Public Comment on Agenda Items Only

3. Student Lottery

- A. Student Lottery

4. Reports to the Board

- A. Finance, IT, & OPS (Jason Billups, Chief Financial Officer)
- B. Teaching, Learning, & Family Support (Dr. Jose Parrilla, Chief Academic Officer)
- C. Human Resources, Marketing & Enrollment (Sherri Tate, Chief Human Resources & Marketing Officer)
- D. CEO Report (Dr. John Chandler, Chief Executive Officer)

5. Governance Committee

- A. Approval of Previous Meeting Minutes
- B. Re-Election of Brenda Sachleben and Victor Valentine, Sr.
- C. Approval of the Board of Trustees Committee Structure and Membership
- D. Election of Board of Trustees Officers
- E. Appointment of Stakeholders for Comprehensive Plan, including Induction Plan and Professional Development Plan
- F. Acceptance of Charter School Annual Report as Submitted to PDE
- G. Approval of Policies

6. Finance Committee

- A. Approval of Financial Statements
- B. Acceptance of Annual Report as Required by the Pennsylvania Nonprofit Corporation Law

7. Human Resources Committee

- A. Approval of Personnel Report

8. Other Action Items

- A. Approval of School Safety and Reopening Plan
- B. Acknowledgement of TSI Title 1 School Improvement Plan that will be submitted to PDE not later than September 1, 2020, subject to final legal and administrative review.

9. Public Comment (Topic related to PA Virtual Operations)

- A. Public Comment on Operation of the School

10. Closing of Meeting

- A. Adjournment Time 8:30 PM



**Saturday, October 17, 2020
October 17, 2020 at 1:30 pm**

1. Meeting Opening

- A. Call to Order
- B. Pledge of Allegiance
- C. Roll Call
- D. Adoption of the Meeting Agenda

2. Public Comment (Agenda Items Only)

- A. Public Comment on Agenda Items Only

3. Reports to the Board

- A. Finance, IT, & OPS (Jason Billups, Chief Financial Officer)
- B. Teaching, Learning, & Family Support (Dr. Jose Parrilla, Chief Academic Officer)
- C. Human Resources, Marketing & Enrollment (Sherri Tate, Chief Human Resources & Marketing Officer)
- D. Public Affairs & Accountability Report (Doug Wessels, Director of Public Affairs & Accountability)
- E. CEO Report (Dr. John Chandler, Chief Executive Officer)

4. Governance Committee

- A. Approval of Previous Meeting Minutes
- B. Approval of Policies
- C. Amending of PA Virtual Bylaws

5. Finance Committee

- A. Approval of Financial Statements
- B. Approval of Employee Compensation

6. Human Resources Committee

- A. Approval of Personnel Report
- B. Staff Recognition

7. Other Action Items

- A. Approval of the Comprehensive Plan, including the Induction Plan and Professional Development Plan, that will be submitted to PDE not later than November 30, 2020, subject to final legal and administrative review.

8. Public Comment (Topic related to PA Virtual Operations)

- A. Public Comment on Operation of the School

9. Closing of Meeting

- A. Adjournment



**Monday, December 14, 2020
6:30 PM**

1. Meeting Opening

- A. Call to Order
- B. Pledge of Allegiance
- C. Roll Call
- D. Adoption of the Meeting Agenda

2. Public Comment (Agenda Items Only)

- A. Public Comment on Agenda Items Only

3. Reports to the Board

- A. Finance, IT, & OPS (Jason Billups, Chief Financial Officer)
- B. Teaching, Learning, & Family Support (Dr. Jose Parrilla, Chief Academic Officer)
- C. Human Resources, Marketing & Enrollment (Sherri Tate, Chief Human Resources & Marketing Officer)
- D. Public Affairs & Accountability Report (Doug Wessels, Director of Public Affairs & Accountability)
- E. CEO Report (Dr. John Chandler, Chief Executive Officer)

4. Governance Committee

- A. Approval of Previous Meeting Minutes
- B. Approval of Policies

5. Finance Committee

- A. Approval of Financial Statements

6. Human Resources Committee

- A. Approval of Personnel Report
- B. Staff Recognition

7. Public Comment (Topic related to PA Virtual Operations)

- A. Public Comment on Operation of the School

8. Closing of Meeting

- A. Adjournment



Monday, February 24, 2020
February 24, 2020 at 6:30 pm

https://pavcs.blackboard.com/webapps/bb-collaborate-bb_bb60/launchSession/guest?uid=555acd02-8467-4905-8cdb-592bf870252a&course_id=_17237_1
Participant Phone: 571-392-7703 PIN: 550 217 856 399

1. Meeting Opening

- A. Call to Order
- B. Pledge of Allegiance
- C. Roll Call
- D. Adoption of the Agenda

2. Public Comment (Agenda items only)

3. Reports to the Board

- A. Fiscal Year Audit Presentation
- B. Finance, IT, & OPS
- C. Teaching, Learning, & Family Support
- D. Human Resources, Marketing & Enrollment
- E. CEO Report

4. Governance Committee

- A. Approval of Previous Meeting Minutes
- B. Approval of Policies
- C. Approval of the 2020-2021 Board of Trustees Meeting Schedule

5. Finance Committee

- A. Approval of Financial Statements
- B. Acceptance of Annual Audit for the 2018-2019 Fiscal Year Audit

6. Human Resources Committee

- A. Approval of Personnel Report

7. Academic/Student Affairs Committee

- A. Approval of the 2020-2021 Administrative Calendar
- B. Approval of the 2020-2021 Academic Calendar
- C. Approval of Amendment Submission to PDE for Edgenuity Curriculum

8. Public Comment (Topic related to PA Virtual Operations)



Saturday, March 28, 2020 1:30 PM

https://pavcs.blackboard.com/webapps/bb-collaborate-bb_bb60/launchSession/guest?uid=555acd02-8467-4905-8cdb-592bf870252a&course_id=_17237_1
Participant Phone: 571-392-7703 PIN: 550 217 856 399

1. Meeting Opening

- A. Call to Order
- B. Pledge of Allegiance
- C. Roll Call
- D. Adoption of the Agenda

2. Public Comment (Agenda items only)

3. Reports to the Board

- A. Finance, IT, & OPS
- B. Teaching, Learning, & Family Support
- C. Human Resources, Marketing & Enrollment
- D. CEO Report

4. Governance Committee

- A. Approval of Previous Meeting Minutes
- B. Approval of Policies
- C. Approval of Continuity of Education Plan

5. Finance Committee

- A. Approval of Financial Statements
- B. Posting of the 2020-2021 Budget

6. Human Resources Committee

- A. Approval of Personnel Report
- B. Staff Recognition for 2019-2020 College Board Counselor Recognition Program
- C. Ratification of PAVEA Memorandum of Understanding (MOU)

7. Public Comment (Topic related to PA Virtual Operations)

8. Closing of Meeting

- A. Adjournment Time



Wednesday, April 29, 2020
April 29, 2020 at 1:00 pm

https://pavcs.blackboard.com/webapps/bb-collaborate-bb_bb60/launchSession/guest?uid=555acd02-8467-4905-8cdb-592bf870252a&course_id=_17237_1
Participant Phone: 571-392-7703 PIN: 550 217 856 399

1. Meeting Opening

- A. Call to Order
- B. Pledge of Allegiance
- C. Roll Call
- D. Adoption of the Agenda

2. Public Comment (Agenda items only)

3. Reports to the Board

- A. CEO Report
- B. Finance, IT, and OPS

4. Governance Committee

- A. Approval of Previous Meeting Minutes

5. Other Action Items

- A. Approval to Convene in Executive Session

6. Finance Committee

- A. Authorization to Complete Payroll Protection Program (PPP) Loan Process
- B. Approval of a New Bank Account for the Payroll Protection Program (PPP) Funds

7. Public Comment (Topic related to PA Virtual Operations)

8. Closing of Meeting

- A. Adjournment Time



Monday, June 22, 2020
June 22, 2020 at 6:30 pm

1. Meeting Opening

- A. Call to Order
- B. Pledge of Allegiance
- C. Roll Call
- D. Adoption of the Agenda

2. Public Comment (Agenda Items Only)

- A. Finance, IT, & OPS

3. Executive Session

- A. Motion to Convene in Executive Session

4. Reports to the Board

- A. Teaching, Learning, & Family Support
- B. Human Resources, Marketing & Enrollment
- C. CEO Report

5. Governance Committee

- A. Approval of Previous Meeting Minutes
- B. Approval of Policies
- C. Acceptance of the 2019-20 School Safety and Security Coordinator Report
- D. Approval of the Revised 2020-2021 Board of Trustees Schedule

6. Finance Committee

- A. Approval of Financial Statements
- B. Adoption of the 2020-2021 Budget
- C. Approval of Payroll Protection Program (PPP) Loan Resolution
- D. Approval of Resolution Pertaining to Proceeds from the Veris Benefits Consortium & Health Benefit Trust

7. Human Resources Committee

- A. Approval of Personnel Report
- B. Staff Recognition for Inspiring Students to Win Silver for the Governor's Civic Engagement Award
- C. Staff Recognition for Presenting at the Blackboard World Conference

8. Other Action Items

- A. Approval of the 2020-2021 Student Handbook and Code of Conduct

9. **Public Comment (Topic related to PA Virtual Operations)**

10. Closing of Meeting

A. Adjournment Time



**Monday, February 22, 2021
February 22, 2021 at 6:30pm**

- 1. Meeting Opening**
 - A. Call to Order**
 - B. Pledge of Allegiance**
 - C. Roll Call**
 - D. Adoption of the Meeting Agenda**
- 2. Public Comment (Agenda Items Only)**
 - A. Public Comment on Agenda Items Only**
- 3. Executive Session**
 - A. Board to Convene in Executive Session**
- 4. Reports to the Board**
 - A. Independent Auditor Report on FY 19-20 (Mr. Tim Sawyer)**
 - B. Finance, IT, & OPS (Jason Billups, Chief Financial Officer)**
 - C. Teaching, Learning, & Family Support (Dr. Jose Parrilla, Chief Academic Officer)**
 - D. Human Resources, Marketing & Enrollment (Sherri Tate, Chief Human Resources & Marketing Officer)**
 - E. Public Affairs & Accountability Report (Doug Wessels, Director of Public Affairs & Accountability)**
 - F. CEO Report (Dr. John Chandler, Chief Executive Officer)**
- 5. Governance Committee**
 - A. Approval of Previous Meeting Minutes**
 - B. Approval of Policies**
- 6. Finance Committee**
 - A. Approval of Financial Statements**
 - B. Approval of Independent Auditors Report FY 19-20**
- 7. Human Resources Committee**
 - A. Approval of Personnel Report**
 - B. Staff Recognition**
- 8. Public Comment (Topic related to PA Virtual Operations)**
 - A. Public Comment on Operation of the School**
- 9. Closing of Meeting**
 - A. Next Meeting**
 - B. Meeting Adjournment**



**Saturday, May 1, 2021
May 1, 2021 at 1:30pm**

1. Meeting Opening

- A. Call to Order
- B. Pledge of Allegiance
- C. Roll Call
- D. Adoption of the Meeting Agenda

2. Public Comment (Agenda Items Only)

- A. Public Comment on Agenda Items Only

3. Reports to the Board

- A. Finance, IT, & OPS (Jason Billups, Chief Financial Officer)
- B. Teaching, Learning, & Family Support (Dr. Jose Parrilla, Chief Academic Officer)
- C. Human Resources, Marketing & Enrollment (Sherri Tate, Chief Human Resources & Marketing Officer)
- D. Public Affairs & Accountability Report (Doug Wessels, Director of Public Affairs & Accountability)
- E. CEO Report (Dr. John Chandler, Chief Executive Officer)

4. Governance Committee

- A. Approval of Previous Meeting Minutes
- B. Approval of the 2021-2022 Board of Trustees Meeting Schedule

5. Finance Committee

- A. Approval of Financial Statements
- B. Approval of the Posting of the FY 2021-2022 Budget
- C. Ratification of Computer Lease

6. Human Resources Committee

- A. Approval of Personnel Report
- B. Staff Recognition

7. Public Comment (Topic related to PA Virtual Operations)

- A. Public Comment on Operation of the School

8. Student Disciplinary Hearing

- A. Student Disciplinary Hearing

9. Other Action Items

- A. Approval of the 2021-2022 Administrative Calendar
- B. Approval of the 2021-2022 Academic Calendar

10. Closing of Meeting

- A. Next Meeting
- B. Meeting Adjournment



**Monday, June 28, 2021
June 28, 2021 at 6:30pm**

1. Meeting Opening

- A. Call to Order
- B. Pledge of Allegiance
- C. Roll Call
- D. Adoption of the Meeting Agenda

2. Public Comment (Agenda Items Only)

- A. Public Comment on Agenda Items Only

3. Reports to the Board

- A. Finance, IT, & OPS (Jason Billups, Chief Financial Officer)
- B. Teaching, Learning, & Family Support (Dr. Jose Parrilla, Chief Academic Officer)
- C. Human Resources, Marketing & Enrollment (Sherri Tate, Chief Human Resources & Marketing Officer)
- D. Public Affairs & Accountability Report (Doug Wessels, Director of Public Affairs & Accountability)
- E. CEO Report (Dr. John Chandler, Chief Executive Officer)

4. Governance Committee

- A. Approval of Previous Meeting Minutes
- B. Approval of Policies
- C. Acceptance of the 2020-2021 School Safety and Security Coordinator Report
- D. Re-Election of Dr. John Thomas Whetstone and Mr. Carl Schwartz to PA Virtual Board of Trustees

5. Finance Committee

- A. Approval of Financial Statements
- B. Adoption of the 2021-2022 Budget
- C. Approval of Resolution to Commit Unassigned Fund Balance to Committed Fund Balance

6. Human Resources Committee

- A. Approval of Personnel Report
- B. Ratification of Collective Bargaining Agreement
- C. Staff Recognition

7. Other Action Items

- A. Approval of the 2021-2022 Student Handbook and Code of Conduct.
- B. Approval of Resolution Regarding Confidential Settlement Agreement and Release

8. Public Comment (Topic related to PA Virtual Operations)

- A. Public Comment on Operation of the School

9. Closing of Meeting

- A. Next Meeting
- B. Meeting Adjournment

Monday, August 23, 2021
August 23, 2021 at 6:30 pm

1. Meeting Opening

- A. Call to Order
- B. Pledge of Allegiance
- C. Roll Call
- D. Adoption of the Meeting Agenda

2. Public Comment (Agenda Items Only)

- A. Public Comment on Agenda Items Only

3. Reports to the Board

- A. Finance, IT, & OPS (Jason Billups, Chief Financial Officer)
- B. Teaching, Learning, & Family Support (Dr. Jose Parrilla, Chief Academic Officer)
- C. Human Resources, Marketing & Enrollment (Sherri Tate, Chief Human Resources & Marketing Officer)
- D. Public Affairs & Accountability (Doug Wessels, Director of Public Affairs & Accountability)
- E. CEO Report (Dr. John Chandler, Chief Executive Officer)

4. Governance Committee

- A. Approval of Previous Meeting Minutes
- B. Approval of Policies
- C. Acceptance of Annual Report as Submitted to PDE
- D. Approval of the Board of Trustees Committee Structure and Membership
- E. Election of Board of Trustees Officers

5. Finance Committee

- A. Approval of Financial Statements
- B. Acceptance of Annual Report as Required by the Pennsylvania Nonprofit Corporation Law

6. Human Resources Committee

- A. Approval of Personnel Report
- B. Staff Recognition

7. Other Action Items

- A. Approval of the PA Virtual Health and Safety Plan 2021-22 SY
- B. Approval of the Submission of the TSI Title 1 School Improvement Plan, Comprehensive Plan, Induction Plan, Professional Development Plan, and Assurances to PDE
- C. Approval of Resolution Delegating Authority to CEO to Temporarily Suspend the Enrollment of New Students Based on Capacity Constraints

8. Public Comment (Topic related to PA Virtual Operations)

- A. Public Comment on Operation of the School

9. Board to Meet in Executive Session

- A. The Board of Trustees will meet in Executive Session to discuss Charter School business which, if conducted in public, would lead to the disclosure of information or confidentiality protected by law.

10. Closing of Meeting

- A. Next Meeting
 - B. Adjournment Time
-



Saturday, October 23, 2021
Oct 23, 2021 at 1:30 pm

1. Meeting Opening

- A. Call to Order
- B. Pledge of Allegiance
- C. Roll Call
- D. Adoption of the Meeting Agenda

2. Public Comment (Agenda Items only)

- A. Public comment on Agenda Only

3. Reports to the Board

- A. Finance, IT, & OPS (Jason Billups, Chief Financial Officer)
- B. Teaching, Learning, & Family Support (Dr. Jose Parrilla, Chief Academic Officer)
- C. Human Resources, Marketing & Enrollment (Sherri Tate, Chief Human Resources & Marketing Officer)
- D. Public Affairs & Accountability (Doug Wessels, Director of Public Affairs & Accountability)
- E. CEO Report (Dr. John Chandler, Chief Executive Officer)

4. Governance Committee

- A. Approval of Previous Meeting Minutes
- B. Approval of Policies
- C. Recruitment of New Board Members

5. Finance Committee

- A. Approval of Financial Statements

6. Human Resources Committee

- A. Approval of Personnel Report
- B. Staff Recognition
- C. Approval of Employee Compensation Resolution

7. Other Action Items

- A. Review of Suspension of Enrollment per Board Resolution Adopted on August 23, 2021

8. Public Comment (Topic related to PA Virtual Operations)

- A. Public Comment on Operation of the School

9. Closing of Meeting

- A. Next Meeting
- B. Adjournment Time



Monday, December 13, 2021

December 13th at 6:30 PM

1. Meeting Opening

- A. Call to Order
- B. Pledge of Allegiance
- C. Roll Call
- D. Adoption of the Meeting Agenda

2. Public Comment (Agenda Items Only)

- A. Public Comment on Agenda only

3. Reports to the Board

- A. Finance, IT, & OPS (Jason Billups, Chief Financial Officer)
- B. Teaching, Learning, & Family Support (Dr. Jose Parrilla, Chief Academic Officer)
- C. Human Resources, Marketing & Enrollment (Stefanie Solimine, PHR,SHRM-CP, Director of Human Resources)
- D. Public Affairs & Accountability Report (Doug Wessels, Director of Public Affairs & Accountability)

4. Governance Committee

- A. Approval of Previous Meeting Minutes
- B. Approval of Policies
- C. New Open Records Officer

5. Finance Committee

- A. Approval of Financial Statements
- B. Approval of Victor D.Valentine Sr. to sign checks

6. Human Resources Committee

- A. Approval of Personnel Report

7. Public Comment (Topic related to PA Virtual Operations)

- A. Public Comment on Operation of the School

8. Closing of Meeting

- A. Next Meeting
- B. Adjournment



2024 -2029 Charter Renewal Application

(Board Agendas 2022)

(1 of 10 Pages)



Thursday, January 13, 2022
January 13th at 6:30 PM

1. Meeting Opening

- A. Call to Order
- B. Pledge of Allegiance
- C. Roll Call
- D. Adoption of the Meeting Agenda

2. Public Comment (Agenda Items Only)

- A. Public Comment on Agenda only

3. Governance Committee

- A. Approval of Hiring Debra Heath-Thornton for the position of Sr. Executive Vice President.
- B. Approval of the creation of the position and job description Sr. Executive Vice President.
- C. Election of Board of Trustees Member

4. Public Comment (Topic related to PA Virtual Operations)

- A. Public Comment on Operation of the School

5. Closing of Meeting

- A. Next Meeting
- B. Adjournment



Monday, February 28, 2022

Meeting is POSTPONED February 28, 2022 at 6:30pm

1. Meeting Opening

A. Call to Order

B. Pledge of Allegiance

C. Roll Call

D. Adoption of the Meeting Agenda

2. Public Comment (Agenda Items Only)

A. Public Comment on Agenda Items Only

3. Reports to the Board

4. Governance Committee

5. Finance Committee

6. Human Resources Committee

7. Other Action Items

8. Public Comment (Topic related to PA Virtual Operations)

9. Closing of Meeting



Monday, March 7, 2022
March 7 2022 at 6:30pm

1. Meeting Opening

- A. Call to Order
- B. Pledge of Allegiance
- C. Roll Call
- D. Adoption of the Meeting Agenda

2. Public Comment (Agenda Items Only)

- A. Public Comment on Agenda Items Only

3. Reports to the Board

- A. Independent Auditor Report on FY 20-21 (Mr. Tim Sawyer)
- B. Finance, IT, & OPS (Jason Billups, Chief Financial Officer)
- C. Teaching, Learning, & Family Support (Chief Academic Officer)
- D. Human Resources, Marketing & Enrollment (Sherri Tate, Chief Human Resources & Marketing Officer)
- E. Public Affairs & Accountability Report (Doug Wessels, Director of Public Affairs & Accountability)
- F. Senior Executive Vice President's Report (Dr. Debra Heath-Thornton)

4. Governance Committee

- A. Approval of Previous Meeting Minutes
- B. Approval Resignation of Board of Trustees Member
- C. Approval of Delegation of Authority to Sign Agreements

5. Finance Committee

- A. Approval of Financial Statements
- B. Approval of Independent Auditors Report FY 20-21

6. Human Resources Committee

- A. Approval of Personnel Report
- B. Staff Recognition

7. Other Action Items

- A. Approval of the 2022-23 Administrative Calendar
- B. Approval of the 2022-23 Academic Calendar
- C. Approval of the Retention of Kleinbard, LLC as Special Counsel
- D. Approval of the Revised PA Virtual Health and Safety Plan 2021-22 SY

8. Public Comment (Topic related to PA Virtual Operations)

- A. Public Comment on Operation of the School

9. Closing of Meeting

- A. Next Meeting
- B. Adjournment of Meeting



Wednesday, March 23, 2022
Special Call Board of Trustees Meeting March 23, 2022 7:00 PM

1. Meeting Opening

- A. Call to Order
- B. Pledge of Allegiance
- C. Roll Call
- D. Adoption of the Meeting Agenda

2. Public Comment (Agenda Items Only)

- A. Public Comment on Agenda only

3. Governance Committee

- A. Approval of Previous Meeting Minutes
- B. Approval of Dr. David Weitzel for Interim CEO
- C. Approval of Personnel Report

4. Public Comment (Topic related to PA Virtual Operations)

- A. Public Comment on Operation of the School

5. Closing of Meeting

- A. Next Meeting
- B. Adjournment



Saturday, May 7, 2022

May 7, 2022 at 1:30pm

1. Meeting Opening

- A. Call to Order
- B. Pledge of Allegiance
- C. Roll Call
- D. Adoption of the Meeting Agenda

2. Public Comment (Agenda Items Only)

- A. Public Comment on Agenda Items Only

3. Reports to the Board

- A. Finance, IT, & OPS (Jason Billups, Chief Financial Officer)
- B. Teaching, Learning, & Family Support (Chief Academic Officer)
- C. Human Resources, Marketing & Enrollment (Sherri Tate, Chief Human Resources & Marketing Officer)
- D. Public Affairs & Accountability Report (Doug Wessels, Director of Public Affairs & Accountability)
- E. Sr. EVP Report (Dr. Debra Heath Thornton, Sr. Executive Vice President)

4. Governance Committee

- A. Approval of Previous Meeting Minutes
- B. Approval of the 2022-2023 Board of Trustees Meeting Schedule
- C. Motion to Table Policies
- D. Approval of Policies

5. Finance Committee

- A. Approval of Financial Statements
- B. Approval of the Posting of the FY 2022-2023 Budget

6. Human Resources Committee

- A. Approval of Personnel Report
- B. Staff Recognition

7. Public Comment (Topic related to PA Virtual Operations)

- A. Public Comment on Operation of the School

8. Closing of Meeting

- A. Next Meeting
- B. Meeting Adjournment



Monday, June 27, 2022
June 27, 2022 at 6:30pm

1. Meeting Opening

- A. Call to Order
- B. Pledge of Allegiance
- C. Roll Call
- D. Adoption of the Meeting Agenda

2. Public Comment (Agenda Items Only)

- A. Public Comment on Agenda Items Only

3. Reports to the Board

- A. Finance, IT, & OPS (Jason Billups, Chief Financial Officer)
- B. Teaching, Learning, & Family Support (Dr. Shaika BuAli HS Principal)
- C. Human Resources, Marketing & Enrollment (Sheik Meah, for Chief Human Resources & Marketing Officer)
- D. Public Affairs & Accountability Report (Doug Wessels, Chief Public Affairs & Accountability Officer)
- E. Sr. EVP Report (Dr. Debra Heath Thornton, Sr. Executive Vice President)

4. Governance Committee

- A. Approval of Previous Meeting Minutes
- B. Approval of Policies
- C. Acceptance of the 2021-2022 School Safety and Security Coordinator Report

5. Finance Committee

- A. Approval of Financial Statements
- B. Adoption of the 2022-2023 Budget

6. Human Resources Committee

- A. Approval of Personnel Report
- B. Staff Recognition

7. Other Action Items

- A. Approval of 2022-23 Admin/Support Staff Handbook
- B. Approval of the Resolution Regarding executed Consent Award to PA Virtual for Personal Observance Days
- C. Approval of Resolution Regarding Confidential Settlement Agreement and Release File No: 179-22
- D. Approval of Resolution Regarding Confidential Settlement Agreement and Release File No.:170-22

8. Public Comment (Topic related to PA Virtual Operations)

- A. Public Comment on Operation of the School

9. Closing of Meeting

- A. Next Meeting
- B. Meeting Adjournment



**Monday, August 22, 2022
August 22, 2022 at 6:30 pm**

1. Meeting Opening

- A. Call to Order
- B. Pledge of Allegiance
- C. Roll Call
- D. Adoption of the Meeting Agenda

2. Public Comment (Agenda Items Only)

- A. Public Comment on Agenda Items Only

3. Reports to the Board

- A. Finance, IT, & OPS (Jason Billups, Chief Financial Officer)
- B. Teaching, Learning, & Family Support (Dr. Shaikha BuAli, Chief Academic Officer)
- C. Human Resources, Marketing & Enrollment (Sherri Tate, Chief Human Resources & Marketing Officer)
- D. Public Affairs & Accountability (Doug Wessels, Chief Public Affairs & Accountability Officer)
- E. DE & I (Vicki Gilmore Andrews, Director of Diversity, Equity and Inclusion)
- F. Sr EVP Report (Dr. Debra Heath-Thornton, Sr. EVP)

4. Governance Committee

- A. Approval of Previous Meeting Minutes
- B. Approval of Bylaws
- C. Approval of Charter School Policies
- D. Motion to pass the Dual Enrollment Agreements with Institutions of Higher Education Policy
- E. Approval of Charter School Annual Report and TSI Title 1 School Plan 2022-2023
- F. Election of Officers
- G. Approval of Committee Membership
- H. Ratification of signature authority in the Education Names and Addresses (EdNA) System

5. Finance Committee

- A. Approval of Financial Statements
- B. Acceptance of Annual Report as Required by the Pennsylvania Nonprofit Corporation Law

6. Human Resources Committee

- A. Approval of Personnel Report
- B. Staff Recognition

7. Other Action Items

- A. Approval of the Resolution to Execute Settlement Agreement

8. Public Comment (Topic related to PA Virtual Operations)

- A. Public Comment on Operation of the School

9. Closing of the Meeting

- A. Motion to recess this meeting
- B. 1. Ammendement of the Agenda
- C. 2. Election of Sophia Lewis and Bonnie Schaefer to start new terms on the Board of Trustees.
- D. 3. Oath of Office administered to Ms. Bonnie M. Schaefer
- E. Next Meeting
- F. Adjournment Time



Saturday, October 22, 2022
Oct 22, 2022 at 1:30 pm

1. Meeting Opening

- A. Call to Order
- B. Pledge of Allegiance
- C. Roll Call
- D. Adoption of the Meeting Agenda

2. Public Comment (Agenda Items only)

- A. Public comment on Agenda Only

3. Reports to the Board

- A. Finance, IT, & OPS (Jason Billups, Chief Financial Officer)
- B. Teaching, Learning, & Family Support (Dr. Shaikha BuAli, Chief Academic Officer)
- C. Human Resources, Marketing & Enrollment (Sherri Tate, Chief Human Resources & Marketing Officer)
- D. Public Affairs & Accountability (Doug Wessels, Director of Public Affairs & Accountability)
- E. DEI, Director of Diversity, Equity and Inclusion (Vicki Andrews-Gilmore)
- F. Sr. EVP Report (Dr. Debra Heath-Thornton, Sr. Executive Vice President)

4. Governance Committee

- A. Approval to Retire Policy 2903 Gender Identity Information Change Policy
- B. Approval of Policies

5. Finance Committee

- A. Approval of Financial Statements
- B. Approval of Opening additional Certificate of Deposit accounts with TD Bank

6. Human Resources Committee

- A. Approval of Personnel Report

7. Public Comment (Topic related to PA Virtual Operations)

- A. Public Comment on Operation of the School

8. Closing of Meeting

- A. Next Meeting
 - B. Adjournment Time
-



Monday, December 12, 2022 at 6:30 PM

1. Meeting Opening

- A. Call to Order
- B. Pledge of Allegiance
- C. Administer Oath to Sophia Lewis
- D. Roll Call
- E. Adoption of the Meeting Agenda

2. Public Comment (Agenda Items Only)

- A. Public Comment on Agenda only

3. Reports to the Board

- A. Finance, IT, & OPS Jason Billups
- B. Teaching, Learning, & Family Support (Dr. Shaikha BuAli, Chief Academic Officer)
- C. Human Resources, Marketing & Enrollment (Sherri Tate, Chief Human Resources & Marketing Officer)
- D. Public Affairs & Accountability Report (Doug Wessels, Director of Public Affairs & Accountability)
- E. DEI, (Vicki Andrews-Gilmore, Director of Diversity, Equity and Inclusion)
- F. Sr. EVP Report (Dr. Debra Heath-Thornton, Sr. Executive Vice President)

4. Governance Committee

- A. Approval of Previous Meeting Minutes
- B. Approval of Policies

5. Finance Committee

- A. Approval of Financial Statements

6. Human Resources Committee

- A. Approval of Personnel Report
- B. Approval of Independent Contractor Agreement
- C. Approval of Employment Contracts
- D. Staff Recognition

7. Other Action Items

- A. Motion to Amend the Agenda to include the Ray & Associates contract
- B. Motion to approve the contract with Ray & Associates as delineated to locate a new CFO.
- C. Curriculum Review
- D. Approval of the 2023-2024 Academic, Staff and Board of Trustees Meeting Calendars

8. Public Comment (Topic related to PA Virtual Operations)

- A. Public Comment on Operation of the School

9. Closing of Meeting

- A. Next Meeting
- B. Adjournment



2024 -2029 Charter Renewal Application

Board Meeting Approved Minutes 2020-2022

(1 of 132 Pages)



Board of Trustees Meeting Agenda February 24, 2020 – 6:30 pm

https://pavcs.blackboard.com/webapps/bb-collaborate-bb_bb60/launchSession/guest?uid=555acd02-8467-4905-8cdb-592bf870252a&course_id=17237_1

Participant Phone: 571-392-7703 PIN: 550 217 856 399

1. Meeting Opening

A. Call to order

The meeting was called to order at 6:35 pm
By Board President, Bonnie Schaefer

B. Pledge of Allegiance

"I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

C. Roll Call

Name	Present	Absent	Time of Arrival After Call to Order
Ms. Bonnie Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		On-time. Technical difficulties until 6:45 pm
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor D. Valentine, Sr.	x		

D. Adoption of the Agenda

Be it resolved that the Board adopts the agenda.

MM: Tom Whetstone

SM: Brenda Sachleben

Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz			x
Ms. Sophia Lewis	x		

Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

2. Public Comment (Agenda Items Only)

3. Reports to the Board

- A. Fiscal Year Audit Presentation** (Timothy Sawyer, Barbacane, Thornton, & Company)
- B. Finance, IT, & OPS** (Jason Billups, Chief Financial Officer)
- C. Teaching, Learning, and Family Support** (Dr. Jose Parrilla, Chief Academic Officer)
- D. Human Resources, Marketing, and Enrollment** (Sherri Tate, Chief Human Resources & Marketing Officer)
- E. CEO Report** (Dr. John Chandler, Chief Executive Officer)

4. Governance Committee

A. Approval of Previous Meeting Minutes

Be it resolved that the Board of Trustees hereby approves the minutes from the following Board of Trustees Meeting: December 9, 2019.

MM: Carl Schwartz SM: Sophia Lewis Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B. Approval of Policies

Be it resolved that the Board of Trustees hereby approves the reviews and revisions to the following policies as specified in the attached document.

- 2409 - Alternate Assessments of Students Policy
- 2601 - Educational Assessment Policy
- 2602 - State Assessment Policy
- 3002 - Financial Accounting Policy
- 3003 - Budget Policy
- 3006 - Access to Financial Records by the Public
- 3012 - Investments Policy

- 3018 - Student Activity Funds Policy

MM: Sophia Lewis SM: Victor Valentine Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

C. Approval of the 2020-2021 Board of Trustees Meeting Schedule

Be it resolved that the Board of Trustees hereby approves the 2020-2021 Board of Trustees Meeting Schedule.

MM: Brenda Sachleben SM: Tom Whetstone Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

5. Finance Committee

A. Approval of Financial Statements

Be it resolved that the Board of Trustees hereby approves the Financial Statements through January 31, 2020.

MM: Tom Whetstone SM: Victor Valentine Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		

Mr. Victor Valentine	x		
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B. Acceptance of Annual Audit for the 2018-2019 Fiscal Year Audit

Be it resolved that the Board of Trustees hereby accepts the 2018-2019 Fiscal Year Annual Audit as conducted and presented by the independent auditing firm of Barbacane, Thornton, & Company.

MM: Tom Whetstone SM: Carl Schwartz Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

6. Human Resources Committee

A. Approval of Personnel Report

Be it resolved that the Board of Trustees hereby approves the Personnel Report denoting all changes in personnel from November 27, 2019 - February 19, 2020.

MM: Victor Valentine SM: Carl Schwartz Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

7. Academic/Student Affairs Committee

A. 2020-2021 Administrative Calendar

Be it resolved that the Board of Trustees hereby approves the 2020-2021 Administrative Calendar pending any final reviews.

MM: Tom Whetstone SM: Brenda Sachleben Action: 6-0

Name	Yes	No	N/A
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Ms. Bonnie Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B. 2020-2021 Academic Calendar

Be it resolved that the Board of Trustees hereby approves the 2020-2021 Academic Calendar pending any final reviews.

MM: Sophia Lewis SM: Victor Valentine Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

C. Approval of Amendment Submission to PDE for Edgenuity Curriculum

Be it resolved that the Board of Trustees hereby approves the submission of an amendment to the Pennsylvania Department of Education for the Edgenuity curriculum.

MM: Sophia Lewis SM: Carl Schwartz Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

8. Public Comment (Topic related to PA Virtual Operations)

9. Closing of Meeting

A. Adjournment Time 8:17 pm

MM:Tom Whetstone

SM: Victor Valentine

Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		



Sophia Lewis, Secretary



Board of Trustees Meeting Agenda March 28, 2020 – 1:30 pm

https://pavcs.blackboard.com/webapps/bb-collaborate-bb_bb60/launchSession/guest?uid=555acd02-8467-4905-8cdb-592bf870252a&course_id=17237_1

Participant Phone: 571-392-7703 PIN: 550 217 856 399

1. Meeting Opening

A. Call to order

The meeting was called to order at 1:41 pm
By Board President, Bonnie Schaefer

B. Pledge of Allegiance

"I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

C. Roll Call

Name	Present	Absent	Time of Arrival After Call to Order
Ms. Bonnie Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor D. Valentine, Sr.	x		

D. Adoption of the Agenda

Be it resolved that the Board adopts the agenda.

MM: Carl Schwartz

SM: Tom Whetstone

Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie Schaefer	x		
Ms. Brenda Sachleben	x		

Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

2. Public Comment (Agenda Items Only)

3. Reports to the Board

- A. Finance, IT, & OPS** (Jason Billups, Chief Financial Officer)
- B. Teaching, Learning, and Family Support** (Dr. Jose Parrilla, Chief Academic Officer)
- C. Human Resources, Marketing, and Enrollment** (Sherri Tate, Chief Human Resources & Marketing Officer)
- D. CEO Report** (Dr. John Chandler, Chief Executive Officer)

4. Governance Committee

A. Approval of Previous Meeting Minutes

Be it resolved that the Board of Trustees hereby approves the minutes from the following Board of Trustees Meeting: February 24, 2020.

MM: Carl Schwartz SM: Tom Whetstone Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B. Approval of Policies

Be it resolved that the Board of Trustees hereby approves the reviews and revisions as specified in the attached document for the following policies:

- 2005 - Anti-Weapons Policy
- 2008 - Wellness Policy on Physical Activity and Nutrition
- 2009 - Religious Beliefs and Customs Policy
- 2301 - Early Graduation Policy
- 3004 - Revenue, Income, and Receivables
- 3101 - Residence/Change of Residency Policy
- 3102 - Disposal of Surplus Property, Obsolete Equipment, and Real Estate Policy

- 3103 - School Safety and Security Policy
- 4102 - Employee Responsibility for Student Welfare Policy
- 4104 - Mandated Reporter Policy
- 4105 - Special Education Related Services Personnel Policy
- 4106 - Solicitation Policy
- 4107 - Staff and Hiring Policy
- 4301 - Enrollment Policy
- Service Animal Policy

MM: Sophia Lewis

SM: Victor Valentine

Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

C. Approval of Continuity of Education Plan

Be it resolved that the Board of Trustees for the Pennsylvania Virtual Charter School, pursuant to Senate Bill 751 recently enacted into law and subject to final administrative and legal review, hereby approves the school’s Continuity of Education Plan (“Plan”) and authorizes and directs the school’s CEO Dr. John Chandler, to submit the Plan to the Pennsylvania Department of Education.

MM: Sophia Lewis

SM: Victor Valentine

Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

5. Finance Committee

A. Approval of Financial Statements

Be it resolved that the Board of Trustees hereby approves the Financial Statements through February 29, 2020.

MM: Carl Schwartz

SM: Victor Valentine

Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B. Posting of the 2020-2021 Budget

Be it resolved that the Board of Trustees hereby approves the posting of the 2020-2021 budget.

MM: Victor Valentine

SM: Tom Whetstone

Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

6. Human Resources Committee

A. Approval of Personnel Report

Be it resolved that the Board of Trustees hereby approves the Personnel Report denoting all changes in personnel from February 20, 2020 - March 20, 2020.

MM: Sophia Lewis

SM: Carl Schwartz

Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		

Mr. Victor Valentine	x		
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B. Staff Recognition for 2019-2020 College Board Counselor Recognition Program

Be it resolved that the Board of Trustees hereby acknowledges team members Lauren Lombardo and Molly Austin for being nominated for the 2019-2020 College Board Counselor Recognition Program.

MM: Carl Schwartz SM: Sophia Lewis Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

C. Ratification of PAVEA Memorandum of Understanding (MOU)

Be it resolved that the Board of Trustees hereby ratifies the following MOU regarding incorporating the Guidance Counselors into the existing Collective Bargaining Unit (PVEA/PSEA/NEA), pending satisfactory completion of the counselor job description.

MM: Brenda Sachleben SM: Sophia Lewis Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

7. Public Comment (Topic related to PA Virtual Operations)

8. Closing of Meeting

A. Adjournment Time 2:25 pm

MM: Carl Schwartz SM: Victor Valentine Action: 6-0

Name	Yes	No	N/A
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Ms. Bonnie Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

Sophia Lewis

Sophia Lewis, Secretary



Board of Trustees Meeting Agenda April 29, 2020 – 1:00 pm

https://pavcs.blackboard.com/webapps/bb-collaborate-bb_bb60/launchSession/guest?uid=555acd02-8467-4905-8cdb-592bf870252a&course_id=17237_1

Participant Phone: 571-392-7703 PIN: 550 217 856 399

1. Meeting Opening

A. Call to order

The meeting was called to order at 1:10 pm
By Board President, Bonnie Schaefer

B. Pledge of Allegiance

"I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

C. Roll Call

Name	Present	Absent	Time of Arrival After Call to Order
Ms. Bonnie Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor D. Valentine, Sr.	x		

D. Adoption of the Agenda

Be it resolved that the Board adopts the agenda.

MM: Brenda Sachleben

SM: Tom Whetstone

Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie Schaefer	x		
Ms. Brenda Sachleben	x		

Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

2. Public Comment (Agenda Items Only)

3. Reports to the Board

A. CEO Report (Dr. John Chandler, Chief Executive Officer)

4. Governance Committee

A. Approval of Previous Meeting Minutes

Be it resolved that the Board of Trustees hereby approves the minutes from the following Board of Trustees Meeting: March 28, 2020.

MM: Sophia Lewis SM: Victor Valentine Action:6-0

Name	Yes	No	N/A
Ms. Bonnie Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

5. Other Action Items

A. Approval to Convene in Executive Session

Be it resolved that the Board of Trustees approves convening an Executive Session at this time to consult with legal counsel and to review and discuss Charter School business which, if conducted in public, would lead to the disclosure of information or confidentiality protected by law.

MM: Tom Whetstone SM: Carl Schwartz Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		

Mr. Victor Valentine	x		
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6. Finance Committee

A. Authorization to Complete Payroll Protection Program (PPP) Loan Process

Be it resolved that the Board of Trustees approves the Payroll Protection Program application and certifies in good faith that "current economic uncertainty makes this loan request necessary to support the ongoing operations of the Applicant." Furthermore, the Board delegates to the Board President and/or the Chief Executive Officer and/or the Chief Financial Officer the authority to complete the loan paperwork and process.

MM: Tom Whetstone

SM: Victor Valentine

Action:6-0

Name	Yes	No	N/A
Ms. Bonnie Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B. Approval of a New Bank Account for the Payroll Protection Program (PPP) Funds

Be it resolved that the Board of Trustees approves the opening of a new bank account, with the account ending in 7303, at the designated depository TD bank, N.A. The established account will be a Municipal Advantage Checking account, for the purpose of holding and disbursing the proceeds from the Payroll Protection Program administered by the Small Business Administration (SBA). The administration of this account will adhere to the existing Bank Account Policy and be under the expressed authority of the President of the Board of Trustees, Treasurer of the Board of Trustees and Chief Executive Officer as signers on this account. Any disbursements from this account will adhere to all applicable policies and procedures on the purchase of goods and services on behalf of PA Virtual Charter School.

Authorized Representatives/Signers:

Ms. Bonnie Schaefer, President, BOT
Mr. Victor Valentine, Treasurer, BOT
Dr. John Chandler, CEO

MM:Victor Valentine

SM: Sophia Lewis

Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

7. Public Comment (Topic related to PA Virtual Operations)

8. Closing of Meeting

A. Adjournment Time: 2:35 pm

MM: Carl Schwartz

SM: Victor Valentine

Action:6-0

Name	Yes	No	N/A
Ms. Bonnie Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		



Sophia Lewis, Secretary



Board of Trustees Meeting Agenda June 22, 2020 – 6:30 pm

<https://zoom.us/j/5926642005?pwd=dIQwSHdNWmtQWnlvQ2VMUEt2MGx6dz09>

Dial In: 929-205-6099

Meeting ID: 592 664 2005

Password: 513290

1. Meeting Opening

A. Call to order

The meeting was called to order at 6:31 pm
By Board Vice President, Brenda Sachleben

B. Pledge of Allegiance

"I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

C. Roll Call

Name	Present	Absent	Time of Arrival After Call to Order
Ms. Bonnie M. Schaefer		x	
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor D. Valentine, Sr.	x		

D. Adoption of the Agenda

Be it resolved that the Board adopts the agenda.

MM: Carl Schwartz

SM: Sophia Lewis

Action: 5-0

Name	Yes	No	N/A

Ms. Bonnie M. Schaefer			x
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

2. Public Comment (Agenda Items Only)

3. Executive Session

A. Motion to Convene in Executive Session

Be it resolved that the Board Trustees hereby convenes in Executive Session to discuss the 2019-20 School Safety and Security Coordinator Report as Required by Law and to review and discuss Charter School business which, if conducted in public, would lead to the disclosure of information or confidentiality protected by law.

MM: Carl Schwartz

SM: Victor Valentine

Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer			x
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

4. Reports to the Board

A. Finance, IT, & OPS (Jason Billups, Chief Financial Officer)

B. Teaching, Learning, and Family Support (Dr. Jose Parrilla, Chief Academic Officer)

C. Human Resources, Marketing, and Enrollment (Sherri Tate, Chief Human Resources & Marketing Officer)

D. CEO Report (Dr. John Chandler, Chief Executive Officer)

5. Governance Committee

A. Approval of Previous Meeting Minutes

Be it resolved that the Board of Trustees hereby approves the minutes from the following Board of Trustees Meeting: April 29, 2020.

MM: Carl Schwartz

SM: Victor Valentine

Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer			x
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B. Approval of Policies

Be it resolved that the Board of Trustees hereby approves the reviews and revisions as specified in the attached document for the following policies:

- 1103 - NEW - Board of Trustees Background Checks & Clearances
- 1104 - Qualifications & Appointment of Hearing Officers
- 1105 - Confidentiality Policy for the Board of Trustees
- 1106 - Board Response & Compliant Policy
- 1107 - Right to Know Policy
- 2001 - Student Handbook and Code of Conduct Policy
- 2004 - Anti-Bullying Policy
- 2401 - Special Education Policy
- 2402 - Free Appropriate Public Education (FAPE) Policy
- 2403 - Evaluation and Reevaluation Policy
- 2406 - Disciplinary Exclusions of Special Education Students Policy
- 2414 - Child Find Notice and Policy
- 2701 - English Learners Policy
- 2703 - Homeless Student Policy
- 2831 - Bloodborne Pathogens/Exposure Plan
- 2832 - Medication Administration Policy
- 2904 - Family Educational Rights & Privacy Act (FERPA) Policy
- 3001 - Financial Administration Policy
- 3005 - Accounts Payable Policy
- 3007 - Bank Accounts Policy
- 3202 - Improper, Negligent or Willful Damage to Computer, Printer, Monitor and/or Other School Property
- 4103 - Volunteer Clearance Policy
- 4104 - Mandated Reporter Policy

MM: Victor Valentine

SM: Sophia Lewis

Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer			x

Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

C. Acceptance of the 2019-20 School Safety and Security Coordinator Report

Be it resolved that the Board of Trustees hereby accepts the 2019-20 School Safety and Security Coordinator Report.

MM: Sophia Lewis

SM: Tom Whetstone

Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer			x
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

D. Approval of the Revised 2020-2021 Board of Trustees Schedule

Be it resolved that the Board of Trustees hereby approves the revised 2020-2021 Board of Trustees Meeting Schedule.

MM: Carl Schwartz

SM: Victor Valentine

Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer			x
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

6. Finance Committee

A. Approval of Financial Statements

Be it resolved that the Board of Trustees hereby approves the Financial Statements through April 30, 2020.

MM: Victor Valentine

SM: Tom Whetstone

Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer			x
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B. Adoption of the 2020-2021 Budget

Be it resolved that the Board of Trustees hereby adopts the 2020-2021 budget.

MM: Sophia Lewis

SM: Carl Schwartz

Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer			x
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

C. Approval of Payroll Protection Program (PPP) Loan Resolution

Be it resolved that the Board of Trustees hereby approves the resolution regarding the ratification of the Payment Protection Program (PPP) loan.

MM: Victor Valentine

SM: Sophia Lewis

Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer			x
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

D. Approval of Resolution Pertaining to Proceeds from the Veris Benefits Consortium and Health Benefit Trust

Be it resolved that the Board of Trustees hereby approves the Resolution pertaining to proceeds from the Veris Benefits Consortium and Health Benefit Trust.

MM: Tom Whetstone SM: Victor Valentine Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer			x
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

7. Human Resources Committee

A. Approval of Personnel Report

Be it resolved that the Board of Trustees hereby approves the Personnel Report denoting all changes in personnel from March 21, 2020 - June 10, 2020.

MM: Carl Schwartz SM: Sophia Lewis Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer			x
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B. Staff Recognition for Inspiring Students to Win Silver for the Governor’s Civic Engagement Award

Be it resolved that the Board of Trustees hereby acknowledges team members Bryan Davis and Elizabeth Svoboda for inspiring our students to win Silver for the Governor’s Civic Engagement Award.

MM: Victor Valentine SM: Sophia Lewis Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer			x
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

C. Staff Recognition for Presenting at the Blackboard World Conference

Be it resolved that the Board of Trustees hereby acknowledges team members Heather Brandt, Kate Celedonia, Renee Keiser, Jen Nester, Jen Slater, Kat Anderson, Melissa Alcaro, and Diana Perney for presenting at the Blackboard World Conference.

MM:Tom Whetstone SM: Victor Valentine Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer			x
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

8. Other Action Items

A. Approval of the 2020-2021 Student Handbook and Code of Conduct

Be it resolved that the Board of Trustees hereby approves the 2020-2021 Student Handbook and Code of Conduct, pending final administrative and legal review.

MM: Carl Schwartz SM: Sophia Lewis Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer			x
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		

Mr. Victor Valentine	x		
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9. Public Comment (Topic related to PA Virtual Operations)

10. Closing of Meeting

A. Adjournment Time: 8:07 pm

MM: Tom Whetstone

SM: Victor Valentine

Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer			x
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		



Sophia Lewis, Secretary



Special Call Board of Trustees Meeting Minutes July 23, 2020 – 7:15 pm

<https://zoom.us/j/5926642005?pwd=dIQwSHdNWmtQWnlvQ2VMUEt2MGx6dz09>

Dial In: 929-205-6099

Meeting ID: 592 664 2005

Password: 513290

1. Meeting Opening

A. Call to order

The meeting was called to order at 7:17 pm
By Board President, Bonnie Schaefer

B. Pledge of Allegiance

"I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

C. Roll Call

Name	Present	Absent	Time of Arrival After Call to Order
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor D. Valentine, Sr.	x		

D. Adoption of the Agenda

Be it resolved that the Board adopts the agenda.

MM: Sophia Lewis

SM: Tom Whetstone

Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		

Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

2. Public Comment (Agenda Items Only)

3. Governance Committee

A. Approval of Previous Meeting Minutes

Be it resolved that the Board of Trustees hereby approves the minutes from the following Board of Trustees Meeting: June 22, 2020.

MM: Carl Schwartz SM: Victor Valentine Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B. Approval of Resolution Ratifying All Board Actions Taken at April 29, 2020 Meeting

Be it resolved that the Board of Trustees hereby approves the Resolution ratifying all board actions taken at the April 29, 2020 Board of Trustees Meeting.

MM: Brenda Sachleben SM: Victor Valentine Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

4. Executive Session

A. Motion to Convene in Executive Session

Be it resolved that the Board of Trustees hereby convenes in Executive Session to discuss Charter School business which, if conducted in public, would violate a

lawful privilege or lead to the disclosure of information or confidentiality protected by law.

MM: Carl Schwartz

SM: Victor Valentine

Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

5. Other Action Items

- A. Be it resolved that the Board of Trustees hereby approves the Resolution Regarding the COVID-19 Pandemic and the Need to Implement the Student Lottery Procedure Outlined in PA Virtual’s PDE-Approved Charter Renewal Application.

MM: Carl Schwartz

SM: Tom Whetstone

Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

6. Public Comment (Topic related to PA Virtual Operations)

7. Closing of Meeting

A. Adjournment Time: 8:56 pm

MM: Carl Schwartz

SM: Tom Whetstone

Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		



Sophia Lewis, Secretary



Special Call Board of Trustees Meeting Minutes August 12, 2020 – 6:30 pm

<https://zoom.us/j/5926642005?pwd=dIQwSHdNWmtQWnlvQ2VMUEt2MGx6dz09>

Dial In: 929-205-6099

Meeting ID: 592 664 2005

Password: 513290

1. Meeting Opening

A. Call to order

The meeting was called to order at 6:31 pm
By Board President, Bonnie Schaefer

B. Pledge of Allegiance

"I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

C. Roll Call

Name	Present	Absent	Time of Arrival After Call to Order
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor D. Valentine, Sr.	x		

D. Adoption of the Agenda

Be it resolved that the Board adopts the agenda.

MM: Carl Schwartz

SM: Victor Valentine

Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		

Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

2. Public Comment (Agenda Items Only)

3. Student Lottery

Pursuant to the 2015 Charter Renewal Application that was approved by the PDE, as well as the Resolution and Guidelines passed by the PA Virtual Board of Trustees on July 23, 2020, a student lottery for admittance into PA Virtual was conducted at this time in the meeting. The student lottery was conducted by Mr. Nate Achey, Director of Information Technology, and was overseen by the entire Board of Trustees. The student lottery was also overseen by the independent accounting firm of Barbacane Thornton & Company.

4. Reports to the Board

A. Finance, IT, & OPS (Jason Billups, Chief Financial Officer)

B. Teaching, Learning, and Family Support (Dr. Jose Parrilla, Chief Academic Officer); written only

C. Human Resources, Marketing, and Enrollment (Sherri Tate, Chief Human Resources & Marketing Officer)

D. CEO Report (Dr. John Chandler, Chief Executive Officer)

5. Governance Committee

A. Approval of Previous Meeting Minutes

Be it resolved that the Board of Trustees hereby approves the minutes from the following Board of Trustees Meeting: July 23, 2020.

MM: Tom Whetstone SM: Carl Schwartz Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B. Re-Election of Brenda Sachleben and Victor Valentine, Sr.

Be it resolved that the Board of Trustees hereby re-elects Brenda Sachleben and Victor Valentine, Sr. to the PA Virtual Board of Trustees for three-year terms effective September 1, 2020 - August 31, 2023.

MM: Tom Whetstone SM: Sophia Lewis Action: 6-0

Name	Yes	No	N/A
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Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

C. Approval of the Board of Trustees Committee Structure and Membership

Be it resolved that the Board of Trustees hereby approves the following committee structure and membership for the 2020-2021 school year.

MM: Tom Whetstone SM: Victor Valentine Action: 6-0

Finance Committee	Governance & Nominating Committee	Human Resources Committee
*Victor Valentine	*Bonnie Schaefer	*Sophia Lewis
Tom Whetstone	Brenda Sachleben	Carl Schwartz
**John Chandler	**John Chandler	**John Chandler
**Jason Billups	**Jose Parrilla	**Sherri Tate

* Committee Chairperson ** Non-voting member

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

D. Election of Board of Trustees Officers

Be it resolved that the Board of Trustees hereby elects the following as Officers for the PA Virtual Board of Trustees for the 2020-2021 school year.

MM: Carl Schwartz SM: Brenda Sachleben Action: 6-0

Board Member	Officer Position
Ms. Bonnie M. Schaefer	President
Ms. Brenda Sachleben	Vice-President
Ms. Sophia Lewis	Secretary
Mr. Victor Valentine, Sr.	Treasurer

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		

Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

E. Appointment of Stakeholders for the Comprehensive Plan, including the Induction Plan and Professional Development Plan

Be it resolved that the Board of Trustees hereby appoints the following stakeholders for the development of the Comprehensive Plan, including the Induction Plan and Professional Development Plan.

MM: Sophia Lewis

SM: Brenda Sachleben

Action: 6-0

Name	Role
Maria Ramola	Community Representative
Alison Diflorio	Business Representative
Brenda Sachleben	Board of Trustees
Rebekah Hallberg	Parent
Victor Valentine, Sr.	Parent

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

F. Acceptance of Charter School Annual Report as Submitted to PDE

Be it resolved that the Board of Trustees hereby accepts the Charter School Annual Report as Submitted to PDE.

MM: Carl Schwartz

SM: Tom Whetstone

Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

G. Approval of Policies

Be it resolved that the Board of Trustees hereby approves the reviews and revisions for the following policy.

Title IX Policy

MM: Victor Valentine

SM: Brenda Sachleben

Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

6. Finance Committee

A. Approval of Financial Statements

Be it resolved that the Board of Trustees hereby approves the Financial Statements through June 30, 2020.

MM: Tom Whetstone

SM: Victor Valentine

Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B. Acceptance of Annual Report as Required by the Pennsylvania Nonprofit Corporation Law

Be it resolved that the Board of Trustees hereby accepts the Annual Report as required by the Pennsylvania Nonprofit Corporation Law.

MM: Carl Schwartz

SM: Sophia Lewis

Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		

Mr. Victor Valentine	x		
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7. Human Resources Committee

A. Approval of Personnel Report

Be it resolved that the Board of Trustees hereby approves the Personnel Report denoting all changes in personnel from June 11, 2020 – August 4, 2020.

MM: Carl Schwartz SM: Sophia Lewis Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

8. Other Action Items

A. Approval of School Safety and Reopening Plan

Be it resolved that the Board of Trustees hereby approves the School Safety and Reopening Plan.

MM: Brenda Sachleben SM: Sophia Lewis Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B. Acknowledgement of TSI Title 1 School Improvement Plan

Be it resolved that the Board of Trustees hereby acknowledges the TSI Title 1 School Improvement Plan that will be submitted to PDE not later than September 1, 2020, subject to final legal and administrative review.

MM: Brenda Sachleben SM: Sophia Lewis Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		

Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

9. Public Comment (Topic related to PA Virtual Operations)

10. Closing of Meeting

A. Adjournment Time: 8:31 pm

MM: Victor Valentine SM: Carl Schwartz Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		



Sophia Lewis, Secretary

Board of Trustees Meeting Agenda

February 22, 2021 – 6:30 pm



<https://zoom.us/j/5926642005?pwd=dIQwSHdNWmtQWnlvQ2VMUEt2MGx6dz09>

Dial In: 929-205-6099

Meeting ID: 981 1949 1580

Password: 590210719

1. Meeting Opening

A. Call to order

The public meeting was called to order at 6:35 PM by the Chair of the Board of Trustees, Ms. Bonnie M. Schaefer.

B. Pledge of Allegiance

"I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

C. Roll Call

Name	Present	Absent	Time of Arrival After Call to Order
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor D. Valentine, Sr.	x		

D. Adoption of the Agenda

Be it resolved that the Board adopts the agenda.

MM: Sophia Lewis

SM: Brenda Sachleben

Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		

Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

2. Public Comment (Agenda Items Only)

3. Executive Session

The board convened in Executive Session at the direction of the Board Chair, as was approved by the adoption of the agenda. The Executive Session was to discuss Charter School business which, if conducted in public, would lead to the disclosure of information or confidentiality protected by law.

4. Reports to the Board

- A. Independent Auditor Report on FY 19-20** (Mr. Tim Sawyer)
- B. Finance, IT, & OPS** (Jason Billups, Chief Financial Officer)
- C. Teaching, Learning, and Family Support** (Dr. Jose Parrilla, Chief Academic Officer)
- D. Human Resources, Marketing, and Enrollment** (Sherri Tate, Chief Human Resources & Marketing Officer)
- E. Public Affairs & Accountability** (Doug Wessels, Director of Public Affairs & Accountability)
- F. CEO Report** (Dr. John Chandler, Chief Executive Officer)

5. Governance Committee

A. Approval of Previous Meeting Minutes

Be it resolved that the Board of Trustees hereby approves the minutes from the following Board of Trustees Meeting: December 14, 2020.

MM: Carl Schwartz SM: Victor Valentine Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B. Approval of Policies

Be it resolved that the Board of Trustees hereby approves the reviews and revisions as specified in the attached document for the following policies:

- 2303 - Scholarship Policy
- NEW - Fundraising Policy

- 1113 - Right to Know Policy
- 4301 - Enrollment Policy
- NEW - Discipline of Student Convicted/Adjudicated of Sexual Assault Policy

MM: Sophia Lewis SM: Brenda Sachleben Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

6. Finance Committee

A. Approval of Financial Statements

Be it resolved that the Board of Trustees hereby approves the Financial Statements through January 31, 2021.

MM: Tom Whetstone SM: Victor Valentine Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B. Acceptance of Independent Auditor's Report for FY 19-20

Be it resolved that the Board of Trustees hereby accepts the Independent Auditor's Annual Audit for FY 19-20.

MM: Tom Whetsone SM: Victor Valentine Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		

Mr. Victor Valentine	x		
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7. Human Resources Committee

A. Approval of Personnel Report

Be it resolved that the Board of Trustees hereby approves the Personnel Report denoting all changes in personnel from December 3, 2020 to February 12, 2021.

MM: Sophia Lewis SM: Brenda Sachleben Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B. Staff Recognition

Be it resolved that the Board of Trustees hereby acknowledges the following team members for these accomplishments:

1. Dr. Mindy Byham and Dr. Dan Pezzulo have been invited to present their research on neuromyths at the National Association of School Psychologists (NASP) annual convention in late February 2021. The presentation is titled "Neuromyths in the Classroom: the Cost of Pseudoscience"

MM: Carl Schwartz SM: Sophia Lewis Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

8. Public Comment (Topic related to PA Virtual Operations)

9. Closing of Meeting

A. Next Meeting - Board Retreat on April 30 - May 1, 2021

Public Meeting on May 1, 2021 at 1:30 p.m.


B. Adjournment Time: 9:40 PM

MM: Carl Schwartz

SM: Sophia Lewis

Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		



Sophia Lewis, Secretary

Board of Trustees Meeting Minutes

May 01, 2021 – 1:30 pm



<https://zoom.us/j/5926642005?pwd=dIQwSHdNWmtQWnlvQ2VMUEt2MGx6dz09>

Dial In: 929-205-6099

Meeting ID: 981 1949 1580

Password: 590210719

1. Meeting Opening

A. Call to order

The public meeting was called to order at 1:31PM by the Chair of the Board of Trustees, Ms. Bonnie M. Schaefer.

B. Pledge of Allegiance

"I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

C. Roll Call

Name	Present	Absent	Time of Arrival After Call to Order
Ms. Bonnie M. Schaefer	X		
Ms. Brenda Sachleben	X		
Mr. Carl Schwartz	X		
Ms. Sophia Lewis		X	
Dr. Tom Whetstone	X		
Mr. Victor D. Valentine, Sr.	X		

D. Adoption of the Agenda

Be it resolved that the Board adopts the agenda.

MM: Carl Schwartz SM: Victor Valentine Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x

Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

2. Public Comment (Agenda Items Only)

3. Reports to the Board

- A. Finance, IT, & OPS** (Jason Billups, Chief Financial Officer)
- B. Teaching, Learning, and Family Support** (Dr. Jose Parrilla, Chief Academic Officer)
- C. Human Resources, Marketing, and Enrollment** (Sherri Tate, Chief Human Resources & Marketing Officer)
- D. Public Affairs & Accountability** (Doug Wessels, Director of Public Affairs & Accountability)
- E. CEO Report** (Dr. John Chandler, Chief Executive Officer)

4. Governance Committee

A. Approval of Previous Meeting Minutes

Be it resolved that the Board of Trustees hereby approves the minutes from the following Board of Trustees Meeting: February 22, 2020.

MM: Tom Whetstone SM: Carl Schwartz Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B. Approval of the 2021-2022 Board of Trustees Meeting Schedule

Be it resolved that the Board of Trustees hereby approves the 2021-2022 Board of Trustees Meeting Schedule:

- August 23, 2021 6:30 pm
- October 23, 2021 1:30 pm
- December 13, 2021 6:30 pm
- February 28, 2022
- April 30, 2022 1:30pm
- June 27, 2022 6:30 pm

MM: Victor Valentine SM: Carl Schwartz Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

5. Finance Committee

A. Approval of Financial Statements

Be it resolved that the Board of Trustees hereby approves the Financial Statements through March 31, 2021.

MM: Tom Whetstone SM: Brenda Sacheleban Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B. Posting of the 2021-2022 Budget

Be it resolved that the Board of Trustees hereby approves of the posting of the 2021-22 Budget for public review, inspection, and comment.

MM: Victor Valentine SM: Brenda Sacheleban Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

C. Ratification of Computer Lease

Be it resolved that the Board of Trustees ratifies the approval of the lease for 700 student laptops that was previously executed by the Board President and CEO.

MM: Carl Schwartz SM: Tom Whetstone Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

6. Human Resources Committee

A. Approval of Personnel Report

Be it resolved that the Board of Trustees hereby approves the Personnel Report denoting all changes in personnel from February 13 through April 22, 2021.

MM: Carl Schwartz SM: Victor Valentine Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B. Staff Recognition

B.1 Amendment to the Agenda

Dr. Tom Whetstone made a motion to amend the agenda to include recognition of the Board Chair and CEO for their PCPCS presentation.

MM: Tom Whetstone SM: Victor Valentine Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		

Ms. Sophia Lewis			x
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B.2 Staff Recognition Amended Motion

Be it resolved that the Board of Trustees hereby acknowledges the following team members for the following accomplishments:

1. Lauren Lombardo passed the National Counseling Exam and received her National Certified Counselor credential from the National Board of Certified Counselors (NCC). NCC is the premier counseling board certification. Earning Board certification demonstrates that you have voluntarily met high national standards for the practice of counseling.
2. Ms. Bonnie M. Schaefer, Board Chair, and Dr. John Chandler, CEO, for their PCPCS presentation on February 11, 2021, entitled Successful Schools come from Effective Leadership, and You Get to be a Part!

MM: Carl Schwartz SM: Victor Valentine Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

7. Other Action Items

A. Approval of the 2021-2022 Administrative Calendar

Motions 7A and 7B were voted on in one motion at the request of the board chair.

MM: Brenda Sacheleban SM: Carl Schwartz Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		

Ms. Sophia Lewis			x
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B. Approval of the 2021-2022 Academic Calendar

8. Public Comment (Topic related to PA Virtual Operations)

9. Closing of Meeting

A. Next Meeting

Public Meeting on June 28, 2021 at 6:30 p.m.

B. Adjournment Time: 3:21 PM

MM: Tom Whetstone SM: Brenda Sachleben Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		



06 / 29 / 2021

Sophia Lewis, Secretary

TITLE	BoT Meeting Minutes 01May21
FILE NAME	BOT Meeting Minut... to be signed.pdf
DOCUMENT ID	a4484d39e92696e1e8987167dda0c36f105dd1a0
AUDIT TRAIL DATE FORMAT	MM / DD / YYYY
STATUS	● Completed

Document History



06 / 29 / 2021
20:58:00 UTC

Sent for signature to Sophia lewis (sophialewis7@hotmail.com) from jpufko@pavcsk12.org
IP: 74.103.181.41



06 / 29 / 2021
23:18:27 UTC

Viewed by Sophia lewis (sophialewis7@hotmail.com)
IP: 174.247.80.156



06 / 29 / 2021
23:22:16 UTC

Signed by Sophia lewis (sophialewis7@hotmail.com)
IP: 174.247.80.156



06 / 29 / 2021
23:22:16 UTC

The document has been completed.

Board of Trustees Meeting Minutes

June 28 , 2021 – 6:30 pm



<https://zoom.us/j/5926642005?pwd=dIQwSHdNWmtQWnlvQ2VMUEt2MGx6dz09>

Dial In: 929-205-6099

Meeting ID: 981 1949 1580

Password: 590210719

1. Meeting Opening

The Board of Trustees met in Executive Session on June 28, 2021, at 5:45 p.m. to discuss Charter School business which, if conducted in public, would lead to the disclosure of information or confidentiality protected by law.

A. Call to order

The public meeting was called to order at 6:39 PM by the Chair of the Board of Trustees, Ms. Bonnie M. Schaefer.

B. Pledge of Allegiance

"I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

C. Roll Call

Name	Present	Absent	Time of Arrival After Call to Order
Ms. Bonnie M. Schaefer	X		
Ms. Brenda Sachleben	X		
Mr. Carl Schwartz	X		
Ms. Sophia Lewis	X		
Dr. Tom Whetstone	X		
Mr. Victor D. Valentine, Sr.	X		

D. Adoption of the Agenda

Be it resolved that the Board adopts the agenda.

MM: Carl Schwartz

SM: Sophia Lewis

Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

2. Public Comment (Agenda Items Only)

3. Reports to the Board

- A. Finance, IT, & OPS**(Jason Billups, Chief Financial Officer)
- B. Teaching, Learning, and Family Support**(Dr. Jose Parrilla, Chief Academic Officer)
- C. Human Resources, Marketing, and Enrollment**(Sherri Tate, Chief Human Resources & Marketing Officer)
- D. Public Affairs & Accountability**(Doug Wessels, Director of Public Affairs & Accountability)
- E. CEO Report**(Dr. John Chandler, Chief Executive Officer)

4. Governance Committee

A. Approval of Previous Meeting Minutes

Be it resolved that the Board of Trustees hereby approves the minutes from the following Board of Trustees Meeting: May 01, 2021.

MM: Carl Schwartz SM: Sophia Lewis Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B. Approval of Policies

Be it resolved that the Board of Trustees hereby approves the reviews and revisions as specified in the attached document for the following policies:

- RETIRE - Policy #2901 - Student Records Policy
- RETIRE - Policy #2902 - Student Record Retention Policy
- NEW - Student Educational Records Policy

- NEW - Maintenance of Student Educational Records/ Retention Policy
- NEW - Collection of Records and Information Through a Survey, Analysis or Evaluation
- NEW - Access to Student Educational Records
- NEW - Visitor Policy

MM: Tom Whetstone SM :Victor Valentine Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

C. Acceptance if the 2020-21 School Safety and Security Coordinator Report

Be it resolved that the Board of Trustees hereby accepts the 2019-20 School Safety and Security Coordinator Report.

MM: Carl Schwartz SM: Sophia Lewis Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

D. Re-Election of Dr. John Thomas Whetstone III and Mr. Carl Schwartz to the PA Virtual Board of Trustees

Be it resolved that the Board of Trustees hereby re-elects Dr. John Thomas Whetstone, III and Mr. Carl Schwartz to the PA Virtual Board of Trustees for three-year terms effective July 1, 2021 - June 30, 2024.

MM: Victor Valentine SM: Sophia Lewis Action: 6-0

Name	Yes	No	N/A
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Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

5. Finance Committee

A. Approval of Financial Statements

Be it resolved that the Board of Trustees hereby approves the Financial Statements through May 31, 2021.

MM:Tom Whetstone SM: Victor Valentine Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B. Adoption of FY 2021-22 Budget

Be it resolved that the Board of Trustees hereby adopts the 2021-2022 budget.

MM: Victor Valentine SM:Tom Whetstone Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B. 1. Motion Offered During Meeting to Monitor Student Academic Progress The Board of Trustees approval of the budget requires PA Virtual Academic Administration to report at each 2021-22 regularly scheduled meeting of the Board as to

the quantitative and qualitative progress of PA Virtual students toward the goals for meeting PDE academic standards in Math, Science, and ELA by grade level.

MM: Tom Whetstone SM: Victor Valentine Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

C. Approval of Resolution to Commit Unassigned Fund Balance

Be it resolved that the Board of Trustees hereby approves the Resolution to Commit Unassigned Fund Balance to Committed Fund Balance as detailed in the Resolution, subject to audited Financial Statements for the 2020-2021 FY

MM: Tom Whetstone SM: Victor Valentine Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

6. Human Resources Committee

A. Approval of Personnel Report

Be it resolved that the Board of Trustees hereby approves the Personnel Report denoting all changes in personnel from April 23 to June 25, 2021.

MM: Brenda Sacheleben SM: Sophia Lewis Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		

Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B. Ratification of Collective Bargaining Agreement

Be it resolved that the Board of Trustees hereby ratifies the collective bargaining agreement between the PA Virtual Charter School and the PA Virtual Education Association/PSEA/NEA, effective July 1, 2021 through June 30, 2023.

MM: Carl Schwartz SM: Victor Valentine Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

C. Staff Recognition

Be it resolved that the Board of Trustees hereby acknowledges the following team members for this accomplishment:

1. Brian Davis, Elizabeth Svoboda and the members of the Rho Kappa National Social Studies Honor Society. They earned the Governor's Silver Civic Engagement Award for helping to register 68% of our eligible student body to vote in the upcoming elections.

MM: Brenda Sachleben SM: Victor Valentine Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

7. Other Action Items

A. Approval of 2021-22 SY Student Handbook and Code of Conduct

Be it resolved that the Board of Trustees hereby approves the 2020-2021 Student Handbook and Code of Conduct, pending final administrative and legal review.
 MM: Carl Schwartz SM: Victor Valentine Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B. Approval of Resolution Regarding Confidential Settlement Agreement and Release

Be it resolved that the Board of Trustees hereby approves the Resolution Regarding the Confidential Settlement Agreement and Release in the matter of File No. 345-21.
 MM: Sophia Lewis SM: Brenda Sachleben Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

8. Public Comment (Topic related to PA Virtual Operations)

9. Closing of Meeting

A. Next Meeting - Public Meeting is being held on August 23, 2021 at 6:30 p.m.

B. Adjournment Time: 8:38 pm

MM: Carl Schwartz SM: Victor Valentine Action: 6-0

Name	Yes	No	N/A
------	-----	----	-----

Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		



Sophia Lewis, Secretary

TITLE	28June21 BoT MInutes
FILE NAME	BOT Meeting Minut... to be signed.pdf
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AUDIT TRAIL DATE FORMAT	MM / DD / YYYY
STATUS	● Completed

Document History



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Board of Trustees Meeting Minutes

August 23 , 2021 – 6:30 pm



<https://zoom.us/j/5926642005?pwd=dIQwSHdNWmtQWnlvQ2VMUEt2MGx6dz09>

Dial In: 929-205-6099

Meeting ID: 981 1949 1580

Password: 590210719

A. Call to order

The public meeting was called to order at 6:33pm by the Chair of the Board of Trustees, Ms. Bonnie Schaefer.

B. Pledge of Allegiance

"I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

C. Roll Call

Name	Present	Absent	Time of Arrival After Call to Order
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor D. Valentine, Sr.	x		

D. Adoption of the Agenda

Be it resolved that the Board adopts the agenda.

MM: VV

SM: CS

Action: 6-0

Name	Yes	No	N/A

Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

2. Public Comment (Agenda Items Only)

3. Reports to the Board

A. Finance, IT, & OPS(Jason Billups, Chief Financial Officer)

B. Teaching, Learning, and Family Support(Dr. Jose Parrilla, Chief Academic Officer)

C. Human Resources, Marketing, and Enrollment(Sherri Tate, Chief Human Resources & Marketing Officer)

D. Public Affairs & Accountability(Doug Wessels, Director of Public Affairs & Accountability)

E. CEO Report(Dr. John Chandler, Chief Executive Officer)

4. Governance Committee

A. Approval of Previous Meeting Minutes

Be it resolved that the Board of Trustees hereby approves the minutes from the following Board of Trustees Meeting: June 28, 2021.

MM:B.S. SM: C.S. Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B. Approval of Policies

Be it resolved that the Board of Trustees hereby approves the review and/or revisions for the following bylaws and policies:

MM: T.W. SM: V.V. Action: 6-0

- Bylaws
- 1102 Conflict of Interest Policy
- 1110 Public Participation in Board Meetings
- NEW - Student Services Policy

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

C. Acceptance of Charter School Annual Report as Submitted to PDE

Be it resolved that the Board of Trustees hereby accepts the Charter School Annual Report as Submitted to PDE.

MM: C.S.SM: S.L. Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

D. Approval of the Board of Trustees Committee Structure and Membership

Be it resolved that the Board of Trustees hereby approves the following committee structure and membership for the 2021-2022 school year.

MM:B.S. SM: V.V. Action: 6-0

Finance Committee	Governance & Nominating Committee	Human Resources Committee
*Victor Valentine	*Bonnie Schaefer	*Sophia Lewis
Tom Whetstone	Brenda Sachleben	Carl Schwartz
**John Chandler	**John Chandler	**John Chandler
**Jason Billups	**Jose Parrilla	**Sherri Tate

* Committee Chairperson ** Non-voting member

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

E. Election of Board of Trustees Officers

Be it resolved that the Board of Trustees hereby elects the following as Officers for the PA Virtual Board of Trustees for the 2021-2022 school year.

MM: C.S. SM: S.L. Action: 6-0

Board Member	Officer Position
Ms. Bonnie M. Schaefer	Chair
Ms. Brenda Sachleben	Vice-Chair
Ms. Sophia Lewis	Secretary
Mr. Victor Valentine, Sr.	Treasurer

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

5. Finance Committee

A. Approval of Financial Statements

Be it resolved that the Board of Trustees hereby approves the Financial Statements through June 30, 2021.

MM: V.V. SM: T.W. Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B. Acceptance of Annual Report as Required by the Pennsylvania Nonprofit Corporation Law

Be it resolved that the Board of Trustees hereby accepts the Annual Report as required by the Pennsylvania Nonprofit Corporation Law.

MM: T.W. SM: C.S. Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

6. Human Resources Committee

A. Approval of Personnel Report

Be it resolved that the Board of Trustees hereby approves the Personnel Report denoting all changes in personnel from June 26, through August 13, 2021.

MM: S.L. SM: B.S. Action: 6-0

Name	Yes	No	N/A
------	-----	----	-----

Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B. Staff Recognition

Be it resolved that the Board of Trustees hereby acknowledges the following team members for these accomplishments:

1. Felicia Foleno co-presented at the 4th Annual Philadelphia Trauma Training Conference: Supporting Adaptation, Transformation, and Health in the Wake of Trauma and the research is on the Effects of COVID -19 on participants at a local community health center.

MM: T.W. SM: C.S. Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

7. Other Action Items

A. Approval of the PA Virtual Health and Safety Plan 2021-22 SY

Be it resolved that the Board of Trustees hereby approves the PA Virtual Health and Safety Plan 2021-22 SY.

MM: S.L. SM: V.V Action: 6-0

Name	Yes	No	N/A
------	-----	----	-----

Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

B. Approval of the Submission of the TSI Title 1 School Improvement Plan, Comprehensive Plan, Induction Plan, Professional Development Plan, and Assurances to PDE not later than September 1, 2021, subject to any final legal and administrative review.

Be it resolved that the Board of Trustees hereby approves of the submission of the TSI Title 1 School Improvement Plan, Comprehensive Plan, Induction Plan, Professional Development Plan, and Assurances to PDE not later than September 1, 2021, subject to any final legal and administrative review.

MM: C.S. SM: V.V. Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

C. Approval of Resolution Delegating Authority to CEO to Temporarily Suspend the Enrollment of New Students Based on Capacity Constraints

Be it resolved that the Board of Trustees hereby approves the following Resolution delegating authority to the CEO to temporarily suspend the enrollment of students into the Charter School until the Board's next regularly scheduled public meeting if he determines, after consultation with his Administrative Team, that the Charter School lacks the necessary resources, including but not limited to technology, teachers and staff, to ensure all students enrolled in the Charter School will receive an excellent academic education.

MM: V.V. SM: S.L. Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

8. Public Comment (Topic related to PA Virtual Operations)

9. Executive Session

A. The Board of Trustees will convene in Executive Session to discuss Charter School business which, if conducted in public, would lead to the disclosure of information or confidentiality protected by law.

10. Closing of Meeting

A. Next Meeting - Public Meeting is being held on October 23, 2021 at 1:30 p.m.

B. Adjournment Time: 9:26 p.m.

MM: V.V. SM:S.L. Action: 6-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Dr. Tom Whetstone	x		
Mr. Victor Valentine	x		

Sophia Lewis

Sophia Lewis, Secretary

TITLE	August 23, 2021 BoT Minutes
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AUDIT TRAIL DATE FORMAT	MM / DD / YYYY
STATUS	● Completed

Document History



10 / 28 / 2021
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10 / 28 / 2021
15:25:14 UTC

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10 / 28 / 2021
15:27:02 UTC

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10 / 28 / 2021
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Board of Trustees Meeting Minutes October 23 , 2021 – 1:30 pm



<https://zoom.us/j/5926642005?pwd=dIQwSHdNWmtQWnlvQ2VMUEt2MGx6dz09>

Dial In: 929-205-6099 Meeting ID: 981 1949 1580 Password: 590210719

A. Call to order

The public meeting was called to order at 1:30PM by the Chair of the Board of Trustees, Ms. Bonnie M. Schaefer.

B. Pledge of Allegiance

"I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

C. Roll Call

Name	Present	Absent	Time of Arrival After Call to Order
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz		x	
Ms. Sophia Lewis	x		
Mr. Victor D. Valentine, Sr.	x		

D. Motion to Amend the Agenda

Be it resolved that a motion is made by Vice Chair Brenda Sachleben to amend the agenda under item 6C. Employee Compensation, and to strike item 7A.

MM: BS SM: S.L. Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		

Ms. Brenda Sachleben	x		
Mr. Carl Schwartz			x
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

Adoption of the Agenda

Be it resolved that the Board adopts the agenda.

MM: B.S. SM: S.L. Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz			x
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

2. Public Comment (Agenda Items Only)

3. Reports to the Board

A. Finance, IT, & OPS(Jason Billups, Chief Financial Officer)

B. Teaching, Learning, and Family Support(Dr. Jose Parrilla, Chief Academic Officer)

C. Human Resources, Marketing, and Enrollment(Sherri Tate, Chief Human Resources & Marketing Officer)

D. Public Affairs & Accountability(Doug Wessels, Director of Public Affairs & Accountability)

E. CEO Report(Dr. John Chandler, Chief Executive Officer)

4. Governance Committee

A. Approval of Previous Meeting Minutes

Be it resolved that the Board of Trustees hereby approves the minutes from the following Board of Trustees Meeting: August 23, 2021.

MM: S.L. SM: V.V. Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		

Ms. Brenda Sachleben	x		
Mr. Carl Schwartz			x
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

B. Approval of Policies

Be it resolved that the Board of Trustees hereby approves the revisions as specified in the attached document for the following policies:

MM: B.S. SM: S.L. Action: 4-0

- 1101 Code of Ethics for Trustees and Officers Policy
- 1103 Board of Trustees Background checks and Clearances
- 1105 Confidentiality Policy for the Board of Trustees
- 1107 Qualifications and Appointment of Hearing Officers Policy
- 1112 Board Response & Complaint Policy
- 4103 Volunteer Clearance Policy

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz			x
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

C. Recruitment of New Board Members

Due to the extremely unfortunate and untimely passing of Dr. Thomas Whetstone, PA Virtual will commence to recruit additional Board Members. Be it resolved that the Board of Trustees hereby approves the recruitment of additional Board Members.

MM: V.V. SM: S.L. Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz			x

Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

5. Finance Committee

A. Approval of Financial Statements

Be it resolved that the Board of Trustees hereby approves the Financial Statements through September 30, 2021.

MM: V.V. SM: B.S. Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz			x
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

6. Human Resources Committee

A. Approval of Personnel Report

Be it resolved that the Board of Trustees hereby approves the Personnel Report denoting all changes in personnel from August 14, 2021 to October 15, 2021.

MM: S.L. SM: B.S. Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz			x
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

B. Staff Recognition

Be it resolved that the Board of Trustees hereby acknowledges the following team members for these accomplishments:

1. Dr. Dan Pezzulo has reached Top Contributor status on the NASP Communities! This is due to his significant contributions which include 244 blog posts, he took part in 88 discussions and 13 library entities and overall magnificence. He is now one of the most elite members of the community. The National Association of School Psychologists (NASP) is a professional association representing more than 25,000 school psychologists, graduate students, and related professionals throughout the United States and an additional 25 countries worldwide. As the world's largest organization of school psychologists, NASP works to advance effective practices to improve students' learning, behavior, and mental health. Our vision is that all children and youth thrive in school, at home, and throughout life.

MM: V.V. SM: B.S. Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz			x
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

C. Approval of Employee Compensation Resolution

Be it resolved that the Board of Trustees hereby approves Employee Compensation for all administrative and support staff not covered in Collective Bargaining Agreement and, upon approval from PA Virtual Education Association, all bargaining unit members.

MM: B.S. SM: V.V. Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz			x

Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

8. Public Comment (Topic related to PA Virtual Operations)

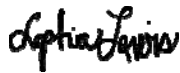
9. Closing of Meeting

A. Next Meeting - Public Meeting is being held on December 13, 2021 at 6:30 p.m.

B. Adjournment Time: 2:14PM

MM: S.L. SM: B.S. Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz			x
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		



Sophia Lewis, Secretary

TITLE	October Minutes
FILE NAME	BOT Meeting Minut... to be signed.pdf
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AUDIT TRAIL DATE FORMAT	MM / DD / YYYY
STATUS	● Completed

Document History



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12 / 17 / 2021
19:46:47 UTC

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12 / 17 / 2021
19:47:01 UTC

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12 / 17 / 2021
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Board of Trustees Meeting Minutes December 13, 2021 – 6:30 pm

<https://zoom.us/j/98119491580?pwd=VnBUajNIOVBHUTY0RmJzbitjWTVMdz09>

Dial In: 929-205-6099

Meeting ID: 981 1949 1580

Passcode: 590210719

1. Meeting Opening

A. Call to order

The Board of Trustees met in Executive Session immediately prior to this meeting tonight to discuss Charter School business which, if conducted in public, would violate a lawful privilege or lead to the disclosure of information or confidentiality protected by law.

The public meeting was called to order at 6:34 PM by the Chair of the Board of Trustees, Ms. Bonnie M. Schaefer.

B. Pledge of Allegiance

"I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

C. Roll Call

Name	Present	Absent	Time of Arrival After Call to Order
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis		x	
Mr. Victor D. Valentine, Sr.	x		

D. Adoption of the Agenda

Be it resolved that the Board adopts the agenda.

MM: C.S. SM :B.S. Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		

Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Mr. Victor Valentine	x		

2. Public Comment (Agenda Items Only)

3. Reports to the Board

- A. Finance, IT, & OPS** (Jason Billups, Chief Financial Officer)
- B. Teaching, Learning, and Family Support** (Dr. Jose Parrilla, Chief Academic Officer)
- C. Human Resources, Marketing, and Enrollment** (Sherri Tate, Chief Human Resources & Marketing Officer)
- D. Public Affairs & Accountability** (Doug Wessels, Director of Public Affairs & Accountability)

4. Governance Committee

A. Approval of Previous Meeting Minutes

Be it resolved that the Board of Trustees hereby approves the minutes from the following Board of Trustees Meeting: October 23, 2021.

MM: V.V. SM: C.S. Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Mr. Victor Valentine	x		

B. Approval of Policies

Be it resolved that the Board of Trustees hereby approves the reviews and revisions as specified in the attached document for the following policies:

- NEW - Student Services Policy

MM: B.S. SM: C.S. Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x

Mr. Victor Valentine	x		
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C. New Open Records Officer

Be it resolved that the Board of Trustees hereby approves the appointment of Julie Pufko, Executive Administrative Assistant as the new interim Open Records Officer.

MM: C.S. SM: V.V. Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Mr. Victor Valentine	x		

5. Finance Committee

A. Approval of Financial Statements

Be it resolved that the Board of Trustees hereby approves the Financial Statements through November 30, 2021.

MM: V.V. SM: B.S. Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Mr. Victor Valentine	x		

B. Approval of Victor D. Valentine Sr., Board Treasurer to sign checks

Be it resolved that the Board of Trustees hereby approves that Victor D. Valentine Sr., Board Treasurer may sign checks.

MM: C.S. SM: B.S. Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x

Mr. Victor Valentine	x		
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6. Human Resources Committee

A. Approval of Personnel Report

Be it resolved that the Board of Trustees hereby approves the Personnel Report denoting all changes in personnel from October 16, 2021 to December 02, 2021.

MM: B.S. SM: C.S. Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	X		
Ms. Brenda Sachleben	X		
Mr. Carl Schwartz	X		
Ms. Sophia Lewis			X
Mr. Victor Valentine	X		

7. Public Comment (Topic related to PA Virtual Operations)

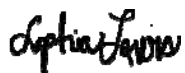
8. Closing of Meeting

A. Next Meeting February 28, 2022 at 6:30 PM

B. Adjournment Time: 7:12 PM

MM: C.S. SM: V.V. Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer			
Ms. Brenda Sachleben			
Mr. Carl Schwartz			
Ms. Sophia Lewis			
Mr. Victor Valentine			



03 / 08 / 2022

Sophia Lewis, Secretary

TITLE	BoT Meeting Minutes 13Dec21
FILE NAME	BOT Meeting Minut... to be signed.pdf
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AUDIT TRAIL DATE FORMAT	MM / DD / YYYY
STATUS	● Signed

Document History



03 / 08 / 2022
13:23:30 UTC

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03 / 08 / 2022
13:25:49 UTC

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03 / 08 / 2022
13:27:50 UTC

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03 / 08 / 2022
13:27:50 UTC

The document has been completed.



Special Call Board of Trustees Meeting Minutes January 13, 2022 – 6:30 pm

<https://zoom.us/j/98119491580?pwd=VnBUajNIOVBHUTY0RmJzbitjWTVMdz09>

Dial In: 929-205-6099 Meeting ID: 981 1949 158 Passcode: 590210719

1. Meeting Opening

A. Call to order

The meeting was called to order 6:36 pm. By Board Chair, Bonnie M. Schaefer

B. Pledge of Allegiance

"I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

C. Roll Call

Name	Present	Absent	Time of Arrival After Call to Order
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Mr. Victor D. Valentine, Sr.	x		

D. Adoption of the Agenda

Be it resolved that the Board adopts the agenda.

MM: B.S. SM: C.S. Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

2. Public Comment (Agenda Items Only)

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3. Governance Committee

A. Approval of the creation of the position and job description Sr. Executive Vice President.

Be it resolved that the Board of Trustees hereby approves the creation of the position and job description for Senior Executive Vice President.

MM: C.S. SM: V.V. Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

B. Approval of Hiring Debra Heath-Thornton for the position of Sr. Executive Vice President.

Be it resolved that the Board of Trustees hereby approves the hiring of Dr. Debra Heath-Thornton to the position of Senior. Executive Vice President

MM: S.L. SM: B.S. Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

C. Election of Board of Trustees Member

Be it resolved that the Board of Trustees hereby approves the election of the following Member, Oliver Spryn for the PA Virtual Charter School's

Board of Trustees. MM: V.V. SM: B.S. Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		

s. Sophia Lewis	x		
Mr. Victor Valentine	x		

1. Swearing in of new Board of Trustees Member Oliver Spryn

4. Public Comment (Topic related to PA Virtual Operations)

5. Closing of Meeting

A. Next Meeting

February 28,
2022 at 6:30 pm

B. Adjournment Time 6:58 pm

MM: C.S. SM: O.S. Action:6-0

Name	Yes	No	N/A
Ms. Bonnie Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Mr. Oliver Spryn	x		
Mr. Victor Valentine	x		



Sophia Lewis, Secretary



Board of Trustees Meeting Minutes March 07, 2022 – 6:30 pm

<https://zoom.us/j/98119491580?pwd=VnBUajNIOVBHUTY0RmJzbitjWTVMdz09>

Dial In: 929-205-6099

Meeting ID: 981 1949 1580

Passcode: 590210719

1. Meeting Opening

A. Call to order at 6:32pm

The Board of Trustees met in Executive Session on the following dates: October 4, November 6, 11,20, December 4, and 11th of 2021 and January 8,15, 22, February 12,19, and 26 and March 5th of 2022 prior to this meeting tonight to discuss personnel matters and Charter School business which, if conducted in public, would violate a lawful privilege or lead to the disclosure of information or confidentiality protected by law.

The public meeting was called to order at 6:32 PM by the Chair of the Board of Trustees, Ms. Bonnie M. Schaefer.

B. Pledge of Allegiance

"I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

C. Roll Call

Name	Present	Absent	Time of Arrival After Call to Order
Ms. Bonnie M. Schaefer	X		
Ms. Brenda Sachleben	X		
Mr. Carl Schwartz	X		
Mr. Oliver Spryn		X	6:45pm
Ms. Sophia Lewis	X		
Mr. Victor D. Valentine, Sr.	X		

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D. Adoption of the Agenda

Be it resolved that the Board adopts the agenda. MM: S.L. SM: V.V. Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Mr. Oliver Spryn			x
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

2. Public Comment (Agenda Items Only)

3. Reports to the Board

A. Independent Auditors Report(Mr. Tim Sawyer, Barbacane Thornton & Company)

B. Finance, IT, & OPS(Jason Billups, Chief Financial Officer)

C. Teaching, Learning, and Family Support(Chief Academic Officer)

D. Human Resources, Marketing, and Enrollment(Sherri Tate, Chief Human Resources & Marketing Officer)

E. Public Affairs & Accountability(Doug Wessels, Director of Public Affairs & Accountability)

F. Senior Executive Vice President 's Report(Dr. Debra Heath-Thornton)

4. Governance Committee

A. Approval of Previous Meeting Minutes

Be it resolved that the Board of Trustees hereby approves the minutes from the following

Board of Trustees Meeting: December 13, 2021 and January 13, 2022. MM: S.L. SM: V.V. Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		

Mr. Oliver Spryn			x
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

B. Resignation of Board of Trustees Member

Be it resolved that the Board of Trustees hereby approves the resignation of Oliver Spryn member of the Board of Trustees. MM: B.S. SM: C.S. Action:5-0

Name	Yes	No	N/A
Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Mr. Oliver Spryn			x
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

C. Approval of Delegation of Authority to Sign Agreements

Be it resolved that the Board of Trustees hereby approves the authorization of Dr. Debra Heath-Thornton, Senior Executive Vice President to execute various Charter School documents; and that in the event of Dr. Heath-Thornton’s absence and/or when necessary, the Board of Trustees hereby authorizes Jason Billups, Chief Financial Officer to execute various Charter School documents; and that the Board of Trustees authorizes Kinet Becker, Director of Special Education to execute all documents related to special education matters.

MM: V.V. SM: C.S. Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

5. Finance Committee

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A. Approval of Financial Statements

Be it resolved that the Board of Trustees hereby approves the Financial Statements through January 30, 2022.

MM: V.V. SM: S.L. Action:5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

B. Approval of Independent Auditor’s Report FY 20-21

Be it resolved that the Board of Trustees hereby approves the Independent Auditor's Annual Audit for FY 20-21.

MM: C.S. SM: V.V. Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

6. Human Resources Committee

A. Approval of Personnel Report

Be it resolved that the Board of Trustees hereby approves the Personnel Report denoting all changes in personnel from December 14, 2021 to February 15, 2022. MM: B.S. SM: S.L. Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

B. Staff Recognition

Be it resolved that the Board of Trustees hereby acknowledges the following team members for these accomplishments:

1. Shaikha BuAli in December of 2021 was selected to be included as a biographical listee in Marquis Who's Who in America 2021-2022 Publication and was selected to be featured in Marquis Who's Who Top Professional Series Publication in the area of Educational Leadership.

MM: C.S. SM: V.V. Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		

Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

7. Other Action Items

A. Approval of the 2022-2023 Administrative Calendar

Be it resolved that the Board of Trustees hereby approves the 2022-2023 Administrative Calendar pending any final review

and revisions. MM: C.S. SM:

S.L. Action:5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

B. Approval of the 2022-2023 Academic Calendar

Be it resolved that the Board of Trustees hereby approves the 2022-2023 Academic Calendar pending any final review and 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		

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Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

C. Approval of the Retention of Kleinbard, LLC as Special Counsel

Be it resolved that the Board of Trustees hereby approves the Retention of Kleinbard LLC as Special Counsel to obtain an opinion from independent legal counsel on the use of school funds.

MM: C.S. SM: V.V. Action:5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	X		
Ms. Brenda Sachleben	X		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

D. Approval of the Revised PA Virtual Health and Safety Plan 2021-22 SY

Be it resolved that the Board of Trustees hereby approves the revised PA Virtual Health and Safety Plan 2021-22 SY to align with CDC Guidance for masking in K12 schools and current revisions under bi-annual review.

MM: S.L. SM: B.S. Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

8. Public Comment (Topic related to PA Virtual Operations)

9. Closing of Meeting

**A. Next Meeting April 30,
2022 at 1:30 PM B.**

Adjournment Time: 8:08 PM

MM: C.S. SM: V.V. Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		



Sophia Lewis, Secretary



**Special Call Board of Trustees Meeting
Minutes
March 23, 2022 –
7:00 pm**

<https://zoom.us/j/98119491580?pwd=VnBUajNIOVBHUTY0RmJzbItjWTVMdz09>

Dial In: 929-205-6099 Meeting ID: 981 1949 1580 Passcode: 590210719

**1.
Meeting
Opening**

A. Call to order

The meeting was called to order at 7:01 pm. By Board Chair, Bonnie M. Schaefer

B. Pledge of Allegiance

"I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

C. Roll Call

Name	Present	Absent	Time of Arrival After Call to Order
Ms. Bonnie M. Schaefer	X		
Ms. Brenda Sachleben	X		
Mr. Carl Schwartz		X	
Ms. Sophia Lewis	X		
Mr. Victor D. Valentine, Sr.	X		

D. Adoption of the Agenda

Be it resolved that the Board adopts the agenda. MM: B.S. SM: S.L. Action: 5-0

Name	Yes	No	N/A
------	-----	----	-----

Ms. Bonnie M. Schaefer	X		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz			X
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

2. Public Comment (Agenda Items Only)

3. Governance Committee

A. Approval of Previous Meeting Minutes

Be it resolved that the Board of Trustees hereby approves the minutes from the following

Board of Trustees Meeting:

March 07, 2022. MM: V.V.

SM: S.L.

Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	X		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz			x
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

B. Approval of Dr. David Weitzel for Interim CEO

Be it resolved that the Board of Trustees hereby approves the contract with Dr. David Weitzel to serve as Interim CEO.

MM: B.S. SM: V.V. Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz			x
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

C. Approval of Personnel Report

Be it resolved that the Board of Trustees hereby approves the personnel report as presented.

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz			x
Ms. Sophia Lewis	X		
Mr. Victor Valentine	X		

4. Public Comment (Topic related to PA Virtual Operations)

5. Closing of Meeting

A. Next Meeting

May 07, 2022 at 1:30 pm

B. Adjournment Time 7:13 pm

MM: V.V. SM: S.L. Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie Schaefer	X		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz			x
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		



Sophia Lewis, Secretary



Board of Trustees Meeting Minutes

May 07, 2022 – 1:30 pm

<https://zoom.us/j/5926642005?pwd=dIQwSHdNWmtQWnlvQ2VMUEt2MGx6dz09>

Dial In: 929-205-6099

Meeting ID: 981 1949 1580
590210719

Password:

1. Meeting Opening

A. Call to order

The public meeting was called to order at 1:30PM by the Chair of the Board of Trustees, Ms. Bonnie M. Schaefer.

B. Pledge of Allegiance

"I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

C. Roll Call

Name	Present	Absent	Time of Arrival After Call to Order
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Mr. Victor D. Valentine, Sr.	x		

D. Adoption of the Agenda

Be it resolved that the Board adopts the agenda. MM: C.S. SM:S.L. Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

2. Public Comment (Agenda Items Only)

3. Reports to the Board

A. Finance, IT, & OPS (Jason Billups, Chief Financial Officer)

B. Teaching, Learning, and Family Support (Dr. Shaikha BuAli, H.S. Principal for the Chief Academic Officer)

C. Human Resources, Marketing, and Enrollment (Sherri Tate, Chief Human Resources & Marketing Officer)

D. Public Affairs & Accountability (Doug Wessels, Director of Public Affairs and Accountability)

E. SR. EVP (Dr. Debra Heath-Thornton, Sr. Executive Vice President)

4. Governance Committee

A. Approval of Previous Meeting Minutes

Be it resolved that the Board of Trustees hereby approves the minutes from the following

Board of Trustees Meetings: March 07, 2022 and March 23,

2022. MM: S.L.

SM: C.S.

Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

B. Approval of the 2022-2023 Board of Trustees Meeting Schedule

Be it resolved that the Board of Trustees hereby approves the **2022-2023 Board of Trustees Meeting Schedule**:

- August 22, 2022 6:30 pm
- October 22, 2022 1:30 pm
- December 12, 2022 6:30 pm
- February 27, 2023 6:30 pm
- April 29, 2023 1:30pm
- June 26, 2023 6:30 pm

MM: S.L. SM: B.S. Action:5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		

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Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

C. Motion to table the following policies until the June 27th BOT Meeting to give the Board more time for consideration.

Be it resolved that the Board of Trustees hereby tables the review and revisions as specified in the following documents until June 27, 2022.

- Admin/Support Staff Handbook - Employee benefit adjustments
- NEW- Employee Retention Policy

MM: S.L. SM: C.S. Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

D. Approval of Policies

Be it resolved that the Board of Trustees hereby approves the review and revisions as specified in the following documents:

- Admin/Support Staff Handbook - Employee benefit adjustments
- Enrollment Policy
- NEW- Employee Retention Policy

MM: C.S. SM: S.L. Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

5. Finance Committee

A. Approval of Financial Statements

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Be it resolved that the Board of Trustees hereby approves the Financial Statements through March 31, 2022.

MM: V.V. SM: S.L. Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

B. Approval of the Posting of the 2022-2023 Budget

Be it resolved that the Board of Trustees hereby approves of the posting of the 2022-23 Budget for public review, inspection, and

comment. MM: S.L. SM: B.S. Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

6. Human Resources Committee

A. Approval of Personnel Report

Be it resolved that the Board of Trustees hereby approves the Personnel Report denoting all changes in personnel from February 15 through April 20, 2022

MM: S.L. SM: C.S. Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

B. Staff Recognition

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Be it resolved that the Board of Trustees hereby acknowledges the following team members for these accomplishments:

1. Nina Wangler, Assistant Director of Special Education received the Maggie Meise Graduate Fellowship on 4/23/22. This is a graduate scholarship which is awarded for having a 3.5 or better and for being a leader in the community.
2. Laura Afshari: Completed first course as a Facilitator for the Department of Education's PIL hybrid course: Leading Schools in an eLearning Environment for Region 1
3. Cody McGeever: Applied for and received a small grant from National English Honors Society

MM: C.S. SM: V.V. Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

7. Public Comment (Topic related to PA Virtual Operations)

8. Closing of Meeting

A. Next Meeting:

Public Meeting on June 27, 2022 at 6:30 p.m.

B. Adjournment Time: 2:23pm

MM: S.L. SM: V.V. Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		



Sophia Lewis, Secretary



Board of Trustees Meeting Minutes June 27, 2022 – 6:30 pm

<https://zoom.us/j/5926642005?pwd=dIQwSHdNWmtQWnlvQ2VMUEt2MGx6dz09>

Dial In: 929-205-6099 Meeting ID: 981 1949 1580 Password: 590210719

1. Meeting Opening

A. Call to order

The public meeting was called to order at 6:34PM by the Chair of the Board of Trustees, Ms. Bonnie M. Schaefer.

B. Pledge of Allegiance

"I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

C. Roll Call

Name	Present	Absent	Time of Arrival After Call to Order
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben			6:42PM
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Mr. Victor D. Valentine, Sr.	x		

D. Adoption of the Agenda

Be it resolved that the Board adopts the agenda. MM: C.S. SM: S.L.
Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		

Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

2. Public Comment (Agenda Items Only)

3. Reports to the Board

- A. Finance, IT, & OPS**(Jason Billups, Chief Financial Officer)
- B. Teaching, Learning, and Family Support** (Dr. Shaika BuAli, HS Principal)
- C. Human Resources, Marketing, and Enrollment** (Sheik Meah. for, Chief Human Resources & Marketing Officer)
- D. Public Affairs & Accountability** (Doug Wessels, Director of Public Affairs & Accountability)
- E. Sr. EVP’s report**(Dr. Debra Heath-Thornton, Sr. Executive Vice President)

4. Governance Committee

A. Approval of Previous Meeting Minutes

Be it resolved that the Board of Trustees hereby approves the minutes from the following

Board of Trustees Meeting:

May 07, 2022. MM: B.S. SM: V.V. Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

B. Approval of Policies

Be it resolved that the Board of Trustees hereby approves the reviews and revisions as specified in the attached document for the following policies:

MM: C.S. SM: S.L. Action: 5-0

- Employee Relocation Policy
- 1102 Conflict of Interest Policy
- 1113 Right to Know Policy
- 2001 Student Handbook & Code of Conduct Policy
- 2003 Attendance Policy
- 2004 Anti-Bullying Policy

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- 2005 Anti-Weapons Policy
- 2006 Controlled Substance Policy
- 2007 Youth Suicide Awareness and Prevention Policy
- 2008 Wellness Policy on Physical Activity and Nutrition
- 2009 Religious Beliefs and Customs Policy

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

C. Acceptance of the 2021-22 School Safety and Security Coordinator Report

Be it resolved that the Board of Trustees hereby accepts the 2021-22 School Safety and Security Coordinator. Report.

MM: V.V SM: B.S. Action:5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

5. Finance Committee

A. Approval of Financial Statements

Be it resolved that the Board of Trustees hereby approves the Financial Statements through May 31, 2022.

MM: V.V. SM: C.S. Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

B. Adoption of FY 2022-23 Budget

Be it resolved that the Board of Trustees hereby adopts the 2022-2023 budget. MM: C.S. SM: S.L. Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

6. Human Resources Committee

A. Approval of Personnel Report

Be it resolved that the Board of Trustees hereby approves the Personnel Report denoting all changes in personnel from April 21, 2022 to June 21, 2022.

MM: S.L. SM: C.S. Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

B. Staff Recognition

Be it resolved that the Board of Trustees hereby acknowledges the following team members for the following accomplishments:

1. Ana Aguilar earned her Master of Science in School Psychology from Eastern University.
2. Felicia Foleno earned her Master of Science in School Psychology from Eastern University.
3. Dr. Mindy Byham completed a program through Butler University in May and is now Certified in Applied Educational Neuroscience. This certification specifically addresses the research, the application of the research in the areas of brain and nervous system development, adversity and how emotional social and cognitive development are disrupted by these adversities and

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trauma. The AEN certification will also deeply explore the resiliency and the post traumatic growth mindset of brain reparation and healing because of intentional connection and

emotional protective factors that buffer an individual's experiences when adversity and trauma occur.

As noted, part of the program was a practicum/capstone, requiring development of a real world project related to the coursework as well as our own work. For my practicum, I started (and am maintaining) a YouTube channel called [Brain Works with Dr. Mindy](#), which teaches and models focused attention practices for use in the classroom (face to face or virtual). I intend to expand the content in the future, but the channel

with Focused Attention Practices is up and running now - open and free to the public!

4. PAVC's commercial won a 2022 Silver Telly award . Our commercial "Times have changed" won a national award! It was considered one of the best local commercials that promoted education in 2021!

MM: B.S. SM: V.V. Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

7. Other Action Items

A. Approval of 2022-23 Admin/Support Staff Handbook

Be it resolved that the Board of Trustees hereby approves the 2022-23 Admin/Staff Handbook.

MM: C.S. SM: S.L. Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		

Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

B. Approval of the Resolution Regarding executed Consent Award to PA Virtual for Personal Observance Days

Be it resolved that the Board of Trustees hereby approves and agrees to execute the Consent Award issued by Arbitrator Margaret R. Brogan regarding the resolution of the personal observance days grievance.

MM: C.S. SM: S.L. Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

C. Approval of Resolution Regarding Confidential Settlement Agreement and Release

Be it resolved that the Board of Trustees hereby approves the Resolution Regarding the Confidential Settlement Agreement and Release in the matter of File No. 179-22.

MM: V.V. SM: C.S. Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

D. Approval of Resolution Regarding Confidential Settlement Agreement and Release

Be it resolved that the Board of Trustees hereby approves the Resolution Regarding the Confidential Settlement Agreement and Release in the matter of File No. 170-22. MM: C.S. SM: B.S. Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		

Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		

8. Public Comment (Topic related to PA Virtual Operations)

9. Closing of Meeting

A. Next Meeting - Public Meeting is being held on August 22, 2022 at 6:30 p.m.

B. Adjournment Time: 7:45 PM

MM: V.V. SM: C.S. Action: 5-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis	x		
Mr. Victor Valentine	x		



Sophia Lewis, Secretary



Board of Trustees Meeting Minutes

August 12, 2022 6:30pm

<https://zoom.us/j/5926642005?pwd=dIQwSHdNWmtQWnlvQ2VMUEt2MGx6dz09>

Dial In: 929-205-6099

Meeting ID: 981 1949 1580

Password: 590210719

The Board of Trustees met in Executive Session prior to this meeting to discuss Charter School business which, if conducted in public, would lead to the disclosure of information or confidentiality protected by law.

1. Meeting Opening

A. Call to order

The public meeting was called to order at 6:31 PM on August 22, and adjourned at 1:37 pm on October 22, 2022 by the Chair of the Board of Trustees, Ms. Bonnie M. Schaefer.

B. Pledge of Allegiance

"I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

C. Roll Call

Name	Present	Absent	Time of Arrival After Call to Order
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis		x	
Mr. Victor D. Valentine, Sr.	x		

D. Adoption of the Agenda

Be it resolved that the Board adopts the agenda.

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Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Mr. Victor Valentine	x		

2. Public Comment (Agenda Items Only)

3. Reports to the Board

- A. Finance, IT, & OPS**(Jason Billups, Chief Financial Officer)
- B. Teaching, Learning, and Family Support**(Dr. Shaikha BuAli, Chief Academic Officer)
- C. Human Resources, Marketing, and Enrollment**(Sherri Tate, Chief Human Resources & Marketing Officer)
- D. Public Affairs & Accountability**(Doug Wessels, Chief Public Affairs & Accountability Officer)
- E. Director of Diversity, Equity and Inclusion**(Vicki Andrews-Gilmore)
- F. Sr. EVP’s report**(Dr. Debra Heath-Thornton, Sr. Executive Vice President)

4. Governance Committee

A. Approval of Previous Meeting Minutes

Be it resolved that the Board of Trustees hereby approves the minutes from the following Board of Trustees Meeting: June 27, 2022.

MM: C. Schwartz SM: V. Valentine Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Mr. Victor Valentine	x		

B. Approval of Bylaws

Be it resolved that the Board of Trustees hereby accepts the Bylaws as written. MM: B. Sacheleben SM: V. Valentine Action: 4-0

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Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Mr. Victor Valentine	x		

C. Approval of Policies

Be it resolved that the Board of Trustees hereby approves the revisions for the following bylaws and policies:

MM: V. Valentine SM: C. Schwartz Action: 4-0

- 1103 - Board of Trustees Background Checks & Clearances
- 1110 - Public Participation in Board Meetings
- 2010 - Service Animal Policy
- 2145 - PAVCS Consequences for Students Convicted or Adjudicated Delinquent of Sexual Assault Policy
- 2702 - Section 504 Policy
- 3201 - Acceptable Use & Internet Safety Policy
- 3202 - Improper, Negligent or Willful Damage to Computer, Printer, Monitor and or other School Property
- 3203 - Remote Access and Monitoring of School-Issued Technology Policy
- 4101 Mandated Reporter Policy

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Mr. Victor Valentine	x		

D. Motion to pass the Dual Enrollment Agreements with Institutions of Higher Education Policy

Be it resolved that the Board of Trustees hereby approves the Dual Enrollment

Agreements with Institutions of Higher Education policy.

MM: C. Schwartz SM: B. Sachleben Action: 4-0

●Dual Enrollment Agreements with Institutions of Higher Education policy

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Mr. Victor Valentine	x		

E. Approval of Charter School Annual Report and TSI Title 1 School Plan 2022-2023

Be it resolved that the Board of Trustees hereby approves the Charter School Annual Report and the submission of the TSI Title 1 School Plan 2022-2023. MM: V. Valentine SM: C. Schwartz Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Mr. Victor Valentine	x		

F. Election of Officers

Be it resolved that the Board of Trustees hereby elects the following as Officers for the PA Virtual Board of Trustees for the 2022-2023 school year. MM: B. Sachleben SM: V. Valentine Action: 4-0

Board Member	Officer Position
Ms. Bonnie M. Schaefer	Chair
Ms. Brenda Sachleben	Vice-Chair
Ms. Sophia Lewis	Secretary
Mr. Victor Valentine, Sr.	Treasurer

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Mr. Victor Valentine	x		

G. Approval of Committee Membership

Be it resolved that the Board of Trustees hereby approves the following committee structure and membership for the 2022-2023 school year. MM: C. Schwartz SM: B. Sachleben
Action: 4-0

Committee	Chair	Member(s)
Finance	Victor Valentine	Dr. Debra Heath-Thornton; Jason Billups
Governance and Nominating	Bonnie M. Shaefer	Dr. Debra Heath-Thornton Brenda Sachleben
Human Resources	Sophia Lewis	Dr. Debra Heath-Thornton Carl Swartz

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Mr. Victor Valentine	x		

H. Ratification of signature authority in the Education Names and Addresses (EdNA) System

Be it resolved that the Board of Trustees hereby grants signature authority for Security Administrators in EdNA to the following people.

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Dr. David Weitzel, Chief Executive Officer
 Dr. Debra Heath-Thornton, Sr. Executive Vice President
 Dr. Shaikha BuAli, Chief Academic Officer
 Mr. Steven Schutt, Principal K-4
 Mr. Richard Verga, Principal 5-8
 Ms. Laura Ashfari, Principal 9-12
 MM: C. Schwartz SM: V. Valentine Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Mr. Victor Valentine	x		

5. Finance Committee

A. Approval of Financial Statements

Be it resolved that the Board of Trustees hereby approves the Financial Statements through **June 30, 2022**.

MM: V. Valentine SM: C. Schwartz Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Mr. Victor Valentine	x		

B. Approval of Annual Report as Required by the Pennsylvania Nonprofit Corporation Law

Be it resolved that the Board of Trustees hereby accepts the Annual Report as required by the Pennsylvania Nonprofit Corporation Law.

MM: B. Sachleben SM: C. Schwartz Action: 4-0

Name	Yes	No	N/A
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Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Mr. Victor Valentine	x		

6. Human Resources Committee

A. Approval of Personnel Report

Be it resolved that the Board of Trustees hereby approves the Personnel Report denoting all changes in personnel from June 22, 2022 to August 10, 2022.

MM: C. Schwartz SM: V. Valentine Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Mr. Victor Valentine	x		

B. Staff Recognition

Be it resolved that the Board of Trustees hereby acknowledges the following team members for these accomplishments:

1. Dr. Mindy Byham, Ph.D. will speak at the Pennsylvania Coalition of Public Charter Schools Annual Conference in September. She will present on how trauma impacts learning and what school staff can do to improve outcomes.

MM: V. Valentine SM: C. Schwartz Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x

Mr. Victor Valentine	x		
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7. Other Action Items

A. Approval of the Resolution to Execute Settlement Agreement

Be it resolved that the Board of Trustees hereby approves and agrees to execute the Settlement Agreement; regarding Bargaining Unit Member discipline, that is entered into by and between the PA Virtual Charter School, the PA Virtual Education Association and an instructional staff member to fully and completely resolve the Arbitration scheduled for June 20, 2022

MM: C. Schwartz SM: B.Sachleben Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Mr. Victor Valentine	x		

8..Public Comment (Topic related to PA Virtual Operations)

9. Closing of Meeting

A. Motion to recess this meeting until future appointed time to review policies still under review.

Be it resolved that the Board of Trustees hereby approves and agrees to reconvene this meeting until future appointed time to review policies still under review.

MM: B. Sachleben SM: C. Schwartz Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Mr. Victor Valentine	x		

1. Motion to amend the agenda to elect Sophia Lewis and Bonnie Schaefer to start new terms on the Board of Trustees.

Be it resolved that the Board of Trustees hereby approves the motion to amend the agenda to elect Sophia Lewis and Bonnie Schaefer to start new terms on the Board of Trustees effective

MM: C. Schwartz SM: V.Valentine Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Mr. Victor Valentine	x		

2. Motion to elect Sophia Lewis and Bonnie Schaefer to start new terms on the Board of Trustees.

Be it resolved that the Board of Trustees hereby adopts the motion to elect Sophia Lewis and Bonnie Schaefer to start new terms on the Board of

Trustees. MM: C. Schwartz SM: B. Sachleben Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Mr. Victor Valentine	x		

3. Oath of Office administered to Ms. Bonnie M. Schaefer

B. Next Meeting - Public Meeting is being held on October 22, 2022 at 1:30 .

C. Recessed at 8:26 pm on August 22,2022

Adjournment Time: 1:37 PM October 22, 2022.

MM: C. Schwartz SM: V.Valentine Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Mr. Victor Valentine	x		

Sophia Lewis

Sophia Lewis, Secretary



Board of Trustee Meeting Minutes

October 22, 2022 – 1:30 pm

<https://zoom.us/j/5926642005?pwd=dIQwSHdNWmtQWnlvQ2VMUEt2MGx6dz09>

Dial In: 929-205-6099

Meeting ID: 981 1949 1580
590210719

Password:

1. Meeting Opening

A. Call to order

The Meeting was called to order at 1:38 pm by the Chair of the Board of Trustees, Ms. Bonnie M. Schaefer.

B. Pledge of Allegiance

"I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

C. Roll Call

Name	Present	Absent	Time of Arrival After Call to Order
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis		x	
Mr. Victor D. Valentine, Sr.	x		

D. Adoption of the Agenda

Be it resolved that the Board adopts the agenda.

MM: C. Schwartz SM: V. Valentine

Action: 4-0

Name	Yes	No	N/A

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Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Mr. Victor Valentine	x		

2. Public Comment (Agenda Items Only)

3. Reports to the Board

A. Finance, IT, & OPS(Jason Billups, Chief Financial Officer)

B. Teaching, Learning, and Family Support (Dr. Shaikha BuAli, Chief Academic Officer)

C. Human Resources, Marketing, and Enrollment(Sherri Tate, Chief Human Resources & Marketing Officer)

D. Public Affairs & Accountability (Doug Wessels, Chief Public Affairs & Accountability Officer)

E. Director of Diversity, Equity and Inclusion (Vicki Andrews-Gilmore, Director of Diversity, Equity, and Inclusion)

F. Sr. EVP’s Report(Dr. Debra Heath-Thornton, Sr. Executive Vice President)

4. Governance Committee

A. Approval to Retire Board Policy 2903 - Gender Identity Information Change Policy

Be it resolved that the Board of Trustees hereby approves retiring the Gender Identity Information Change Policy.

MM: C. Schwartz SM: V. Valentine Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Mr. Victor Valentine	x		

B. Approval of Policies

Be it resolved that the Board of Trustees hereby approves the following policies: MM: C. Schwartz SM: V. Valentine Action: 4-0

- Affirmation of Commitment to Diverse School Community
- Student Immigration
- Transgender and Gender Nonconforming Students Policy
- Social Media and Networking Guidelines
- Dual Enrollment Agreements with Institutions of Higher Education

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Mr. Victor Valentine	x		

5. Finance Committee

A. Approval of Financial Statements

Be it resolved that the Board of Trustees hereby approves the Financial Statements through August 31, 2022.

MM: V. Valentine SM: C. Schwartz Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Mr. Victor Valentine	x		

B. Approval of Opening additional Certificate of Deposit accounts with TD Bank.

Be it resolved that the Board of Trustees hereby approves the opening of additional Certificate of Deposit accounts with TD Bank. Be it further resolved, the Board of Trustees, authorizes the Chief Financial Officer

in conjunction with the Finance Committee, to reinvest maturing CDs, as long as the effective date of the CD is on or before June 30, 2023.

MM: V. Valentine SM:C. Schwartz Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Mr. Victor Valentine	x		

6. Human Resources Committee

A. Approval of Personnel Report

Be it resolved that the Board of Trustees hereby approves the Personnel Report denoting all changes in personnel from August 11, through October 07, 2022. MM: C. Schwartz SM: B. Sachleben Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Mr. Victor Valentine	x		

7. Public Comment (Topic related to PA Virtual Operations)

8. Closing of Meeting

A. Next Meeting - Public Meeting is being held on December 12, 2022 at 6:30 p.m.

B. Adjournment Time: 2:16 pm

MM: C. Schwartz SM: V. Valentine Action: 4-0

Name	Yes	No	N/A
------	-----	----	-----

Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Mr. Victor Valentine	x		

Sophia Lewis

Sophia Lewis, Secretary



Board of Trustees Meeting Minutes December 12, 2022 – 6:30 pm

The Board of Trustees met in Executive Session on October 22 and December 12, 2022 to discuss Charter School business which, if conducted in public, would lead to the disclosure of information or confidentiality protected by law.

<https://zoom.us/j/98119491580?pwd=VnBUajNIOVBHUTY0RmJzbitjWTVMdz09>

Dial In: 929-205-6099

Meeting ID: 981 1949 1580
590210719

Password:

1. Meeting Opening

A. Meeting was called to order at 6:41pm

B. Pledge of Allegiance

"I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

C. Administer Oath to Sophia Lewis was

postponed. D. Roll Call

Name	Present	Absent	Time of Arrival After Call to Order
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben			7:21pm
Mr. Carl Schwartz	x		
Ms. Sophia Lewis		x	
Mr. Victor D. Valentine, Sr.	x		

E. Adoption of the Agenda

Be it resolved that the Board adopts the agenda. MM: C.S. SM: V.V. Action: 3-0

Name	Yes	No	N/A

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Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben			x
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Mr. Victor Valentine	x		

2. Public Comment (Agenda Items Only)

3. Reports to the Board

- A. Finance, IT, & OPS** (Jason Billups, Chief Financial Officer)
- B. Teaching, Learning, and Family Support** (Dr. Shaikha BuAli, Chief Academic Officer)
- C. Human Resources, Marketing, and Enrollment** (Sherri Tate, Chief Human Resources & Marketing Officer)
- D. Public Affairs & Accountability** (Doug Wessels, Director of Public Affairs & Accountability)
- E. Diversity, Equity and Inclusion** (Vicki Andrews-Gilmore, Director of Diversity, Equity, and Inclusion)
- F. Sr. EVP's report** (Dr. Debra Heath-Thornton, Sr. Executive Vice President)

4. Governance Committee

A. Approval of Previous Meeting Minutes

Be it resolved that the Board of Trustees hereby approves the minutes from the following Board of Trustees Meeting: August 22 and October 22, 2022.

MM: C.S. SM: V.V. Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Mr. Victor Valentine	x		

B. Approval of Policies

Be it resolved that the Board of Trustees hereby approves the following policy:

- Student Handbook and Code of Conduct

MM: B.S. SM: V.V. Action: 4-0

Name	Yes	No	N/A
------	-----	----	-----

Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Mr. Victor Valentine	x		

5. Finance Committee

A. Approval of Financial Statements

Be it resolved that the Board of Trustees hereby approves the Financial Statements through October

31, 2022. MM: C.S.

SM: V.V.

Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Mr. Victor Valentine	x		

6. Human Resources Committee

A. Approval of Personnel Report

Be it resolved that the Board of Trustees hereby approves the Personnel Report denoting all changes in personnel from October 8 through December 8, 2022.

MM: C.S.

SM: B.S.

Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Mr. Victor Valentine	x		

B. Approval of Independent Contractor Agreement

Be it resolved that the Board of Trustees approves the contract with Dr. David Weitzel to serve as Advisor to the CEO beginning February 14, 2023 and ending June 30, 2023 pending further review.

MM: C.S. SM: V.V. Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Mr. Victor Valentine	x		

C. Approval of Employment Contracts

Be it resolved that the Board of Trustees hereby approves Employment contracts pending further review for:

- Dr. Debra Heath-Thornton
- Jason Billups

MM: B.S. SM: V.V. Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Mr. Victor Valentine	x		

D. Staff Recognition

Be it resolved that the Board of Trustees hereby acknowledges the following accomplishment:

1. The Human Resources Department was honored with the Excellence in Talent Acquisition by the Delaware Valley HR Department of the Year Award program.

MM: C.S. SM: V.V. Action: 4-0

Name	Yes	No	N/A
------	-----	----	-----

Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Mr. Victor Valentine	x		

7. Other Action Items

A. Motion to Amend the Agenda to include the Ray & Associates contract

MM: C.S. SM: B.S. Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Mr. Victor Valentine	x		

B. Motion to Approve the contract with Ray & Associates as delineated to locate a new CFO.

MM: B.S. SM: V.V. Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Mr. Victor Valentine	x		

C. Curriculum Review

Be it resolved that the Board of Trustees approves the contract with Dr. Robin Daniels for curriculum review.

MM: V.V. SM: B.S.

Action 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		

Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Mr. Victor Valentine	x		

D. Calendars for 2023-2024 School Year

Be it resolved that the Board of Trustees hereby approves the 2023-2024 Academic, Staff and Board of Trustees calendars. MM: C.S. SM: B.S. Action: 4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Mr. Victor Valentine	x		

8. Public Comment (Topic related to PA Virtual Operations)

9. Closing of Meeting

A. Next Meeting - Public Meeting is being held on February 27, 2023 at 6:30 p.m.

B. Adjournment Time: 7:55pm

MM: V.V. SM: C.S. Action:4-0

Name	Yes	No	N/A
Ms. Bonnie M. Schaefer	x		
Ms. Brenda Sachleben	x		
Mr. Carl Schwartz	x		
Ms. Sophia Lewis			x
Mr. Victor Valentine	x		



Sophia Lewis, Secretary

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Pennsylvania Virtual CS Operational Processes and Procedures

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CEO Department



Statement of Financial Interest Forms

Operational Instructions

General Description

Summary/Purpose:

This process outlines the distribution, collecting and filing of the Statement of Financial Interest Forms from Board of Trustees members, legal counsel and key PA Virtual staff members each year by May 1st. The responsibility for this process lies in the CEO Office and is executed by a CEO Department staff member. The forms are updated each year, and can be found here: <http://www.ethics.state.pa.us>

Purpose:

To fulfill the requirements set forth by the Ethics Commission of Pennsylvania.

Who Performs / Responsible:

- Kathryn Capers

When to Perform:

- Annually

Beginning of March

Software Applications

Software Access:

Access the following before starting this procedure:

- Mail Machine

Materials:

Have the following on hand before starting the procedure:

- Forms (provided by the Ethics Commission)
- Envelopes
- List of qualifying PA Virtual employees and their addresses
- File Folder entitled "Statement of Financial Interest" (including the year)

Detailed Steps

- 1 At the beginning of March, compile qualifying list of candidates whom are currently employed (must fill out form each year the position is held) or have been employed within the fiscal year (the year following termination of service).**

How to Do:

Work with HR to obtain the names, addresses, and personal emails of all employees who have been employed within the fiscal year.

- 1.1. Candidates include the CEO, Board Members, Chief Educational/Academic Officers, Principals, Asst. Principals, Business Managers, Curriculum Directors, Special Education Directors, and Technology Managers). Any questions obtaining the needed information can be directed towards HR (i.e. obtaining previous employee's addresses).

- 2 Draft an e-mail that will be sent to all previous employees.**

2.1. Include the deadline (May 1st)

2.2. Include the option to complete electronically: **Option A – Electronic Filing:**

1. Complete the form electronically via the following link:
www.ethicsforms.pa.gov/forms/websfi
2. Upon completion you will receive a confirmation e-mail. Please forward the confirmation e-mail to ceooffice@pavcs.us.
3. For further information regarding electronic filing, please visit the following site: <http://www.ethics.pa.gov/Pages/Online-Filing.aspx> At the bottom of the page, there is a link entitled “Web SFI Filing Instructions Manual” which provides detailed instructions in a PDF format.

2.3. Include the option to complete via Hard Copy Filing: **Option B – Hard Copy Filing:**

1. Complete a hard copy of the form
2. Send the *original form* to the following:

PA Virtual Charter School
Attn: CEO Dept – Ethics
630 Park Ave.
King of Prussia, PA 19406

3 Draft an e-mail that will be sent to all current employees.

3.1. Include the deadline (May 1st)

3.2. Include the option to complete electronically: **Option A – Electronic Filing:**

1. Complete the form electronically via the following link:
www.ethicsforms.pa.gov/forms/websfi
2. Upon completion you will receive a confirmation e-mail. Please forward the confirmation e-mail to ceoffice@pavcs.us.
3. For further information regarding electronic filing, please visit the following site: <http://www.ethics.pa.gov/Pages/Online-Filing.aspx> At the bottom of the page, there is a link entitled “Web SFI Filing Instructions Manual” which provides detailed instructions in a PDF format.

3.3. Include the option to complete via Hard Copy Filing:

1. Complete a hard copy of the form (available from Katie in the CEO Department).
2. Return the *original form* to the Katie

4 Create a chart that tracks the following:

4.1. Employee/Previous Employee Name (first and last)

4.2. Received

4.3. Mailing Attempts

5 Send the drafted e-mails to current and previous employees.**6 Draft letter to send to previous employees that includes all of the information that was in the e-mail (from step #2).****7 Send information to previous employees (~2nd week of March) via U.S. Mail and include:**

7.1. the letter (same as e-mail in step #2)

7.2. the SOFI form

7.3. Self addressed, stamped envelope

- 8 Document mailing attempt date in the chart that was created in step #4.**
- 9 Send information to previous employees (~4th week of March) via Certified Mail (include all the information provided in step #7).**
- 10 Document mailing attempt date in the chart that was created in step #4.**
- 11 As forms are obtained via email confirmation, print a copy and place in file folder.**
- 12 As forms are obtained via hard copies, place in file folder.**
- 13 After May 1st (the deadline), place the file folder with all documents in a locked drawer.**

Troubleshooting

Common Problems:

Below are common issues with this procedure and how to resolve them:

1) You do not have the addresses of current and/or previous employees.

How to Get Help:

- Contact HR

Related Documents

External Related Documents:

[Statement of Financial Interest Letter \(from 2017\)](#)

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/8/2017 9:26 AM	New document	Katie Pomon

1 CEO Department



Parent Satisfaction Surveys

PA Virtual Processes

General Description

Departments Involved:

- CEO Department
- Executive Leadership - 1400

Summary/Purpose:

Annually, PA Virtual parents complete a survey regarding all aspects of their PA Virtual experience. The creation, distribution and monitoring of these surveys is handled by the Project Manager to the CEO. We begin working on the survey in February, however, it is not deployed until the beginning of April.

When Performed:

- Annually

Mid-Year and End of Year

Responsibilities:

- Kathryn Capers

Process Stages or Steps

1 The Project Manager to the CEO reviews the previous Parent Satisfaction Survey in Survey Monkey (in early February).

1.1. Semester/School year and other minor changes are updated where applicable.

1.2. The CEO and The Executive Project Manager to the CEO discuss any major changes to be made based on changes at PA Virtual or issues raised with previous survey

2 The Project Manager to the CEO works with the CEO and ELT members to determine survey content.

3 The survey is distributed to PA Virtual Learning Coaches via email in early April.

What happens:

The email goes to learningcoaches@pavcs.us.

Special Warnings:

When sending to this email address, notify the Director of Information Technology and the Director of Parent Education & Engagement as well. These individuals are the ones to officially "push out" the email to Learning Coaches.

- 4 Troubleshooting of any technical issues is handled by the Project Manager to the CEO.**
- 5 Survey results are reviewed and distributed by the Project Manager to the CEO to ELT members as directed by the CEO.**

Categories**Department (List only one):**

- CEO Department
- ELT

Responsible / Who Performs:

- CEO Department
- Principal
- ELT/SLT Team Members

Revision Management**Revision History Log:**

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/16/2017 12:41 PM	New document	Katie Pomon

Software Access Needed**List of Software Access Needed:**

Survey Monkey



Policy Revisions

PA Virtual Processes

General Description

Departments Involved:

- CEO Department

Summary/Purpose:

In an effort to maintain all policies, during each Board Meeting, the Board will approve the review and/or revisions to policies. In preparation for these Board Meetings, ELT and SLT will need to review specific policies. This process documents the review process.

When Performed:

- Monthly
- On Going

Responsibilities:

- CEO Department
- ELT/SLT Team Members

Process Stages or Steps

- 1 The Project Manager to the CEO will maintain a list of policies that need to be reviewed in preparation for the upcoming Board Meeting.**
- 2 The Project Manager to the CEO will delegate the policies to ELT, SLT, and legal counsel as needed.**
 - 2.1. Eight (8) weeks prior to a Board Meeting, the policies will be sent to SLT. They must be returned to the Project Manager to the CEO within 2 weeks.
 - 2.2. Once the policies are returned from the SLT (six (6) weeks prior to the Board Meeting), the Project Manager to the CEO will send the policies to the Chief Academic Officer and the Assistant Director of Special Education Support Services and Compliance Monitoring. They must return the policies to the Project Manager to the CEO within 2 weeks.
 - 2.3. Once returned from the Chief Academic Officer and the Assistant Director of Special Education Support Services and Compliance Monitoring, the Project Manager to the

CEO will review the policies with the CEO, Dr. Chandler (2 weeks prior to the Board Meeting).

2.4. If necessary, the policies will be sent to legal counsel (1.5 weeks prior to the Board Meeting)

2.5. Once returned from legal counsel, the Project Manager to the CEO will document a summary of all proposed policy changes and/or edits.

- 3 The Project Manager to the CEO will upload the summary of proposed policy changes and/or edits to Board Docs.**
- 4 The Board approves or denies changes to the policies.**
- 5 If approved, the Project Manager to the CEO will make the edits to the policies in Board Docs (ensure the "Last Revised" field reflects the date the policy edits were approved).**

Categories

Department (List only one):

- CEO Department

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	12/16/2019 11:03 AM	New document	Katie Capers

Software Access Needed

List of Software Access Needed:

BoardDocs



Compliance Summary to Staff Process

PA Virtual Processes

General Description

Departments Involved:

- CEO Department

Summary/Purpose:

Every month, a compliance summary is sent to all staff. This process outlines the details surrounding the compliance summary.

When Performed:

- Monthly

Responsibilities:

- Katie Capers

Process Stages or Steps

- 1** Open the "Relentless Compliance PP" template (in PowerPoint).
- 2** Utilize the spreadsheet entitled "2020 - Monthly Relentless Compliance Summary" to notate the month's compliance regarding "Report Submission (all non-SPED areas). The rubric is as follows: if we miss one report = red
- 3** The Assistant Director of SPED will send all SPED related compliance to the Project Manager to the CEO. This email will document all "Special Education Paperwork & Reports" as well as "Special Education Related Services" information. The rubric for SPED is as follows: 100% = green; 98-99% = yellow; 97 or below = red
- 4** Once information is accurate on the "Relentless Compliance PP" slide, send it to CEO for proofreading
- 5** Upon CEO's approval, deploy information to all staff.

Categories

Department (List only one):

- CEO Department

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	12/19/2019 10:11 AM	New document	Katie Capers



Annual Report

PA Virtual Processes

General Description

Departments Involved:

- CEO Department

Summary/Purpose:

As a means of compliance, PA Virtual must submit a yearly report to the PA Department of Education (PDE), titled the Annual Report.

When Performed:

- Annually

The Annual Report is due August 1st of each year. Work on the report begins mid-May.

Responsibilities:

- CEO
- CEO Department

Process Stages or Steps

- 1 The Project Manager to the CEO reviews the Offline Guidance Tool provided by PDE and the online application for the report (mid-May)**
- 2 The Project Manager to the CEO creates a chart, outlining the sections of the report, the staff member responsible for its completion, and the page numbers corresponding to the Offline Guidance Tool (often done in SmartSheet in mid-May).**
- 3 An email is sent to all staff members who have been assigned sections of the report by the Project Manager to the CEO (send email mid to late May). The email should include:**
 - 3.1. The Offline Guidance Tool
 - 3.2. The chart of assignments
 - 3.3. A deadline for the completion of the project
 - 3.4. The link for the PDE website where they will enter the data

- 4 Periodic emails and update requests are sent to staff members to obtain a status update of the project.
- 5 The CEO reviews and approves all sections of the report.
- 6 The President of the Board of Trustees and the CEO approve the application through PDE's website.
 - 6.1. The Project Manager to the CEO contacts the President of the Board of Trustees with instructions on how to approve the application through the PDE website.
- 7 Once the CEO and Board President have approved the Annual Report, the Project Manager to the CEO submits the report and saves the receipt of submission (end of July - August 1st).

Categories

Department (List only one):

- CEO Department

Categories:

- Compliance

Responsible / Who Performs:

- CEO Department
- Executive Leadership - 1400

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/13/2017 1:29 PM	New document	Katie Pomon



School Calendars

PA Virtual Processes

General Description

Departments Involved:

- CEO Department

Summary/Purpose:

Every year the CEO Department organizes and develops the Academic and Administrative Calendars for the upcoming School Year.

When Performed:

- Every year in February

In March, the preliminary stages of the calendar revisions for the upcoming school year begin.

Responsibilities:

- CEO Department

Process Stages or Steps

- 1 In February, the Project Manager to the CEO provides the CEO with last year's calendars as well as a draft of the upcoming SY Academic and Administrative calendars (using the previous year's calendar as a template)**
 - 1.1. The drafts are created in a Google doc (i.e. "2019-2020 Academic Calendar") in an effort to foster collaboration and organizational communication.
- 2 The CEO will send the calendar drafts to the ELT for review.**
- 3 Additional edits are made to the calendars as needed.**
- 4 At the beginning of April, the calendars are sent to all staff seeking their input (using the Google doc)**
- 5 During the April Board Meeting, the calendars are approved by the Board of Trustees.**

- 6 Once approved by the Board, the calendars are sent to all staff.
- 7 Ensure the calendars are added to Blackboard and the PA Virtual website.

Categories

Department (List only one):

- CEO Department

Responsible / Who Performs:

- CEO Department
- Executive Leadership - 1400
- All Staff

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	8/8/2019 9:59 AM	New document	Katie Capers

Software Access Needed

List of Software Access Needed:

Google, Microsoft Word



Incoming and Outgoing Mail

PA Virtual Processes

General Description

Departments Involved:

- CEO Department

Summary/Purpose:

To track CEO Department incoming and outgoing mail.

When Performed:

- As needed

Complete this process each day that mail is received.

Responsibilities:

- CEO Department

Process Stages or Steps

1 When incoming mail is received, use the Google Sheet entitled "Incoming and Outgoing Mail" to document the following:

- 1.1. Enter the "Date Received" on the spreadsheet. This is the date stamped on the envelope.
- 1.2. Enter the "Sender Name." Who the envelope came from.
- 1.3. Enter the "Topic" of the mailing. You may need to scan and/or read the document to discover this information.
- 1.4. Enter the "Action Taken" with the mail. Who it was given too, etc
- 1.5. Enter the "Date Action Taken."
- 1.6. Enter "Notes/Comments" as necessary

2 When outgoing mail is sent, use the Google Sheet entitled "Incoming and Outgoing Mail" to document the following:

- 2.1. When the mail was sent.
- 2.2. Who the mail was sent too.
- 2.3. The method of shipping that was utilized.
- 2.4. The topic of the mailing

Categories

Department (List only one):

- CEO Department

Categories:

- Records

Responsible / Who Performs:

- CEO Department
- Project Manager

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	8/8/2019 10:27 AM	New document	Katie Capers

Software Access Needed

List of Software Access Needed:

Google Sheets



Comprehensive Plan

PA Virtual Processes

General Description

Departments Involved:

- CEO Department

Summary/Purpose:

As a means of compliance, every 3 years, PA Virtual must submit to the PA Department of Education (PDE) a Comprehensive Plan. This report is overseen by the Project Manager to the CEO on behalf of the CEO, and the writing is done by the CEO, Executive Team Leaders and other PA Virtual staff as required.

When Performed:

- Every 3 years

Responsibilities:

- CEO
- CEO Department
- ELT/SLT Team Members

Process Stages or Steps

- 1 The Project Manager to the CEO reviews the Offline Guidance Tool provided by PDE and the online application for the report.**
- 2 The Project Manager to the CEO creates a chart, outlining the sections of the report, the staff member responsible for its completion, and the page numbers corresponding to the Offline Guidance Tool (often done in SmartSheet).**
- 3 An email is sent to all staff members who have been assigned sections of the report by the Project Manager to the CEO. The email should include:**
 - 3.1. The Offline Guidance Tool
 - 3.2. The chart of assignments
 - 3.3. A deadline for the completion of the project

3.4. The link for the PDE website where they will enter the data

- 4** Periodic emails and update requests are sent to staff members to obtain a status update of the project.
- 5** The CEO and CAO reviews and approves all sections of the report.
- 6** The President of the Board of Trustees and the CEO approve the application through PDE's website.
 - 6.1. The Project Manager to the CEO contacts the President of the Board of Trustees with instructions on how to approve the application through the PDE website.
- 7** Once the CEO and Board President have approved the Annual Report, the Project Manager to the CEO submits the report and saves the receipt of submission.

Categories

Department (List only one):

- CEO Department

Categories:

- Compliance

Responsible / Who Performs:

- CEO Department
- Executive Leadership - 1400

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	8/8/2019 9:11 AM	New document	Katie Capers

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- CEO
- Chief Academic Officer



CEO Expense Reports

PA Virtual Processes

General Description

Departments Involved:

- CEO Department
- Finance

Summary/Purpose:

To explain the process of submitting CEO expenses for approval and reimbursement.

When Performed:

- As needed
- Monthly

Monthly; As needed

Process Stages or Steps

1 Gather receipts from CEO as needed or at the end of the month.

- 1.1. Double-check with CEO that all "out of pocket" expenses have been submitted.
- 1.2. Confirm CEO has submitted all credit card related receipts.

2 Mapquest mileage driven (roundtrip) and save as a pdf.

What happens:

Make sure you print a map for both directions

Special Warnings:

The expense report will get kicked by if you do not print two mapquest maps.

3 Follow TD eExpense Report User Guide (from Finance Dept).

Result:

A completed and approved expense report

- 4** Scan all receipts for the selected expense report into a single pdf document.

Categories

Department (List only one):

- CEO Department

Categories:

- Finances

Revision Management

Revision History Log:

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Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Janine Moody

Software Access Needed

List of Software Access Needed:

TD Commercial Plus Card Account



Board of Trustees Meeting - Post Meeting

PA Virtual Processes

General Description

Departments Involved:

- CEO Department

Summary/Purpose:

This process details the tasks that need to be completed after a Board of Trustees meeting

When Performed:

- After each Board Meeting

Responsibilities:

- Katie Capers

Process Stages or Steps

1 Finalize meeting minutes

- 1.1. Add the motions (from the minutes) to Board Docs
- 1.2. Add the motions (from the minutes) to the Google Doc
- 1.3. Add the motions (from the minutes) to the Word document entitled "BOT Action Items"
- 1.4. Create "previous minutes folder" and place minutes in the folder
- 1.5. Send most recently approved minutes to Board Secretary via HelloSign
- 1.6. Once the Board Secretary has signed the minutes, file them appropriately within the network drive.
- 1.7. Send the signed minutes to Marketing for them to upload to the website.

2 Finalize the execution of any action items from the meeting (i.e. Settlement Agreements, policies, etc)

- 3 Start agenda draft for upcoming meeting
- 4 Send ELT meeting invites as reminders for when their reports and PowerPoint content is due for the next, upcoming meeting (typically due ~2 weeks prior to a Board Meeting)

Categories

Department (List only one):

- CEO Department

Responsible / Who Performs:

- CEO Department

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	8/21/2019 1:15 PM	New document	Katie Capers

Software Access Needed

List of Software Access Needed:

BoardDocs, Google Docs



Child Find Notice

PA Virtual Processes

General Description

Departments Involved:

- CEO Department

Summary/Purpose:

To remain in compliance in regards to the Child Find Notice.

When Performed:

- Annually

Must be finalized and posted by the first day of school.

Responsibilities:

- Julie Jaszcar
- Katie Capers

Process Stages or Steps

- 1 At the beginning of August, review the Child Find Notice.**
- 2 After review and edits have been completed by the CEO Dept, send the Child Find notice to the Director of Special Education for review.**
- 3 After the Director of Special Education has reviewed the notice, send the FERPA to legal counsel for review.**
- 4 Upon review and approval by legal counsel, post the Annual SPED Notice on the PA Virtual Website and Blackboard.**
 - 4.1. PA Virtual Website: Send the notice to the Marketing Department and they will post the info on the website.
 - 4.2. Blackboard: Send the document to Kevin Squire to be uploaded to Blackboard.
- 5 Once posted on the Website and Blackboard, take screenshots to verify that it was**

actually posted. Save the screenshots in the network drive.

- 6** Verify that the Montgomery County Intermediate Unit (MCIU) has a Child Find Notice on their website.

Categories

Department (List only one):

- CEO Department

Responsible / Who Performs:

- Director of Special Education

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	8/7/2019 3:33 PM	New document	Katie Capers

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Julie Jaszcar



Updating Blackboard

PA Virtual Processes

General Description

Departments Involved:

- CEO Department

Summary/Purpose:

How to update info on Blackboard.

When Performed:

- As needed

Responsibilities:

- Julie Pufko

Process Stages or Steps

- 1 If you do not have the proper access, speak to Kevin Squire. Access will be needed for the following:**

1.1. Ability to create Announcements in System Admin tab.

- 2 To post schoolwide announcements, select System Admin from top menu.**

2.1. Select "My Courses"

2.2. Click "Announcements"

2.3. Click "Create Announcement"

2.4. Add text for announcement

2.5. Select "Submit"

2.6. Please note schoolwide announcements cannot have attachments.

Categories

Department (List only one):

- CEO Department

Categories:

- Compliance

Responsible / Who Performs:

- CEO Department

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/13/2017 1:37 PM	New document	Katie Pomon

Software Access Needed

List of Software Access Needed:

Blackboard



Board Retreats

PA Virtual Processes

General Description

Departments Involved:

- CEO Department

Summary/Purpose:

Twice a year, the CEO and ELT meet with the Board of Trustees for a Board Retreat. These events typically occur off-site during a weekend.

When Performed:

- Twice a year

The Board Retreats are scheduled based upon the Board approved Meeting Schedule. The planning of a retreat should begin approximately 6-7 months prior to the scheduled retreat.

Responsibilities:

- CEO Department

Process Stages or Steps

- 1 Discuss with CEO about the region that the upcoming Retreat should occur.**
- 2 Once region is determined, begin obtaining quotes from venues (lodging, meeting space, food, mileage, etc). This may include visiting various venue locations.**
- 3 Show data collected to the CEO.**
- 4 Once a venue is decided upon, book the venue for the Retreat.**
- 5 In collaboration with the CEO, begin working on the agenda for the retreat.**
- 6 Once a final headcount is obtained and the agenda is drafted, work with the venue contact to determine logistics regarding set-up, snacks, meals, technology, etc**
- 7 Send logistic information to Board Members and ELT (i.e. check in/out times, retreat**

agenda, etc). This information is often included in the Board Retreat packet.

Categories

Department (List only one):

- CEO Department

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	8/9/2019 10:28 AM	New document	Katie Capers



FERPA Notice

PA Virtual Processes

General Description

Departments Involved:

- CEO Department
- Special Education

Summary/Purpose:

To remain in compliance in regards to the Annual FERPA Notice

When Performed:

- Annually

Must be finalized and posted by the first day of school

Responsibilities:

- Katie Capers

Process Stages or Steps

- 1 Review the previous year's FERPA Notice.**
- 2 Edit the year to reflect the upcoming school year.**
- 3 Send the revised FERPA notice to the Director of Special Education for review.**
- 4 After the Director of Special Education has reviewed the notice, send the FERPA to legal counsel for review.**
- 5 After approved by legal counsel, post the updated FERPA notice on the PA Virtual Website, Blackboard, and Front Desk**
 - 5.1. PA Virtual Website: Send the notice to the Marketing Department and they will post the info on the website.
 - 5.2. Blackboard: Send document to Kevin Squire to be uploaded to Blackboard.

- 6** Once posted on the Website and Blackboard, take screenshots to verify that it was actually posted. Save the screenshots in the network drive.

Categories

Department (List only one):

- CEO Department

Responsible / Who Performs:

- CEO Department

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	8/7/2019 1:12 PM	New document	Katie Capers



SPED Notice

PA Virtual Processes

General Description

Departments Involved:

- CEO Department
- Special Education

Summary/Purpose:

To remain in compliance in regards to the Special Education Annual Notice.

When Performed:

- Annually

Must be finalized and posted by the first day of school.

Responsibilities:

- Katie Capers
- Kinet Becker

Process Stages or Steps

- 1 At the beginning of August, review the SPED Notice and make any necessary edits.**
- 2 Upon initial review, send the SPED notice to the Director of Special Education for review.**
- 3 After the Director of Special Education has reviewed the notice, send the document to legal counsel for review.**
- 4 Upon review and approval by legal counsel, post the Annual SPED Notice on the PA Virtual Website, Blackboard, and Front Desk.**
 - 4.1. PA Virtual Website: Send the notice to the Marketing Department and they will post the info on the website.
 - 4.2. Blackboard: Send the document to Kevin Squire to be uploaded to Blackboard.

- 5** Once posted on the Website and Blackboard, take screenshots to verify that it was actually posted. Save the screenshots in the network drive.

Categories

Department (List only one):

- CEO Department

Responsible / Who Performs:

- CEO Department
- Director of Special Education

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	8/7/2019 3:21 PM	New document	Katie Capers

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Julie Jaszcar



Monthly Legal Invoices

PA Virtual Processes

General Description

Departments Involved:

- CEO Department

Summary/Purpose:

To provide the CEO with an overview of monthly legal fees.

When Performed:

- Monthly

Responsibilities:

- CEO Department

Process Stages or Steps

- 1** Open mail from attorney's office (the mail is provided by the receptionist).
- 2** On each paper-clipped invoice, date stamp the document on the upper left side.
- 3** On each paper-clipped invoice, use "OK to pay" stamp on upper right side, awaiting CEO's signature. Or an email approval from the Sr. Executive Vice President will suffice.
- 4** Open "Legal Invoices" Excel spreadsheet (CEO Drive --> Legal --> Legal Invoices) & click on the "Legal Invoices" tab at the bottom of the spreadsheet.
- 5** For each invoice, enter the invoice #, date received, billing month/year, invoice amount, and category (be consistent with the category titles). The category is found under PA Virtual's address in the "Subject Area" of the invoice.
- 6** Click "Summary Table" tab at the bottom of the Excel spreadsheet.
- 7** Click "Data" tab.

- 8 Click "Refresh All."
- 9 Use pull down icon (found in row #5) to select the appropriate month.
- 10 Optional: You can search "Category" and "Month" for various searching capability.
- 11 Print one copy : 1) for CEO
- 12 Give CEO stamped invoices and summary sheet.
- 13 File your own summary sheet in "Monthly Legal Invoices."
- 14 Once reviewed and signed by CEO, hand delver signed invoices to Accounts Payable Coordinator.

Categories

Department (List only one):

- CEO Department

Categories:

- Finances

Responsible / Who Performs:

- CEO Department

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/7/2017 9:36 AM	New document	Katie Pomon

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Vicki Andrews-Gilmore

Software Access Needed

List of Software Access Needed:

Excel



Linking Policies and Processes

PA Virtual Processes

General Description

Departments Involved:

- CEO Department

Summary/Purpose:

This process explains how to link policies in Board Docs to processes in Zavanta and vice versa.

When Performed:

- As needed

Whenever a new process is created, we need to link it to a process in Board Docs.

Responsibilities:

- Julie Pufko
- Vicki Andrews-Gilmore

Process Stages or Steps

1 To link a process in Board Docs:

- 1.1. Log into www.boarddocs.com
- 1.2. Click "My Board Docs"
- 1.3. Click "Authenticate"
- 1.4. Click "Policies"
- 1.5. Click "Active"
- 1.6. Click on the policy that needs to be edited/linked.
- 1.7. Click the pencil icon
- 1.8. Go to the "Cross References" section (at the very bottom of the policy) and click the

green, (+) sign.

1.9. Type the name of the Zavanta Process

1.10. Add the Process URL

1.10.1. Log into Zavanta

1.10.2. Click Portal

1.10.3. Find Process you want to link and click on it

1.10.4. Copy URL

2 To link a Policy in Zavanta:

2.1. Log into Zavanta

2.2. Click "My Dashboard"

2.3. Click "Open/Edit"

2.4. Find the Process you want to edit and click on it

2.5. Go to the "Related Documents" section and click on it

2.6. Within the field, "Other Related Documents," add the hyperlink for the Board Docs Policy.

2.6.1. To find the URL link in Board Docs:

2.6.1.1. Log into Board Docs

2.6.1.2. Click "Policies"

2.6.1.3. Click on the Policy you want to link

2.6.1.4. Click the "Share" icon at the top right

2.6.1.5. Click the "Copy URL to clipboard" icon

2.6.1.6. Paste the URL link into the "Other Related Documents" field in Zavanta

Related Documents

Other Related Documents:

<https://go.boarddocs.com/pa/pavcs/Board.nsf/Private?open&login#>

Categories

Department (List only one):

- CEO Department

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	10/21/2019 9:18 AM	New document	Katie Capers

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Vicki Andrews-Gilmore

Software Access Needed

List of Software Access Needed:

BoardDocs, Zavanta



Sunshine Notice Process

PA Virtual Processes

General Description

Departments Involved:

- CEO Department

Summary/Purpose:

The right of the public to be present at all meetings of agencies and to witness the deliberation, policy formulation and decision making of agencies is vital to the enhancement and proper functioning of the democratic process and that secrecy in public affairs undermines the faith of the public in government and the public's effectiveness in fulfilling its role in a democratic society. It is the public policy of this Commonwealth to insure the right of its citizens to have notice of and the right to attend all meetings of agencies at which any agency business is discussed or acted upon. This process outlines the steps taken by the Special Assisitant to the CEO Project to ensure PA Virtual is in compliance with the Sunshine Notice. This process is part of the larger process of the Board of Trustees Reports and Meetings.

When Performed:

- As needed

Annually; as needed

Responsibilities:

- Special Assistant to the CEO

Process Stages or Steps

- 1 The BOT Meeting schedule for the upcoming school year is approved in June when the administrative calendars are approved.**

What happens:

The upcoming school year BOT Meeting Schedule is approved during the June BOT Meeting. After it has been approved, we need to publicize the meeting schedule in fulfillment of the Sunshine Act.

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

The Sunshine Act reads: “An agency shall give public notice of its first regular meeting of each calendar or fiscal year not less than three days in advance of the meeting and shall give public notice of the schedule of its remaining regular meetings. An agency shall give public notice of each special meeting or each rescheduled regular or special meeting at least 24 hours in advance of the time of the convening of the meeting specified in the notice.” Stated differently, once the Board has its meeting calendar for the year, it only needs to publish that calendar once (at least 3 days before the first meeting) to satisfy the requirement for publication of all regular meetings for the year. No regular meeting included on that calendar needs to be published individually. If, however, the Board schedules a special meeting or rescheduled regular meeting, notice of that meeting must be published at least 24 hours in advance of the time of the convening of the meeting.

Special Warnings:

If a meeting date and/or time is changed, we have to publicize that revised information to the newspapers.

2 Send Meeting Schedule to newspapers**Who Performs this Step:**

Special Assisitant to the CEO.

- 2.1. Send an email to Maureen Schmid (legals@montgomerynews.com) at Times Herald (circulation - Norristown, King of Prussia, Bridgeport areas) attaching the Meeting Schedule. Let her know what date you want it published.

What happens:

The email should say "Can you please place the attached Sunshine notice this week or early next week? depending on how soon you need the notice placed in order to stay in compliance.

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Email addresses of Nina and Donna

Result:

Once, they receive the email, they will send you a reply with the date the ad is scheduled to run. Calendar this date as a tickler to remind you to make sure you receive the Affidavit of Publication from each paper.

- 2.2. Send an email to Joann Callahan (legals@triblive.com) at Total Trib attaching the

Meeting Schedule. Ask her to include the attachment in the Valley News Dispatch (circulation - New Kensington, Tarentum, Arnold, Springdale, Alle-Kisiki areas - Pittsburgh region) with the date you want it published.

2.3. Confirmation of Publication

2.3.1. Newspapers should mail us a proof of publication. If that is not received, request it.

2.3.2. Once the confirmation of publication has been received, file the original in a binder called "The Sunshine Law Public Notice."

2.4. Payment

2.4.1. The newspapers will send us an invoice. Take the invoice to the Finance department for processing.

3 Post BOT schedules in KOP office - break rooms, front desk

Related Documents

Zavanta Related Documents:

Document Type:	Document Name:	Document Number:
PA Virtual Processes	Board of Trustees Meeting Procedure	CEO-0001
PA Virtual Processes	Updating Blackboard	CEO-0015

Other Related Documents:

[11110 Public participation in Board Meetings](#)

KoP Office Posting Notice

Newspaper Ad Wording

Categories

Department (List only one):

- CEO Department

Categories:

- Compliance

Regulations:

- Sunshine Notice

Revision Management**Revision History Log:**

Revision #:	Date:	Nature of Change:	Recorded By:
v. 1.1	3/9/2022 5:52 PM		
v1.1	3/9/2022 5:52 PM	Owners, posting places	Julie Pufko
v1.0	6/13/2017 2:09 PM	New document	Katie Pomon



Board of Trustees Meetings - Preparation

PA Virtual Processes

General Description

Departments Involved:

- CEO Department

Summary/Purpose:

PA Virtual holds regular Board of Trustees (BOT) meetings open to the public. These meetings are held virtually, utilizing Blackboard Connect. The administrative responsibilities regarding BOT reports and meetings are handled by the Executive Project Manager to the CEO, Governance, Compliance and External Relations.

When Performed:

- As needed

Responsibilities:

- Katie Capers

Process Stages or Steps

1 Establish and publicize the Board of Trustees (BOT) Meeting Date.

What happens:

In the April Board Meeting, the Board of Trustees approves the school calendars. On the calendars are the upcoming school year's scheduled Board Meetings.

- 1.1. The Executive Project Manager to the CEO ensures the Sunshine Notice is placed. See "Sunshine Notice" Process.

2 Develop and finalize agenda.

What happens:

In conjunction with the CEO, work to develop and finalize the agenda.

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Google Docs

- 2.1. The Project Manager to the CEO should develop a draft for the upcoming Board Meeting. This draft includes using the prior meeting as a template.
- 2.2. The Project Manager to the CEO should look at prior years' meeting agendas for months before/after current year meeting to check for any potential agenda items to be added.
- 2.3. The CEO and the Board President finalize the BOT Meeting agenda.

3 Compile Board Meeting materials.

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Board Docs

- 3.1. After each Board Meeting, send ELT meeting invite reminders in regards to when their Bd. Reports are due. For example, immediately following the June Board Meeting, send reminders for the upcoming August meeting. They are typically due ~10-14 days before the Board Meeting. For example, if the Board Meeting is August 26, Board Reports would be due August 13.
- 3.2. When ELT provides the CEO Dept with their reports, proofread them. They should all be in the Bd. Report Template and have the same formatting.
- 3.3. Once proofread, save the document as a Word document and pdf to the Network Drives.
- 3.4. Upload the pdf version to Board Docs within the "Administrative Content" field.
- 3.5. Add all agenda items to Board Docs including attachments as pdfs within the "Administrative Content" fields.
- 3.6. Once Board Docs has been populated, inform the CEO for his final review.
- 3.7. Create BOT Meeting Powerpoint using the previous meeting's presentation as a template.

3.8. Send finalized PowerPoint to CEO for his review.

4 Send out Board Meeting Materials

4.1. Once the CEO has reviewed all information in Board Docs, send an email to Board Members, ELT, and legal counsel informing them that all information is ready for their review. This typically occurs ~1 week prior to the actual Board Meeting.

5 Review all documents and complete a run-through of the Board Meeting with the Board President

5.1. Schedule a time (a few days before the Board meeting) to meet in Blackboard with the Project Manager to the CEO, CEO, and Board President.

5.2. During the meeting, run through the Board Meeting Powerpoint.

5.3. After the meeting, make any changes that have been discussed.

6 Make staff aware of the Board Meeting

6.1. Once the agenda has been finalized, send an email to all staff reminding them of the upcoming Board Meeting. In the email, include a "simplified agenda" (available via Board Docs).

6.2. Submit Announcement for the Communications Site regarding Board Meeting information (date, time, link, call in numbers)

7 Board of Trustees Meeting.

7.1. Log into Blackboard Collaborate ~1 hour prior to the Board Meeting start time. Join the meeting via Blackboard using 1) "Our Community" 2) "Board of Trustees" Organization 3) Click "Collaborate Scheduler" 4) Click "Join Room" under "Board of Trustees Room."

7.2. Load Power Point presentation

7.3. As Board Members and ELT enter the room, make them "moderators" in Blackboard

7.4. At the start of the Board Meeting, click "record."

7.5. Take Minutes

Related Documents

Zavanta Related Documents:

Document Type:	Document Name:	Document Number:
Work Instruction	Executing Settlement Agreements	CEO-0007

Other Related Documents:

[Board of Trustees Meeting Schedule](#)

Categories

Department (List only one):

- CEO Department

Responsible / Who Performs:

- CEO Department
-

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/13/2017 11:04 AM	New document	Katie Pomon

Software Access Needed

List of Software Access Needed:

Blackboard Collaborate
 BoardDocs
 Google Docs
 Power Point



Posting of the Annual Budget

PA Virtual Processes

General Description

Departments Involved:

- CEO Department

Summary/Purpose:

The Annual Budget is adopted by the Board of Trustees each year. Prior to the adoption of this budget, the Board first approves the posting of the proposed budget for inspection and review by the PA Virtual community and public. The process of posting the proposed budget is overseen by the Special Assistant to the CEO, in tandem with the Chief Financial Officer, Chief Executive Officer and the Board of Trustees.

When Performed:

- Annually- 20 days prior to BOT Meeting in newspaper per Act 1 and 30 days in the front office.

Special Assistant to the CEO.

Process Stages or Steps

- 1** The CFO prepares a proposed budget to be presented to the Board of Trustees (BOT), typically at the April BOT meeting.

Who Performs this Step:

Jose Parrilla, jparrilla@pavcsk12.org

- 2** The Board of Trustees approves the posting of the proposed budget, typically at the May BOT meeting.
- 3** The Project Manager establishes the timeline for budget postings based on next BOT meeting date (typically the meeting in June).
- 4** 20 days before the adoption of the budget (at the BOT meeting in June), the proposed budget must be made available for public inspection to all persons who may be interested.

- 4.1. The CEO Department provides the Front Desk Administrative Assistant with a hard copy of the proposed budget, to be kept at the front desk.
- 4.2. The Project Manager posts the proposed budget to the PA Virtual website and sends a Blackboard announcement to the community addressing where the budget is available.

- 5 Prior to 10 days before the adoption of the budget, a notice that the budget has been prepared and is open to public inspection must appear at least once in two newspapers of general circulation printed in the municipality in which the school district is located.**

What happens:

- a. Call both newspapers to get a quote for the cost of posting the budget and send the budget to them. They charge based on the number of pages
- b. Prepare a Purchase Order for both newspapers
- c. Place the order to publish
- d. File official notice of publication in binder

Who Performs this Step:

CEO Department

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Contact info for newspapers

Special Warnings:

Make sure you receive the official publication notice

- 5.1. The Project Manager reviews with the CEO which two newspapers will be utilized for the posting.
- 5.2. The Project Manager and the CFO prepare a Word document with the proposed budget.
- 5.3. The Project Manager sends the proposed budget in a Word document to the two newspapers, and confirms the posting date.

- 6 The budget is adopted by the BOT at the BOT Meeting in June.
- 7 Within 15 days of the adoption of the budget, the CFO submits the budget to PDE.

Who Performs this Step:

Chief Financial Officer

Related Documents

Zavanta Related Documents:

Document Type:	Document Name:	Document Number:
PA Virtual Processes	Budgeting	FIN-0074

Other Related Documents:

<http://go.boarddocs.com/pa/pavcs/Board.nsf/goto?open&id=BABN2L5E1C4E>

Categories

Department (List only one):

- CEO Department

Responsible / Who Performs:

- CEO Department

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/11/2017 3:26 PM	New document	Katie Pomon



Special Call Board Meetings

PA Virtual Processes

General Description

Departments Involved:

- CEO Department

When Performed:

- As needed

Process Stages or Steps

- 1 Confirm date and time of Special Call Board Meeting with CEO
- 2 If able, publish notice in newspapers according to the Sunshine Notice process
- 3 Put Special Call Board Meeting notice on all doors of the KOP office
- 4 Work with stakeholders to put Special Call Meeting information on home page and "Board of Trustees" page on the website
- 5 Work with stakeholders to put Special Call Meeting information on social media

Related Documents

Zavanta Related Documents:

Document Type:	Document Name:	Document Number:
PA Virtual Processes	Sunshine Notice Process	CEO-10015

Other Related Documents:

KoP Office Posting Notice
Newspaper Ad Wording

Categories

Department (List only one):

- CEO Department

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/6/2020 9:52 AM	New document	Katie Capers



Right to Know Requests procedure

PA Virtual Processes

General Description

Departments Involved:

- CEO Department
- Curriculum, Instruction & Federal Programs

Summary/Purpose:

To remain in compliance in regards to the annual Right to Know Requests.

When Performed:

- Annually

Must be finalized and posted by the first day of school.

Responsibilities:

- Julie Pufko
- Maureen Weinberger

Process Stages or Steps

- 1 In mid July, remind the Director of Curriculum, Instruction, and Federal Programs to review and edit the Right To Know Requests.**
- 2 Upon review and approval of the Director of Curriculum, Instruction and Federal Programs, post the Right to Know Requests on the website and Blackboard.**
 - 2.1. PA Virtual Website: Send the letters to the Marketing Department and they will post the info on the website.
 - 2.2. Blackboard: Send documents to Kevin Squire to be uploaded to Blackboard.

Related Documents

Other Related Documents:

[Right to Know Requests](#)

Categories

Department (List only one):

- CEO Department

Responsible / Who Performs:

- Curriculum, Instruction & Federal Programs
-

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.1	7/27/2021 5:30 PM	Name of Process, added Fee Structure and 2021 RTK Request form	Julie Pufko
v1.0	8/7/2019 3:27 PM	New document	Katie Capers

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Maureen Weinberger



UPS Campus Ship

Work Instruction

General Description

Task Description:

Shipping envelopes and packages via UPS.

Purpose:

An expedited means of mailing items.

When to Perform:

- As needed

Equipment and Materials

Materials:

- UPS Plastic Shipping Covers
- Tape

If there aren't any in the CEO Mail room, check downstairs mail room. Heather Varalli often has some. She orders them in bulk.

Detailed Steps

- 1** Log into UPS Campus Ship: <https://www.campusship.ups.com/login?reasonCode=-1>
- 2** "Where is the shipment going?" - Either select a name from the drop-down box or click "Enter New Address" and follow the prompts provided to enter name and address information.
- 3** "Where is this shipment coming from" Select appropriate drop-down option.
- 4** "What are you shipping?"
 - 4.1. Enter the number of packages or envelopes.

4.2. Select package type.

4.3. Enter package declared value (it only accepts numbers, no symbols i.e. \$ or .) For a letter, simply type 1 for the USD package value.

4.4. Answer question does this package include batteries?

- 5 "How would you like to ship?" Select appropriate option from drop-down box and select optional "additional services."**
- 6 "Would you like to add reference numbers to this shipment?" This will default to your designated department.**
- 7 "How would you like to pay" This defaults to PA Virtual Charter School. Do not change.**
- 8 "Would you like to schedule a pickup?" Click box to select this option.**
- 9 Click next.**
- 10 Review shipment details.**
- 11 Click "Ship Now"**
- 12 The next screen allows you to print your packaging slip.**
- 13 Print slip**
- 14 Place in UPS plastic shipping cover.**
- 15 Tape shipping cover to the package.**
- 16 Take package to front desk for pick-up.**

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	9/12/2017 8:29 AM	New document	Katie Pomon



Executing Settlement Agreements

Work Instruction

General Description

Task Description:

When the school arranges to settle a Special Education complaint, our attorneys will process settlement agreements for the CEO and board members to sign-off on and approve for payment. These documents need to be approved at a board meeting and the finance department will need to be alerted as well.

Purpose:

This task is important because there are usually timeframes for these documents.

Who Performs:

- CEO Department

The CEO will receive an email from the attorney's office with the required documents along with instructions on how to execute said documents.

When to Perform:

- As needed

Read the settlement agreement carefully to ensure all items listed in the agreement are carried out in a timely manner.

Requirements

Approvals:

You must obtain the following approval(s) prior to starting the task:
CEO

Pre-Knowledge:

- Access to the CEO shared drive

The attorney will usually send a redacted copy of the agreement, a copy of the agreement not redacted, an invoice from the parents attorney, a board synopsis and a letter addressed to the CEO with instructions to send documents to the board for their approval.

Warnings and Precautions

Warnings:

Performing this Work Instruction improperly could result in:

- Increased legal fees
- Violation of the agreement terms

Detailed Steps

- 1 Create a folder on the CEO Shared drive in the Settlements folder only using the student's initials.**
- 2 Save both copies of the agreement in the new folder, along with the rest of the documents sent by the attorney.**
- 3 Add the resolution to the next board meeting.**
- 4 Add the redacted agreement to Board Docs for the Board of Trustee's review.**
- 5 After the board has approved the settlement, have the CEO sign the agreement, get it witnessed and scan the signed agreement to the attorney.**
 - 5.1. Ensure (1) Settlement signator is CEO and (2) Board Resolution authorizes CEO to execute/sign.
- 6 Email the CFO and the Staff Accountant the unredacted executed agreement.**

Warnings / If an Error Occurs:

Make sure you remind the Finance Dept to read the agreement looking for payments due, etc.

- 7 Upload the signed executed agreement to the shared drive.**
- 8 Send a copy of the redacted agreement to Special Ed. if appropriate.**
- 9 The Finance Department will prepare a Purchase Order for each item listed in the agreement and will have the CEO sign.**

Troubleshooting

Common Problems:

Below are common issues and how to resolve them:

If the CEO is out of town, send an email requesting to use his signature stamp or send the document via HelloSign if CEO's out of town stay is longer than a few days.

Categories

Department (List only one):

- CEO Department

Categories:

- Compliance

Responsible / Who Performs:

- Special Education
 - Finance
-

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v2.0	3/29/2019 1:21 PM	Started new revision	Vicki Andrews-Gilmore
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v1.0	5/19/2017 8:32 AM	New document	Vicki Andrews-Gilmore

Curriculum



Total View Process

PA Virtual Processes

General Description

Departments Involved:

- Operations

Summary/Purpose:

At the end of each school year the current student courses on the Online School need to be closed and archived to prepare for the new school year. Once the students' courses are closed and after K12 runs their end of the year closeout, the students' account is ready for course ordering of the upcoming school year. This allows for only current courses to be viewed in the students' account as well as on the attendance page of the parents' account.

Process Stages or Steps

- 1 At the end of each school year have the teachers input a “C” in “Grade Mark”. This closes out the courses for the SY.**
- 2 Delete all classrooms at the end of the SY so new ones can be created over the summer.**
- 3 For the new SY, create new classrooms (wait 24 hours).**
- 4 Assign primary teacher and all others (principals, APL) to the new classroom.**
- 5 Order courses for individual students making sure of the following:**
 - 5.1. GC created schedule in Sapphire
 - 5.2. GC conducted audit
- 6 When ordering courses from Sapphire schedule also make sure you order “Supplemental Activities” course in TV.**
- 7 Verify when ordering that you are selecting the correct date.**
- 8 Verify if new student that you are checking box that indicates (Course materials will not**

be ordered if box is not checked).

- 9 Wait 24 hours after ordering courses for individual students.
- 10 Place in appropriate classroom.

Categories

Department (List only one):

- Curriculum, Instruction & Federal Programs

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/23/2017 9:17 AM	New document	Katie Pomon



Edgenuity End of Year Process

PA Virtual Processes

General Description

Departments Involved:

- Curriculum, Instruction & Federal Programs
- Information Technology

Summary/Purpose:

At the conclusion of each school year PA Virtual must ensure that teachers download their course package for customization purposes for the upcoming school year. In addition, all enrollments are marked complete, courses are archived once complete, and integration with Sapphire ends with information technology on an agreed upon date. Information Technology department will remove all files from Edgenuity from the FTP server after integration is halted. High School and Middle School administrators are given a list of course changes and those courses that are going to be end of life and/or unsupported in the school year ahead.

PA Virtual 12th grade students are removed based on the final graduation list and 12th graders that are repeating courses remain in Edgenuity. Finally, all enrollments must be disabled in both the High School and Middle School prior to the new courses being engaged in the course management school.

When Performed:

- Annually
- During the summer
- End of the School Year

July and August in conjunction with the PA Virtual school and admin calendar

Tasks completed by teachers prior to their end of the year checkout with their designated AP

Responsibilities:

- Assistant Principal
- Jennifer DellaPenna
- Nate Achey
- Teachers

Teachers complete course close out at the end of each school year.

Assistant Principals approve course close out with teachers in end of year check out.

Process Stages or Steps

- 1 Assistant Director of Curriculum and Instruction meets with High School and Middle school team in late May to review end of the year best practices including course archiving and to review the list of unsupported, end of life, former edition courses and to share any new course offerings for the upcoming school year**

What happens:

1. Ensure all principals have directions to share with their teachers regarding course archiving/downloading their course package and the rationale behind downloading their course (they have this as a reference when they receive their new course in August for customization).
2. Additionally, information technology will share the last day integration will run (historically the last day in June) to keep with past timelines
3. AD of curriculum will archive all courses in sync with the last day integration runs with Sapphire
4. Share new course offerings and provide the list of the end of life, unsupported, former editions as pertains to PA Virtual course catalog

Who Performs this Step:

Principal
Assistant Director of Curriculum and Instruction

- 2 The Assistant Director of Curriculum and Instruction completes course archiving task and archives all active courses in the High School and Middle School in conjunction with the date designated to stop integration with Sapphire**

What happens:

1. Go to manage courses tab, select all active courses, then click more, then click archive. It will prompt you again to be sure you want to archive all the courses and you click confirm. Once you complete this task you can ensure the process is complete by clicking on action history and it will list the completed last action of archiving all the courses
2. Information technology will stop integration with Sapphire on midnight of the agreed upon date(contact director of tech for directions)
3. Information technology director will remove all files from the FTP server once integration is interrupted in the SIS

Who Performs this Step:

Assistant Director of Curriculum and Instruction

- 3 The Assistant Director of Curriculum and Instruction PA Virtual 12th grade students are removed from Edgenuity upon completion of diploma requirements and/or credit recovery**

What happens:

1. The high school Program Specialist shares the final graduation spreadsheet with the confirmed graduated 12th graders listed
2. The Assistant Director of Curriculum and Instruction then manually removes all the 12th graders in Edgenuity
3. Go to manage students tab, then you can bulk select per page the 12th graders to be removed, click the box to the left of their name and then go to the top right click on more, then archive. Students will archive page by page however you need to continue to check the bottom pages as students move during the process
4. You can confirm the process occurred by clicking on action history tab and it will list the last action completed and confirm your group was archived

Who Performs this Step:

Program Specialist - High School
Assistant Director of Curriculum and Instruction

- 4 The Assistant Director of Curriculum and Instruction disables enrollments for all courses in the high school and middle school**

What happens:

1. The Assistant Director of Curriculum and Instruction goes to the manage enrollments tab then select all students per page, then click on disable tab.
2. This process needs to be completed page by page until all enrollments are disabled
3. Process is completed in both the middle school and high school enrollments
4. You can confirm the process occurred by clicking on action history tab and it will list the last action completed and confirm your page was disabled

Who Performs this Step:

Assistant Director of Curriculum and Instruction

Categories

Department (List only one):

- Curriculum, Instruction & Federal Programs

Categories:

- Instruction

Responsible / Who Performs:

- Curriculum, Instruction & Federal Programs
- Information Technology
- Academic 5-8
- Academic 9-12

Revision Management**Revision History Log:**

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	8/30/2023 2:20 PM	New document	Maureen Weinberger

Author / Owner**Subject Experts / Contributing Authors:**

The following subject experts may be consulted for additional information:

- Nate Achey

Software Access Needed**List of Software Access Needed:**

Imagine Learning (Edgenuity) access



Federal Programs (Title I)

PA Virtual Processes

General Description

Departments Involved:

- Academic Administration

Summary/Purpose:

Title I is a 100% federally funded supplemental education program that provides financial assistance to local educational agencies to improve educational opportunities for educationally deprived children. Title I programs are designed to help children meet the state content and performance standards in reading, language arts, and mathematics. In buildings with 40% or more poverty, LEAs may use the funds to upgrade the entire curriculum of the school and are Schoolwide Programs. In buildings with less than 40% poverty, programs are designed to help specific children and are targeted assisted programs. LEAs and schools are subject to consequences of school choice and supplemental education services if they do not meet adequate yearly progress as determined by the SEA.

Program General Guidelines

Parent/Guardian Notification

1. Districts must annually disseminate Federal Programs Complaint Resolution Procedures to parents/guardians of students and appropriate private school officials or representatives.
2. At the beginning of each school year, a participating LEA must notify the parents/guardians of each student attending a building that receives Title I funds that they may request, and the district will provide in a timely manner, information regarding the professional qualifications of their child's classroom teachers and any paraprofessionals providing services to their child.
3. A building that receives Title I funds must provide all parents/guardians notice that their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher or a person who is not appropriately certified.
4. When a school is identified as a Focus or Priority School, the district must notify the parents/guardians of all children in the identified Title I building of its designated status.
5. Within thirty days after the beginning of the school year, a district must inform

parents/guardians that their LEP child has been identified for participation in a language instruction educational program.

6. Parents/guardians of students enrolled in a persistently dangerous school or students who are victims of violent criminal offense while on school property must be notified of their option to transfer their student to a school that is not designated persistently dangerous.

Supplementing State and Local Funds

Under the No Child Left Behind Act, all federal funds must be used only to supplement, not supplant, the funds that would be available from nonfederal sources in the absence of these funds. The LEA must maintain the level of state and local funding in participating schools it would have maintained had the federal funds not been available.

Presume supplanting occurred if federal funds were used to provide services that:

- were required to be made available under other federal, state or local laws;
- were provided with non-federal funds in prior year; and
- were provided to participating children, if those same services were provided with non-federal funds to non-participating children.

For the first two bulleted items, presumption of supplanting may be rebutted if the LEA demonstrates it would not have provided services with non-federal funds if the federal funds were not available. LEA cannot rebut the third item.

If a supplanting finding is made, the LEA will be required to pay for the services which supplant state and local services from its own funds, or refund to the federal government the amount of funds expended in violation of this policy.

If you have questions about this issue, please contact your regional coordinator for clarification.

Consolidated Application

- LEAs applying for federal funds must annually submit the Consolidated Federal Programs Application online. To access the online application, go to <http://egrants.ed.state.pa.us>.
- An LEA who fails to submit a Consolidated Application for funds within the initial fiscal program period (July 1 – September 30 of the following year) will forfeit 85 percent of their Title I allocation if the application is submitted within the carryover period for that fiscal year.

- An LEA can only carry-over up to 15 percent of their Title I allocation into the carryover period.
- They may request a waiver once every three years to exceed the 15 percent carryover limit as long as there is reasonable justification and state educational agency (SEA) approval is obtained.
- Failure to submit an application for funds is not considered to be “reasonable justification.” Therefore, the LEA will only be eligible to claim 15 percent of their Title I allocation.
- The remaining amount will be reallocated to other LEAs during the reallocation process.

Program Records

All records must be retained:

- For the current year plus previous six years
- Until any pending audits have been completed
- Until all findings and recommendations arising from audits or monitoring have been completely resolved.

These records would include:

- Student identification and selection worksheets
- Assessment/performance reports
- Local Title I Plans and their amendments
- School Wide Operations Manual
- Quality Program Review data
- Annual applications
- Financial reports
- Self-review
- Reports etc.

When Performed:

- Annually

A funding adjustment will occur in the Spring and the Consolidated application and its components will need to be revisited at that time.

Goals and documents will need to be reviewed and uploaded based on the information specific to each grant.

Responsibilities:

- Federal Program Coordinator

Federal Programs Coordinator completes and submits the grant applications but will do so with the assistance of each department involved in the grant funding. This can change based on what is included in the application.

Process Stages or Steps

1 To Create a New Consolidated Grant Application:

Who Performs this Step:

Project Manager

- 1.1. If you have access to more than one Program Office, select the correct Program Office. The Program Office you selected when logging in displays in the upper right corner of all screens. To change the current Program Office, click its name to open the Select Program Office window. Click SELECT beside a Program Office to select it.
- 1.2. Select the Program Year. The current program year displays in the upper right corner of all screens. To create a project for a different year, click the program year to open the Select Program Year window. Select a new program year from the dropdown and click OK.
- 1.3. From the main menu, click Grants Management. The dropdown menu appears.
- 1.4. Click Grant Profiles. The Grant Summary screen appears.
- 1.5. Two selection grids appear. The top selection grid lists all open grants released by the Program Office. The lower selection grid lists grants due to close within the next 30 days.
 - a. Click the column heading in the selection list to sort a column in alphabetical order.
 - b. Type all or part of the information (case-sensitive) you wish to locate in one or more fields below the column heading and click the filter icon.
- 1.6. Click the Select icon in the row to view full details for a listed grant. The Grant Dashboard screen appears.
- 1.7. If your Agency is eligible to apply, the Create Grant Application button appears. Click the Create Grant Application button. The first of several Grant Application Create Wizard screens appears.

Depending on the type of grant, eGrants displays screens containing fields of information to enter. The fields and screens may vary.

The following buttons appear on the wizard screens:

Next

Click Next to save the data and move to the next screen of the wizard.

Finish

The Finish button appears only on the last screen of the wizard. Click Finish to complete

the process and save the new grant application. A unique project number is assigned.

Previous

Click Previous to return to the previous screen to edit or enter information.

Cancel

Click Cancel

to exit the wizard without saving the new grant application.

1.8. IMPORTANT:

You must complete all data fields in all screens. The screens can be completed in any order. However, you must precede to the last screen and click Finish to save the grant application as a new record.

2 Completing the Consolidated Application

To complete the first step of the Agency application process and move the grant application to the Agency approver:

- 2.1. Verify the Program Office in the upper right corner. To change the program office, click the link to open the Select Program Office window. Click SELECT beside a Program Office.
- 2.2. Verify the Program Year in the upper right corner. To change the year, click the link to open the Select Program Year window. Choose a new year and click OK.
- 2.3. From the main menu, click Grants Management. The dropdown menu appears.
- 2.4. Click Grant Application Summary. The Grant Application Summary screen appears.
- 2.5. Click the arrow beside a grant name to expand its group and view all projects currently in-process.

- 2.6. Click the Select icon in the row to view full details for a project. The Grant Application Detail screen appears.
- 2.7. Verify that all the sections of questions are marked complete. A blue checkmark appears beside each section name in the left pane of the screen.
- 2.8. Click the Complete button in the lower right corner of the screen.
- 2.9. eGrants generates a final version of the documents and moves the grant application to the next workflow step, where it is ready for authorized sign-off before submission to the Program Office.

Attachments

[Allowability of Cost Board Policy 3021](#)

[Cash Management Board Policy 3022](#)

[Conflict of Interest Board Policy 1102](#)

[Procurement Board Policy 3023](#)

[Travel Reimbursement Board Policy 3020](#)

[Federal Fiscal Compliancy Board Policy 3019](#)

Categories

Department (List only one):

- Curriculum, Instruction & Federal Programs

Categories:

- Compliance

Regulations:

- Title 1

Responsible / Who Performs:

- Federal Program Coordinator

Revision Management

Revision History Log:

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Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Nichole Hardy

Software Access Needed

List of Software Access Needed:

eGrants



Tutoring

PA Virtual Processes

General Description

Departments Involved:

- Academic 5-8
- Academic 9-12
- Academic K-4
- Academic Support

Summary/Purpose:

The Tutoring program supports students by providing additional assistance for all to achieve academically. There are two sub groups to this program; Drop-In Tutoring and Mandatory Tutoring. This program is offered to students in grades K-12th during the academic school year online via Blackboard Collaborate after school hours.

Drop-In Tutoring is offered 2-3 afternoons per week after school hours. Students are able to Drop in and meet with a teacher in areas of English, Math, Science or History based on grade level, meeting one on one in a breakout room.

Mandatory Tutoring is through teacher referral. This program is for students within a year or less below grade level on one external assessment. (i.e. Dibels, PSSA, I-Ready, Keystones, OLS, or other indicators) Tutors meet individually or in small group sessions with students once/twice a week after school Hours.

Process Stages or Steps

1 Drop-In Tutoring:



- 1.1. Students enter the Drop-In Tutoring Collaborate room during open hours.
- 1.2. Following instructions on the whiteboard, students will type grade level, subject and area of need into the chat box.
- 1.3. Moderator places student into the appropriate breakout room with tutor when it is their turn.

- 1.4. Tutor dismisses student from breakout room and awaits the next student needing help.

2 Mandatory Tutoring:

- 2.1. Teacher refers student to DTM.
- 2.2. Upon referral to DTM, teacher is asked to provide 3-5 academic goals that the student needs to accomplishment.
- 2.3. Student is then assigned to a tutor.
- 2.4. Tutor arranges sessions with student through contact with Learning Coach.
- 2.5. Tutor meets with student once or twice per week depending on need and timeline to meet goals.
- 2.6. Tutor records weekly progress in designated Google Doc provided access by Direct of Academic Support and Enrichment Programs.

Categories

Department (List only one):

- Curriculum, Instruction & Federal Programs

Revision Management

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v1.0	6/23/2017 9:20 AM	New document	Katie Pomon



Edgenuity Beginning of the Year Process

PA Virtual Processes

General Description

Departments Involved:

- Curriculum, Instruction & Federal Programs

Summary/Purpose:

At the beginning of each school year course selection, customization and integration of the Edgenuity courseware must be completed to ensure that the PA Virtual student is enrolled in their correct courses. Teachers are provided with timelines and directions for course customization for their Edgenuity courses. This allows for the teachers to copy their course from the master course and then each course is assigned an identifying code and then students are enrolled in these courses.

When Performed:

- Beginning of the school year

Tasks performed during the August PD window and prior to the first day of school for returning students.

Responsibilities:

- Jennifer DellaPenna

Assistant Director of Curriculum and Director of Information Technology

Process Stages or Steps

- 1 AD of curriculum meets with the middle school and high school to review any curriculum and/or courseware updates provided by Edgenuity in July. This meeting takes place during the week of August PD.**

What happens:

- 1. Ensure all designated principals have the most updated course catalog access in Edgenuity. In order to check, go to Manage Educators, then select an administrator and check their access to the course management school and the correct assigned school, high school or middle school**

- 2 Designated principals review the course catalog and submit finalized spreadsheet for course selection to the assigned schedulers and Sapphire is updated with any course changes

What happens:

Course selection sheet is submitted to the master scheduler once all courses are verified in Edgenuity

- 3 Teachers will make a copy of the master course that will act as the master/mutual course copy and course is giving a naming convention

What happens:

Master courses are copied by a designated content area teacher and/or assigned teacher by a principal. These teachers create a course copy.

1. Go to the master course and click edit course options and then you are going to modify the course, then create the copy. From there you begin your customization and then save your course.
2. Once your course is saved you have a course copy to modify the lessons and units prior to the students being enrolled
3. Course modifications and customization must be completed prior to student enrollment during integration

- 4 Designated principals will check Edge course copies to ensure proper naming and to ensure one master copy per course

What happens:

1. Principals will review designated grade level teachers course customization and naming conventions prior to integration

- 5 All course customizations are completed from the one master course

What happens:

1. One master copy per course regardless of the number of teachers or sections the course is assigned

- 6 Submit notice to Director of technology that all courses are completed with customization and ready to be coded

What happens:

1. A specific timeline date is assigned to the teachers directed by their program principals when all customization is completed and reviewed. Once this occurs the Director of Tech is notified and the courses are coded for integration

7 Integration occurs and course copies are completed in Edgenuity**What happens:**

1. Integration will run within 48 hours of the notice to the Director of Tech. During this time the students are assigned to the courses and integration will run daily at 12:00 am for any new students who are enrolled

8 Courses are then ready for student enrollment on assigned date by director of technology**What happens:**

1. Teachers are then assigned to the courses from their designated principal and student enrollment is verified based upon Sapphire class lists

Categories

Department (List only one):

- Curriculum, Instruction & Federal Programs

Categories:

- Instruction

Responsible / Who Performs:

- Curriculum, Instruction & Federal Programs

Revision Management

Revision History Log:

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Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Nathan Achey
-

Software Access Needed

List of Software Access Needed:

Imagine Learning account (Edgenuity)



OLS (Student/Parent/School Leader/Teacher)

PA Virtual Processes

General Description

Departments Involved:

- Academic 5-8
- Academic K-4
- Teaching and Learning

Summary/Purpose:

There are many processes in the OLS. Which one are we detailing here? Should we add more?

Logging into the OLS

Recording Educational hours in the OLS

Accessing the daily plan in the OLS

When Performed:

- As needed

Process Stages or Steps

- 1 Teachers and parents receive Username and Password from K12 as ordered by PA Virtual Operations team.**
- 2 Parents and students receive orientation through PA Virtual Teacher and Blackboard Course - Bootcamp on accessing and progress through various tools of the Online School.**
- 3 Parents, students, and teachers access the daily plan through the OLS and also record their daily instructional hours.**

Categories

Department (List only one):

- Curriculum, Instruction & Federal Programs

Categories:

- Instruction

Revision Management

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v1.0	6/23/2017 9:34 AM	New document	Katie Pomon



K12/Fuel Ed/Stride End of Year (EOY) Tasks

PA Virtual Processes

General Description

Departments Involved:

- Curriculum, Instruction & Federal Programs
- Academic 5-8
- Academic K-4

When Performed:

- Annually
- End of the School Year

Responsibilities:

- Assistant Principal
- Maureen Weinberger
- Principal
- Teachers

Process Stages or Steps

1 Verify that ALL STUDENTS are associated with a Homeroom.

What happens:

Ongoing prior to the end of the school year, Teachers need to ensure that students are assigned to the appropriate homeroom and course classrooms as needed.

Who Performs this Step:

Teachers and monitored by Assistant Principals

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Access to Total View School and current class lists

Result:

Students will be visible to teachers to assign end of year grades

Special Warnings:

Unassigned students will not be visible to teachers. Teachers will not assign a C or I grade for a course and therefore the course will not be closed out and removed from the student's list of assigned courses.

- 2 Closely monitor all students' progress to decide if they need more time to work on the course
- 3 Pull all necessary reports and documentation.
- 4 Complete the YET tasks to close out courses and to stop billing for current students.
- 5 Monitor the progress of any student who is working throughout the summer to finish up coursework.
- 6 If promoted students change their mind and won't be returning, ensure they are withdrawn through the Sapphire integration or by hand to prevent unwanted materials charges.
- 7 Clean-up classrooms and homerooms by removing all withdrawn students.

Categories

Department (List only one):

- Curriculum, Instruction & Federal Programs

Revision Management

Revision History Log:

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v1.0	10/10/2022 4:03 PM	New document	Maureen Weinberger



English Language Learners

Process

General Description

Description / Scope:

As per Board Policy, Pennsylvania Virtual Charter School shall provide an appropriately planned instructional program for identified students whose dominant language is not English ("English Learner" students).

The purpose of the program shall be to increase the English language proficiency of English Learner (EL) students so they can attain the state academic standards within the English Language Development (ELD) program setting as well as within the general education classroom environment.

When Performed:

- As needed

Based on the Home Language Survey responses completed upon initial enrollment, each student shall be assessed for potential placement in an ESL Program within 30 days of school or within 14 days of enrollment if a student enrolls after the first day of school.

Responsibilities:

- Director of Enrollment
- ESL Teacher

Director of Enrollment or designee will identify potential EL students based on completion of the Home Language Survey and any additional data such as previous school records and notify English Learner Teacher in writing that a student may require ESL support.

ESL Teacher will review Home Language Survey and all available data to determine if the student should move forward in the identification process.

ESL Teacher is responsible for remainder of identification process and support.

Process Stages or Steps

- 1** Parents complete the Home Language Survey (HSL) and work with the enrollment team to complete registration.
- 2** If the HSL indicates a language other than English for any question, a family interview is conducted to determine if the student is potentially an English Learner. Use an

interpreter if needed. If the HSL indicates a language other than English for ALL questions, the interview is optional. If there is an indication that the student has or is in need of an IEP, the ESL Teacher must coordinate with Special Education staff.

- 3** ESL Teacher will conduct a review of the student's academic records from previous schooling if available. Look for evidence that the student has sufficient English proficiency to benefit from instruction in English without specialized supports or accommodations. Acceptable evidence might include scores from standardized summative or interim tests in English, passing grades for core content classes conducted in English, and/or work samples. If the academic records are not available, or they do not contain reasonable evidence of English proficiency, then proceed to next step.
- 4** Screen the student for English language proficiency using the KW-APT, K MODEL, WIDA screener (online or paper), or WIDA MODEL screener.
- 5** If the student arrives with an IEP: Screening, if required, must be completed with appropriate accommodations and the test results must be interpreted in consultation with Special Education personnel. If the student is suspected of having a disability but a determination cannot be made prior to completing this procedure: Screening, if required, must be completed with any administrative considerations, universal tools, or accommodations that the ESL/SPED educators deem necessary. This procedure must be completed in accordance with the outlined guidelines and the student must be placed in the appropriate language instruction educational program (LIEP) based on the information available at the conclusion of the identification procedure. If, after the student is placed in the LIEP, the student is determined to have a disability that may have affected the screening (e.g. requires a testing accommodation that was not offered), then the student must be re-screened using the appropriate accommodations. If the student does not meet the criteria for identification as an EL based on this subsequent testing, then the district must contact PDE to remove the EL identifier and the student should be removed from the LIEP.
- 6** If the student's scores meet the criteria for identification as an EL, proceed to next step. If not, then the student is not an EL and the ESL teacher does not need to proceed.
- 7** ESL Teacher will determine if the student has limited or interrupted formal education (LIFE) using the following criteria: Is enrolling after grade two, AND Has a Literacy score of less than 3.5 on the W-APT, MODEL Screener, or WIDA Screener, AND Has at least two fewer years of age appropriate schooling than peers or has disenrolled from U.S. schools to enroll in schools in other countries (including Puerto Rico) more than two times in the past four years, AND Has limited encoding/decoding skills in native language (as indicated by family interview and/or native language measures and/or review of academic records and/or local measures)

- 8** ESL Teacher will determine the most appropriate language instruction educational program (LIEP) based on the student's English language proficiency and native language proficiency if available. NOTE: If the student has an IEP, then EL and Special Education personnel MUST collaborate to determine program and academic placement.
- 9** ESL Teacher will provide the parent with a detailed program description and explain the identification and placement decision. The parent has the right to refuse placement in a specialized, separate LIEP
- 10** The parent accepts or refuses placement in part or in whole in the LIEP. If, after the ESL Teacher notifies the parent of their option to refuse specialized LIEP services, the parent does not respond, then the the school may proceed with the recommended program placement.
- 11** The ESL Teacher will initiate an active service record in Sapphire. If the student has limited or interrupted formal education, then ensure that LIFE is identified.
- 12** The ESL Teacher will determine appropriate EL curriculum based on assessment results and assign to student.
- 13** The ESL Teacher will schedule direct instruction in the EL curriculum for students based on proficiency level: Non-English speaker - two to three hours; Beginner - two hours; Intermediate - one to one and quarter hours; Advanced - one hour; Students who have exited - support two to three times per week.
- 14** The ESL teacher will work with program Principal or designee to schedule the student based on program placement and English language proficiency. The ESL Teacher will ensure that all teachers with whom ELs are scheduled have English language proficiency information for their ELs.
- 15** As scheduling permits or as needed, the ESL teacher will attend the regular education classroom to observe what skills are being taught and ensure appropriate accommodations are being made for identified ELs.

Attachments

[PA Virtual Charter ELL Program Description](#)

Related Documents

Other Related Documents:

[English Learners Policy](#)

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.1	8/29/2023 8:47 AM	Updated process and review	Maureen Weinberger
v1.0	4/27/2017 10:33 AM	New document	Vicki Andrews-Gilmore

Elementary School



Software New School Year

Operations Map Planner

Overview

Overview:

This process will outline the tasks associated with Blackboard, TotalView, Sapphire, Study Island, Spelling City

Outline

1 Sapphire

Who Performs / Responsibility:

Steve Schutt
Vicki Gilmore

- 1.1. Create new homerooms
- 1.2. Create new course schedules
- 1.3. Create new teacher schedules
- 1.4. Mass upload student

2 Blackboard

Who Performs / Responsibility:

Vicki Gilmore

- 2.1. Send Kevin list of BB courses

3 TotalView

Who Performs / Responsibility:

Vicki Gilmore

- 3.1. Approve grades for all classrooms
- 3.2. Remove students from last year's classrooms
- 3.3. Order courses for returning students
- 3.4. Order courses for new students

4 OLS

What happens:

Describe the actions or events for this process:

- add students to Homerooms

Who Performs / Responsibility:

Vicki Gilmore

- 4.1. Create homerooms for each teacher

5 Study Island

Who Performs / Responsibility:

Kim Casarella

6 Spelling City

- 6.1. Import students for the new year

Who Performs / Responsibility:

Mary Ellen Moore

7 Reading A-Z

- 7.1. Upload new students using the excel template provided by Reading A-Z [Raz-Kids-Students-Sample-Data.csv](#)

Who Performs / Responsibility:

Vicki Gilmore

8 Planbook

Who Performs / Responsibility:

Vicki Gilmore

- 8.1. Create new teachers
- 8.2. Update the school fields as needed



Cohort Students Processing Steps

PA Virtual Processes

General Description

Departments Involved:

- Academic K-4
- Guidance

Summary/Purpose:

This process will outline the steps needed when new students have completed the orientation.

When Performed:

- As needed

Process Stages or Steps

1 Parent indicates a preference to become an Async parent for their student

What happens:

1. During the new parent call, a parent will ask about becoming an Async parent. Bethany will discuss the possibility with the Principal
2. Using the "OLS Ordering for New Students" spreadsheet, Bethany will indicate "Async" in one of the columns

Who Performs this Step:

Guidance

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

[OLS Ordering for New Students](#) (Click on the appropriate Cohort tab)

2 Async Compact is distributed to the parent

What happens:

- Jen will be alerted when a compact is needed for a parent

- Using HelloSign, Jen will send the compact, which includes the welcome letter along with the Async compact
- Once the document is signed, Jen will update the teacher and Bethany that the compact has been signed

Who Performs this Step:

Administrative Assistant

3 Review Melissa's spreadsheet (OLS Ordering)

What happens:

- Once the orientation spreadsheet has been sent by Melissa A. [OLS Ordering for New Students](#), The Assistant Principal will review the DIBEL scores and place students into a teacher Homeroom based on their scores, available space, and available teacher.
- Jen will assign a homeroom teacher in Sapphire by 10am on Thursday and alert the K4 team when this is complete. The next step in the process requires placing students in their courses in TotalView. This might not be possible until August through early October

Who Performs this Step:

Assistant Principal

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

In order to perform this task, you must have Melissa's spreadsheet (OLS Ordering for New Students) .

Special Warnings:

If there are no Dibel scores, Christine will place the student in a homeroom class based on notes from other sources

If Bethany is out sick on Thursday, Christine will send an email to teachers regarding their new students. If Jen is sick, Vicki will assume the responsibility of assigning homeroom teachers. If Vicki is out sick, Christine A. will schedule kids in Sapphire

4 Sapphire Scheduling

What happens:

- Login to Sapphire
- Create Student Schedules using student names from the OLS spreadsheet

Who Performs this Step:

Administrative Assistant

5 Ordering Materials**What happens:**

The Guidance counselor will order the appropriate grade level materials by Friday. The teacher will also be notified via email of student additions. Students also need to be assigned in the OLS to their homeroom teacher and all of their course.

Who Performs this Step:

Guidance

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Access to Total View

Special Warnings:

If Bethany is out sick Thursday and Friday, Christine will order materials for students.

Categories**Department (List only one):**

- Academic K-4

Revision Management**Revision History Log:**

Revision #:	Date:	Nature of Change:	Recorded By:
v1.1	5/26/2022 12:20 PM	Updated the process	Vicki Andrews-Gilmore
v1.0	9/11/2018 1:08 PM	New document	Vicki Andrews-Gilmore



Academic Support Procedures

PA Virtual Processes

General Description

Summary/Purpose:

The Academic Support Teacher supports the gap between a student's academic potential and their academic performance. In order to successfully meet their personal learning goals, Academic Support Teachers work with the general education teacher to support students with their literacy and/or math skills. Daily math and reading academic sessions are provided both synchronously and asynchronously for additional support. Embedded in the student math and reading academic sessions are a variety of interest level activities designed to meet the needs of all types of learners and grade levels, providing a layered learning approach. One of the objectives of the Academic Support sub-department is for the student to embrace the learning process using strategies acquired in lieu of the academic support offered.

Academic Support Teachers also work with advanced learners in a cohort-like model to provide hands-on learning and to have project-based learning experiences. As educators, our intention is to foster purposeful, scholarly opportunities for students in Math, Language Arts, Science and Technology.

Process Stages or Steps

- 1** Students are identified through screening during the last two weeks of the current school year using diagnostic tools such as Dibels, I-ready or the CDT as well as classroom assessments.
- 2** Based on results, students are tiered and those identified as Tier 2 & Tier 3 are placed in the Academic Support program for the upcoming school year then assigned to an Academic Support teacher based on their current grade level.
- 3** Academic Support teachers push in with grade level partners to co-teach as well as work with small groups to reteach and reinforce areas of need.
- 4** Academic Support teachers collaborate with grade level partners to create learning goals, share student progress and concerns as well as partner with parent.
- 5** Academic Support teachers schedule daily Skills sessions with their assigned students meeting 30-40 minutes, 4 times per week to work on identified areas of need.

- 6 Academic Support teachers host office hours on Fridays to offer additional student support and conference with parents if needed.
- 7 Academic Support teachers complete daily/weekly progress monitoring, record attendance from Skill session and provide weekly communication to the parent. All information is housed in the Academic Support Google document as well as updated in the students' PLP's.

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/21/2017 3:29 PM	New document	Katie Pomon



ES Report Card & Progress

PA Virtual Processes

General Description

Departments Involved:

- Academic K-4

Summary/Purpose:

PA Virtual student report cards and progress reports are made available through the Sapphire Student Information System two times a year.

When Performed:

- The end of the first semester

At the end of the first semester teachers will post student grades in Blackboard, and they will update via integration to Sapphire gradebook.

Responsibilities:

- Principal
- Teachers

Principals and teachers

Process Stages or Steps

- 1 Log into Sapphire Learning Management System : Teachers input their grades and comments for each student through the Sapphire system.

What happens:

Special Warnings:

DO NOT FINALIZE GRADES. MID YEAR OPTION SHOULD BE SELECTED FOR THIS PROCESS!

- 2 Select your course
- 3 Select your course section
- 4 Select Gradebook

- 5 Under "My Class" heading select "Mid-Quarter Progress"**

Special Warnings:

Be sure to **SELECT** the *MID YEAR OPTION.*

- 6 Place individual students comments for the progress report.**

- 7 Under "Grade" on the right side of the screen select "Fill Both" to include both the letter grade and the percentage.**

- 8 Save the Mid-Quarter Progress Comments Page.**

- 9 Report cards are generated in the system for each student.**

What happens:

Teachers MUST review progress reports for accuracy.

Teachers can run progress report for their class to check the progress reports

1. Log into Sapphire
2. Select Student information system
3. Select Reports
4. Show All Reports
5. Report Cards / Transcripts
6. Scroll down the page to "Secondary Report Card (SJC)(ISMS) PA Virtual 5 to 8 Report Card (PAVCS) (IS & MS)
- 7, Select "Marking Period" drop down "MP1-MP1
8. Select your class or enter student
9. Run Report

- 10 Once report cards are completed in Sapphire they are released to the Sapphire Portal.**

What happens:

Principal or designee will run process to post grades to Sapphire Portal

- 11 The Learning Coach logs into the community portal in Sapphire using the parent login provided to them to view grade.**

What happens:

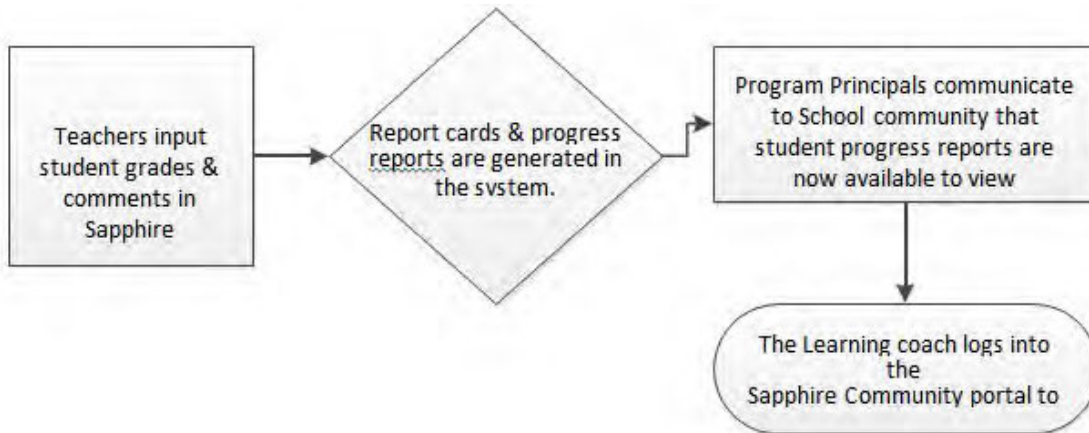
Learning Coaches and students should print the progress report if they want a hard copy for their records.

Special Warnings:

Progress reports are not mailed to students home

Attachments

Flow Chart INS-0026

**Related Documents****Other Related Documents:**

Admission Policy

Categories**Department (List only one):**

- Academic K-4

Responsible / Who Performs:

- Assistant Principal

Revision Management**Revision History Log:**

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	3/13/2020 8:09 AM	Save As from document	Vicki Andrews-Gilmore

Forms

Forms:

1. Report Cards
2. Progress Report

Software Access Needed

List of Software Access Needed:

Sapphire



Scheduling Students

PA Virtual Processes

General Description

Departments Involved:

- Guidance
- Academic K-4

Summary/Purpose:

Returning students are assigned to teachers and/or courses based on previously mastered content and level of need. These courses are assigned to the student schedule throughout July and August to ensure that appropriate placement and receipt of materials occurs for a successful start to the school year.

In-year scheduling of courses occurs within each small learning community. Courses are scheduled to accommodate the specific needs of the students based on previous learning and PA Virtual-required coursework or credits. Building principals and counselors work together to establish the schedule for all incoming students.

Process Stages or Steps

1 For grades K-8, once students are assigned to a homeroom:

What happens:

Homeroom is assigned by Principal during welcome call?
Who assigns students to need groups? What about async kids?

- 1.1. Divide students by need into 2 groups
- 1.2. Assign grade-level curriculum for student.
- 1.3. Assign student to a teacher.

What happens:

Based on current Tier level and available data...

2 For high school students:

2.1. Complete credit audit from enrollment documents.

Who Performs this Step:

Guidance

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Student transcripts

Special Warnings:

If no transcripts are available....

2.2. Finalize the schedule, assign a homeroom teacher, and send the schedule to the newly enrolled student.

Who Performs this Step:

Guidance

Principal

2.3. Assign a homeroom teacher.

Who Performs this Step:

Guidance

Principal

2.4. Send the schedule to the newly enrolled student.

Who Performs this Step:

Guidance

Principal

Categories

Department (List only one):

- Academic K-4

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	7/1/2019 9:56 AM	Save As from document	Vicki Andrews-Gilmore



Opening of School Procedures

PA Virtual Processes

General Description

Departments Involved:

- Academic K-4

Summary/Purpose:

In order to ensure that student materials and classes are ready in time for the first student day, Principals and designees must confirm all student courses within their respective small learning communities. Returning student data is reviewed to ensure appropriate course and class placement, and schedules are created. In order to help prepare students and families for the upcoming school year, teachers and leaders send welcome letters and helpful resources electronically and in print as needed to promote a welcoming learning environment and a smooth start to the school year.

Responsibilities:

- Principal

Process Stages or Steps

1 July

- 1.1. Courses are ordered from K12 Inc. through Total View School
- 1.2. Class lists created Sapphire
- 1.3. Student schedules created in Sapphire

2 August

- 2.1. Materials are shipped from K12 Inc.
- 2.2. Teachers return
- 2.3. Welcome Emails from Teacher: include preconference survey; setup initial conference call
- 2.4. Welcome Packets: Principal welcome letter, hard copy lessons, getting started forms,

contact lists

- 2.5. Orientation Course (Blackboard Boot Camp): New students; opportunity for assessment. Data used to identify needed supports for students/parents.
- 2.6. Initial Phone Conf; Information confirmed through survey, review schedule, goals/strategies, market events, provide enthusiasm/support for success.
- 2.7. Orientation Sessions – Ice breaker activities; scavenger hunt assignment submitted, expectations, timelines, events, contact guidelines, student handbook, attendance guidelines
- 2.8. Office Hours (Principal/Teacher): ongoing throughout school year, Principal will have session specific for newly enrolled parents

Categories

Department (List only one):

- Academic K-4

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/23/2017 9:36 AM	New document	Katie Pomon



Internal/Benchmark Procedures

PA Virtual Processes

General Description

Departments Involved:

- Academic K-4
- Student Data & Assessment

Summary/Purpose:

Internal Procedures and Preparation for our supplemental programs which are used for assessment purposes and to reinforce instruction, including DIBELS, Study Island, and Exact Path.

When Performed:

- As needed
- On Going
- When a new or existing student starts

Process Stages or Steps

1 Testing windows established (DIBELS)

- 1.1. Testing windows established when school calendar is created for the next year.
 - 1.1.1. Beginning of year: usually the last week of August
 - 1.1.2. Mid-year: middle of January
 - 1.1.3. End of year: End of May
 - 1.1.4. Teachers provide class time for students to complete assessment

2 Student enrollment/roster (DIBELS)

- 2.1. Teachers provide class time for students to complete assessment.
- 2.2. Students are enrolled throughout the year daily when the daily reconciliation report is emailed (All programs).

2.3. Mass upload in all programs in August before the start of the new school year.

2.4. When student withdraws their account is deactivated (All programs).

3 Tests assigned

3.1. DIBELs (Grade Level: K-2, Purpose: Assessment/Progress Monitoring, Subject Areas: Math, Reading) are completed one on one with the students in Blackboard sometimes by the regular education teacher and/or the Academic Support Teacher.

4 Reports generated

4.1. Reports are run year round in all programs.

4.2. Data is extracted for tier placement three times a year from the assessments (DIBELs)

4.3. Beginning of year report is used to place students in skills groups to work with Academic Support teachers in grade 3-8.

5 Progress monitoring established

5.1. Established from assessments given.

5.2. Schedule for all students is as follows:

5.2.1. Tier 1: In class supports and intervention; Grades K-8: every 6-8 weeks (BOY, MOY, EOY)If a student receives 3 or more grades below a C in ELA or MTH and or fails to show adequate progress they will move to a cycle of Tier 2 monitoring and additional supports put in place.

5.2.2. Tier 2: Intervention 1- 2x's a week; grades K-3: every 4 weeks Grades 4-8 every 4 weeks; If a student receives 3 or more grades below a C in ELA or MTH and or fails to show adequate progress they will move to a cycle of Tier 3 monitoring and additional supports put in place.

5.2.3. Tier 3: Intervention 3- 4x's a week; grades K-3 every 2 weeks, grades 4-8 every 2 weeks.

5.3. School-wide progress monitoring and assessments will be done utilizing Dibels, Study Island, Exact Path and PSSA according to the Academic Calendar.

6 Professional development/Workshops

- 6.1. Training sessions and parental workshops will be offered throughout the year to teachers, parents and students.
- 6.2. Schedule will be created before the start of the new school year and posted in Blackboard.
- 6.3. Supplemental program organization in Blackboard will be created for staff, parents and students with information regarding all supplemental programs.

Categories

Department (List only one):

- Academic K-4

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/16/2019 8:15 AM	Save As from document	Vicki Andrews-Gilmore



Elementary School Progress Monitoring

PA Virtual Processes

General Description

Departments Involved:

- Guidance
- Academic K-4

Summary/Purpose:

Monitor student progress in three specific areas - attendance, parent engagement, and academics. Where students are identified as off target or not meeting expectations, action steps will provide general overview of steps taken to address student issues or concerns.

When Performed:

- The frequency of this practice should occur for each student on a 6 week frequency. Therefore, teachers can decide if they will progress monitor each student on their class list at one 6 week time interval or if they will review their class of students, perhaps 1-3 students per day, every 6-weeks on a rotating basis so that it is a more manageable process.
 - Teachers monitor students progress in Sapphire on an ongoing basis. Teachers may monitor student progress every six weeks for all students in the teachers' class at one time, or the teacher may monitor the students' progress on an ongoing basis with the 6 week time period divided up by the number of students in the class and a certain number of students addressed on a daily basis.
 - 1_PM_Attendance - On going review of student attendance progress during a 6 week period. Indicator stating "on target" - student is demonstrating appropriate attendance in class. Indicator stating student is not demonstrating appropriate attendance, for example, students missed 5 out of 10 class periods in ELA, 4 our of 10 class periods in Math; student arrives late on a regular basis. Asynchronous attendance is determined by students attending monthly meetings with the teacher.
 - 2_PM_Parent Engagement - On going review of parent involvement with regard to communication about student. Indicate on target if parents respond when emailed, called, or receive mailed letters.
 - 3_PM_Academic - On going review of student academic progress as part of DIBELS progress monitoring and ongoing student monitoring of OLS progress, completion of assignments, and other academic items to determine a students performance. Teacher monitor students in core subjects (ELA/Guided Reading, Math, Science,

History) with at least a mid-year review check for art, music, technology, PE and health. Asynchronous student progress is measured by completion of required assignments and an average OLS completion of 10% per month.

- 4_PM_Action Items - Teachers indicate general statements about with regard to actions taken (the steps taken) to resolve issues when student indicator is anything but "on target" for any of the monitored areas.
-)

Responsibilities:

- Teachers
 - Teachers monitor students' progress during the 6-week blocks as indicated above.
 - On a regular basis, teachers track and note attendance, parent engagement, and academic issues with the students' performance/behavior in the Sapphire communication manager.
 - As needed, teachers implement strategies and interventions aimed to assist students in any of the three specific areas, depending on the area or areas that the student is deficient.
 - Attendance - Teachers follow the steps for student attendance referrals as the process indicates.
 - Parent engagement - Teachers may follow protocols such as emailing the parent, emailing the parents' personal account, calling the parent, sending a hard copy letter, and/or sending a certified hard copy letter to get the attention of the parent.
 - Academic concerns - Teachers may refer students to guidance when academic strategies and interventions have not been successful.
 - Teachers monitor class attendance **daily**.
 - When a student is absent from class, the teacher sends an email to the student and parent. The email sent is notated in the Sapphire Communication Manager.
 - After the 2nd & 3rd unexcused class absences, the teacher also reaches out to the parent by phone to schedule a phone meeting with the parent. The call is documented in the Sapphire Communication Manager.
 - After the 4th unexcused class period absence, the teacher makes a referral for the student to the Academic Probation stage via the Learning Management System discipline link. The 4th absence is by period, by class.
 - The teacher continues to monitor daily class attendance, send emails for class absences, make phone calls to the parent, and document all communication in the Sapphire Communication Manager. The attendance process continues on behind the scenes as appropriate with regard to the students' absences.

Process Stages or Steps

1 Observations

What happens:

- Teacher monitors student progress via assignments, tests, participation, etc.
- Teacher monitors synchronous students' class attendance **daily**.
- Teacher records notes in the Sapphire Communication Manager for each of the three (3) progress monitoring categories (1 PM Attendance, 2 PM Parent Engagement and 3 PM Academic Expectations) at least once every 6 weeks (for sync/async core courses), .
- If student is not meeting expectations (either academic or behavioral), teacher implements interventions as outlined in the Intervention step of the process.
- If student is meeting expectation, notes are recorded to that effect and the student will continue to be monitored during the next 6-week.

Who Performs this Step:

Teachers

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Notes in Sapphire Communication Manager must include:

- Attendance -
 - number of class periods missed during the 6 week review period
- Parent Engagement -
 - what are the type and number of communication attempts made that are not being responded to by the parent
- Academic -
 - Current grade
 - If student is passing, note that student is meeting expectations.
 - If student is failing, notes must include:
 - Reason for failing grade (i.e. low test scores; not submitting assignments; poor performance; not attending synchronous classes; etc)
 - Next steps (interventions - conferences; one-on-one time with student; etc)
 - Expectations
 - Follow-up date

Result:

- Students are monitored for progress.

- Progress monitoring notes are recorded in the Sapphire Communication Manager.

2 Intervention

What happens:

- When a student is not meeting expectations, either academic or behavioral, the teacher implements strategies to address deficiencies.
- Teacher documents strategies in the Sapphire Communication Manager, which are to include expectations and follow-up details.
- Teacher follows-up according to the intervention plan and documents in the Sapphire Communication Manager.
- If the student does not improve after interventions are implemented, the teacher can then make a referral.

STEPS FOR UNEXCUSED ABSENCES FROM SYNCHRONOUS CLASSES:

- Teachers monitor class attendance *daily*.
 - When a student is absent from class, the teachers sends an email to the student and parent. The email sent is notated in the Sapphire Communication Manager.
 - After the 2nd & 3rd unexcused class absences, the teacher also reaches out to the parent by phone. The call is documented in the Sapphire Communication Manager.
 - After the 4th unexcused absence, the teacher makes a referral for an Academic Probation Improvement Plan via the Learning Management System discipline link. There is another process that outlines the steps to create the APIP.
 - The teacher continues to monitor daily class attendance, send emails for class absences, make phone calls to the parent, and document all communication in the Sapphire Communication Manager.

Who Performs this Step:

Teachers

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

[Progress Monitoring Academic Interventions.pdf](#)

[Progress Monitoring Behavioral Interventions.pdf](#)

[PRIM Manual.pdf](#)

Result:

- Student responds to intervention strategies and improvement is evident.

- Student is referred for additional support if strategies do not produce positive results.

3 Referral

What happens:

- Students not responding positively to teacher intervention strategies are referred for additional support.
 - Class attendance referrals are made to the Family Support Coordinator.
 - Academic referrals are made to the Guidance Counselor.
- Teachers will submit ACADEMIC referrals through the Sapphire Communication Manager ONLY after the steps have been followed and required interventions completed.
- Referrals are due by 4:00pm on Fridays.

Who Performs this Step:

Teachers

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

- Attendance (Discipline) referrals are made via the teacher's Sapphire Learning Management System. Ownership is changed to the Family Support Coordinator.
 - Instructions for completing referral in the LMS
 - [Attendance Referral Process](#)
- Academic referrals are made via the Sapphire Communication Manager. Ownership is changed to the Guidance Counselor
 - See Progress Monitoring Referral Template.
 - [Progress Monitoring Referral Template 2018-2019.pdf](#)

Result:

- Student is put on an Academic Probation Improvement Plan for excessive class absences.
- Students who are referred will be discussed during the Guidance Counselor's IWM with principals to determine next steps:
 - Referral is rejected, issues are resolved, OR student is placed on DTM list.
 - If referral is rejected during IWM, the counselor will email the teacher/s with feedback for submitting.

4 Continued Observation

What happens:

- Teachers continue to monitor students' progress during the subsequent 6-week or 9-week blocks as instructed in step 1.
- Class attendance is monitored daily and referrals are made for any student reaching 4+ unexcused absences from class.

Who Performs this Step:

Teachers

Categories**Department (List only one):**

- Academic K-4
- Progress Monitoring

Revision Management**Revision History Log:**

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	3/1/2019 12:25 PM	Save As from document	Vicki Andrews-Gilmore



Educational Leave of Absence

PA Virtual Processes

General Description

Departments Involved:

- Family Support Services
- Academic K-4

Summary/Purpose:

The purpose of the Educational Trip Leave of Absence process is to provide detailed guidelines for Family Support Coordinator and Academic Project Manager in order to inform families of the process, plans to make-up missed work and proper codes/documentation are in the SIS.

When Performed:

- As needed

When a parent requests an educational leave of absence.

Responsibilities:

- Family Support Coordinator
- Principal or Designee
- Project Manager

Family support coordinator informs the parent of the process and informs the parent to submit the form the project manager. The project manager send the form to the principal or designee for review and approval. Once approved, the FSC can update the daily code to reflect the excused absences.

Process Stages or Steps

- 1** Parent completes the educational trip form located on the attendance website:
<https://sites.google.com/a/pavcs.us/pavcs-attendance/home/educational-opportunities-trips>

If there are multiple students, one form will be required for each student

- 2** FSC forwards the Educational Leave Request Form to the Project Manager for approval.

What happens:

The Project Manager will forward the request to the principal using HelloSign to secure his/her signature on the form

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

HelloSign Account

Result:

The turn-around to complete the form should be 24-48 hours.

- 3 Program Principal will review students' academic history and attendance.**
- 4 If academic history, attendance and educational opportunity are acceptable the Principal will forward approved form to the Project Manager *(If trip is not approved, the principal or designee will contact Parent/Guardian)*.**
 - 4.1. If trip is more than 5 days, the Principal will forward the form and all documentation with their approval to the CEO/Designee for review and appropriate signatures
- 5 Once approved, the project manager uploads the form to the student document center in Sapphire under the excused absence notes folder using the naming convention: ET mm/yy (month/year trip takes place)**
- 6 An approval email or the approved HelloSign document is forwarded to the FSC, the current teacher, and student services coordinator.**

Who Performs this Step:

Vicki Andrews-Gilmore, vandrewsgilmore@pavcsk12.org, Nichole Hardy, nhardy@pavcsk12.org, Kathie Bell, KBell@pavcsk12.org, Project Manager - High School

- 7 The FSC contacts the parent to communicate the approval.**
- 8 FSC then enters the educational trip code into the sapphire daily attendance module for the approved dates.**
- 9 Teachers work with the students to develop a plan to make-up the needed work from class and period attendance is marked appropriately (if applicable)**

Related Documents

Other Related Documents:

[Educational Trip Form master.pdf](#)

Categories

Department (List only one):

- Academic K-4
-

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/16/2019 8:32 AM	Save As from document	Vicki Andrews-Gilmore

Forms

Forms:

[Educational Trip Form master.pdf](#)



Synchronous/Asynchronous Determination

PA Virtual Processes

General Description

Departments Involved:

- Academic K-4

Summary/Purpose:

Students begin the school year in a synchronous learning environment at a minimum through course orientations. Asynchronous learning path approval is conditional based on meeting and maintaining listed criteria which is evaluated on a minimum of a quarterly basis.

When Performed:

- When a new or existing student starts

Process Stages or Steps

1 Determination: Principal and Guidance assess:

- 1.1. Proficient or advanced score on state assessments
- 1.2. Grade Level or above local test scores
- 1.3. Meeting all OLS progress expectations
- 1.4. Report card of A/B in all subjects. PA Virtual Progress Report must show meeting grade level standards
- 1.5. Involved learning coach (available for consistent conference call schedule)
- 1.6. Student availability for regularly occurring live check ins to authenticate learning and demonstrate mastery of concepts covered asynchronously
- 1.7. Teacher recommendation
- 1.8. As need determines through IEP team meeting or 504 accommodation requirements

2 Notification:

- 2.1. Students eligible for asynchronous learning are notified by the principal.
- 2.2. Learning coaches are made aware that student eligibility is contingent upon students, meeting with teachers and maintenance of the criteria listed above.
- 2.3. Learning coaches agree to sign Async compact acknowledging their responsibilities.

3 Scheduling:

- 3.1. Eligible students who select asynchronous learning are scheduled in the student management system accordingly.
- 3.2. Teachers notified of change
- 3.3. Teachers arrange for monthly minimum student check-in
- 3.4. Teachers inform principal when students do not continue to meet criteria and a parent conference is called to reconsider the student's asynchronous status.

Flow Chart

[Async Compact](#)

Revision Management**Revision History Log:**

Revision #:	Date:	Nature of Change:	Recorded By:
v1.1	7/3/2018 12:14 PM	Updated for K-4	Vicki Andrews-Gilmore
v1.0	6/23/2017 9:08 AM	New document	Katie Pomon



Distributed Team Meetings (DTM) Process

PA Virtual Processes

General Description

Departments Involved:

- Academic K-4
- Special Education

Summary/Purpose:

Distributed Team meetings are a comprehensive approach to ensuring support for academic and social-emotional growth for all students.

When Performed:

- As needed

This process starts with the teachers and becomes escalated during data meetings.

Process Stages or Steps

1 A student is identified for the following reasons:

What happens:

- Classroom Attendance concerns
- OLS completion concerns
- Homework/assignments not being submitted
- Communication with either student or LC or parent concern's

Who Performs this Step:

Reg Ed Teacher

2 Principal establishes weekly meeting structure and schedule.

3 Meetings occur via Blackboard Collaborate/Google Hangouts.

- 4 **Team members review listed students to identify academic and/or behavioral problems (targets) if they exist.**
 - 4.1. The Assistant Principal and the Guidance Counselor reviews each child in a grade level considering both behaviors and academics and other factors that may affect student success including but not limited to: strengths, areas of need, successes, and barriers to education.
- 5 **Team members develop goals and objectives for students with needs.**
 - 5.1. The team identifies targets for improved behaviors and academics and determine strategies to ensure students have the skills, tools, and interventions necessary to increase their academic and social potential.
- 6 **Team members design an achievement/behavior support plan.**
- 7 **Team members regularly monitor student progress.**
- 8 **Team members track and review progress.**
- 9 **Plans are documented in a DTM Tracker Spreadsheet.**

Categories

Department (List only one):

- Academic K-4

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/21/2017 3:39 PM	New document	Katie Pomon



ES Asynchronous Student

PA Virtual Processes

General Description

Departments Involved:

- Academic K-4

Summary/Purpose:

To ensure that asynchronous high school students are remaining compliant and completing required course work. Students and teachers meet to discuss understanding of content, pacing, submission of assignments, and adherence to course requirements.

When Performed:

- Bi-Weekly (every 2 weeks) for students with a failing grade
- Every 2-4 weeks for students who are bringing up a failing grade to passing.
- Every 4-6 weeks for students who are working consistently, submitting assignments, but are struggling with the content.
- Every 6 weeks for students who are working consistently, submitting assignments, and maintaining a passing grade.

-Teachers hold check-in meetings with asynchronous students during their asynchronous block or at another mutually agreed upon time.

-A scheduled meeting day and time should be set at the beginning of the semester/quarter.

Responsibilities:

- Teachers

Process Stages or Steps

1 Teachers receive list of students in asynchronous courses.

What happens:

Teachers receive notice via Blackboard/Sapphire of students enrolled in their asynchronous courses.

Who Performs this Step:

Guidance

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.
Blackboard courses.

Result:

Teachers know which students are enrolled in their asynchronous courses.

Special Warnings:

Teachers must add new asynchronous students to schedule as they are assigned.

2 Schedule created.**What happens:**

A schedule of check-in calls between teachers and their asynchronous students is created.

Who Performs this Step:

Teachers, Students

Result:

Teachers have a schedule created for check-in calls with asynchronous students.

Special Warnings:

Teachers must add new asynchronous students to schedule as they are assigned.

3 Reminder emails.**What happens:**

- Teachers send a reminder email to students on Thursdays for upcoming asynchronous check-in meetings scheduled the following week.
- Teachers copy parent email address on reminder email to students.

Who Performs this Step:

Teachers

Requirements:

- => List equipment, materials, resources (INPUTS) required at this stage.
- Students' PA Virtual email addresses.
- Parents' PA Virtual email addresses.

Result:

Students and parents are reminded of upcoming check-in meetings.

4 Meetings held.

What happens:

- Teachers hold meetings with their asynchronous students.
- Meetings may be held via collaborate or phone.
- Email correspondence with students is not an acceptable method of contact for check-in meetings.

Who Performs this Step:

Teachers, Students

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

- Blackboard collaborate
- Phone

Result:

Teachers and students discuss understanding of content, pacing, submission of assignments, and adherence to course requirements.

5 Documentation of meetings.

What happens:

- Teachers document in the Sapphire Communication Manager that a meeting was held with their asynchronous student and what was discussed.
- Teachers document in the Sapphire Communication Manager if a student did not attend their scheduled check-in meeting.

Who Performs this Step:

Teachers

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

- Sapphire

Result:

Comprehensive documentation will be housed for teacher communication with their asynchronous students.

6 Behavior referrals for non-compliance.

What happens:

When a student has not attended two (2) consecutive or three (3) cumulative scheduled check-in meetings, the teacher will complete a behavior referral for Progress Monitoring.

Who Performs this Step:

Teachers

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Sapphire Grade Center

Sapphire Communication Manager

Progress Monitoring Referral in Sapphire

6.1. Teacher utilizes the Progress Monitoring Referral in Sapphire

Who Performs this Step:

Teachers

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Sapphire Grade Center

Sapphire Communication Manager

Progress Monitoring Referral in Sapphire

Result:

Student is referred for intervention.

Categories**Department (List only one):**

- Academic K-4

Revision Management**Revision History Log:**

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/14/2019 2:46 PM	Save As from document	Vicki Andrews-Gilmore



ES Teacher Time Off Request

PA Virtual Processes

General Description

Departments Involved:

- Academic K-4

Summary/Purpose:

- This process will ensure timely communication from ES teachers to the principal when time off is needed.
- This process has been summarized from the *Bargaining Unit Member Handbook*, pg. 33.

When Performed:

- As needed
 - Unexpected time off should be communicated immediately.
 - Planned time off should be requested as soon as possible.

Responsibilities:

- Teachers

Teachers are responsible for texting, calling, instant messaging, and emailing their supervisor (principal or asst. principal)

Process Stages or Steps

1 Unexpected Time Off

What happens:

Teacher is unable to work, needs to start work early or leave work early due to an emergency situation or illness.

Who Performs this Step:

Teachers

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

- The teacher must call or text the principal or assistant principal immediately
 - Steve Schutt cell: 484.818.2055
 - Christine Adams cell: 412.706.0598
- During the school day, teacher may also instant message the principal or assistant principal.

1.1. Communicate immediately with your supervisor that you need to take time off.

1.2. Communicate any meetings or obligations you have that day.

1.3. For state testing obligations, contact the site coordinator via phone in addition to your supervisor.

1.4. In extreme circumstances where you are unable to call in yourself, be sure to have a close family member call for you.

1.5. Provide your contact information in the event that your supervisor needs to contact you.

2 Requesting Time Off - Sick, Personal, Bereavement, Jury

What happens:

Teacher knows in advance that they need to take time off.

Who Performs this Step:

Teachers

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Kronos

Result:

- Teacher submits time off request via Kronos.
- Principal reviews request and approves.

3 Flex Time

What happens:

Time off of less than 2 hours when an emergency or issues arise that may impact the teacher's regularly scheduled work day. Flex time is available for these extenuating circumstances. Time off is worked outside the normal working hours in place of the time missed during the regular working hours.

Who Performs this Step:

Teacher and supervisor (principal) coordinate the flex time in advance.

Result:

- Principal approves the flex time (in increments of less than 2 hours) for the teacher.
- Teacher works outside of normal working hours in place of flex time.

Categories**Department (List only one):**

- Academic K-4

Revision Management**Revision History Log:**

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/16/2019 8:30 AM	Save As from document	Vicki Andrews-Gilmore



504 Plans

PA Virtual Processes

General Description

Summary/Purpose:

Section 504 is a part of the Rehabilitation Act of 1973 that prohibits discrimination based upon disability. Section 504 is an anti-discrimination, civil rights statute that requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled are met. Section 504 states that: “No otherwise qualified individual with a disability in the United States, as defined in section 706(8) of this title, shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance...” [29 U.S.C. §794(a), 34 C.F.R. §104.4(a)].

Process Stages or Steps

1 Referrals

- 1.1. New enrollments – Enrollment team sends Director of Guidance the new student. The previous 504 agreement is found in enrollment docs. Guidance adopts this 504 until a meeting is held to write a new plan.
- 1.2. Special Education referral – MDE meeting shows student is not eligible for IEP but the student is eligible for certain services. PT, OT, Social Skills are serviceable through 504 plans.
- 1.3. Special Ed - the student exited from their IEP but still need some level support.
- 1.4. Teacher or parent referral – RTII

2 Procedures

- 2.1. Send family 504 Physician Planning Form and once that document is returned a meeting is scheduled. Additional forms are required for Allergies, Asthma and Diabetes.
 - 2.1.1. Allergy Action Plan Form, Asthma Action Plan Form, Diabetic Action Plan form. All forms need to be signed by the doctor. Send completed medical form to nurse.

- 2.2. The family is sent an invitation to the meeting.
- 2.3. Meeting Attendance: Teachers, counselor, director of guidance if needed, nurse if needed, school psychologist if needed.
- 2.4. Plan is written and uploaded to Sapphire for staff to view. Parent and staff are sent the plan to sign and return to the King of Prussia office.
- 2.5. Case managers are notified if related services are needed.

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/20/2017 3:34 PM	New document	Katie Pomon

Forms

Forms:

504 Meeting Checklist



End of Year Procedures

PA Virtual Processes

General Description

Departments Involved:

- Academic 5-8
- Academic 9-12
- Academic Administration
- Academic K-4

Summary/Purpose:

Each principal is responsible for creating an end of year checklist for teachers of their small learning community which will include those tasks and responsibilities that begin around the time of end of year evaluations and continue through teacher last report day.

When Performed:

- Annually

Responsibilities:

- Principal

Categories

Department (List only one):

- Academic K-4

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.1	5/6/2020 12:52 PM	Updated for 19-20 SY	Vicki Andrews-Gilmore
v1.0	5/16/2019 8:11 AM	Save As from document	Vicki Andrews-Gilmore

Forms

Forms:

FINAL

EOY Timeline 2019 - 2020

To Do:	Date due:
Progress Monitoring and documentation DIBELS	May 29 – June 7
Last day for overdue assignments	(June 5)
Quarterly Reports (Teachers)	June 5
Office hours, complete OLS, conferences, and enrichment sessions	(June 8 - 12)
Teacher Grades Finalized	(June 10)

	Final grades posted in Sapphire portal	(June 12)
	Quarterly Reports Completed	June 12
	Last Synchronous Class session (ES, MS and HS)	(June 4)
	Exact Path Diagnostic	By June 4
	YET Spreadsheet ES / Course Recommendations MS/HS	May 11 - June 12
	<i>Retention/Promotion Google Doc (Preliminary)</i>	<i>(May 15)</i>
	<i>Retention/Promotion Google Doc (Final Retention)</i>	<i>(June 12)</i>
	OLS –Record Final Progress	By June 16
	Final Grades in Total View	By June 16
	Graduation 2:00 PM	(June 12)
	Turn off “assignments” in BB	June 9 @ 12 NOON
	Last Day of School for Students	(June 12)
	4th quarter progress monitoring reporting for SPED (Gen ed teachers)	June 12
	Export OLS Progress and Hours by Homeroom	(June 16)
	SPED teacher quarterly reports due	June 12
	<i>Post final OLS screenshot in CM (Only students that need it, ex: students that you bookmarked and any other student that you believe it would be beneficial to have that in the CM)</i>	<i>(June 12)</i>
	CM updated (notes and goals)	(June 17)
	Copy and archive BB courses	(June 17)
	Last Day for Teachers	(June 17)
	Complete final expense reports	(June 17)
	Curriculum Framework Final	(June 17)
	EOY Checkout with Principal	By June 17
	Teacher Evaluations to HR	(June 17)

Teacher Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Calendar

- May 4 – 8 – Teacher Appreciation Week
- May 8 . Curriculum Framework (No Meetings)
- May 6 – 12 – Nurse Appreciation Week
- May 15 – Quarterly goals due (Special Education)
- May 22 – Early Dismissal
- May 22 – Curriculum Framework (No Meetings)
- May 25 – Memorial Day
- May 29 – All Quarter 4 Assignments Due
- June 4 – Diagnostic Testing Completed
- June 5 – Quarterlies (Teachers)
- June 8-12 – Office hours
- June 10 – Report cards completed
- June 12 – Last Day for School Students and Graduation
- June 12 – Quarterly Reports to parents
- June 17 – Last Day Teachers (Checkout completed)



ES - Retention

PA Virtual Processes

General Description

Departments Involved:

- Registrar
- Academic K-4

Summary/Purpose:

To outline the steps that may lead to a student being determined as ineligible for a promotion to the next grade level.

When Performed:

- Start of second semester (January)

Process Stages or Steps

- 1 Begin review/discussions for potential retention with the start of the second semester.**
- 2 Gather data utilizing parent conferences, RtII, DTM, IEP (if possible) data, and benchmark data to inform decisions.**
 - 2.1. Individual Small Learning Communities will establish criterion for retaining students who are ineligible to move to the next grade level. Grade level requirements of achievement and/or specific grade level minimum credit requirements will be used to determine student placement.
 - 2.2. Grade level retentions are taken seriously and are used only in extreme circumstances and after multiple supports have been in place to provide the student opportunities to be successful. Grade level retentions are not to be used as a consequence for non-compliance, but rather as an opportunity for the student to master skills and concepts in order to be successful in the next grade level. Exceptions to this may include student age, previous retention, or students with IEPs (as determined by the IEP team).
- 3 Notify parents of the decision to retain their student.**
- 4 Notify Sapphire administrator of the correct grade level for the student.**

Categories

Department (List only one):

- Academic K-4

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/23/2017 8:38 AM	New document	Katie Pomon



Consent Docs Ready to go

PA Virtual Processes

General Description

Departments Involved:

- Academic K-4
- Special Education

Summary/Purpose:

Consent Docs Ready to go will come from Dr. Mindy. These documents must be processed as soon as possible.

When Performed:

- As needed

Responsibilities:

- Vicki Andrews-Gilmore

Process Stages or Steps

1 Prepare consent letter

What happens:

Prepare consent letter from Dr. Mindy using the consent letter template. Replace the date and the name of the student and save the document as a PDF in the student folder

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Access to consent letter template [Template for consent letter](#)

Result:

The consent should be emailed to LC no later than 48 hours after Dr. Mindy sends the document to process.

2 Process consent docs

2.1. Download document from Dr. Mindy and review email for specific instructions

2.2. Prepare documents using HelloSign

What happens:

Using contact information from Sapphire, gather parent email address along with name of LC. Add the consent form along with the most recent Procedural Safeguard Notice and prepare document for HelloSign signature

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.
Parent name and email addresss

2.3. Record the entry using the PTE Consent tracking spreadsheet

What happens:

[PTE Request/PTE Consent Tracking 18-19](#)

2.4. Receiving the consent from the LC

What happens:

When you receive the signed consent back from parent, please date stamp it using Adobe and upload it to the student's folder in Felicia's Drop Box, notifying the SSC/Felicia that this has been done, and copying Dr. Mindy on that email as well. Record receipt in the PTE Consent tracking spreadsheet

Who Performs this Step:

Vicki Andrews-Gilmore, vandrewsgilmore@pavcsc12.org

Special Warnings:

If the parent indicates anything other than/in addition to the agreement to the evaluation, please send Dr. Mindy a copy of the Consent as well so she can take next steps (call if requested, etc.)

Categories

Department (List only one):

- Academic K-4
- Special Education

Regulations:

- Pennsylvania Department of Education

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	2/11/2019 12:07 PM	New document	Vicki Andrews-Gilmore

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Yamara Nolen



Preparing the YET

PA Virtual Processes

General Description

Departments Involved:

- Academic K-4

Summary/Purpose:

The YET (Year End Transition) is important so teachers can advance students to the and add notes for the new school year teacher. next grade level, bookmark students that need to work over the summer

When Performed:

- End of the Year

The YET spreadsheet should be ready for teacher input in early May. This will give the teachers time to complete the document before the summer break.

Responsibilities:

- Assistant Principal

Process Stages or Steps

- 1 Create the googlesheet
- 2 Roll out
- 3 Audit spreadsheet
- 4 Order materials

Related Documents

Other Related Documents:

[FESETYETReferenceGuide.pdf](#)

Categories

Department (List only one):

- Academic K-4

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/16/2019 8:52 AM	New document	Vicki Andrews-Gilmore

Software Access Needed

List of Software Access Needed:

Google Sheets



Class Coverage

PA Virtual Processes

General Description

Departments Involved:

- Academic K-4

Summary/Purpose:

When teachers are absent for any reason, students must be provided with lessons and instruction designed to meet a standards- and curriculum-based objective.

When Performed:

- As needed

Process Stages or Steps

- 1 The teacher notifies the principal to report an absence as outlined in the PA Virtual Employee Handbook.**
- 2 The teacher or principal will direct students with how to complete their assigned class.**
 - 2.1. Students can be directed to another synchronous class (previous or prior) with same grade/course teacher.
 - 2.2. The principal seeks availability of the Academic Program Liaison or co-teacher to guide synchronous classes during the absence.
 - 2.3. The teacher provides an asynchronous plan for students to complete and an emailed message is sent to parents and students; an announcement is posted in Blackboard with the directives for the class. In these cases a recording of a lesson should be provided to students whenever possible.

Categories

Department (List only one):

- Academic K-4

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/21/2017 3:38 PM	New document	Katie Pomon



Preparing Lesson Plans

PA Virtual Processes

General Description

Departments Involved:

- Academic K-4

Summary/Purpose:

Outlines expectations for teacher lesson plans and how principals will provide feedback.

When Performed:

- On Going
- Weekly

Responsibilities:

- Teachers

Process Stages or Steps

1 Teachers develop and post lesson plans weekly in Planbook

2 Principals review posted lesson plans.

2.1. Principals comment on lesson plans.

2.2. Principals invite teacher response and feedback.

3 Lesson plans are reviewed and feedback is provided when lesson observations (walkthroughs) are conducted.

3.1. Principal comments are related to the Danielson Teacher Effectiveness Framework and the Madeline Hunter model.

3.2. Principal feedback can be provided in Planbook or Teachers and principals meet to discuss lesson plans.

Categories

Department (List only one):

- Academic K-4

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/16/2019 8:21 AM	Save As from document	Vicki Andrews-Gilmore

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Vicki Andrews-Gilmore

Software Access Needed

List of Software Access Needed:

Planbook



ES Asynchronous Student Mandatory Check-in Calls

PA Virtual Processes

General Description

Departments Involved:

- Academic K-4

Summary/Purpose:

To ensure that asynchronous elementary school students are remaining compliant and completing the required course work. Students and teachers meet to discuss the understanding of content, pacing, submission of assignments, and adherence to course requirements.

When Performed:

- Bi-Weekly (every 2 weeks) for students with a failing grade
- Every 2-4 weeks for students who are bringing up a failing grade to passing.
- Every 4-6 weeks for students who are working consistently, submitting assignments, but are struggling with the content.
- Every 6 weeks for students who are working consistently, submitting assignments, and maintaining a passing grade.

-Teachers hold check-in meetings with asynchronous students during their asynchronous block or at another mutually agreed upon time.

-A scheduled meeting day and time should be set at the beginning of the semester/quarter.

Responsibilities:

- Leigh Ann Dougherty
- Megan Hake

Process Stages or Steps

1 Teachers receive list of students in asynchronous courses.

What happens:

Teachers receive a notice via the Elementary Guidance Counselor of students enrolled in their asynchronous courses.

Who Performs this Step:

Guidance

Result:

Teachers know which students are enrolled in their asynchronous courses.

2 Schedule created**What happens:**

A schedule of check-in calls between teachers and their asynchronous students is created.

Who Performs this Step:

Teachers, Students

Result:

Teachers have a schedule created for check-in calls with asynchronous students.

Special Warnings:

Teachers must add new asynchronous students to schedule as they are assigned.

Weeks/Days	Group A - Weeks 1 & 3 (general)					Group B - Weeks 2 & 4 (gen)		
Course/Appt. Times	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday
Period 1 (Course Name)	Enter student first name and student ID in scheduled time slots.					Enter student first name and student ID in scheduled time slots.		
8:15 - 8:25								
8:25 - 8:35								
8:35 - 8:45								
8:45 - 8:55					Department meetings / Team Meetings			
8:55 - 9:05								
9:05 - 9:15								
9:15 - 9:25								
9:25 - 9:35								
Transition 9:35 - 9:40								
Period 2 (Course Name)	Enter student first name and student ID in scheduled time slots.					Enter student first name and student ID in scheduled time slots.		
9:40 - 9:50								
9:50 - 10:00								
10:00 - 10:10								
10:10 - 10:20								
10:20 - 10:30								
10:30 - 10:40								
10:40 - 10:50					Prep (50 min) / Progress Monitoring (25 min)			
10:50 - 11:00								
Lunch 11:00 - 11:45								
Transition 11:45 - 11:50								

3 Reminder emails.**What happens:**

- Teachers send a reminder email to students on Thursdays for upcoming asynchronous check-in meetings scheduled the following week.
- Teachers copy parent email address on reminder email to students.

Who Performs this Step:

Teachers

Requirements:

- => List equipment, materials, resources (INPUTS) required at this stage.
- Students' PA Virtual email addresses.
- Parents' PA Virtual email addresses.

Result:

Students and parents are reminded of upcoming check-in meetings.

4 Meetings held.**What happens:**

- Teachers hold meetings with their asynchronous students.
- Meetings may be held via collaborate or phone.
- Email correspondence with students is not an acceptable method of contact for check-in meetings.

Who Performs this Step:

Teachers, Students

Requirements:

- => List equipment, materials, resources (INPUTS) required at this stage.
- Blackboard collaborate
- Phone

Result:

Teachers and students discuss understanding of content, pacing, submission of assignments, and adherence to course requirements.

5 Documentation of meetings.**What happens:**

- Teachers document in the Sapphire Communication Manager that a meeting was held with their asynchronous student and what was discussed.
- Teachers document in the Sapphire Communication Manager if a student did not attend their scheduled check-in meeting.

Who Performs this Step:

Teachers

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

-Sapphire

Result:

Comprehensive documentation will be housed for teacher communication with their asynchronous students.

6 Behavior referrals for non-compliance.**What happens:**

When a student has not attended two (2) consecutive or three (3) cumulative scheduled check-in meetings, the teacher will complete a behavior referral for Progress Monitoring.

Who Performs this Step:

Teachers

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Sapphire Grade Center

Sapphire Communication Manager

Progress Monitoring Referral in Sapphire

6.1. Teacher utilizes the Progress Monitoring Referral in Sapphire

Who Performs this Step:

Teachers

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Sapphire Grade Center

Sapphire Communication Manager

Progress Monitoring Referral in Sapphire

Result:

Student is referred for intervention.

Categories**Department (List only one):**

- Academic K-4

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/16/2019 8:25 AM	Save As from document	Vicki Andrews-Gilmore



Data Meetings

PA Virtual Processes

General Description

Departments Involved:

- Academic K-4

Summary/Purpose:

Data meetings occur between a principal and teachers. They focus on instructional planning based on assessment data, observational data, progress monitoring data, student tiers and groups, and group learning objectives. Based on data analysis, and the academic needs of students, teachers plan instruction to ensure groups of students exhibiting certain academic characteristics will meet objectives. At two week intervals or other specified interval, plan outcomes are reviewed using assessments designated in the plan to determine the effectiveness of the instructional plan.

When Performed:

- Bi-Weekly (every 2 weeks)

Responsibilities:

- Assistant Principal
- Principal

Categories

Department (List only one):

- Academic K-4

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.1	5/17/2022 8:42 AM	Review and update	Vicki Andrews-Gilmore
v1.0	5/16/2019 8:09 AM	Save As from document	Vicki Andrews-Gilmore



Multi-Tiered System of Support (MTSS)

PA Virtual Processes

General Description

Departments Involved:

- Academic Administration
- Guidance

Summary/Purpose:

Multi-Tiered Systems of Support (MTSS) is a multi-tier approach to the early identification and support of all students. The MTSS process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction and intervention. MTSS is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

When Performed:

- On Going

Though there is no single, thoroughly researched and widely practiced “model” of the MTSS process, it is generally defined as a three-tier (or three-step) model of school supports that uses research-based academic and/or behavioral interventions. The Three-Tier Model is described below.

Tier 1: High-Quality Classroom Instruction and Screening

Within Tier 1, all students receive high-quality, differentiated, and scientifically based instruction provided by qualified personnel. All students are screened on a periodic basis (6-8 weeks) to establish an academic baseline, measure growth and to identify struggling learners who need additional support. Students not showing adequate progress are moved to Tier 2.

Tier 2: Targeted Interventions

Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of

performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. A longer period of time may be required for this tier, but it should generally not exceed 8 weeks. Students are monitored for progress every 4 weeks and those who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

Tier 3: Intensive Interventions and Comprehensive Evaluation

At this level, students receive individualized, intensive interventions that target the students' skill deficits and are monitored every two weeks. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The data collected during Tiers 1, 2, and 3 are included and used to assist this process.

It should be noted that at any point in an MTSS process, parents may request a formal evaluation to determine eligibility for special education. An MTSS process cannot be used to deny or delay a formal evaluation for special education.

Responsibilities:

- Teachers

Process Stages or Steps

1 Universal Screening for all students is conducted prior to the start of the school year.

What happens:

This is accomplished through Universal Screening which includes the analysis of PSSA scores, PVAAS projections, academic history, benchmark, and screening assessment results, associated data, and noted behaviors and needs related to school success.

2 An MTSS data meeting with Principal or Designee/Teacher is scheduled to discuss student needs, identify appropriate research-based strategies to implement. Students are tiered based on:

What happens:

Students in Tier 1 are considered in need of high-quality, differentiated, and scientifically based instruction provided by qualified personnel in order to demonstrate a year's growth over a year's time in the subjects assessed. These students are progress monitored at **8 week intervals**.

Students in Tier 2 are typically receiving increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. These needs are still able to be met within the classroom through effective grouping and targeting of skills, but could include tutoring and other supports. These students are monitored for progress at **4 week intervals**.

Students in Tier 3 are typically receiving individualized or small intensive interventions that target the students' skill deficits. In addition to and not in lieu of high-quality, differentiated, and scientifically based instruction provided by qualified personnel within the classroom, these students receive Academic Support through a co-teaching, small group, or individual model as well as other interventions to address needs. These students are monitored for progress **every 2 weeks**.

Who Performs this Step:

Principal, Teachers

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Access to DIBELS, Study Island, and CDT

Result:

Students should be tiered according to the results of the data and teacher assessment.

3 Strategies are implemented and progress toward outcomes is monitored.

What happens:

Teachers regularly monitor growth if seeing none, teachers will move students to the next tier. If a student moves to Tier 3, academic pull-out will occur and a Title 1 parent letter will be generated by the Project Manager of the program.

Who Performs this Step:

Teachers

4 Students are reviewed and interventions intensified when necessary during regularly occurring Data Meetings.

5 Notes from all meetings, strategies, and outcomes, are to be documented

Categories

Department (List only one):

- Academic K-4

Regulations:

- PATTAN
-

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.1	8/31/2017 8:40 AM	Updated Process	Vicki Andrews-Gilmore
v1.0	6/23/2017 8:41 AM	New document	Katie Pomon

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Principal
 - Guidance
 - Assistant Principal
-

Forms

Forms:

MTSS Checklist

Software Access Needed

List of Software Access Needed:

Sapphire



ES Report Cards

PA Virtual Processes

General Description

Departments Involved:

- Academic K-4

Summary/Purpose:

PA Virtual student report cards and progress reports are made available through the Sapphire Student Information System.

Responsibilities:

- Teachers

Principals and teachers

Process Stages or Steps

1 Teachers input their grades and comments for each student through the Sapphire system.

2 Report cards are generated in the system for each student.

2.1. Updating Report Cards

What happens:

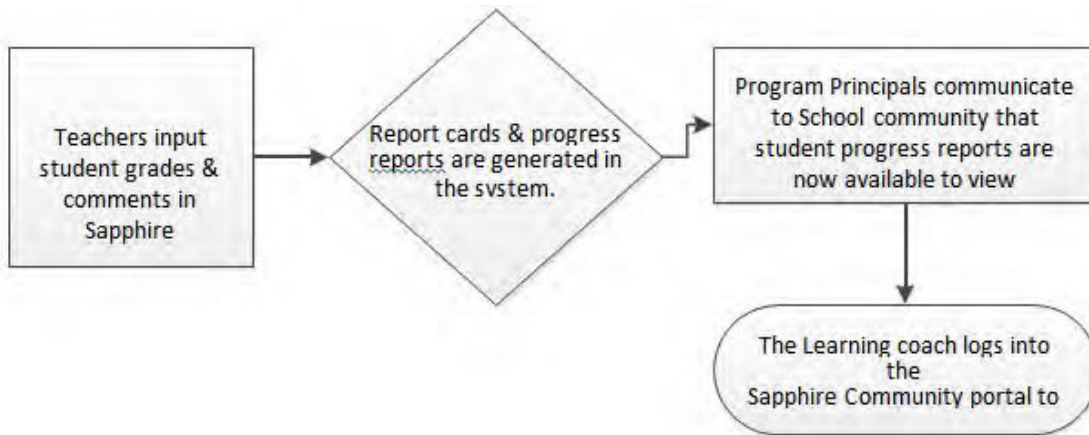
1. Go to your LMS2.
2. Go to the subject that needs to be finalized
3. Go to “My class” then “Final Grades”
4. Click on Save
5. You are done.
6. Go to the next subject and repeat the steps above.
7. Print your reports and skim through them to double check that all subjects show a finalized grade (a grade without parenthesis).

3 Once report cards are loaded into Sapphire, program Principals communicate to students and parents that grades are available to view.

- 4 The Learning Coach logs into the community portal in Sapphire using the parent login provided to them to view grade.

Flow Chart

Flow Chart INS-0026



Categories

Department (List only one):

- Academic K-4

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/17/2019 11:51 AM	Save As from document	Vicki Andrews-Gilmore

Forms

Forms:

1. Report Cards

Software Access Needed

List of Software Access Needed:

Sapphire



Opening of School Procedures

PA Virtual Processes

General Description

Departments Involved:

- Academic K-4
- Orientation

Summary/Purpose:

In order to ensure that student materials and classes are ready in time for the first student day, Principals and designees must confirm all student courses within their respective small learning communities. Returning student data is reviewed to ensure appropriate course and class placement, and schedules are created. In order to help prepare students and families for the upcoming school year, teachers and leaders send welcome letters and helpful resources electronically and in print as needed to promote a welcoming learning environment and a smooth start to the school year.

Responsibilities:

- Principal

Process Stages or Steps

1 July

- 1.1. Courses are ordered from K12 Inc. through Total View School
- 1.2. Class lists created Sapphire
- 1.3. Student schedules created in Sapphire

2 August

- 2.1. Materials are shipped from K12 Inc.
- 2.2. Teachers return
- 2.3. Welcome Emails from Teacher: include preconference survey; setup initial conference call

- 2.4. Welcome Packets: Principal welcome letter, hard copy lessons, getting started forms, contact lists
- 2.5. Orientation Course (Blackboard Boot Camp): New students; opportunity for assessment. Data used to identify needed supports for students/parents.
- 2.6. Initial Phone Conf; Information confirmed through survey, review schedule, goals/strategies, market events, provide enthusiasm/support for success.
- 2.7. Orientation Sessions – Ice breaker activities; scavenger hunt assignment submitted, expectations, timelines, events, contact guidelines, student handbook, attendance guidelines
- 2.8. Office Hours (Principal/Teacher): ongoing throughout school year, Principal will have session specific for newly enrolled parents

Categories

Department (List only one):

- Academic K-4

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/16/2019 8:23 AM	Save As from document	Vicki Andrews-Gilmore



Student Withdrawal Process

PA Virtual Processes

General Description

Departments Involved:

- Data
- Family Support Services
- Operations
- Registrar
- Pupil Health

Summary/Purpose:

In compliance with regulations established by the Pennsylvania Department of Education as well as the Student Records policy approved by the PA Virtual Board of Trustees; The purpose of the withdrawal process is to provide detailed guidelines for appropriate staff to follow to ensure that students leaving our school are removed from the roles promptly and accurately, allowing time for teachers to finalize grades for the official transcript/report card.

When Performed:

- As needed

Responsibilities:

- Project Manager - Elementary
- Project Manager - High School
- Project Manager - Middle School

Process Stages or Steps

1 Parent contacts school staff by phone to withdraw from PA Virtual

- 1.1. WD request may come in the form of a records request sent to the Registrar's office
- 1.2. If the student is currently participating in the New Student Orientation, the staff member should reach out to the Director/Assistant Director of Onboarding and Professional Development.

1.2.1. Director/Assistant Director should reach out to parent to attempt a win-

back. If unsuccessful, Director/Assistant Director will forward WD information to appropriate project manager for processing

2 Staff member emails appropriate project manager of elementary, middle, or high school

What happens:

The email should include the student's name and Student ID, along with other information that may have been provided by the parent.

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

- If more than one student is withdrawing, the project manager of the youngest student's school should handle the withdrawal
- Staff member should copy other project managers as appropriate.
- Email should include any pertinent information (i.e. reason for WD; last day; etc), if known.

Special Warnings:

If Project Manager is out on vacation, email the appropriate principal

3 Project manager contacts parent/guardian to complete the WD form

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

- Name of new school
- Date of Withdrawal from PA Virtual
- Reason for leaving

4 Project Manager logs onto the WD portal and searches by Family ID

What happens:

- Link to the [WD Portal](#) (The Registrar's office will need to set up an account for you.)
- Use the Family ID number you pulled from the Daily reconciliation
- Select "Add a new record" or if there is an existing record, add a new one
- Complete information while on phone with parent/guardian if possible
- "Last Day" is the last day the student will attend PA Virtual.
- Parent Email – preferably the PA Virtual parent email address. If circumstance warrants it, an alternative may be used. (pull number from Sapphire)
- Click "Submit"

- This triggers a confirmation email to be sent to parent/guardian

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Daily Reconciliation

Result:

If this step is done correctly, you will receive a confirmation of withdrawal. Upon receipt, forward the email the teachers, FSC and the guidance counselor. This should prompt the teacher to update the grades in Blackboard.

Special Warnings:

IMPORTANT NOTE:

- Kindergarten withdrawals – per PDE any student that has attended school, even if compulsory school age has not been reached (8 yrs), must continue to be enrolled in a school or official homeschool program (approved by the local district).
- Drop Out – Students younger than 17 may not drop out without approval from the principal and CEO/designee.
- GED – Programs are available to students 18 years or older. Students who are 16 or 17 are only permitted with the approval of CEO/designee. Students who are interested in pursuing their GED must meet with their guidance counselor to review the GED program prior to the WD being processed.

5 Parent/guardian receives the email which takes them to the withdrawal form.

Special Warnings:

Sometimes, the parent will call or email with an adjustment. Make the adjustment and resend the notice.

6 Parent verifies that all withdrawal information is correct and checks the agree box.

7 Registrar's office withdraws student from SIS, Blackboard and OLS systems.

8 Registrar's office uploads withdrawal forms into SIS.

9 On a weekly basis the registrar's office creates a withdrawal notification letter that is mailed to the child's local school district and parent.

10 The withdrawal form and notification letter are placed in the student's academic file.

11 The student's academic file is moved from the active to inactive file cabinet.

Related Documents

Other Related Documents:

Student Records Policy

Categories

Department (List only one):

- Academic K-4

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/11/2017 11:42 AM	New document	Vicki Andrews-Gilmore

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Registrar

Software Access Needed

List of Software Access Needed:

Withdrawal Database



ES Quarterly Failure/At-Risk Letters

PA Virtual Processes

General Description

Departments Involved:

- Academic K-4

Summary/Purpose:

The purpose is to alert parents to the current failing grade of a course (<65%), or that their student is at-risk of failing a course (<70%). Affected students are found using the Athletic Eligibility Report or Current Class Grades in Sapphire. A letter is sent via USPS. An email is sent the following day along with a robo call to alert parents to check their school email account.

When Performed:

- End of the Month
 - On or around the last day of the month

Responsibilities:

- Project Manager

Process Stages or Steps

1 Login to Sapphire

What happens:

- Reports>Report Cards/Transcript>Current Class Grades
- Select a Marking Period, Grade, Homeroom
- Run Report

Who Performs this Step:

Vicki Andrews-Gilmore, vandrewsgilmore@pavcsc12.org

Result:

You should end up with a spreadsheet listing the alpha grades for each student. Delete the columns that will not be used. You only need Student ID, FN, LN, Course ID, Grade Alpha and Grade Numeric, (teacher field if needed)

Current Class Grades

Run Report

Current Class Grades

This report returns a CSV export list of current grades for classes ta

RUN REPORT OPTIONS

STORED MP GRADES

Select Teacher Gradebook Marking Period By Selecting a Date:

MP1 - MP1 (08/01/2018 to 08/01/2018) -

MP2 - MP2 (08/28/2018 to 06/14/2019) -

Grade Level(s):

{All}

00

01

02

Note: use the CTRL and SHIFT keys to make mul
(Reporting all Grade Levels is the default selection)

Homeroom(s):

{All}

1008-Amy Austin

1145-Christine Adams

1090-Cynthia Jones

2 Prepare the spreadsheet for mail merge

What happens:

- Copy Student ID to the Column A
- Insert a blank column
- Insert =+D2&" , "&C2&"- "&B2 into the first column
- Filter C's,D's, and F's
- Copy Visible cells only (Find & Select) to new sheet
- Remove duplicates

2.1. Insert student demographic

2.1.1. Use the most recent Daily Rec

What happens:

- If you are mailing hard copy letters (run 5160 labels) or sending an email reminder, you will need the parent email address from the daily rec for your vlookup
- Move the daily rec enrollment tab to your demographic spreadsheet
- Run your vlookup using column 40
- Use the instructions from "Generating a mail merge" document to create an email your letters

3 See Also: [ES-21001 - Generating a mail merge for unexcused absences](#)

Related Documents

Zavanta Related Documents:

Document Type:	Document Name:	Document Number:
Work Instruction	Generating a mail merge for unexcused absences	ES-0006

Categories

Department (List only one):

- Academic K-4

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/16/2019 8:28 AM	Save As from document	Vicki Andrews-Gilmore

Software Access Needed

List of Software Access Needed:

Sapphire



Enrolling Students into Supplemental Programs

PA Virtual Processes

General Description

Departments Involved:

- Academic K-4
- Student Data & Assessment

Summary/Purpose:

Enrolling students in Reading A-Z, Spelling City, Study Island and Exact Path

When Performed:

- Beginning of the school year

Responsibilities:

- Kim Casarella

Process Stages or Steps

1 Students added

What happens:

Kim will send an email letting you know that the students have been added

Who Performs this Step:

Kim Casarella, kcasarella@pavcsk12.org

Categories

Department (List only one):

- Academic K-4

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/16/2019 8:56 AM	New document	Vicki Andrews-Gilmore



ES Synchronous Class Attendance

PA Virtual Processes

General Description

Departments Involved:

- Academic K-4

Summary/Purpose:

According to the student handbook, in order to be present a student participating in synchronous instruction must login to Blackboard Learn AND attend all their synchronous Blackboard Collaborate classes. The purpose of recording synchronous class (a/k/a "period") attendance is to ensure students are attending consistently, and if not, are being supported in their efforts to attend.

When Performed:

- Monday - Thursday while school is in session.
 - Class attendance is taken during the first 5 minutes of each synchronous class.
 - Class attendance recorded by 4:00 pm each day class is held.
 - Teachers must send an email to student and parent email addresses of any student who missed class that day.

Responsibilities:

- Teachers

Teachers who teach synchronous classes must take attendance during the first 5 minutes of each synchronous class and record period attendance in Sapphire not later than 4pm each day of school.

Process Stages or Steps

1 Teachers capture class attendance.

What happens:

- Teachers record class attendance via Sapphire Learning Management System (LMS)
- Teachers use the following codes:
 - P = Present
 - Ex = Excused
 - UEx = Unexcused

T = Tardy
EO = Early out

Who Performs this Step:

Teachers

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Sapphire Learning Management System

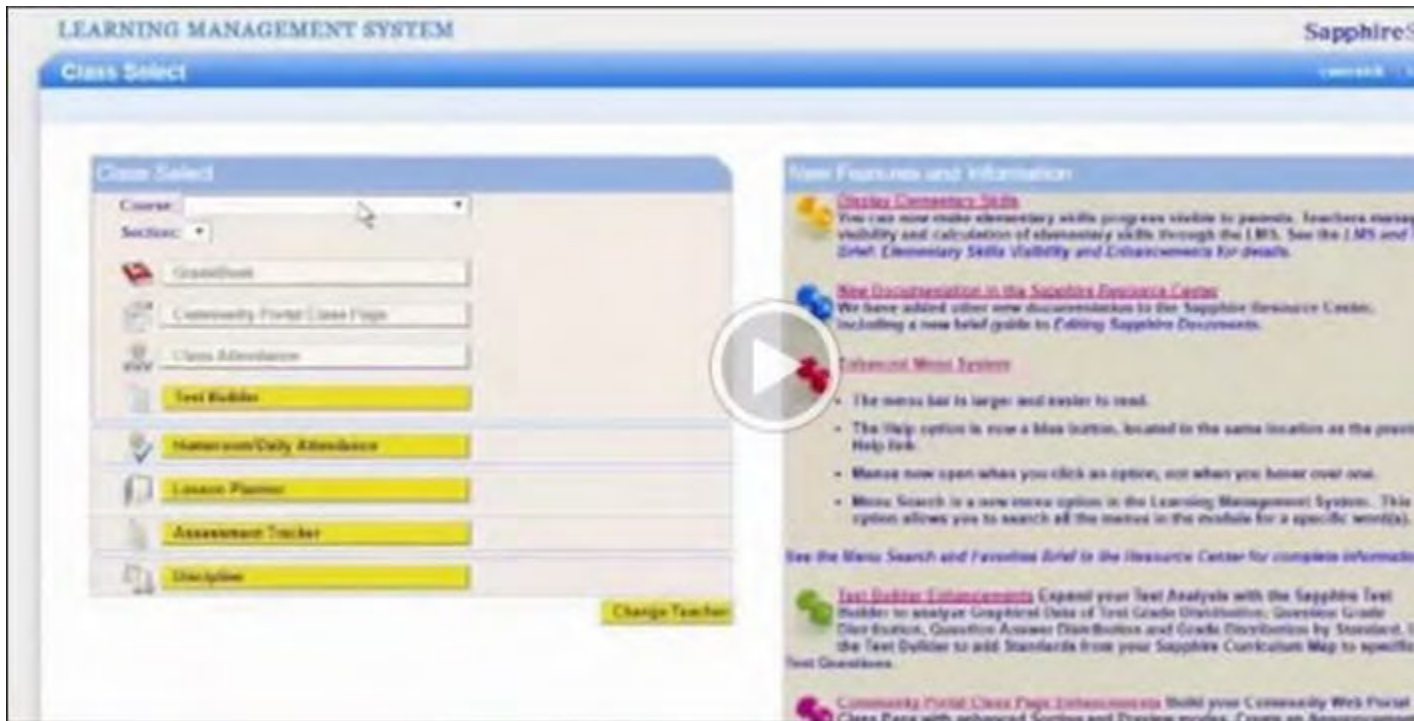
Result:

Students' synchronous class attendance is recorded.

Special Warnings:

-Teachers should check the "Daily Attendance" column for any pre-excused absence (i.e. illness, bereavement, educational trip, etc...).

-If there is an excuse, the student would be excused from class.



1.1. Login to Sapphire Learning Management System (LMS)

Who Performs this Step:

Teachers

2 Tier 1: Support (0-3 UEX absences) Teacher emails absent students.

What happens:

- When a student has an unexcused absence from a class, the teacher sends that student an email and copies the parent.
- The sent email is documented in the communication manager.

Who Performs this Step:

Teachers

Result:

Student and parent are notified of the unexcused absence.

3 At 3 Unexcused class absences**What happens:**

After a third unexcused absence from class, the teacher schedules a conference with the student and the parent/learning coach to address class attendance.

Who Performs this Step:

Teachers

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

- Class attendance record available in Sapphire.
- Student and parent email addresses/phone number available in Sapphire.

Result:

Student, parent, and teacher discuss the importance of class attendance and student begins to attend regularly.

4 Tier 2: Disciplinary and Support (4-10 UEX absences) **Academic Probation Status****What happens:**

- After the 4th UEX, the teacher creates a discipline referral from the Sapphire Grade book. Referrals need to be made by 4pm on Friday of the week the 4th absence occurs. (see video for instructions)
- Teacher schedules a follow-up conference with the parent and student and documents the call in the Sapphire Communication Manager.
- Student/Parent are sent an Academic Probation Improvement Plan via Sapphire Discipline Module by the Project Manager.

- Meeting is scheduled and held by the Family Support Coordinator with the student and parent to explain the Academic Probation Improvement Plan and expectations going forward.

Who Performs this Step:

Teachers
Project Manager - Elementary School
Family Support Coordinator

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

[Referral Process including Video](#)

Result:

- Student is put on Academic Probation for class absences.
- Student class attendance improves.

LEARNING MANAGEMENT SYSTEM

Discipline

My Gradebooks ▾ Reports ▾ Utilities ▾ Menu Search

Discipline

Incident From 05/25/2018 To 05/15/2019

Status: Unread (U) Open (O) Complete (C)

Order By: Incident Date/Time

Incidents (1)

Status	Date/Time	Student	Grd	Infractions	Actions
	10/04/18 10:10A	Brown, Charles	08	Unexcused Class Absences (4x)	Academic Probation Improvement Plan

5 4+ Unexcused class absences

What happens:

- Teacher continues to take class attendance and record it in Sapphire by 4pm
- Teacher continues to email unexcused students when absent from class (copy parent on email).
- Teacher continues to make attempts to reach the parent/student by phone.

Who Performs this Step:

Teacher

Related Documents**Zavanta Related Documents:**

Document Type:	Document Name:	Document Number:
Work Instruction	Preparing Academic Probation Improvement Plan	ES-2104

Categories**Department (List only one):**

- Academic K-4

Revision Management**Revision History Log:**

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/16/2019 12:28 PM	Save As from document	Vicki Andrews-Gilmore

Author / Owner**Subject Experts / Contributing Authors:**

The following subject experts may be consulted for additional information:

- Jason Fitzpatrick



Withdrawing students

Procedure

General Description

Purpose:

The purpose of the withdrawal process is to provide detailed guidelines for appropriate staff to follow to ensure that students leaving our school are removed from the roles promptly and accurately, allowing time for teachers to finalize grades for the official transcript/report card.

Who Performs / Responsible:

- Project Manager
- Registrar

When to Perform:

- As needed

Requirements

Approvals:

You must obtain the following approval(s) prior to starting the task:
If student is SPED, you must get approval from the Director of Special Ed

Equipment and Materials

Equipment:

Access the following before starting this procedure:

- Access to the online form

Detailed Steps

- 1** Parent/guardian contacts school staff requesting that student is withdrawn from PA Virtual.

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	3/1/2018 8:17 AM	New document	Vicki Andrews-Gilmore



Summer Withdraw/Opt Out

Work Instruction

General Description

Task Description:

This process will describe how to process a withdrawal during the summer

Purpose:

It's important to keep our student roster current

Who Performs:

- Vicki Andrews-Gilmore

When to Perform:

- As needed

Detailed Steps

- 1 Staff receives notification of a withdrawal**
- 2 Processing the withdrawal**

How to Do:

If a student never attended our school the option that needs to be chosen is opt out. If you know the school they are staying in or enrolling in that can be placed in the next school area. Their date of withdrawing will be the Sunday before their start date. An example: any student starting on 8/26 who never attends the withdraw date will be 8/25/19. If a returning student withdraws from our school over the summer just treat the withdraw as usual.

Related Documents

Zavanta Related Documents:

Document Type:	Document Name:	Document Number:
PA Virtual Processes	Student Withdrawal Process	ES-0008

Categories

Department (List only one):

- Academic K-4

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	7/16/2019 7:02 AM	New document	Vicki Andrews-Gilmore

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Damon Key



Generating a mail merge for unexcused absences

Work Instruction

General Description

Task Description:

This work instruction will show you how to prepare a mail merge for unexcused absences/Failure letters/Career letters in the K-4 Program

Purpose:

PA Virtual believes consistent class attendance is essential for making progress toward academic goals.

Who Performs:

- Vicki Andrews-Gilmore

When to Perform:

- Daily

Requirements

Pre-Knowledge:

- Basic knowledge of merging letters in Word
- Access to run reports in Sapphire

Equipment and Materials

Materials:

- Excel Spreadsheet

Detailed Steps

1 Pull period attendance from Sapphire for the previous day

1.1. Reports>Attendance>Period Attendance Report

1.2. Enter Start and End Date, select all grades ,save as a csv export and click "run report"

and save your document

- 1.3. Put the filters on the first row and sort Period 1 by all the unexcused absences. Highlight the entries in orange and deselect the sort continue this for Period 2 and Period 3.
- 1.4. Custom sort the entire spreadsheet by cell color (orange) and delete the entries that are not needed
- 1.5. Save spreadsheet "Period Att date" and save as an Excel Workbook

2 Download the most recent Daily Reconciliation (password is report)

How to Do:

1. Using Vlookup, drop the student's address and the parent's email address into your spreadsheet that contains the content you would like to mail merge.
 2. Save the document and close so that the document is available when you start your Word letter.
- 2.1. Select the Enrollments tab and delete the number headings in Row 1
 - 2.2. Using an empty column, vlookup column 39 in the Daily Reconciliation

Result:

You should have a spreadsheet with all of the students that have an UEX absence for the day along with the email addresses of their parents.

Warnings / If an Error Occurs:

Sometimes, the Daily reconciliation comes back with an error. Try using another column in your spreadsheet

3 Prepare your word document for mail merging [Use-mail-merge-to-send email messages.pdf](#)

How to Do:

1. Create a new document in Word
2. Select Mailings
3. Start Mail Merge>Step-by-Step mail merge wizard
4. Select "E-mail messages"
5. Select recipients>use an existing list
6. Use the current document (assuming you have typed the text)

7. Insert the appropriate merge fields
8. Complete the rest of the steps on the wizard

Result:

You should have a letter for each student with the merged fields included in the letter

Warnings / If an Error Occurs:

Make sure "Outlook" is open

- 3.1. Open or create a word document with language for the email
- 3.2. Insert Merge Fields where appropriate, ie Student ID, First Name, Last Name and Calendar Day
- 3.3. On the Word toolbar, "Select Recipients" and use your existing spreadsheet created earlier
- 3.4. Preview Results to ensure accuracy

Related Documents**Other Related Documents:**

[Use-mail-merge-to-send email messages \(1\).pdf](#)

Categories**Department (List only one):**

- Academic K-4

Categories:

- Compliance

Revision Management**Revision History Log:**

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	2/15/2018 2:22 PM	New document	Vicki Andrews-Gilmore



Creating or Editing a PA Virtual Process

Work Instruction

General Description

Task Description:

This process will describe how to use Zavanta to edit existing processes or add a new process. There are 13 input screens with four to five input fields. Every field can be edited but some fields are mandatory. Complete as many fields as possible and keep in mind that your audience for these processes is staff from other departments and new staff members.

Purpose:

There are formatting guidelines that are important for you to follow and mandatory fields to complete. The list of mandatory fields are:

- Department Involved
- Summary/Purpose
- When to Perform
- Responsibilities
- Process Stages or Steps
- Document Name
- Document Number (use the new naming convention attached)
- Primary Author
- Document Owner
- Department that owns the process

Who Performs:

- Zavanta Contributors

Currently, we have 10 contributor licenses, which means that 10 people can edit processes at the same time and we have 20 reader licenses. Once we max out, you will get a message letting you know that you have exceeded the limit and you must wait until someone has logged out of the system.

When to Perform:

- As needed

Processes should be reviewed at least once a year.

Requirements

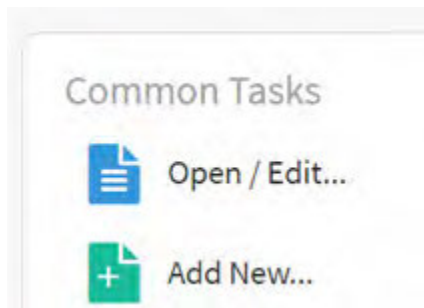
Pre-Knowledge:

- Training from Zavanta
- Watching videos located in the "Help Center"
- Reviewing the "Building Effective Procedures" writing guide
- Watch "Create a New Document"
- Watch "How to write a procedure"
- Watch "Using PickLists"
- Watch "Using Zavanta's Step Engine"

Detailed Steps

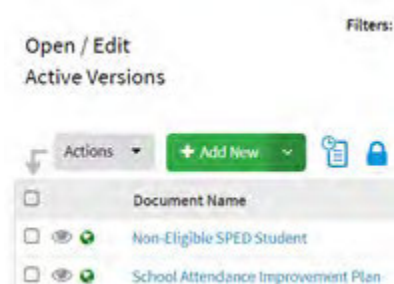
1 Locate existing process or create a new process

1.1. Select Open/Edit from your dashboard

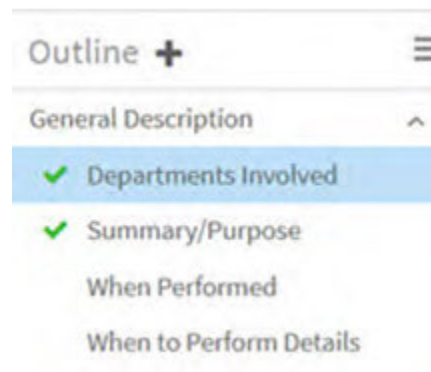


1.1.1. Search for the process you need to edit. Double click the process and begin editing the fields

How to Do:



1.1.2. Using the outline of available screens on the left, make your selection of fields you would like to edit

How to Do:

1.1.3. Select the workflow for your department

1.2. Select "Add New"

How to Do:

If you are adding a new process, you will need to create a name for your process along with a number. Use the new [Policy and Procedure Numbering System](#)

- CEO's Office- **1000**
 - Board of Trustees- 1100
 - Public Affairs & Accountability- 1200
 - Instructional Technology- 1300
 - Executive Leadership- 1400
- Teaching, Learning, and Family- **2000**
 - Elementary School- 2100
 - Middle School- 2200
 - High School- 2300
 - Special Education- 2400
 - Onboarding & Professional Development- 2500
 - Student Data & Assessment- 2600
 - Curriculum, Instruction, & Federal Programs- 2700
 - Guidance- 2710
 - Family Support- 2800
 - Parent Education & Engagement- 2810
 - Family Support- 2820
 - Pupil Health- 2830
 - Student Records- 2900
- Finance- **3000**
 - Operations- 3100
 - Information Technology- 3200
- Human Resources/ Marketing- **4000**
 - Human Resources- 4100
 - Marketing- 4200
 - Enrollment- 4300

1.2.1. Select "**PA Virtual Process**" or "**Work Instruction**"

How to Do:

A Process is a high-level description of related groups of tasks or procedures that lead to a specific outcome. A process description tells what should

happen and who is responsible for each activity. Processes answer the question: How does a particular function or area of our business work?

Process descriptions generally consist of multiple tasks or procedures performed by more than one department or by more than one type of worker within the same department. Process descriptions are most frequently used by upper and middle management to understand overall workflows and relationships between departments.

Work Instruction

A Work Instruction, sometimes referred to as a Detailed Task or Desk Procedure, explains the steps for completing a specific task by a specific individual. It describes the "how to" and is used by one person performing or learning the task.

Work Instructions are often linked to higher level procedures and processes. Because a specific work instruction may support multiple procedures and business processes, its important that each work instruction be a separate document -- do not embed tasks in higher-level documents. The details are typically what change most frequently. By isolating the details you can easily find and update just the part that changed; you don't have to change the entire framework.

1.2.2. Name your document

How to Do:

This field allows you to give a name to the document you are creating. Make the document names as descriptive as possible.

1.2.3. Number your document

How to Do:

Using the new naming convention, assign your new process a number. For example, Elementary School would be ES - 2101, ES - 2102, etc

2 Department Involved - Mandatory

How to Do:

This field answers the question: What departments are involved in this process? List as many departments that apply to the process.

3 Summary/Purpose - Mandatory

How to Do:

This field answers the important question: What is the process to be performed? It provides a quick reference so the reader will immediately know what the document is about.

Briefly describe the process this document covers. A good description should capture the major action or outcome of the process, and it should easily distinguish the process so that the reader selects the correct document to use when performing or learning a task.

4 When Performed**How to Do:****When to Perform**

It is important to indicate when a particular process applies or should be initiated. Some processes occur on regular schedules, others are conditional such as when a parent calls, or when a specific error occurs. Use the pick list to help you choose or add an item if not listed on the pick list.

In the text field, describe the specific circumstances surrounding when the process should be followed and also, if applicable, when it should NOT be followed.

5 When to Performs Details**How to Do:**

In the text field, describe the specific circumstances surrounding when the process should be followed and also, if applicable when it should NOT be followed.

6 Responsibilities - Mandatory**How to Do:**

This field answers the important question: Who performs this process? Readers need to know immediately if they, or their departments, are responsible for tasks in the process or not. Processes typically apply to more than one functional area.

The Pick List helps you quickly select from a list of departments and groups.

7 Who Performs Details**How to Do:**

Enter specific circumstances

8 Flowcharts /Attachments

How to Do:

This screen allows you to include a flowchart attachment with your document to help clarify your document. You can use Word, Visio or a PDF for your flowchart. A flowchart is required if the process has more than 5 steps.

Warnings / If an Error Occurs:

Attachment has not been uploaded to the document center on the web using Zavanta's file manager. This is also the place where you can upload graphics or documents.

9 Process Stages or Steps - Mandatory**How to Do:**

On this screen you will outline the specific steps for the procedure.

This interface is designed to help you think through step logic and avoid many common mistakes that make procedural information complicated and hard to follow. List all the specific steps, stages or actions. Don't worry about getting the order right, you can easily re-order them, promote and demote them later. Zavanta's drag and drop step engine makes this really easy. For each step, you will enter detailed information by expanding the details for that step.

Warnings / If an Error Occurs:

Watch the "Using Zavanta's Step Engine Video"

10 Forms**How to Do:**

Examples of forms can include Google forms

11 Software Access Needed**How to Do:**

This field will help the reader understand what software program they need access to in order to perform a task. Examples of software include Boarddocs, HelloSign, Testing Nirvana

12 Revise the document name if necessary**How to Do:**

If you are creating a new process, you will enter the name using Step 1 of this process. You can also edit the name of the document in this field

Result:

Policy and Procedure Numbering System

- **CEO's Office- 1000**
 - Board of Trustees- 1100
 - Public Affairs & Accountability- 1200
 - Instructional Technology- 1300
 - Executive Leadership- 1400
- **Teaching, Learning, and Family- 2000**
 - Elementary School- 2100
 - Middle School- 2200
 - High School- 2300
 - Special Education- 2400
 - Onboarding & Professional Development- 2500
 - Student Data & Assessment- 2600
 - Curriculum, Instruction, & Federal Programs- 2700
 - Guidance- 2710
 - Family Support- 2800
 - Parent Education & Engagement- 2810
 - Family Support- 2820
 - Pupil Health- 2830
 - Student Records- 2900
- **Finance- 3000**
 - Operations- 3100
 - Information Technology- 3200
- **Human Resources/ Marketing- 4000**
 - Human Resources- 4100
 - Marketing- 4200
 - Enrollment- 4300

13 Edit the document number

How to Do:

Use the new naming convention established by Dr. Parrilla and Kiel Parker attached to this process. To change the document number, select the number located in the top left corner.

14 Review Date

How to Do:

Enter the date the process will need to be reviewed. An example would be annually.

15 Primary Author - Mandatory

How to Do:

This field records the name of the primary author who is typically the department director or the subject expert.

16 Document Owner - Mandatory

How to Do:

For every document you create, you should designate someone who is the person responsible for making changes and ensuring that the "latest and greatest " version is distributed to the right people. Think of this person or function as the document "coordinator." This person may or may not always be the subject expert.

17 Document Owner Email Address**How to Do:**

This field is not mandatory.

18 Subject Experts / Contributing Authors**How to Do:**

This field contains the names of additional subject experts and anyone who contributed background information used in this document.

By keeping track of these individuals, you can easily contact them for further details or answers to questions. You might also want to include the person's name and/or FAX or E-mail address. Particularly in a large organization with a widely-dispersed workforce, it is extremely helpful to be able to locate experts on particular subjects to share lessons learned, best practices and ensure that individual groups don't silo themselves and re-invent the wheel.

TIP: In this case, it is often helpful to use individual names or you can include the individual's name and job title.

19 Zavanta Related Documents**How to Do:**

This screen allows you to link to and track relationships between the current document and any other documents you created in Zavanta.

The Document Control Information section of the Current Document Report lists all related documents you record here. The relationships you define in the Related Documents List will be converted to hypertext links for the HTML export files. When you view an exported HTML document with your browser, you can simply click on a related document and immediately view it.

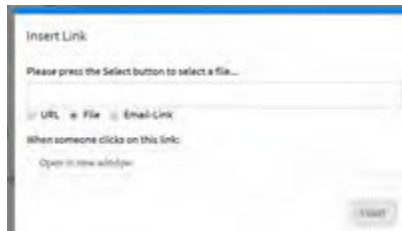
20 External Related

How to Do:

This text field allows you to list any non-Zavanta documents that are related to the current document. For example, you can easily link to regulations, specifications, records, etc.

You may use this field to insert HTML hyperlinks to external files such as Microsoft WORD files, web sites, Excel files, Electronic Forms, and links to board policies.

20.1. Select "Insert" and "Link"

How to Do:**Result:**

Upload a document from the list of documents available in the file manager. If you don't see your document, make sure you uploaded the document from your computer to the file manager storage area in Zavanta for your department.

21 Revision History Log**How to Do:**

Each time you make official changes to this document, you should briefly note the version and the nature of the changes you made. In many cases, you will want to know when and why changes were made to your document. This is especially important if more than one person is responsible for making updates. The Revision History Log will help you keep this information at your fingertips.

You will enter three types of information in this log. The version number, the version date, and the nature of changes. Zavanta automatically records the name of the user who added the record. If you are editing a document through the automated workflow, Zavanta will change the version number.

22 Department - Mandatory

How to Do:

This field is used to filter by department for display on the portal. Only one department can be selected

Result:

The process will appear on your department's portal. If you list more than one department, the process will not appear on the portal.

23 Categories**How to Do:**

This screen allows you to capture information used to group and categorize the document. Category fields are typically used in filter definitions, allowing you to report, and search information any way you want for example by a department, regulation, and more.

24 Regulations**How to Do:**

If your business is audited or subject to regulatory compliance it is often helpful to codify policies and procedures according to a specific regulation. This gives you a way to quickly sort, group, and report information pertaining to a specific regulation.

25 Responsible / Who Performs**How to Do:**

This is an optional field used to group and classify documents for reporting on roles and responsibilities. If you will be generating roles and responsibilities lists, or if you would want this document included in a given job or position's "training manual" or web index, then enter that position or job title here.

The Pick List helps you quickly select from a list, make sure everyone is using consistent job titles terminology.

26 Sign-off authorization**Result:**

No input needed from you

27 Publish to Portal

How to Do:

If you are manually editing a process, you will need to manually Publish to the Portal. If you use the automated workflow feature, the process of publishing to the portal will automatically be activated

Result:

Your updated process will be shared with staff. If you forget to publish to portal, the most recent version of the process will not be available

27.1. Save your document

How to Do:

You will receive reminders for fields that might need information from you. Some fields are mandatory, while others are optional

27.2. Preview Document

How to Do:

Select "Document Page"

27.3. Select "File", "Publish to Portal"

Result:

The updated process will be listed on the employee portal

27.3.1. Set the appropriate status

How to Do:

- Approved
- In Development
- Under Review

Troubleshooting

Common Problems:

Below are common issues and how to resolve them:

- If you are not sure about how to format, look at existing processes

How to Get Help:

- Click on the advice icon wherever you see a graduation cap
- Look for a Help video in Zavanta

Use this Google Form if you identified an issue or if you would like to comment or provide feedback. [Process Questions](#)

Related Documents

Other Related Documents:

[Building Effective Procedures.pdf](#)

[Policy and Procedure Numbering System.docx](#)

Categories

Department (List only one):

- Academic K-4

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.1	4/3/2019 12:04 PM	Publish status change notes: Updated as of 4.3.19	Vicki Andrews-Gilmore
v1.0	3/7/2019 9:04 AM	Save As from document	Vicki Andrews-Gilmore

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Nate Achey
- Vicki Andrews-Gilmore



Entering Pass/Fail grades in Sapphire

Work Instruction

General Description

Task Description:

This task will outline to process to enter Pass/Fail grades in Sapphire. There is also a video created by Katie Barnett that describes this task.

Purpose:

It is important to corectly submit grades for the end of the year report cards

Who Performs:

- Teachers

When to Perform:

- Three times a year

Requirements

Approvals:

You must obtain the following approval(s) prior to starting the task:
Steve Schutt

Pre-Knowledge:

- Access to Sapphire

Warnings and Precautions

Warnings:

Performing this Work Instruction improperly could result in:

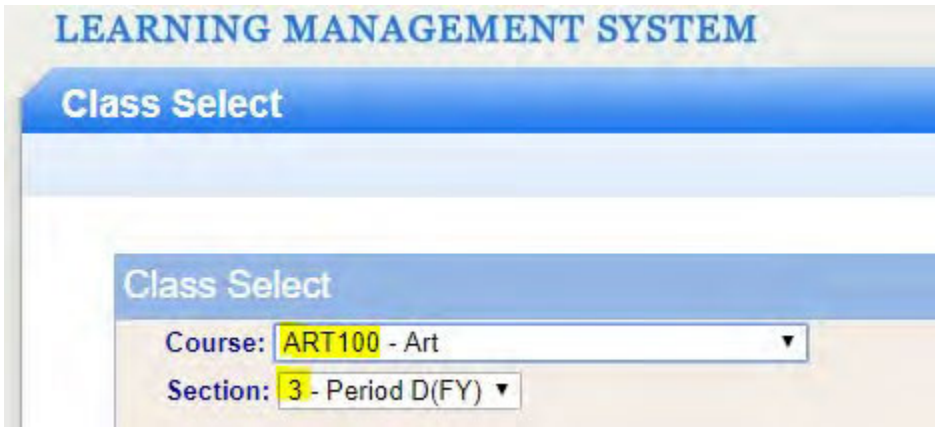
- Report cards with missing grades

Detailed Steps

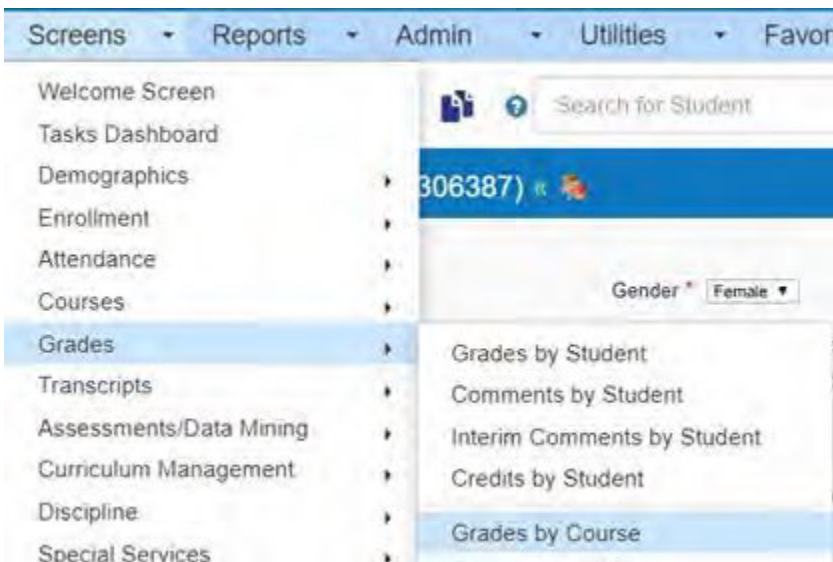
1 Enter the SIS system

[Click here to watch the movie](#)

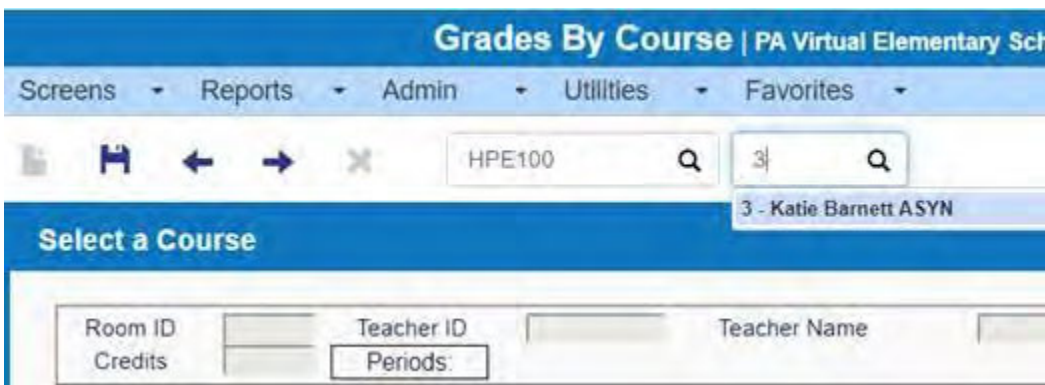
2 Note your Course#/Section



3 Go to Screens>Grades>Grades by Course



4 Enter the Course and Section



- 5 Select your name
- 6 Enter the P/F in the Let. area (blue colored box) of the FIN column for each student and Save.

Grades By Course | PA Virtual Ele

Screens ▾ Reports ▾ Admin ▾ Utilities ▾ Favorites ▾

HPE100

Health and Physical Education (HPE100 - 3)

Room ID	ASYN	Teacher ID	kbarnett	Teacher Name
Credits	0.000	Periods:	B(M)	
Student Name	Student ID	Status	YTD	FIN
Alarcon, [REDACTED]	306391	A	Num.	Let. P
Blanton, [REDACTED]	306387	A	Num.	Let. P

- 7 Repeat for all remaining courses
- 8 Do a happy dance it's all done.

Troubleshooting

How to Get Help:

- Call the Help Desk

Categories

Department (List only one):

- Academic K-4

Categories:

- Report Cards

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/4/2019 7:04 AM	New document	Vicki Andrews-Gilmore



Programming Spotlight on Music

Work Instruction

General Description

Task Description:

This task will outline the year-end steps for Spotlight on Music

Purpose:

It takes 48 hours for students to gain access to Spotlight.

When to Perform:

- During the summer

Troubleshooting

How to Get Help:

- Review instruction manual attached to this process

[SpotlightonMusic.pdf](#)

Categories

Department (List only one):

- Academic K-4

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/29/2019 2:08 PM	New document	Vicki Andrews-Gilmore

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Maureen Weinberger



Downloading OLS Progress

Work Instruction

General Description

Task Description:

These steps will outline the process to download YTD OLS progress for each teacher

Purpose:

Once we move to the next school year, this information is no longer available

Who Performs:

- Vicki Andrews-Gilmore

When to Perform:

- End of the School Year

Detailed Steps

- 1 Access the OLS through your TotalView Account**
- 2 Find your teacher's homeroom**
- 3 Download the YTD Progress**

How to Do:

1. Select Progress
2. Filter by Subject: Select Math, ELA, Science and History
3. Select Core Lessons Only and Number of Lessons
4. Select all students and "Export Class Progress"
5. Save on the Elementary network drive in the appropriate SY
6. Repeat these steps for each teacher

Result:

A spreadsheet that contains the year to date OLS progress for each teacher

Categories

Department (List only one):

- Academic K-4

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	7/2/2019 7:31 AM	New document	Vicki Andrews-Gilmore



ES Staff Meetings

Work Instruction

General Description

Task Description:

This task will outline the process for conducting staff meetings.

Purpose:

This task allows us to be consistent with our staff meetings and action items.

Who Performs:

- Vicki Andrews-Gilmore

When to Perform:

- As needed

Detailed Steps

1 Agenda emailed

- 1.1. Christine/Steve jointly create the agenda
- 1.2. Agenda is emailed to elementary staff

2 Meeting Held

- 2.1. Christine creates a BB course for staff meeting
- 2.2. Meeting is held and recorded

3 Notes Posted

- 3.1. Action items are recorded
- 3.2. Notes are uploaded to the Elementary Team Google Drive

4 Recording Sent

Categories

Department (List only one):

- Academic K-4

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/20/2019 1:10 PM	New document	Vicki Andrews-Gilmore



Resetting a student's OLS

Work Instruction

General Description

Task Description:

Sometimes it is necessary to reset a student's OLS to zero. This process will describe the steps needed

Who Performs:

- Reg Ed Teacher

When to Perform:

- As needed

Detailed Steps

- 1 Log into OLS**
- 2 Find student in your classroom, and click student's name to open student's overview**
- 3 Select student's "Progress" tab**
- 4 From courses drop-down, open each course**
- 5 Select the right arrow to drop-down the unit list**
- 6 Select the green circle next to each unit and select "Put this lesson back on plan"**

The screenshot shows the K12 Learning Management System interface. At the top, there is a navigation bar with 'Welcome, Katie Shaffer' and various menu items like 'Home', 'Students', 'Curriculum', 'K-Mail', 'Community', and 'Help'. Below this, there is a student profile for 'L. Kimble' with details like 'Grade: K', 'Age: 5 (06/20/15)', and 'Student Last Login: 09/18/19 (0 days)'. The main content area displays 'Course: Summit Math+ Blue' and 'Unit 8: Introduction to Addition'. A table lists lessons from 8.1 to 8.8, with columns for 'Lesson List', 'Materials', 'Advance Prep', 'Objectives', and 'Lesson Tracking'. A modal dialog box is overlaid on the right, titled 'If you would like to change the status of this lesson, select an option below.' It contains two radio button options: 'I want to skip this lesson' and 'Put this lesson back on plan'. The second option is selected and highlighted in yellow. There are 'Save' and 'Cancel' buttons at the bottom of the dialog.

Troubleshooting

Common Problems:

Below are common issues and how to resolve them:

This will need to be done for every unit that was previously completed for each course student is enrolled in.

Categories

Department (List only one):

- Academic K-4

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	9/19/2019 10:36 AM	New document	Vicki Andrews-Gilmore



Preparing Academic Probation Improvement Plan

Work Instruction

General Description

Task Description:

Prepare academic probation student letters.

Purpose:

To ensure students are in compliance with the truancy policy

Who Performs:

- Project Manager - Elementary

When to Perform:

- Weekly

Equipment and Materials

Materials:

- Probation Attendance Letter in Sapphire

Detailed Steps

1 Creating the initial incident

How to Do:

1. Every Wednesday, the PM will pull the period attendance to identify which student will need a 4th UEX incident recorded in Sapphire. The PM will create 1 incident (Academic Probation Stage) and 1 action item (Academic Probation Plan) in the Sapphire module after the 4th UEX class absence.

Result:

As an added step, before you create the AP, double-check the number of unexcused absences against the student's quick look-up. You may find that an unexcused absence has been

updated and marked as an absence. Also, if you see 4 unexcused absences on the same day, you may want to check with the FSC as this absence could also be an excused absence.

2 Run the Letter Template

How to Do:

The PM will run the report template (letter to the families) for the academic probation improvement plan letters for the new list of students. Make sure you select "save to the document center" and mark students as letters sent to yes. The letter will be uploaded into the parent portal. Mail the letters via USPS and include a printed copy of the period attendance report for each student along with a label explaining the attendance codes.

3 Notify FSC's and Guidance Counselors

How to Do:

Each Wednesday, the PM's will run the Incident Report from Sapphire and cut and paste the information into the "[Academic Probation Tracking](#)" spreadsheet created by Jason F. Once this tracking sheet has all of the student information, email the guidance counselors and the FSCs so they can then begin to make the Tier 2 intervention calls with families.

4 Mailing the letters

How to Do:

Fold the letter neatly making sure the address is seen through the window envelope and drop in the mail.

Related Documents

Zavanta Related Documents:

Document Type:	Document Name:	Document Number:
PA Virtual Processes	Elementary School Progress Monitoring	ES-2123

Other Related Documents:

[Class Attendance Procedures](#)

Categories

Department (List only one):

- Academic K-4

Regulations:

- Pennsylvania Department of Education

Responsible / Who Performs:

- Project Manager - Elementary
-

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	4/30/2018 8:56 AM	New document	Vicki Andrews-Gilmore

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Guidance
- Director of Student Services



Semester Career Failure Email

Work Instruction

General Description

Task Description:

This task will document the process of creating a mail merge for students who are failing the Career Education course.

Purpose:

Progress reports are sent twice a year, so we don't want any surprises by parents when they see a failure on their students progress report.

Who Performs:

- Bethany Pepe

When to Perform:

- End of Semester

Requirements

Pre-Knowledge:

- Comfortable with Microsoft Excel
 - Microsoft Outlook
 - Microsoft Word

Equipment and Materials

Materials:

- PA CareerZone spreadsheet by grade level
- The most recent Daily Reconciliation
- Failure letter template

Warnings and Precautions

Warnings:

Performing this Work Instruction improperly could result in:

- Missing email addresses

- Student names not merging correctly

Precautions:

To avoid errors and potential problems do the following before starting this task:

- Make sure you have Microsoft Outlook open
- Make sure your spreadsheet is coded properly for merging

Detailed Steps

1 Prepare your list of eligible students

1.1. Create a new workbook

How to Do:

Using the data from the Career Artifact report, create a new workbook

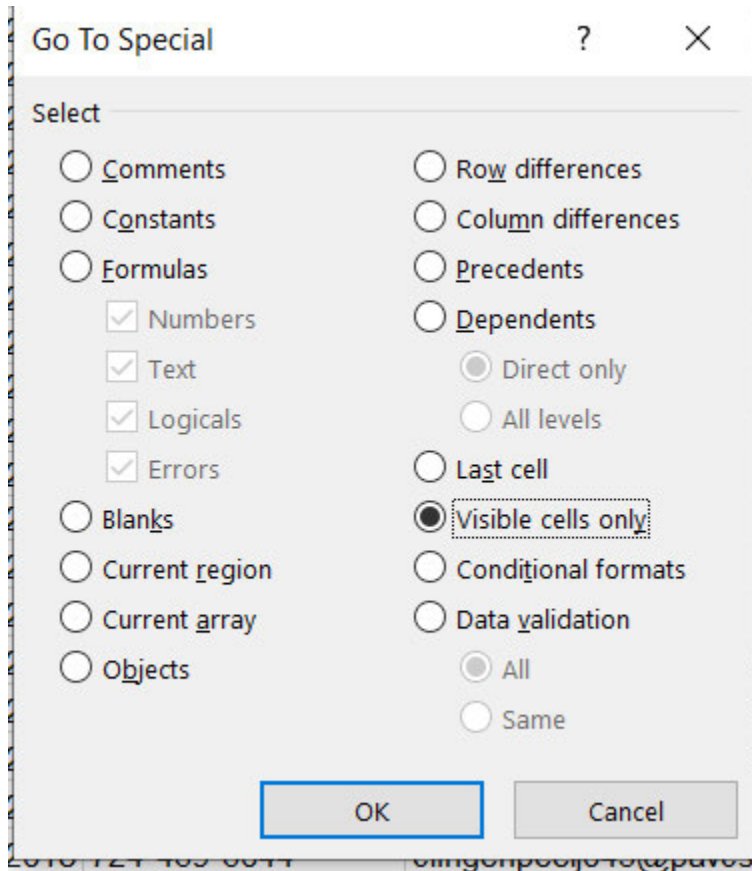
1.2. Create another sheet and combine the data from each report

2 Download the most recent Daily Rec

2.1. Using the enrollment tab, sort the 4th and 3rd-grade students, copy and paste into your working mail merge document.

How to Do:

When performing the copy step, make sure you use the "Go to Special" feature under the Home tab. This will ensure that you are only copying the visible data.



2.2. Inserting student data using vlookup

How to Do:

Insert the homeroom teacher and the parent email into the student info tab using vlookup. Make sure the first column is the student email address and it is sorted alphabetically. Also, make sure the only student names listed are the students with 0,1, 2 or 3 artifacts submitted.

3 Prepare your Word mail merge document

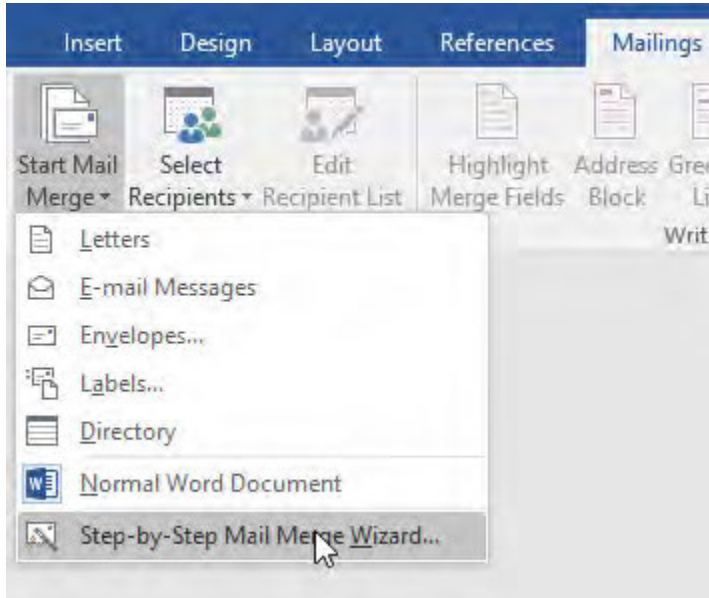
How to Do:

- Open a new Word document or an existing document you plan to use for the mail merge letter
- Mailings>Start Mail Merge>Step-by-Step Mail Merge Wizard
- Follow the directions given by the wizard, use the E-mail message type of document
- Use an existing list (this is the spreadsheet prepared in Step 1)
- Place your cursor in the correct spot and Insert your Merge Field codes
- Preview Results and make changes as appropriate
- Finish & Merge>Send email messages

- To: email address, Subject Line: Career Failure, and Mail format: HTML (make sure Outlook is open before you perform this step.

Result:

Each parent should receive an email with their student data inserted



Troubleshooting

Common Problems:

Below are common issues and how to resolve them:

- Your computer freezing
 - Copy and paste another copy of the grade level daily rec into a new sheet
- Your merge codes are not configured properly
 - Place the cursor exactly where you want the merge code to be inserted

How to Get Help:

- Email Vicki Gilmore

Related Documents

Other Related Documents:

[Use-mail-merge-to-send email messages \(1\).pdf](#)

Categories

Department (List only one):

- Academic K-4

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	1/30/2020 12:23 PM	New document	Vicki Andrews-Gilmore



New Teacher Checklist

Work Instruction

General Description

Task Description:

This task will outline the systems/programs that new teachers or LTS's will need in order to effectively do their jobs.

Purpose:

There are several departments involved in the process.

Detailed Steps

1 Blackboard

How to Do:

- Kevin Squire

2 Study Island

How to Do:

- Chris Gilligan

3 Dibels

How to Do:

- Kim Casarella

4 Planbook

How to Do:

- Vicki Gilmore

5 Reading A-Z

How to Do:

- Vicki Gilmore

6 OLS

How to Do:

- Molly Dugan

7 Sapphire

How to Do:

- Molly Dugan

8 Zavanta

How to Do:

- Vicki Gilmore

9 Google Team Drive

How to Do:

- Vicki Gilmore

10 Google Team Site

How to Do:

- Vicki Gilmore

11 Teaching materials

How to Do:

- Bethany Pepe will order K12 materials

12 PVAAS

How to Do:

- Chris Gilligan

13 Spelling City**How to Do:**

- Mary Ellen Moore

Categories**Department (List only one):**

- Academic K-4

Revision Management**Revision History Log:**

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	11/1/2019 11:30 AM	New document	Vicki Andrews-Gilmore



Pulling Progress Reports

Work Instruction

General Description

Task Description:

Twice a year, progress reports are reviewed and uploaded to the parent portal. This task will describe this process.

Purpose:

Parents can gauge the mid-year progress reports

Who Performs:

- Reg Ed Teacher

When to Perform:

- Twice a year

Detailed Steps

- 1 Login to Sapphire**
- 2 Under "Reports", select "Report Cards/Transcript", select "Secondary Report Card (SJC)(Elem)**
- 3 Select "Marking Period"**

Run Report: **Secondary Report Card (SJC)(Elem)**
PA Virtual Elem Building Secondary Style Report Card (Elem)

RUN REPORT OPTIONS **REPORT SETUP**

Marking Period: MP2-MP2

Grade Level(s): 00 01 02
Note: use the CTRL and SHIFT keys to make multiple selections.
(Reporting all Grade Levels is the default selection.)

Homeroom(s): 1103-Jessica Chalabian 1172-Jessica Domeman

Team(s): 01-Amy Markle 03-Lauri Fitzgerald 04-Dana Ciccotti

Counselor(s): Jason Fitzpatrick Rebecca Misoloni Bethany Pope Barbara Flor

Enrolled?: Yes

Select Student: Empty Selection Selected Students (double click to remove)

Saved Group: (select saved group)

School Notices:

Print Report Card For: (Student Physical Address)

Sort Order: Name (Last First)

Action: View and Print

Output Formats: PDF - Portable Document Format RTF - Rich Text Format

- 3.1. Select your grade level
- 3.2. Select your Homeroom name
- 3.3. Select "View Print"
 - 3.3.1. Use this feature only if you would like to view reports
- 3.4. Select "Post to Community Add"
 - 3.4.1. Select "Run Reports"

Troubleshooting

How to Get Help:

- Ask your supervisor

Flow Chart

[Progress Report](#)

Related Documents

External Related Documents:

[2 1/2 minute video from Christine Adams](#)

Categories

Department (List only one):

- Academic K-4

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.1	2/12/2019 9:27 AM	Publish status change notes: This is a test to see the results of adding a comment to the Revision History.	Vicki Andrews-Gilmore
v1.0	2/12/2019 7:52 AM	New document	Vicki Andrews-Gilmore



Approving Grades in TotalView

Work Instruction

General Description

Task Description:

At the end of each school year, the previous SY courses will need to be approved and new courses ordered.

Purpose:

Courses must be ordered in time to ensure students have access to their materials for the first day of school

Who Performs:

- Bethany Pepe
- Christine Adams
- Vicki Andrews-Gilmore

When to Perform:

- End of the Year

Requirements

Approvals:

You must obtain the following approval(s) prior to starting the task:
Get approval from Maureen and Steve

Pre-Knowledge:

- TotalView

Warnings and Precautions

Warnings:

Performing this Work Instruction improperly could result in:

- Students that are exempt from Music
- Students that are still working on previous year materials
- Students that are withdrawn
- The default courses are correct

Precautions:

To avoid errors and potential problems do the following before starting this task:

- Walk through the process with Maureen Weinberger

Detailed Steps

1 Access TotalView

How to Do:

You must have administrator rights to perform this task

2 Select a Classroom

How to Do:

Select the homeroom for each teacher

3 Go to "Grade Marks"

How to Do:

Review each course for every student paying close attention to the courses with incomplete and the students that have been retained

Grade Marks **1**

Grade Mark

Grade Mark for Simon [REDACTED] **2** **3**

Course Name	Semester 1 Grade	Semester 2 Grade	FINAL Grade	Approve <input type="checkbox"/>
Health 3 (Attendance)	Select ▼	Select ▼	C ▼	<input type="checkbox"/>
History 3	Select ▼	Select ▼	C ▼	<input type="checkbox"/>
Math Plus Purple	Select ▼	Select ▼	C ▼	<input type="checkbox"/>
Physical Education without Lessons (Attendance)	Select ▼	Select ▼	C ▼	<input type="checkbox"/>
Spotlight on Music 3	Select ▼	Select ▼	C ▼	<input type="checkbox"/>
Summit Art 3	Select ▼	Select ▼	C ▼	<input type="checkbox"/>
Summit ELA Purple - Cursive Handwriting	Select ▼	Select ▼	C ▼	<input type="checkbox"/>
Summit ELA Purple - Literature and Comprehension	Select ▼	Select ▼	C ▼	<input type="checkbox"/>
Summit ELA Purple - Spelling	Select ▼	Select ▼	C ▼	<input type="checkbox"/>
Summit ELA Purple - Vocabulary	Select ▼	Select ▼	C ▼	<input type="checkbox"/>
Summit ELA Purple - Writing Skills	Select ▼	Select ▼	C ▼	<input type="checkbox"/>
Summit Math+ Red	Select ▼	Select ▼	I ▼	<input type="checkbox"/>
Summit Science 3	Select ▼	Select ▼	C ▼	<input type="checkbox"/>
Technology 3 (Attendance)	Select ▼	Select ▼	C ▼	<input type="checkbox"/>

4 Do not promote student to next grade level

5 < Previous

4 Verify data with YET ([YET 18-19](#))

How to Do:

- Review teacher notes
- Verify withdrawn students
- Verify Complete/Incomplete settings
- Verify grade level course selections

5 Order new courses

How to Do:

Using the approved course list from Maureen, make sure your order courses for each student

Troubleshooting

Common Problems:

Below are common issues and how to resolve them:

Notes were not clear on the YET

How to Get Help:

- Contact Maureen

Related Documents

Zavanta Related Documents:

Document Type:	Document Name:	Document Number:
PA Virtual Processes	Course Ordering for Newly Enrolled	ENR-0001

Categories

Department (List only one):

- Academic K-4

Responsible / Who Performs:

- Project Manager - Elementary
- Guidance
- Assistant Principal

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/20/2019 8:06 AM	New document	Vicki Andrews-Gilmore

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Maureen Weinberger

Middle School



MS_Educational Opportunity or Trip

PA Virtual Processes

General Description

Departments Involved:

- Family Support Services
- Academic 5-8

Summary/Purpose:

The purpose of the Educational Trip Leave of Absence process is to provide detailed guidelines for Family Support Coordinator and Academic Program Specialist in order to inform families of the process, plans to make-up missed work and proper codes/documentation are in the SIS.

When Performed:

- When requested

Responsibilities:

- Assistant Principal
- Family Support Coordinator
- Principal
- Program Specialist

Principal or Principal designee approves

Process Stages or Steps

- 1** Parent/Guardian completes the educational trip form located on the attendance website: <https://sites.google.com/a/pavcs.us/pavcs-attendance/home/educational-opportunities-trips> If there are multiple students, one form will be required for each student.
- 2** Program Principal and/or designee will review students' academic history, attendance, and discipline.

What happens:

If academic history, attendance, discipline and educational opportunity are acceptable the Principal or designee will approve.

Special Warnings:

If academic history, attendance, discipline and educational opportunity are not acceptable the Principal or designee will deny.

3 Principal will forward approval/denied email to Program Specialist.**What happens:**

If Designee is approving or denying the request, designee will forward appropriate notification to parent/guardian.

4 A second approval email is sent to the FSC, teacher(s), and Student Services Coordinator.**Who Performs this Step:**

Program Specialist

5 Student Services Coordinator and teachers should update attendance to appropriate code.**Related Documents****Other Related Documents:**

[Educational Trip Form master.pdf](#)

Categories**Department (List only one):**

- Academic 5-8

Revision Management**Revision History Log:**

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/28/2019 2:31 PM	Save As from document	Nichole Hardy

Forms**Forms:**

[Educational Trip Form master.pdf](#)



MS Schedule Change Process

PA Virtual Processes

General Description

Departments Involved:

- Guidance
- Academic 5-8
- Academic Administration

Summary/Purpose:

Students may need to change their schedule for various reasons with approval by their school counselor and school administration.

When Performed:

- As needed
- End of Quarter

The following scenarios may warrant a student schedule change:

- Academic model (sync/async) change
- Scheduling conflicts

Process Stages or Steps

- 1 Student, parent, or staff requests and/or identifies a reason the schedule needs to be changed. The identifying party contacts the appropriate school counselor.**
- 2 School counselor confers with the teacher and administration to determine if change is appropriate and/or warranted.**
- 3 If change is approved, the school counselor contacts the teacher of the section/course to be dropped to request the capture of the students current grade and progress in the OLS.**
- 4 The teacher of the section/course being dropped completes a Google form provided by the school counselor where they will input student grade to date and OLS progress for the specific course(s).**

- 5 Once the teacher has entered the data in the Google form, the school counselor will make the changes in Sapphire and TotalView.
- 6 The school counselor will notify the student and parent/guardian by email that the schedule has been changed. The effected teacher(s) will also be notified.

Categories

Department (List only one):

- Academic 5-8

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/26/2019 11:12 AM	Save As from document	Bernadette Mathis

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- School Counselor



Finalizing Grade Marks (Administrator)

PA Virtual Processes

General Description

Departments Involved:

- Academic 5-8

Summary/Purpose:

At the end of the school year, teachers must finalize grades in the Sapphire grade book to ensure that the grades are recorded on the student's Progress Reports.

When Performed:

- End of the School Year

This action is needed for all students in all classes that have a gradebook.

Responsibilities:

- Assistant Principal
- Principal

Assistant Principal

Principal

Process Stages or Steps

- 1 Log in to the OLS.**
[Click here to watch the movie](#)
- 2 Select TVS from the Quick Links menu.**
- 3 Select the Classrooms tab.**
- 4 Select the Classroom Type as Homeroom.**
- 5 Select Search.**

- 6 Select the instructor's homeroom name.
- 7 Select Grade Marks.
- 8 Review all grade marks under the Final Grade column.

Special Warnings:

NOTE: If the word Select appears in the Final Grade column, then the following may have occurred or is true:

- The instructor did not record grades in the OLS or Online Middle/HighSchool.
- The instructor recorded the wrong Grade Mark in the Learning ManagementSystem (e.g. Ainstead of A).

[Click here to watch the movie](#)

- 9 Select the box next to each course under the Approve column or select the box under the word Approve to mark all courses as approved.
- 10 Verify the OLS Termination Date.

Special Warnings:

- a. If incorrect, then insert the correct termination date.
- b. The corrected date can be applied to all courses by putting the date in the box under OLS Termination Date.

- 11 Mark the box next to Do not promote to next grade level if a student will be retained in the current grade level for the next school year.

Special Warnings:

NOTE: If not participating in the Mass Grade Level Promotion, an administrator needs to manually promote each student individually to the next grade level in TVS.

- 12 Select Save. DO NOT select the Save and Go to Ordering option, as the SY20-21 catalog will not be visible until shortly after the Fourth of July.

Categories

Department (List only one):

- Academic 5-8

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/2/2021 3:47 PM	New document	Nichole Hardy



MS End of Year Adding Teachers

PA Virtual Processes

General Description

Departments Involved:

- Academic 5-8

Summary/Purpose:

Once a course classroom or homeroom is created, the next step is to add instructors. Instructors must be added prior to adding students to any classroom.

NOTE: If using the Instructional Service Team (IST) for any course, then these course classrooms are created by FuelEd staff. Instructors and students are added to the correct sections by state.

When Performed:

- Annually
- End of the School Year

Once a course classroom or homeroom is created, the next step is to add instructors.

Responsibilities:

- Assistant Principal
- Principal

Process Stages or Steps

- 1 Select the Classrooms tab.**
- 2 Select the Classroom Type.**
- 3 Select Search.**
- 4 Select the course or homeroom name.**
- 5 Select the Teachers tab.**

6 Select Add/Remove Teachers.

7 Select the Teacher's Name.

8 Select Add.

Special Warnings:

NOTE: A classroom can have more than one instructor.

9 Select Save Changes.

Categories

Department (List only one):

- Academic 5-8

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/25/2019 8:57 AM	New document	Nichole Hardy



MS Retention

PA Virtual Processes

General Description

Departments Involved:

- Academic 5-8

Summary/Purpose:

The decision to retain will be based on carefully reviewing individual student needs. A decision will be reached through conference procedures with the assistant principal, the student's general education teachers, the student's guidance counselor, and the building principal. Other teachers and support staff may provide feedback if needed. Students and parents should be communicated with throughout the year and a plan will be established for the student if required.

When Performed:

- End of 1st Semester
- End of 3rd Quarter
- End of the School Year

Responsibilities:

- MS - Middle School (5-8)

Principal

Assistant Principal

Guidance Counselor

Teacher

Process Stages or Steps

- 1 Teachers recognizing students with significant educational deficiencies shall notify the principal or assistant principal no later than the end of the second grading period if retention is anticipated. A MTSS Referral should be made where interventions should be implemented and tracked. (See MTSS Process)**
- 2 The teacher will work closely with the principal, assistant principal, counselor, and other support personnel documenting the results of the strategies making adjustments when warranted. (Refer to MTSS Plan.)**

- 3 The parent will be notified with a Notice of Academic progress letter at the end of each quarter At the beginning of third quarter students receive a warning of possible retention.
- 4 A student should not be retained without documented remediation/intervention strategies.
- 5 If a student is currently in some form of an academic support program, such as Special Education or ELL, and is a candidate for retention, the appropriate program coordinator or designee should be included in the decision.
- 6 A meeting should be scheduled with the parent and they will be notified of the retention.
- 7 All factors will be taken into consideration. There should be a review of all records, and all significant points of view should be aired by all interested parties.

Categories

Department (List only one):

- Academic 5-8

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/4/2020 12:04 PM	New document	Nichole Hardy



MS OLS Grading (Grades 5-8)

PA Virtual Processes

General Description

Departments Involved:

- Academic 5-8

Summary/Purpose:

When a student finishes a course, the instructor must assign a grade in either the Online School (OLS) or Online Middle/High School. District instructors should use the grade mark set assigned to their program. If using the FuelEd Instructional Service Team, then the instructor records percentages in Online Middle/High School. Administrators will have access to pull grades to assign grades in TVS GradeMark tab. It is important that administrators periodically check the grademarks that are available for assignment in the OLS or TVS.

When Performed:

- Annually
- Daily
- End of Quarter
- End of Semester
- End of the School Year

Prior to completing the reporting of grades in the Online Middle/High School, verify that all students are assigned to a homeroom in TVS. Students must be placed in a TVS homeroom for the SET/YET process to be completed.

Responsibilities:

- Teachers

Process Stages or Steps

- 1 Log in to the Online Middle/High School.**
- 2 Select the course to issue the final grades.**
- 3 Select Grades from the course navbar.**

4 Select Enter Grades.

5 Verify that all students have their Final Calculated Grade released. This can be confirmed by checking the open eye icon to the right of the grade.

What happens:

- a. If released, then continue to the next step.
- b. If a grade is not released, then release the grade by selecting the student name, and marking release Final Calculated Grade. Select Save and Close.

6 Scroll to the far right side of the gradebook.

7 Select the Final Adjusted Grade column drop-down arrow.

Special Warnings:

For the OLS, the options for grademarks are generally Mastered (M), Complete (C), or Incomplete (I). Please refer to the following descriptions to understand when to use each grademark:

- **Mastered (M)** - Choose this option if the student has completed the course fully and has mastered the content. Once final grade is approved, student will no longer have access to the course.
- **Complete (C)** - Choose this option if the student has completed the course or have met the requirements in order to move on to the next level. Once final grade is approved, student will no longer have access to the course.
- **Incomplete (I)** - Choose this option for students that haven't completed the course and are planning to pick up where they left off for the new school year.
- **No Grademark** - If you want to allow students to continue to work on the course over the summer, do not assign a grademark. This will allow students to continue to work in the course.

8 Select Grade All.

9 Transfer grades.

What happens:

- a. For individual students:
 1. Select the **green arrow** within the Grade column for student(s) who need a grade to be finalized.
- b. For the entire class:

1. Select the **Final Grades** heading drop-down arrow near the top of the page.
2. Select Transfer All.

- 10** Verify that the total points and letter grade are accurate. The letter grade is visible within the scheme column and is determined based on the grade scheme an instructor selects during course set up. If an instructor is unsure of the correct grade scheme, then check with the administrator.

What happens:

- a. If point values are truncated during the transfer process, then manually enter the correct point values for points earned and points possible. Select Save.
- b. If a grade needs to be adjusted, then edit the point value earned to adjust the grade reflection. No adjustments should be made without referencing the program's policies and discussing with a program administrator. Select Save after any point adjustment is made.
- c. FuelEd instructors provide all grades as percentages. District instructors must adhere to the grade marks established by their school.

- 11** Select Save and Close.
- 12** Select the Final Adjusted Grade column drop-down arrow.
- 13** Select Edit.
- 14** Verify that the Grade Scheme option is for your program.

Special Warnings:

CONSIDERATION: For those programs with grade schemes that reflect percentages, it is important to note that a percentage grade flows to the Detail D2L Report but needs to be manually entered as a letter grade to complete the SET or YET process within the Grade Mark region of TVS. Some programs may opt to change the setting on this column so letter grades flow over to TVS Grade Marks. Do not change this setting before checking with your administrator.

- 15** Select Save and Close after verifying the Grade Scheme setting.
- 16** Select Export and save a copy of the grade for reference. It is suggested for an instructor to check both point value and grade schemes in the export.
- 17** Select Export to SIS. This step is critical to ensure grades are transferred to TVS.

- 18** Select the Scope drop-down menu. Then, select either All Sections/Groups or the individual section to export grades from. If the course contains groups, then the instructor needs to select one section at a time as the group export will not be recognized.

Special Warnings:

NOTE: The All sections reference is only associated with sections in this one course offering, not all courses assigned to an instructor.

- 19** Select EXPORT.

What happens:

- a. Data related to the number of students to have grades exported is visible prior to exporting. If not, all final grades are exported at one time. The instructor must repeat the above process for those students that have course end dates in the future. Final grades that were exported earlier are not exported for a second time.
- b. District instructors should inform administrators when the grade reporting process is complete. FuelEd instructors should follow the process outlined by their direct manager.
- c. Once a grade is exported to the SIS, the grade cannot be exported for a second time. If a grade needs to be exported again, then there are two possible actions to force the export.
- d. Re-trigger grades by:
 1. Select Transfer All two times before exporting to the SIS from within the Adjusted Final Grade column.
 2. Change the student's grade and select Save. Then, change the grade back and select Save again. Complete all steps within the Adjusted Final Grade column prior to exporting to SIS.

Categories

Department (List only one):

- Academic 5-8

Responsible / Who Performs:

- Assistant Principal
- Principal
- Project Manager - Middle School

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	7/1/2019 12:01 PM	Save As from document	Nichole Hardy

Software Access Needed

List of Software Access Needed:

OLS



MS End of Year Adding Students

PA Virtual Processes

General Description

Departments Involved:

- Academic 5-8

When Performed:

- Annually
- End of the School Year
- When a new or existing student starts

After an instructor is added to the course, the students can be added.

Responsibilities:

- Assistant Principal
- Principal

Process Stages or Steps

- 1** Select the Classrooms tab.
- 2** Select the Classroom Type.
- 3** Select Search.
- 4** Select the course or homeroom name.
- 5** Select the Students tab.
- 6** Select the green + symbol.

What happens:

NOTE: Approved students appear here.

- 7** Select the box next to the student's First Name (can select multiple students).

- 8** Select Add Student(s) (new students appear green in this list for 2 weeks).

Categories

Department (List only one):

- Academic 5-8

Responsible / Who Performs:

- Principal
- Assistant Principal
- Guidance

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/25/2019 9:58 AM	New document	Nichole Hardy

Software Access Needed

List of Software Access Needed:

Total View School



MS End of Year Creating Homeroom

PA Virtual Processes

General Description

Departments Involved:

- Academic 5-8

Summary/Purpose:

Other types of classrooms can be created, such as STI, Special Ed, etc. A student can only be in *one* Homeroom but can be added to *other* classrooms. K12 Online MS and HS can be selected from the LMS platform drop-down only during the homeroom classroom creation and

cannot be added or removed once created. **DO NOT** use the words Special Ed or SPED in any homeroom classroom that is displayed in the platform. The name is visible under My Classrooms to all users.

When Performed:

- Annually
- End of the School Year

Responsibilities:

- Principal

Principal, Assistant Principal

Process Stages or Steps

- 1 Select the Classrooms tab.
- 2 Select Add New Classroom.
- 3 Select Type as Homeroom.
- 4 Name the Homeroom.

Special Warnings:

BEST PRACTICE: Many schools label homerooms by the school year.

EXAMPLE: Mrs. Warren's K-8 Homeroom SY14-15

- 5** Select **K12 Online MS and HS from the LMS platform to send non-course classrooms to Online Middle/High School.**
- 6** Type in the **Maximum Size (do not exceed 200 students).**
- 7** Select **Save Changes.**

Special Warnings:

DO NOT use the words Special Ed or SPED in any homeroom classroom that is displayed in the platform. The name is visible under My Classrooms to all users.

Categories**Department (List only one):**

- Academic 5-8

Revision Management**Revision History Log:**

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/20/2019 10:15 AM	New document	Nichole Hardy



MS Guidance Course Scheduling Process for Newly Enrolled or Re-Enrolling Students

PA Virtual Processes

General Description

Departments Involved:

- Academic 5-8
- Guidance
- Special Education

Summary/Purpose:

All new students enrolled into the PA Virtual Charter School need to have the appropriate courses scheduled and materials ordered upon their enrollment.

When Performed:

- Flowchart
- When a new or existing student starts orientation.

Responsibilities:

- Guidance

Process Stages or Steps

- 1** Upon receipt of notification from the enrollment team, the guidance counselor will review the information provided at the time of enrollment by parent/guardian.
- 2** The guidance counselor can request additional documents, if a need is determined, including school records, transcripts, special education documents, 504 Plan, etc.
- 3** Guidance counselor determines appropriate courses and reviews with parent/guardian.
- 4** Guidance counselor enters selected courses including homeroom into the course management system.

What happens:

If the student is enrolling during the summer, courses can be entered into Sapphire prior to ordering materials in Totalview.

Once the school year has begun, courses cannot be entered in Sapphire until a student is approved by the orientation team for materials to be ordered in Totalview.

5 Guidance Counselor orders courses in Totalview.**What happens:**

Guidance counselor enters specific courses in Totalview which will prompt the shipping of materials. Once courses are selected, counselor clicks the checkbox at the bottom of the screen and clicks Save.

Guidance counselor enrolls the student in the individual teacher courses, including homeroom, in Totalview.

See MS 2227 Process for directions regarding Total View navigation.

6 Once the student completes orientation, the guidance counselor sends the schedule to the student and learning coach via email. All teachers are to be cc'd on the email.

Flow Chart

[Flow Chart](#)

Categories**Department (List only one):**

- Academic 5-8

Revision Management**Revision History Log:**

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/25/2019 11:10 AM	Save As from document	Bernadette Mathis

Software Access Needed

List of Software Access Needed:

Blackboard Learn, Sapphire



MS Report Card & Progress Reports (Mid Year)

PA Virtual Processes

General Description

Departments Involved:

- Academic 5-8

Summary/Purpose:

PA Virtual student report cards and progress reports are made available through the Sapphire Student Information System two times a year.

When Performed:

- The end of the first semester

At the end of the first semester teachers will post student grades in Blackboard, and they will update via integration to Sapphire gradebook.

Responsibilities:

- Principal
- Teachers

Principals and teachers

Process Stages or Steps

- 1** Log into Sapphire Learning Management System : Teachers input their grades and comments for each student through the Sapphire system.

What happens:

Special Warnings:

DO NOT FINALIZE GRADES. MID YEAR OPTION SHOULD BE SELECTED FOR THIS PROCESS!

- 2** Select your course
- 3** Select your course section

- 4 Select Gradebook
- 5 Under "My Class" heading select "Mid-Quarter Progress"

Special Warnings:

Be sure to SELECT the MID YEAR OPTION.

- 6 Place individual students comments for the progress report.
- 7 Under "Grade" on the right side of the screen select "Fill Both" to include both the letter grade and the percentage.
- 8 Save the Mid-Quarter Progress Comments Page.
- 9 Report cards are generated in the system for each student.

What happens:

Teachers MUST review progress reports for accuracy.

Teachers can run progress report for their class to check the progress reports

1. Log into Sapphire
2. Select Student information system
3. Select Reports
4. Show All Reports
5. Report Cards / Transcripts
6. Scroll down the page to "Secondary Report Card (SJC)(ISMS) PA Virtual 5 to 8 Report Card (PAVCS) (IS & MS)
- 7, Select "Marking Period" drop down "MP1-MP1
8. Select your class or enter student
9. Run Report

- 10 Once report cards are completed in Sapphire they are released to the Sapphire Portal.

What happens:

Principal or designee will run process to post grades to Sapphire Portal

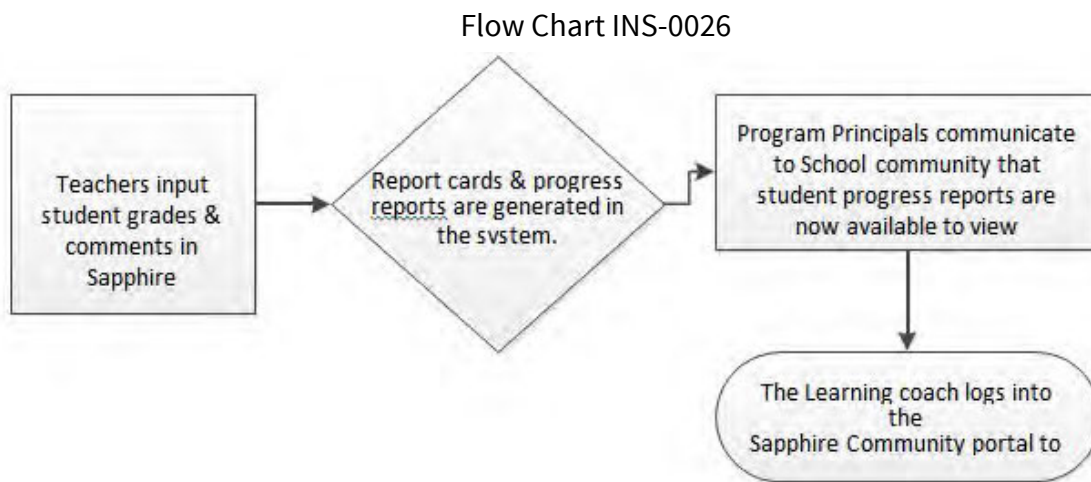
- 11 The Learning Coach logs into the community portal in Sapphire using the parent login provided to them to view grade.

What happens:

Learning Coaches and students should print the progress report if they want a hard copy for their records.

Special Warnings:

Progress reports are not mailed to students home

Flow Chart**Related Documents****Other Related Documents:**

Admission Policy

Categories**Department (List only one):**

- Academic 5-8

Revision Management**Revision History Log:**

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/28/2019 2:02 PM	Save As from document	Nichole Hardy

Forms

Forms:

1. Report Cards
2. Progress Report

Software Access Needed

List of Software Access Needed:

Sapphire



MS Withdrawal Process

PA Virtual Processes

General Description

Departments Involved:

- Academic 5-8
- Family Support Services

Summary/Purpose:

Withdrawals are completed by the school principals designee (Program Specialist). This provides the opportunity for Program Specialist / Principal to communicate with the parent/guardian, find out the reasons for withdrawal, gaining valuable school feedback.

When Performed:

- As needed

Responsibilities:

- Program Specialist

Process Stages or Steps

- 1 Staff member (typically FSC or Registrar) is made aware that a family wishes to withdrawal.**

Special Warnings:

You will need access to the electronic withdrawal form before entering.

- 2 Staff notifies appropriate Program Specialist/Principal/designee.**
- 3 Program Specialist contacts parent/guardian by email or phone about withdrawal request.**

What happens:

During email/phone call, you want to find out:

- Last Day of School
- Name of New School
- Reason for leaving

4 Program Specialist enters and submits the electronic withdrawal form.

What happens:

Once submitted, an email is automatically sent to parent/guardian, tech, registrar, and the person who entered the withdrawal.

Special Warnings:

The parent/guardians email will ask them to confirm the request.
(This will forward to the registrar)

5 Once confirmation email is received, Program Specialist forwards that email to assistant principal, appropriate teaching staff, FSC, school nurse informing them of the withdrawal and to make sure all student records are up to date.

Categories

Department (List only one):

- Academic 5-8

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/4/2019 12:47 PM	Save As from document	Nichole Hardy

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Program Specialist

Software Access Needed

List of Software Access Needed:

Withdrawal Database



MS OLS Ordering Courses for New Students and Re-Enrolling Students

PA Virtual Processes

General Description

Departments Involved:

- Academic 5-8

Summary/Purpose:

Use this method for new students or if you need to change courses for returning students: ASSIGNING COURSES IN MANAGE COURSES assigning courses in a timely fashion is essential to ensure that students gain access to materials and courses online. NOTE: Changes made to courses in the Manage Courses tab, due to the approved status of the student, reflect on the invoice.

When Performed:

- As needed

Responsibilities:

- Assistant Principal
- Guidance

Process Stages or Steps

- 1 Log in to the OLS.
- 2 Select TVS from the Quick Links menu
- 3 Select the Students tab in TV.
- 4 Search for the student.
- 5 Select Search.

- 6 Select the Student Name.
- 7 Select Manage Courses.
- 8 Select the course to add from the Select Courses section.
- 9 Select Add Selected.
- 10 Fill in the correct Course Start Date. (This will automatically populate according to what the school tells K12).
- 11 Fill in the correct Official Start Date. (This will automatically populate according to what the school tells k12).
- 12 Select Place Order.
- 13 Verify that the Order Status changes from Pending to Order Placed.
- 14 **NOTE:** The official start date is the date that OLS will start requesting attendance and showing lessons in the Daily/Weekly Plan tab. The course start date is the date that the courses appear in the OLS. Most often, these two dates are the same.

Categories

Department (List only one):

- Academic 5-8

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/25/2019 11:52 AM	New document	Shirley Kozar

Software Access Needed

List of Software Access Needed:

Total View School, OLS



MS End of Year Grade Level Promotion

PA Virtual Processes

General Description

Departments Involved:

- Academic 5-8

Summary/Purpose:

Each principal is responsible for creating an end of year checklist for teachers of their small learning community which will include those tasks and responsibilities that begin around the time of end of year evaluations and continue through teacher last report day.

When Performed:

- Annually

If opting out of the Mass Grade Level Promotion process per the spring timeline, then complete the following steps to individually promote students to the next grade level.

NOTE: This step is important to maintain for various system functions.

Process Stages or Steps

- 1 Select the Students tab from TVS.**
- 2 Search for the student and select Search.**
- 3 Select the Student Name.**
- 4 Select the Grade Level drop-down.**
- 5 Select the next grade level from the drop-down.**
- 6 Select Save Changes.**

Special Warnings:

NOTE: The following student subgroups are excluded from the mass promotion.

- Students with a school enrollment date after June 1 of that year (including blanks).
- Students with the Do Not Grade Level Promote checkbox marked.
- Students in grade 12 or an adult learner.

Categories

Department (List only one):

- Academic 5-8

Responsible / Who Performs:

- Academic 5-8

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/20/2019 9:13 AM	Save As from document	Nichole Hardy



MTSS Process

PA Virtual Processes

General Description

Departments Involved:

- Academic 5-8

Summary/Purpose:

A multi-tiered system of support (MTSS) is a proactive and preventative framework that integrates data and instruction to maximize student achievement and support students' social, emotional, and behavioral needs from a strengths-based perspective. MTSS offers a framework for educators to engage in data-based decision-making related to program improvement, high-quality instruction and intervention, social and emotional learning, and positive behavioral supports necessary to ensure positive outcomes for districts, schools, teachers, and students. The MTSS framework is comprised of four essential components: screening, progress monitoring, multi-level prevention system, and data-based decision-making. Depending on state law, MTSS data may also support the identification of students with learning or other disabilities.

When Performed:

- On Going

Frequent review of students' data.

Process Stages or Steps

- 1 All students are screened using benchmarking or diagnostics exams.**
- 2 Adjust cord instruction to meet students academic needs.**
- 3 Monitor student performance. Evaluate effectiveness of instruction.**
- 4 Students who continue to struggle should be referred for academic review during an MTSS meeting to determine if additional support is warranted.**

- 5 Students receiving additional support are considered tier 2 or tier 3 depending on the amount of support. These students should be monitored frequently to ensure progress.
- 6 Progress monitoring notes should record academic progress, classroom strategies, and outcomes. Students' records must be reviewed frequently and strategies need to be adjusted based on the student's learning needs.

Categories

Department (List only one):

- Academic 5-8

Categories:

- Instruction

Responsible / Who Performs:

- Assistant Principal
- Guidance
- Family Support Coordinator
- Principal
- School Nurse
- School Counselor

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/15/2019 1:21 PM	New document	Casey Wernick



MS End of Year Creating Course Classrooms

PA Virtual Processes

General Description

Departments Involved:

- Academic 5-8

Summary/Purpose:

Each principal is responsible for getting end of year processes. A vital step in closing out semester courses or yearly courses is the classroom cleanup.

NOTE: Verify that all students are done working in the course classroom or the homeroom before deleting any classrooms from TVS.

When Performed:

- Annually

Verify that all students are done working in the course classroom or the homeroom before deleting any classrooms from TVS.

Process Stages or Steps

- 1 Select the Classrooms tab.
- 2 Select Add New Classroom.
- 3 Select Course from the Type drop-down menu.
- 4 Select the Course name.
- 5 Select the Section number.

Special Warnings:

a. This should be changed if creating more than one section of a specific course.

EXAMPLE: 100 students need MTH203A. One course classroom seats 60 students. Section 1 will include 60 students, and section 2 will include the remaining 40

students. Think of sections as periods in the brick and mortar school. One instructor instructs multiple periods of that one single course throughout the day.

6 Select School Term (EXAMPLE: Semester, term, quarter)

Special Warnings:

- a. Choose Semester 1 for a fall term.
- b. Choose Semester 2 for a spring term.

7 Select the School Year.

What happens:

- a. If the school year DOES NOT appear here, then STOP! Do not create any courses until the school year appears here. If the school year does not appear, then the Spring Timeline is not complete. Please contact the CSM IMMEDIATELY.
 - NOTE: The name field auto-populates with a series of letters, numbers, and other details. DO NOT change this name. It may cause problems later with SET/YET tasks, such as recording grades.
- b. Seat Size 100 for WLG courses:
 - **WLG:** 100-150
 - **WLG:** 200-250
 - **WLG:** 300-320
 - **WLG:** 400-420
 - **WLG:** 500-515
 1. NOTE: This includes all World Language courses for the students in grades 3 and up.
- c. *Seat Size is 200 for ORN010-030 and ORN100-400.*

8 Select the correct classroom Start Date.

What happens:

- a. If the next School Year and course Start Date are not shown, then STOP! Making a classroom without the correct Start Date causes serious issues with the course classroom creation. Please contact the CSM or submit a ticket to the Service Station right away.

9 Select Do Not Block.

Special Warnings:

NOTE: If the administrator chooses a program that runs in cohorts or block scheduling, then select Block.

- 10 Course Offering is an option to group Online Middle/High School classrooms of the same course, start date, term, and school year. Course Offering only displays for middle school/high school courses after the course and start date are selected.**

What happens:

- a. Select Create New Course Offering.
- b. Enter the Course Offering name.
 - NOTE: The Course Offering name is the name that the students see within their course list in the Online Middle/High School. Be sure that the name is descriptive with the most important information in the beginning of the name. There are many views in the platform that only display the first 20 characters of the Course Offering name.
- c. Select Course Offering from the drop-down list for previously created course offerings based on the course and start date relationship.
- d. The term and school year fields are locked, but other fields can be edited.

- 11 Review the selections.**

- 12 Select Save Changes.**

Categories**Department (List only one):**

- Academic 5-8

Revision Management**Revision History Log:**

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/21/2017 3:44 PM	New document	Katie Pomon



MS Report Card & Progress Reports (End of Year)

PA Virtual Processes

General Description

Departments Involved:

- Academic 5-8

Summary/Purpose:

PA Virtual student report cards and progress reports are made available through the Sapphire Student Information System two times a year.

When Performed:

- The end of the second semester

At the end of the second semester teachers will post student grades in Blackboard, and they will update via integration to Sapphire gradebook.

Responsibilities:

- Principal
- Teachers

Principals and teachers

Process Stages or Steps

- 1 Log into Sapphire Learning Management System : Teachers input their grades and comments for each student through the Sapphire system.**

What happens:

- 2 Select your course**
- 3 Select your course section**
- 4 Select Gradebook**

- 5 Under "My Class" heading select "FEnd of Marking Period Comments"**

Special Warnings:

- 6 Place individual students comments for the progress report and save when completed**
- 7 Under " Final Grades" review students grades and make appropriate changes. Save the page.**
- 8 Report cards are generated in the system for each student.**

What happens:

Teachers MUST review progress reports for accuracy.

Teachers can run progress report for their class to check the progress reports

1. Log into Sapphire
2. Select Student information system
3. Select Reports
4. Show All Reports
5. Report Cards / Transcripts
6. Scroll down the page to "Secondary Report Card (SJC)(ISMS) PA Virtual 5 to 8 Report Card (PAVCS) (IS & MS)
- 7, Select "Marking Period" drop down "MP1-MP1
8. Select your class or enter student
9. Run Report

- 9 Once report cards are completed in Sapphire they are released to the Sapphire Portal.**

What happens:

Principal or designee will run process to post grades to Sapphire Portal

- 10 The Learning Coach logs into the community portal in Sapphire using the parent login provided to them to view grade.**

What happens:

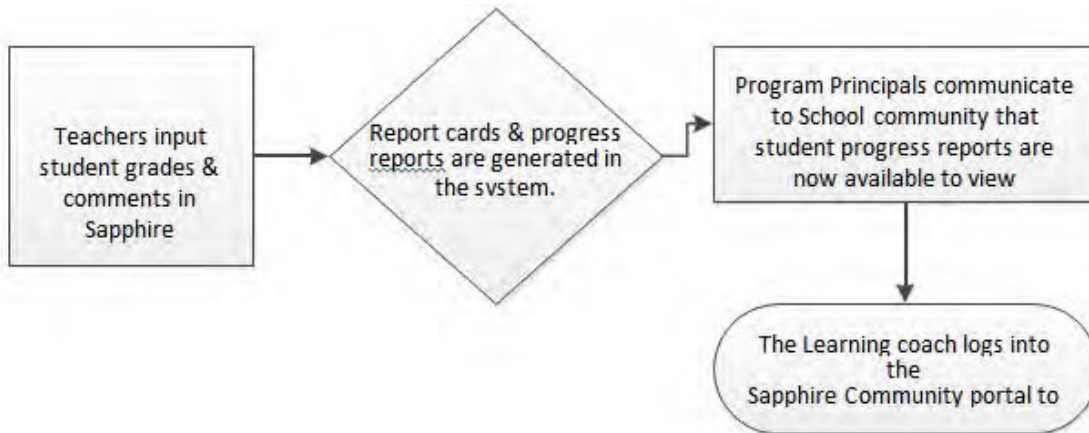
Learning Coaches and students should print the progress report if they want a hard copy for their records.

Special Warnings:

Progress reports are not mailed to students home

Attachments

Flow Chart INS-0026

**Related Documents****Other Related Documents:**

Admission Policy

Categories**Department (List only one):**

- Academic 5-8

Revision Management**Revision History Log:**

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	3/11/2020 11:46 AM	Save As from document	Nichole Hardy

Forms

Forms:

1. Report Cards
 2. Progress Report
-

Software Access Needed

List of Software Access Needed:

Sapphire



MS End of Year Closing Out and Ordering New Courses

PA Virtual Processes

General Description

Departments Involved:

- Academic 5-8

Summary/Purpose:

The process is to finalize and close our grades in TV and then to order next year courses.

When Performed:

- End of the Year

When teachers have completed their grades in the OLS (C or I). Do not start this process until the principal gives the okay.

Responsibilities:

- Assistant Principal

Process Stages or Steps

- 1 Log in to the OLS.
- 2 Select TVS from the Quick Links menu
- 3 Select the Classrooms tab
- 4 Select the Classroom Type as Homeroom.
- 5 Select Search.
- 6 Select the instructor's homeroom name.
- 7 Select Grade Marks.

8 Review all grade marks under the Final Grade column.

Special Warnings:

NOTE: If the word Select appears in the Final Grade column, then the following errors may have occurred: • Instructor did not record grades in the OLS or Online Middle/High School.

9 Select the box next to each course under the Approve column or select the box under the word Approve to mark all courses as approved.

10 Verify the OLS Termination Date.

What happens:

- If incorrect, then insert the correct termination date.
- The corrected date can be applied to all courses by putting the date in the box under OLS Termination Date.

11 Mark the box next to Do not promote to next grade level if a student will be retained in the current grade level for the next school year.

12 Select Save & Go To Ordering.

13 Review courses as assigned. a. If the administrator approved all “I”s for a student, then there will be no courses here to review.

14 Select +Add More Courses to assign additional courses. a. Select Remove to remove any particular course. Be sure to assign all components to the Language Arts (ELA) curriculum for grades K–8. If a component is missing, then the student may not receive materials.

15 Verify or change the Course Start Date. (This will automatically populate according to what our school told K12).

16 Verify or change the Official Start Date. (This will automatically populate according to what our school told K12).

17 Select Place Order.

18 Verify that the Order Status changes from Pending to Order Placed.

- 19** NOTE: The official start date is the date that OLS will start requesting attendance and showing lessons in the Daily/Weekly Plan tab. The course start date is the date that the courses appear in the OLS. Most often, these two dates are the same.

Categories

Department (List only one):

- Academic 5-8

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/25/2019 10:56 AM	New document	Shirley Kozar

Software Access Needed

List of Software Access Needed:

Total View School



MS End of Year Deleting Course Classrooms

PA Virtual Processes

General Description

Departments Involved:

- Academic 5-8

Summary/Purpose:

A vital step in closing out semester courses or yearly courses is the classroom cleanup.

NOTE: Verify that all students are done working in the course classroom or the homeroom before deleting any classrooms from TVS.

When Performed:

- Annually
- End of Semester
- End of the School Year

Course Classrooms should be deleted only if it is created in error, if it is the end of the semester or school year, or if all students are finished working in that course. Be very careful when deleting classrooms.

If a classroom is accidentally deleted, then submit a ticket via the Service Station at <http://service.getfueled.com> with the classroom name, course, start date, instructor(s), and assigned student(s). The Service Delivery team must intervene to reactivate a deleted course's classroom.

NOTE: There is an option to select and delete multiple classrooms on the classrooms listing page, but only use this option after confirming that all classrooms are safe to be deleted.

Responsibilities:

- Assistant Principal
- Principal

Process Stages or Steps

- 1 Select the Classroom tab.**

- 2 Select Course.
- 3 Select Search.
- 4 Select the hyperlinked course's classroom name.
- 5 Select the Delete Classroom button.
- 6 Confirm the action to delete the course classroom.

Special Warnings:

NOTE: If a student is still working in any course but is removed from the course classroom or the course classroom is deleted, then the student cannot access the course content.

- 7 Select Delete.

Categories

Department (List only one):

- Academic 5-8

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/25/2019 10:10 AM	New document	Nichole Hardy

Software Access Needed

List of Software Access Needed:

Total View School



MS 504 Plans

PA Virtual Processes

General Description

Departments Involved:

- Academic 5-8
- Academic Administration
- Guidance

Summary/Purpose:

Section 504 is a part of the Rehabilitation Act of 1973 that prohibits discrimination based upon disability. Section 504 is an anti-discrimination, civil rights statute that requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled are met. Section 504 states that: “No otherwise qualified individual with a disability in the United States, as defined in section 706(8) of this title, shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance...” [29 U.S.C. §794(a), 34 C.F.R. §104.4(a)].

Responsibilities:

- Guidance
- Principal

Process Stages or Steps

1 Referrals

- 1.1. New enrollments – Enrollment team sends Director of Guidance the new student. The previous 504 agreement is found in enrollment docs. Guidance adopts this 504 until a meeting is held to write a new plan.
- 1.2. Special Education referral – MDE meeting shows student is not eligible for IEP but the student is eligible for certain services. PT, OT, Social Skills are serviceable through 504 plans.
- 1.3. Special Ed - the student exited from their IEP but still need some level support.
- 1.4. Teacher or parent referral – RTII

2 Procedures

- 2.1. Send family 504 Physician Planning Form and once that document is returned a meeting is scheduled. Additional forms are required for Allergies, Asthma and Diabetes.
 - 2.1.1. Allergy Action Plan Form, Asthma Action Plan Form, Diabetic Action Plan form. All forms need to be signed by the doctor. Send completed medical form to nurse.
- 2.2. The family is sent an invitation to the meeting.
- 2.3. Meeting attendance needs updated: Principal or assistant Principal attends.
- 2.4. 504 signatures are returned via Hello Sign not mailed to KOP office
- 2.5. Case managers are notified if related services are needed.

Categories

Department (List only one):

- Academic 5-8

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/25/2019 2:26 PM	Save As from document	Lisa Shearn

Forms

Forms:

504 Meeting Checklist



MS Guidance Referrals

PA Virtual Processes

General Description

Departments Involved:

- Academic 5-8
- Guidance
- Academic Administration

Summary/Purpose:

Anyone can refer a student to their school counselor when they are concerned; for example a student, teacher, administrator, or another school counselor.

When Performed:

- As needed

If the student is actively taking measures to harm themselves, staff should use their judgement in determining if an immediate call to 911 is necessary.

Responsibilities:

- Assistant Principal
- Principal
- School counselor

Process Stages or Steps

- 1 If the concern is not an emergency or threat of self-harm, the SAP Form should be completed.**
- 2 The referring employee will document all action steps taken to date in the notes section in EduClimber.**
- 3 The school counselor will contact the referring person, if needed, for any additional clarification.**
- 4 Depending on the nature of the referral the school counselor will contact the teacher, parent, and/or student.**

- 5 The school counselor will work with the student and/or parent to support the student needs.
- 6 The school counselor will update the teacher as needed.

Categories

Department (List only one):

- Academic 5-8

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/15/2019 1:18 PM	New document	Casey Wernick

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- School Counselor



MS Synchronous Class Attendance

PA Virtual Processes

General Description

Departments Involved:

- Academic 5-8

Summary/Purpose:

According to the student handbook, in order to be present a student participating in synchronous instruction must login to Blackboard Learn AND attend all their synchronous Blackboard Collaborate classes. The purpose of recording synchronous class (a/k/a "period") attendance is to ensure students are attending consistently, and if not, are being supported in their efforts to attend.

When Performed:

- Monday - Thursday while school is in session.
 - Class attendance is taken during the first 5 minutes of each synchronous class.
 - Class attendance recorded by 4:00 pm each day class is held.
 - Teachers must send an email to student and parent email addresses of any student who missed class that day.

Responsibilities:

- Teachers

Teachers who teach synchronous classes must take attendance during the first 5 minutes of each synchronous class and record period attendance in Sapphire not later than 4pm each day of school.

Process Stages or Steps

1 Teachers capture class attendance.

What happens:

- Teachers record class attendance via Sapphire Learning Management System (LMS)
- Teachers use the following codes:
 - P = Present
 - Ex = Excused
 - UEx = Unexcused

T = Tardy
EO = Early out

Who Performs this Step:

Teachers

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.
Sapphire Learning Management System

Result:

Students' synchronous class attendance is recorded.

Special Warnings:

- Teachers should check the "Daily Attendance" column for any pre-excused absence (i.e. illness, bereavement, educational trip, etc...).
- If there is an excuse, the student would be excused from class.



1.1. Login to Sapphire Learning Management System (LMS)

Who Performs this Step:

Teachers

2 Tier 1: Support (0-3 UEX absences) Teacher emails absent students.

What happens:

- When a student has an unexcused absence from a class, the teacher sends that student an email and copies the parent.
- The sent email is documented in the communication manager.

Who Performs this Step:

Teachers

Result:

Student and parent are notified of the unexcused absence.

3 Tier 2: Disciplinary and Support (4-10 UEX absences) **Academic Probation Status**

What happens:

- After the 4th UEX, the teacher creates a discipline referral from the Sapphire Grade book. Referrals need to be made by 4pm on Friday of the week the 4th absence occurs. (see video for instructions)
- Teacher schedules a follow-up conference with the parent and student and documents the call in the Sapphire Communication Manager.
- Student/Parent are sent an Academic Probation Improvement Plan via Sapphire Discipline Module.
- Meeting is scheduled and held by the Family Support Coordinator with the student and parent to explain the Academic Probation Improvement Plan and expectations going forward.

Who Performs this Step:

Teachers

Family Support Coordinator

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

[Referral Process including Video](#)

Result:

- Student is put on Academic Probation for class absences.
- Student class attendance improves.

LEARNING MANAGEMENT SYSTEM

Discipline

My Gradebooks ▾ Reports ▾ Utilities ▾ Menu Search

Incident From 05/25/2018 To 05/15/2019

Status: Unread (U) Open (O) Complete (C)

Order By: Incident Date/Time

Incidents (1)

Status	Date/Time	Student	Crd	Infractions	Actions
	10/04/18 10:10A	Brown, Charles	08	Unexcused Class Absences (4)	Academic Probation Improvement Plan

- 4** Tier 2: 4 Unexcused class absences teachers will go to grade book under discipline tab and refer student to FSC for 4 unexcused absences

What happens:

- Teacher continues to take class attendance and record it in Sapphire by 4pm
- Teacher continues to email unexcused students when absent from class (copy parent on email).
- Teacher continues to make attempts to reach the parent/student by phone.

Who Performs this Step:

Teacher

Related Documents

Zavanta Related Documents:

Document Type:	Document Name:	Document Number:
Work Instruction	Preparing Academic Probation Improvement Plan	ES-2104

Categories

Department (List only one):

- Academic 5-8

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/4/2019 10:49 AM	Save As from document	Shirley Kozar

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Jason Fitzpatrick

High School



HS Master Scheduling

PA Virtual Processes

General Description

Departments Involved:

- Academic 9-12

Process Stages or Steps

1 Setting Up and Getting Ready

1.1. Receive Academic Calendar from Admin

1.2. Create Next School Year in Sapphire

What happens:

1. Create New School Year
2. Copy District Dictionaries
3. Copy School Dictionaries
4. Adjust school and marking period dates

1.3. Set Up Teacher Course Recommendations

What happens:

1. This must be done before the courses are copied to the next school year!
2. In Current Sapphire SY:
3. Admin-School (School Set up)
4. Select Use Teacher Course Recommendations to YES
5. Max recommendations - 1
6. Screens - Courses - Courses and select a course you want recommendations completed for (current course that students are in)
 1. ** This needs to happen for High School AND grade 8
 2. Save!
 3. Enter course IDs that teachers can recommend for students enrolled in this course
 4. Recommendations Tab

1.4. Teachers Complete Course Recommendations

What happens:**Sapphire - Learning Management System - Gradebook - My Class - Course Recommendations****1.5. Copy Courses/Course Recommendations Into Next SY Sapphire****1.6. Update Course Catalog****1.7. Update Course Offerings****What happens:**

1.

1. **In Next Sapphire SY: Adjust Course Offerings: Screens - Courses - Courses (to make sure everything is updated and correct for each course we will be offering)**
2. **Review and update course info**
3. **Scheduling Tab - Priority 1-99**
 1. **Sapphire schedules highest priority 1st**
 2. **Singletons get higher priority than courses with multiple sections**
 1. **AP - 90**
 2. **Honors - 80**
 3. **Foreign Language - 80**
 4. **Careers - 80**
 5. **Regular - 70**
 6. **PE/Health/Art - 65**
 7. **Electives - 15**
4. **Double check all prerequisites, and add any new prerequisites**
5. **To be added to Course Request Form:**
 1. **Course must be active**
 2. **Must have a course type**
 1. **Core, Elective or Mandatory (ex. Grad Proj for 12th)**
 3. **Course must be on for the grade levels listed**
 1. **Grd Lo - Grd Hi**
6. **Review Courses (Screens - Courses - Mass Update Course Offerings) to make sure priority, department, optimums, duration and period groups are correct**

2 Creating Course Request Forms**2.1. Set Up Course Request Forms**

What happens:

1.

1. **In Next Sapphire SY: Screens -Scheduling-Student Course Request Form Set Up**
2. **Section 1. Import Courses**
 1. **Click the link that reads “Import Courses/Departments into the Course Request Forms”**
 2. **This cannot be done until Molly rolls over the courses and departments from the current school year.**
3. **Section 2. Forms**
 1. **Remember that there are 4 separate course request forms. One for grade 9, one for grade 10, 11 and 12. We tailored each form so that the options on the form were grade level appropriate (ex. AP on grade 12 but not grade 9**
 2. **Make sure forms for grades 9-11 say minimum of 5.25 credits and give error for anything less. Make sure form for grade 12 says minimum of 5.0 credits and gives error for anything less. Maximum is 8 credits for all grades.**
 3. **Pull Recommendations from Gradebook - set to YES**
4. **Section 2. Departments**
 1. **This designates which departments show up on each Course Request form and designates which departments will be mandatory for the students to select from**
5. **Section 2. Courses**
 1. **This is how we designate which courses go on which form. Start with a grade level then you have to go through and add the courses department by department**
 2. **Make sure course descriptions are updated if needed**
 3. **Make sure to add any new courses**
6. **Section 2. Course Request Form Instructions**
 1. **Edit form instructions for each form.**

2.2. Review Blank Course Request Forms**What happens:**

1.

1. **Reports - Community Portal - Blank Course Request Form to view**

3 Distributing Course Request Forms

3.1. Make Course Request Forms Live

What happens:

1.
 1. Access the form for each grade level
 2. In box on the right, set the form to Active:Yes
 3. Set dates for form accessibility: make sure that Danielle and Principals are in on determining these dates
 4. Save

3.2. Notify Students and LCs

What happens:

Email all students and learning coaches who will be in grades 9-12 next year to let them know that the Course Request form is now available in Sapphire

4 Working With Course Requests After Course Request Window

4.1. Import Student Course Requests

What happens:

1.
 1. Screens - Scheduling - Student Course Request Form Setup
 2. In section 3, click Copy Requests to SIS
 1. Select grades 9, 10, 11, 12
 2. Select PA Virtual High School
 3. Select “Import any requests that do not already exist in the SIS”
 4. Select the forms and check additional options (read carefully!)
 5. Click Import

4.2. Import Teacher Course Recommendations

What happens:

1.
 1. From the SIS menu bar, go to Screens > Scheduling > Import Recommendations as Requests.
 1. Select all grade levels.
 2. Select all teachers.

3. **Select all classes.**
4. **Click Import.**

4.3. Mass Add Course Requests

What happens:

1.

1. **Screens - Scheduling - Mass Add Course Requests**
2. **Add Lunch for Grades 9/10**
 1. **Select Grades 9 and 10**
 2. **Click green arrow**
 3. **Add request for Lunch Section 1**
 4. **Select all students**
 5. **Save**
3. **Add Lunch for Grades 11/12**
 1. **Select Grades 11 and 12**
 2. **Click green arrow**
 3. **Add request for Lunch Section 2**
 4. **Select all students**
 5. **Save**
4. **Add Reaching Academic Potential**
 1. **Select Grade 10**
 2. **Select Does Not Have Reaching Academic Potential**
 3. **Click green arrow**
 4. **Add request for Reaching Academic Potential**
 5. **Select all students**
 6. **Save**
5. **Add College and Career Goals**
 1. **Select Grade 11**
 2. **Select Does Not Have College and Career Goals**
 3. **Click green arrow**
 4. **Add request for College and Career Goals**
 5. **Select all students**
 6. **Save**
6. **Add Graduation Project Class of**
 1. **Select Grade 12**
 2. **Select Does Not Have Graduation Project Class of**
 3. **Click green arrow**
 4. **Add request for Graduation Project Class of**
 5. **Select all students**
 6. **Save**
7. **Add AP Lab Sections (July 10, 2019)**

1. **Select Has _____ (AP Course ID)**
2. **Click green arrow**
3. **Add request for _____ (AP Lab Course ID)**
4. **Select all students**
5. **Save**
6. **REPEAT for all AP classes to add labs**

4.4. Run Course Over/Under Requests Report

What happens:

1.

1. Reports - Scheduling - Course Over/Under Requests

1. **Grade 9, Students who have 5.25 course credits or less, run report**
2. **Grade 10, Students who have 5.25 course credits or less, run report**
3. **Grade 11, Students who have 5.25 course credits or less, run report**
4. **Grade 12, Students who have 5.00 course credits or less, run report**

4.5. Submit Course Requests for Students Who Did Not

What happens:

1.

1. Use reports pulled in the step above to submit course requests for these students

1. **Use their audit to determine the next level core courses**
2. **Screens - Scheduling - Requests by Student**
3. **Type in student name in search box**
4. **Add courses one by one**
5. **Hit Save**
2. **Once you have requested all of their core classes/required classes, if that does not meet the 5 credit minimum, make a spreadsheet of student name and how many additional credits they need to select. You will email these students in a later step.**

5 Create, Run, and Adopt Master Schedule

5.1. Create Course Sections from Student Course Requests

What happens:

1.

1. **Screens - Scheduling - Create Sections from Requests**
2. **Override sections**
 1. **Only need 2 lunch sections**
 2. **Add 1 additional section to all core so there is an async section (Except Latin since this is automatically async and Special Ed classes since they are never async)**
3. **Click Save to “Create Sections in Master Schedule Revision”. Name this revision ONE.**

5.2. Update Course Sections That Were Created**What happens:**

1.

1. **Screens - Scheduling - Master Schedule Maintenance Rev**
2. **Assign the room for each class**
 1. **Electives, fine art, music, pe, health, and career are ASYNC**
 2. **Special Ed only classes (Fundamentals, Transition) are SYNC**
 3. **Latin is ASYNC**
 4. **Core Classes:**
 1. **Make one section of each core class ASYNC, and set the opt/max seat counts to 0. This will prohibit the master scheduler from auto-adding students into the async section when they did not request async.**
 2. **All other core sections should be SYNC**
 3. **Example: English 9 sections 1-4 are SYNC with normal seat counts. English 9 section 5 is ASYNC with seat count 0.**

5.3. Determine Teacher Assignments**What happens:**

1.

1. **Make a spreadsheet with a list of the sections created in the step above, and send this spreadsheet to the Principal team. Principals will review the sections, as well as the assignment requests from teachers, and they will fill in Column F with the recommended**

teacher. This will be very tentative, but it gives you a place to begin with creating the master schedule

5.4. Assign Period Avoidances in Sapphire

What happens:

1.
 1. Screens - Scheduling - Period Avoidances
 2. Created avoidances for any part time teachers

5.5. Assign Periods - Google Sheet

What happens:

1.
 1. Create a google sheet and include all teachers and blocks. Fill in a draft of a master schedule. This will be very tentative, but it gives you an idea of what teachers may be over/under scheduled and where any gaps in assignment may be.
 2. This helps you to keep track of who you are assigning to what period so that you don't accidentally assign a teacher to teach 2 classes at once. It also helps you to be able to see which classes you are assigning which periods so you can try to keep classes that frequently go together in different periods so you don't end up with a bunch of conflicts
 3. Once this is somewhat complete, meet with the Principal/Counseling team in person to review and adjust, as needed

5.6. Identify the Learning Support Sections

What happens:

1.
 1. Highlight on your google sheet which sections will be learning support. Special Ed teachers can only support or teach one class per semester, so make sure everything is balanced.
 2. Note the learning support classes in a separate document that can be shared

5.7. Assign Teachers in Sapphire

What happens:

1.

1. Screens - Scheduling - Master Schedule Maintenance Rev
2. Assign the teacher to each section

5.8. Assign Periods in Sapphire**What happens:****Screens - Scheduling - Master Schedule Revision****5.9. Assign Learning Support Teachers in Sapphire****What happens:**

1.

1. Screens - Scheduling - Master Schedule Maintenance Rev
2. Screen options - check box for Additional Teachers
3. Assign the learning support teachers for each section (yes show on teacher schedule, yes gradebook access)

5.10. Confirm Sapphire matches the Google Sheet schedule**What happens:**

1.

1. Since everything is manually inserted, double check the Sapphire entries in the master schedule with the Google Sheet

5.11. Assign Learning Support Sections to Students**What happens:**

1.

1. Screens - Scheduling - Requests by Course
2. Add the learning support section numbers to students who need LS
3. Repeat course by course
4. Use the Special Ed Scheduling Sheet to know who to assign

5.12. Assign Edgenuity Sections to Edgenuity Cohort

What happens:

1.

1. Use the list from Maureen/Jenn Dellapenna to know who to assign
2. Screens - Scheduling - Requests by Student
3. Type in student name in search box
4. Add course sections one by one
5. Hit Save

5.13. **Adjust so Edgenuity Sections ONLY get Edgenuity students****What happens:**

Set sections to be capped at the number of students enrolling in the course

5.14. **Run Master Schedule Revision****What happens:**

1.

1. Screens - Scheduling - Run Student Scheduler
2. Action: New Schedule Run
3. Use Master Scheduling Version: One
4. Name of Student Scheduler Run: Run01
5. Schedule for Grade Level: 9-12
6. Student Sort Options:
 1. 1) Grade level high to low
 2. 2) Schedule complexity hard to easy
7. Balancing Options
 1. 1) IEP, 2) ESL, 3) Gender, 4) Ethnicity
8. Scheduling Options
 1. Schedule Selection Option: Fewest Unsatisfied Requests, then total priority
 2. Minimum Request Priority to Run: 0
 3. Check Boxes for:
 1. Honor Alternate Requests
 2. Honor Request Substitutes
 3. Honor Curriculum Alternatives
 4. Reserve Seats for Students with Explicit Section IDs First
9. Click Run Scheduler
 1. The scheduler runs, giving you an update on its progress every 10 seconds.

5.15. Review Student Scheduler Run Results

What happens:

1.

1. When complete the “Student Scheduler Run Results” display. This report includes the Scheduler Run information, such as the run name, the Master Revision ID used, and the time the job started and ended. It also includes run results and statistics.

1. Student Schedule Statistics

1. **Complete:** The number of students who received all of their primary requests (or acceptable alternates or substitutes)
2. **Partial:** The number of students who received all but 1, 2, or 3 of their primary requests
3. **Irreconcilable:** The number of students who did not receive more than 3 of their primary requests

2. Course Sections

1. Open vs. Full

1. You may see a high number of Full, and this is because all the ASYNC core classes are set to 0 students and have 0 students, so they’re showing as Full.
2. To confirm this, go to Screens - Scheduling - Master Schedule Maintenance (Rev) to see the Seats Fill % by class

3. Primary Requests

1. **Satisfied:** The number of primary requests met by the scheduling run (request, alternate, or substitute)
2. **Failed:** The number of primary requests not met because neither the requested course nor an acceptable alternate or substitute could be assigned

4. Other Reports to Review:

1. **Reports - Show All Reports - Scheduling Tab**
2. **Unsatisfied Requests by Course:** Lists courses where at least one student has the course as an unsatisfied primary request.
3. **Student Schedule Status List:** Lists students who received a specific schedule status from a student scheduler run - complete, partial irreconcilable, and empty. For partial and irreconcilable schedules, it displays primary requests that were not satisfied

5.16. Try Additional Student Scheduler Runs

What happens:

1.
 1. Screens - Scheduling - Run Student Scheduler
 2. Name Run02, Run 03,
 3. Use the reports listed above see which schedule version satisfies the most requests

5.17. Adopt Schedule

What happens:

1.
 1. Screens - Scheduling - Adopt Scheduler Run
 2. Adopt Student Schedules, Courses, and Sections from a scheduling run
 3. Click Adopt Schedule. Confirm any pop-ups
Wait for the message: Schedule Test04 was adopted successfully.

5.18. Update Async Sections to Allow Students

What happens:

1.
 1. Reports - Courses - Master Schedule
 2. All sections that have 0 as the seat count, change to allow students in Screens - Courses - Sections

6 Audit Student and Teacher Schedules

6.1. Verify Classes

What happens:

1.
 1. On one screen, view the Student Schedule (Screens - Courses - Student Schedule)
 2. On a second screen, view the Student's Course Request (Screens - Scheduling - Request by Student)
 3. Make sure that everything they requested is on their schedule

1. **If there is a conflict, one of the conflicting classes will be left off of the schedule**
2. **This usually happens when async classes “appear” to conflict with sync classes. Sapphire does not understand that async classes are not live and don’t conflict with anything.**
4. **Manually add any courses that were not added to Schedule by first selecting the Override Conflicts box on the Student Schedule screen and then adding the course**
5. **It will conflict with something but you can correct that when you balance the schedule**
6. **DELETE when making changes**

6.2. Verify Credits

What happens:

1.
 1. **Click on Student’s name and select Graduation Progress under QuickLookup**
 2. **Make sure that there are no new requests for a class that the student has already passed**
 3. **At the bottom of this screen, you will see total credits earned and total credits scheduled.... make sure those add up to the appropriate number of credits the student needs in order to be promoted to the next grade level**
 4. **You need to make sure every student has enough credits scheduled so that they can make it to the next grade level**

6.3. Review Special Requests

What happens:

1.
 1. **Course Request Form**
 1. **Read student special requests in the course request form and schedule accordingly.**
 2. **Note that students are not permitted to go async in classes that they previously failed so always look at past grades for students requesting async status for a particular class**
 2. **Request to Override Teacher Recommended Courses**
 1. **Review the spreadsheet of students who want to override their teachers requests**
 2. **Schedule accordingly, if appropriate**

3. Early Grads

1. Review list of accepted Early Grads and make sure they are scheduled to graduate (including both College & Career Goals and Grad Project)

6.4. Balance Student Schedules

What happens:

1.

1. Make sure that students have an equal number of core classes each semester as best you can
2. Classes that conflict will be highlighted in yellow
 1. Sync conflicts must be corrected
 2. Remember async classes don't really conflict with anything so any conflict that involves an async class can be ignored
 1. Remember to hit the Override Conflicts button when this is the case so that the schedule will save properly
3. Try to keep English and History in separate semesters when possible
4. Try to keep Math and Science in separate semesters when possible
5. Sapphire will not know course sequences so be wary of students who are taking two classes in the same area

6.5. Review Teacher Utilization and Section Numbers

What happens:

1.

1. Sapphire - Reports - Courses - Master Schedule
2. Review how many students are in each section. Try to balance the sections, within about 10 students of one another. Learning Support sections may be higher because a set group of students must be in that section.
3. Try to balance any inequities. Pull a class roster of the section where you need to move students out, and see who can fit the other section into their schedule.
4. Teachers shouldn't have more than 160 ASYNC or 100 SYNC students per semester. Average will be about 130 - a blend of ASYNC and SYNC students.

6.6. Contact Students/LCs Who Need Additional Credits

What happens:

Email all students/LC with an explanation of exactly what they need to add. Attach course catalog. Give deadline and if no reply by deadline, classes that fit will be added.

7 Enroll Middle School Students into High School Courses

- 7.1. Get list from MS School Counselor of any middle school students who have earned credit for a High School course.

What happens:

1.

1. They will need the next level course.

- 7.2. Cross-Enroll Students

What happens:

Students who are in grade 7 and took a HS course will need to be cross enrolled in the Middle and High Schools so that you can add their next level HS course. Molly D. will do this if you send her the list of students

- 7.3. Enroll Students in the next level course

What happens:

1.

1. Update credit audit

- 7.4. Notify MS Counselor/Principals

What happens:

1.

1. Notify MS know which periods you are putting these students in
2. Since they are also taking MS courses, they will have to build their MS schedule around when you schedule them for their needed HS courses

8 Notify Students/LCs of Schedule

- 8.1. Students/LCs need Sapphire access

What happens:

1.
 1. **Talk to Molly D. and have her give 19-20 Sapphire access to all HS students and LCs**
 2. **Check a few kids to make sure they truly have access**
 1. **Go to QuickLookup**
 2. **Select Community Portal Information**
 3. **Select Click to View Student's Community Portal Record**
 4. **Make sure you are under Admin as Student**
 5. **View Current Schedule**
- 8.2. **Notify Students/LCs that schedules are in Sapphire**

What happens:

1.
 1. **Send out email. Email should also include attached directions on how to view schedule.**
 2. **Send out a robocall to let families know that they can view their schedule in Sapphire. Principals and Project Manager are the contact for robocall.**

Related Documents**Other Related Documents:**

[Scheduling Checklist in Sapphire](#)

Categories**Department (List only one):**

- Academic 9-12

Revision Management**Revision History Log:**

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	11/18/2019 10:10 AM	New document	Casey Wernick



HS Grade Changes

PA Virtual Processes

General Description

Departments Involved:

- Academic 9-12

Summary/Purpose:

Grade Change forms are submitted after grade has been finalized or an incomplete has been issued by the teacher. This form serves as the official approval to change the finalized grade.

Link to: [Grade Change detailed instructions](#) including screen shots

When Performed:

- End of Quarter
- End of Semester
- End of the School Year

Responsibilities:

- Assistant Principal
- Program Specialist - High School
- Teachers

Process Stages or Steps

- 1 Teacher uses the Grade Change form to provide new grade and reasons for the change.**

What happens:

1. Teachers makes a copy of the Form and completes the Grade Change Form in its entirety and signs.
2. Teacher uses the following naming convention: Student LN, First Initial, Student ID, Course Name (Ex: Brown, C. 123456 - BIO)
3. Teacher then downloads the document to be uploaded to the drop box folder.

Who Performs this Step:

Teachers

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

[Grade Change detailed instructions](#) with screen shots.

2 Teacher uploads Grade Change form to the Grade Change Drop Box in the HS Google Drive

3 HS Admin Team will review and obtain signatures

What happens:

- Program Specialist will prepare the Grade Change form for signature via HelloSign (a/k/a Dropbox Sign)
- "Administrator Signature" should be the grade level assistant principal, if possible
- "Grade Change Updated By" should always be the Director or Student Records
- When "Adding Signers", set the "Signer Order". Assistant principal should be first; Director of Student Records, second.

Who Performs this Step:

Program Specialist - High School, Assistant Principal, Director of Student Records

Result:

Once approved by the assistant principal, the Director of Student Records will make the correction in the SIS and update the student's record.

4 Director of Student Records updates the student's grade in the SIS

Categories**Department (List only one):**

- Academic 9-12

Revision Management**Revision History Log:**

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	8/30/2023 10:46 AM	New document	Kathie Bell

Forms

Forms:

[Grade Change detailed instructions](#) with screen shots



HS Assignments Due Date

PA Virtual Processes

General Description

Departments Involved:

- Academic 9-12

Summary/Purpose:

The purpose of this process is to present consistency among high school teachers regarding student assignment due dates and late assignments.

When Performed:

- As needed
- Daily
- Weekly

Students submit assignments weekly.

Teachers may assign student work to be due the next day/class.

Teachers may assign student work to be due at specific times based on the unit/content being taught.

Students may request an extension due to extenuating circumstances.

Responsibilities:

- Teachers

Process Stages or Steps

1 Teachers assign work to students.

What happens:

- Assignments may be communicated by teacher during class time (sync classes).
- Assignments must be posted on teachers' weekly lesson plans (sync and async classes).

Who Performs this Step:

Teachers

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

- Blackboard course
- Lesson plan

Result:

- Students submit assignments by due date.
- Student requests a 1-week extension if there extenuating circumstances.

Special Warnings:

Extenuating circumstances for extension on assignment submission may include:

- Illness (doctor's note required for extension)
- Death in the family.
- Court appearances (student's appearance required)
- Family emergency (verified)

If there are no extenuating circumstances, a late assignment may incur a 10-point penalty.

2 Students complete assignments.**What happens:**

- Students complete assignments by given due date.
- Students submit assignment via method communicated by teacher.
- If student requires an extension due to extenuating circumstances, they must email the teacher prior to the due date.

Who Performs this Step:

Students

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

- Blackboard course
- Teacher's lesson plan
- D2L (online school)

Result:

Student submits assignment.

Special Warnings:

Late submissions may incur a 10-point penalty.

2.1. Student requests an extension.

What happens:

Due to extenuating circumstances, a student needs an additional week to complete a given assignment.

Who Performs this Step:

Students

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

- Blackboard course
- Teacher's lesson plan
- Email

Result:

- Student emails the teacher **prior to the due date** of an assignment requesting an extension.
- Student provides necessary documentation to prove an extenuating circumstance occurred causing the need for the extension.

Special Warnings:

If student does not provide a valid reason for requesting an extension, a 10-point penalty may be incurred.

2.2. Student does not request an extension and assignment is late.

What happens:

The student does not meet the due date for an assignment and does not request an extension in advance or communicate with the teacher.

Who Performs this Step:

Teachers

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

- Blackboard course
- Teacher weekly lesson plan

- Email

Result:

- Teacher emails student that the assignment is overdue.
- Teacher indicates that the student has 1 additional week to complete the assignment.
- Teacher communicates to student that they will incur a 10-point penalty on the graded assignment (one week past original due date).
- If student does not submit assignment by the new due date, teacher communicates to the student that they have 1 additional week to submit, but will incur a 20-point penalty (two weeks past the original due date).
- Teacher communicates to student that if the assignment is not submitted by the new due date (three weeks past original due date), the student will receive a zero "0" for the assignment.

3 Teachers grade assignments.

What happens:

- Teachers review and grade assignments submitted by students.
- Assignments must be graded and grades posted by 4:00 pm on the Friday of the week following the due date.
- Grades are posted in course grade book.

Who Performs this Step:

Teachers

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

- Submitted assignments
- Blackboard gradebook

Result:

- Student assignments are graded in a timely manner.
- Students and parents can monitor grades in a timely manner.
- Teachers can reach out and work with students who may be struggling.
- Teachers will not have a backlog of assignments to be graded.

Categories

Department:

- Academic 9-12
- Instruction

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	8/10/2018 8:28 AM	New document	Kathie Bell



HS OLS Entering Final Grades (aka 'Recording Final Progress')

PA Virtual Processes

General Description

Departments Involved:

- Academic 9-12

When Performed:

- End of the School Year

This process is completed at EOY for each class taught during the school year.

Responsibilities:

- Teachers

Process Stages or Steps

- 1 Logon to K12 Online School (OLS)**
- 2 Click on "link" icon in upper right of screen**
- 3 Choose the link for 'Total View School'**
- 4 Choose 'Classrooms' from the tabs across the top**
- 5 Enter your last name in the 'Teacher Last Name' field and click 'Search' at the bottom**
 - 5.1. All of your classes will appear listed
- 6 Click on the link for the first class**
- 7 Click the tab for 'Grade Marks'**
- 8 The grade columns will have fields with drop down menus (default says 'Select')**

- 9 Choose the 'C' from the drop down menu for each student (this must be done individually for each student and for each column)**
 - 9.1. Note: An 'I' indicating 'incomplete' would only be used in special cases where the principal has instructed you to chose it.
- 10 IMPORTANT: Scroll down and click 'SAVE' (Make sure to see the green bar at the top stating "Grade Mark Saved")**
- 11 Click 'Return to List' in the upper left to get back to your list of courses**
- 12 Repeat Steps 6-10 for each subsequent course on your list.**

Related Documents

Other Related Documents:

Link to Video: [OLS Final Grades](#)

Categories

Department (List only one):

- Academic 9-12

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/19/2019 10:18 AM	New document	Casey Wernick



HS Graduation Cap & Gown Loans

PA Virtual Processes

General Description

Departments Involved:

- Academic 9-12

Process Stages or Steps

1 Inform graduate candidates of limited caps & gowns for loan

What happens:

When information about cap & gown ordering is posted/emailed to grad candidates and their parents, include sentence, "If purchasing a cap & gown presents a financial hardship, PA Virtual has a limited number of caps & gowns to lend for the ceremony. Please reach out to _____, the HS project manager for assistance."

Who Performs this Step:

Project Manager - High School

Special Warnings:

There are limited numbers of each size of loaner gowns. See inventory card that is kept with the caps & gowns for available sizes.

2 Keep track of requests per size

What happens:

Know how many of each size gown are available. Be sure to ask the grad candidate how tall he/she is so an accurate count can be maintained.

Who Performs this Step:

Project Manager - High School

Special Warnings:

Keep careful count so as to not promise more than available.

3 Mark gowns for those requesting to borrow

What happens:

PA Virtual loaner caps and gowns are marked with a PA Virtual label. When preparing to take caps & gowns to the ceremony, use a small round orange label to indicate which gown is for which student. This label can be adhered to the gown label for easy removal when the student picks it up. This also makes sure a gown is not given out to someone who has not reserved one in advance, thus being short for those who had.

Special Warnings:

Ensure that those grads who requested to borrow a cap & gown in advance have one set aside. If there are extras at the ceremony, they can be lent to others who arrive needing to borrow.

4 Have marked gowns available at graduate registration at the graduation ceremony**What happens:**

There is a portable clothes rack that will be at the graduate registration area at the ceremony. Hang (and possibly steam) the gowns on the rack for easy access.

Who Performs this Step:

Project Manager - High School

5 Staff to complete cap & gown checkout card**What happens:**

- When grad candidates who have requested to borrow and cap & gown arrive and register, they then proceed to the cap & gown check-out area at the end of the registration area.
- The staff member in charge of that area confirms that the grad reserved a cap & gown by looking at the names on the round orange label on the gown (and possibly on a provided list).
- The staff member completes the information on the cap & gown check-out card indicating the grad's name and the size gown borrowed.
- The check-out cards are collected when the ceremony begins and taken to the green room where the registrar is housing the graduation packets.
- The colored check-out card is paper-clipped to the the grad's graduation packet to ensure they return their cap & gown after the ceremony.
 - The grad must hand in the cap & gown in order to receive their packet containing their diploma.
 - The grad may keep the tassel.

Who Performs this Step:

Project Manager - High School
 Teachers
 Registrar

6 Staff to collect borrowed cap & gown after graduation ceremony**What happens:**

- The colored check-out card is paper-clipped to the the grad's graduation packet to ensure they return their cap & gown after the ceremony.
 - The grad must hand in the cap & gown in order to receive their packet containing their diploma.
 - The grad may keep the tassel.

Who Performs this Step:

Registrar

Categories**Department (List only one):**

- Academic 9-12

Revision Management**Revision History Log:**

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v1.0	6/21/2019 8:30 AM	New document	Kathie Bell



HS Program Specialist Overview of Regular Tasks

PA Virtual Processes

General Description

Departments Involved:

- Academic 9-12

Summary/Purpose:

This is an outline of the daily, weekly, monthly, and annual tasks performed by the High School Program Specialist.

Process Stages or Steps

1 Overview of Regular Tasks

What happens:

https://docs.google.com/document/d/1oQeSJoSpdiM7-AqeZCjgBz7lbvWfC-1C0DRywPwh_Ks/edit?usp=sharing

Who Performs this Step:

Program Specialist

Categories

Department (List only one):

- Academic 9-12

Revision Management

Revision History Log:

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v1.0	7/6/2022 10:16 AM	New document	Kathie Bell



Screen Re-Enrolling Students for Orientation

PA Virtual Processes

General Description

Departments Involved:

- Academic Administration
- Enrollment
- Onboarding & Professional Development

Summary/Purpose:

Re-Enrolling students are screened/assessed to determine if they should be required to attend Orientation or are approved to move directly into the high school program.

When Performed:

- As needed

Enrollment will email the Orientation team and the HS Leadership team when a student applies for re-enrollment

Responsibilities:

- Review historic student records

Process Stages or Steps

- 1 Enrollment sends an email to the Director/Assistant Director of Onboarding & Professional Development and the program principals indicating that a former student has applied to re-enroll. The email asks if the student will be required to attend Orientation or if the student will be scheduled for classes immediately.**

1.1. In some cases, the Onboarding team may provide an answer. Typically they will defer to the High School Leadership.

- 2 The designated member of the high school leadership team will review the student records and reply to all on the email with the decision, which should be framed with what will benefit the student most.**

2.1. Review historic grades, attendance record, communication manager, emails (if possible) when making determination about requiring Orientation or exempting it.

Categories

Department (List only one):

- Academic 9-12

Revision Management

Revision History Log:

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Author / Owner

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HS Early Graduation

PA Virtual Processes

General Description

Departments Involved:

- Academic 9-12

Summary/Purpose:

The PA Virtual Charter School Early Graduation program affords current high performing 10th grade students the opportunity to pursue a high school diploma in three years. This pathway of early graduation maintains all of the graduation requirements as set forth by the Pennsylvania Department of Education and PA Virtual Charter School Early Graduation Program. This includes 21 approved course work credits, service learning hours, and the completion of a graduation project.

Process Stages or Steps

- 1** Submit application on or before April 29th of his or her sophomore year.
- 2** Have a clearly defined and stated career goal which will be enhanced by early graduation.
- 3** Have demonstrated maturity appropriate to his or her age group.
- 4** Successfully complete the Keystone exams. Failure to take the test may result in the termination form the early graduation program.
- 5** Present evidence of parental permission.
- 6** Present evidence of recommendation for early graduation from a minimum of two academic subject teachers.

Categories

Department (List only one):

- Academic 9-12

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.1	5/11/2017 10:31 AM	Publish status change notes: There are some strange characters in this document	Vicki Andrews-Gilmore
v1.0	5/11/2017 10:26 AM	New document	Vicki Andrews-Gilmore



HS Asynchronous Student Mandatory Check-in Calls

PA Virtual Processes

General Description

Departments Involved:

- Academic 9-12

Summary/Purpose:

To ensure that asynchronous high school students are remaining compliant and completing required course work. Students and teachers meet to discuss understanding of content, pacing, submission of assignments, and adherence to course requirements.

When Performed:

- Bi-Weekly (every 2 weeks) for students with a failing grade
- Every 2-4 weeks for students who are bringing up a failing grade to passing.
- Every 4-6 weeks for students who are working consistently, submitting assignments, but are struggling with the content.
- Every 6 weeks for students who are working consistently, submitting assignments, and maintaining a passing grade.

-Teachers hold check-in meetings with asynchronous students during their asynchronous block or at another mutually agreed upon time.

-A scheduled meeting day and time should be set at the beginning of the semester/quarter.

Responsibilities:

- Teachers

Process Stages or Steps

- 1 Teachers receive list of students in asynchronous courses.**

What happens:

Teachers receive notice via Blackboard/Sapphire of students enrolled in their asynchronous courses.

Who Performs this Step:

Guidance

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Blackboard courses.

Result:

Teachers know which students are enrolled in their asynchronous courses.

Special Warnings:

Teachers must add new asynchronous students to schedule as they are assigned.

2 Schedule created.

What happens:

A schedule of check-in calls between teachers and their asynchronous students is created.

Who Performs this Step:

Teachers, Students

Result:

Teachers have a schedule created for check-in calls with asynchronous students.

Special Warnings:

Teachers must add new asynchronous students to schedule as they are assigned.

Weeks/Days	Group A - Weeks 1 & 3 (generally)					Group B - Weeks 2 & 4 (gen)		
Course/Appt. Times	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday
Period 1 (Course Name)	Enter student first name and student ID in scheduled time slots.					Enter student first name and student ID in scheduled time slots		
8:15 - 8:25								
8:25 - 8:35								
8:35 - 8:45								
8:45 - 8:55					Department meetings / Team Meetings			
8:55 - 9:05								
9:05 - 9:15								
9:15 - 9:25								
9:25 - 9:35								
Transition 9:35 - 9:40								
Period 2 (Course Name)	Enter student first name and student ID in scheduled time slots.					Enter student first name and student ID in scheduled time slots		
9:40 - 9:50								
9:50 - 10:00								
10:00 - 10:10								
10:10 - 10:20								
10:20 - 10:30					Prep (10 min) / Progress Monitoring (25 min)			
10:30 - 10:40								
10:40 - 10:50								
10:50 - 11:00								
Lunch 11:00 - 11:45								
Transition 11:45 - 11:50								

3 Reminder emails.

What happens:

- Teachers send a reminder email to students on Thursdays for upcoming asynchronous check-in meetings scheduled the following week.
- Teachers copy parent email address on reminder email to students.

Who Performs this Step:

Teachers

Requirements:

- => List equipment, materials, resources (INPUTS) required at this stage.
- Students' PA Virtual email addresses.
- Parents' PA Virtual email addresses.

Result:

Students and parents are reminded of upcoming check-in meetings.

4 Meetings held.**What happens:**

- Teachers hold meetings with their asynchronous students.
- Meetings may be held via collaborate or phone.
- Email correspondence with students is not an acceptable method of contact for check-in meetings.

Who Performs this Step:

Teachers, Students

Requirements:

- => List equipment, materials, resources (INPUTS) required at this stage.
- Blackboard collaborate
- Phone

Result:

Teachers and students discuss understanding of content, pacing, submission of assignments, and adherence to course requirements.

5 Documentation of meetings.**What happens:**

- Teachers document in the Sapphire Communication Manager that a meeting was held with their asynchronous student and what was discussed.

-Teachers document in the Sapphire Communication Manager if a student did not attend their scheduled check-in meeting.

Who Performs this Step:

Teachers

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

-Sapphire

Result:

Comprehensive documentation will be housed for teacher communication with their asynchronous students.

6 Behavior referrals for non-compliance.

What happens:

When a student has not attended two (2) consecutive or three (3) cumulative scheduled check-in meetings, the teacher will complete a behavior referral for Progress Monitoring.

Who Performs this Step:

Teachers

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Sapphire Grade Center

Sapphire Communication Manager

Progress Monitoring Referral in Sapphire

6.1. Teacher utilizes the Progress Monitoring Referral in Sapphire

Who Performs this Step:

Teachers

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Sapphire Grade Center

Sapphire Communication Manager

Progress Monitoring Referral in Sapphire

Result:

Student is referred for intervention.

Revision Management**Revision History Log:**

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	9/13/2018 1:30 PM	New document	Kathie Bell



HS Teacher Due Dates

PA Virtual Processes

General Description

Departments Involved:

- Academic 9-12

Summary/Purpose:

To outline the various due dates that PA Virtual High School teachers are to adhere to and the process to follow if unable to meet the deadlines.

When Performed:

- On Going
- Weekly

Responsibilities:

- Teachers

Process Stages or Steps

1 Teacher Knowledge of Due Dates/Deadlines

What happens:

Teachers perform their duties as directed by HS Principal.

Who Performs this Step:

Teachers

Result:

- Students have the information they require for planning.
- Students and parents have accurate and timely information on student grades.
- Students who are skipping synchronous classes are referred in a timely manner.
- Students who are having academic/behavioral issues are referred in a timely manner.
- Meeting deadlines aides in overall student achievement.

1.1. Synchronous Course Lesson Plans

What happens:

Teachers post synchronous lesson plans by Fridays at 12:00 noon.

Who Performs this Step:

Teachers

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

- Lesson Plans are to be posted to Blackboard courses by 12:00 noon each Friday for the following week.
- Submit weekly lesson plans with all the elements of the lesson plans as per the lesson planning template. Lesson plans must include "lab/application" time for students to utilize independent practice of what they learned or participated in small group remediation with teacher.

Result:

Plans are available to synchronous students for the following school week.

Special Warnings:

- If there is no school scheduled on a given Friday, lesson plans must be posted by 12:00 noon on the last day of school prior to Friday, for the following week.
- If a teacher has a planned day off on a Friday, lesson plans must be posted prior to the scheduled day off.
- Prior to leaving on school scheduled vacations, lesson plans must be posted by 12:00 noon of the last day prior to the scheduled break for the week that school resumes after break.

1.2. Asynchronous Course/Student Lesson Plans

What happens:

- Asynchronous Lesson Plans are to be posted to Blackboard courses by 12:00 noon on Fridays.
- Asynchronous Lesson Plans are to be posted one month in advance (i.e. by 12:00 pm on the last Friday of the month, the entire following month's plans need to be posted).

Who Performs this Step:

Teachers

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

If there is no school scheduled on the last Friday of the month, lesson plans must be posted by 12:00 noon on the last day of school prior to Friday, for the following month.

Result:

Asynchronous students will have plans well in advance so they are able to work at their own pace.

Special Warnings:

If a teacher cannot meet this deadline, see the process for informing the principal.

1.3. Discipline Referrals for 4+ Unexcused Absences from Class

What happens:

- Students have accrued 4+ unexcused absences from class.
- Teacher creates a discipline referral as outlined in the Progress Monitoring process.
- Referrals are due by 4:00pm on the Friday that the 4th unexcused class absence has occurred.

Who Performs this Step:

Teachers

Result:

Students who are skipping/cutting synchronous classes are being referred in a timely manner so the issue can be addressed.

1.4. Progress Monitoring Referrals

What happens:

- Referrals are due by 4:00pm on Fridays
- Teachers will submit referrals through the Communication Manager ONLY after the steps have been followed and the required interventions completed.

Who Performs this Step:

Teachers

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Sapphire Community Portal

Result:

Struggling students are referred for additional support or DTM.

1.5. Grades Updated

What happens:

All student grades must be updated by 4:00pm on the Friday of the week AFTER the due date.

Who Performs this Step:

Teachers

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Blackboard

Sapphire

Result:

- Students will get timely feedback on assignments.
- Students and parents can review accurate grades.
- Teachers will not be overwhelmed with numerous assignments to be graded at one time.

2 Communication of Inability to Meet Deadline**What happens:**

- If a teacher is unable to meet a given deadline, he/she is to communicate with the principal and assistant principal, *in advance* of the given deadline.

Who Performs this Step:

Teachers, Special Education Teacher

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Email or phone

Result:

- The principal is aware that students will not have access to lesson plans by noon on Friday.

- The principal and assistant principal will be able to assist teacher in more effectively planning their time.

Categories

Department (List only one):

- Academic 9-12

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	9/21/2018 1:57 PM	New document	Kathie Bell



HS Senior List Maintenance

PA Virtual Processes

General Description

Departments Involved:

- Academic 9-12
- Registrar

Summary/Purpose:

The purpose of the Senior List is to maintain an accurate list of those students who complete all the requirements to graduate. The registrar will use this list to send diplomas to those who have graduated. It is imperative that this list is maintained accurately so no diplomas are sent that have not been earned.

When Performed:

- On Going

Responsibilities:

- Program Specialist - High School
- Registrar
- School Counselor

Process Stages or Steps

1 Program Specialist Creates Document for New School Year

What happens:

- Using the Daily Rec Report, the HSPS pulls the 12th grade students to add to the new Google spreadsheet.
- HSPS obtains the list of early grads to add to the spreadsheet
- Name the new spreadsheet: Class of _____ - Graduation List
- Share spreadsheet with HS Principal, AP's, School Counselor for seniors
 - only counselor, registrar, and program specialist should have editor rights to the spreadsheet

Who Performs this Step:

Program Specialist - High School

2 School Counselor for Seniors maintains list throughout the school year

What happens:

- School counselor moves students from "Graduating" tab to "Questionable", "Not Graduating", or "Withdrawals" tabs when appropriate throughout the year.
- There should be no movement on the list once all grades have been finalized.
- IEP students who will not earn their diploma until after ESY has ended, should be moved to the "Questionable" tab before registrar mails diplomas.

3 Registrar utilizes list to send diplomas and grad packets to those students who have met graduation requirements.

What happens:

- Registrar utilizes the spreadsheet "Graduating" tab to mail diplomas and grad packets to graduates.
- "Questionable" students who are enrolled in credit recovery courses, and PASS, will be sent their diploma and grad packet in August upon confirmation of meeting all graduation requirements.

Who Performs this Step:

Registrar

Categories

Department (List only one):

- Academic 9-12
- Registrar

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	7/6/2021 10:35 AM	New document	Kathie Bell

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Registrar
- School Counselor



End of Year Teacher Checkout

PA Virtual Processes

General Description

Departments Involved:

- Academic 9-12

Summary/Purpose:

The End of Year Teacher Checkout (or EOY Checklist) serves to ensure that teachers have completed all responsibilities before their last contracted working day for the school year.

When Performed:

- Annually
- June

The End of Year checklist will be provided by the Chief Academic Officer towards the end of the school year

Responsibilities:

- Assistant Principal
- Principal

The Principal or Assistant Principals can check out any teacher unless other arrangements are made

Process Stages or Steps

- 1 Review checklist provided by Chief Academic Officer and remove or strike items that do not pertain to high school**
- 2 Present the checklist to high school teachers with a list of dates/times that high school leadership is available to review the checklist in office hours with teachers.**
- 3 Hold Office Hours or otherwise meet with teachers to ensure all relevant checklist items have been completed**
 - 3.1. Verify visually when possible (ie have teacher share screen showing course recommendation's are done in Sapphire)

- 3.2. Some items may be listed but not possible to complete prior to the last day of school (ie post out-of-office message). Future items should not prevent the checklist from being approved if past/current items are all addressed.

4 Put the completed End of Year Checklist through HelloSign to capture teacher and principal/assistant principal signatures.

- 4.1. Send the signed copy to the teacher for their records.

Categories

Department (List only one):

- Academic 9-12

Responsible / Who Performs:

- Academic 9-12
- Assistant Principal
- Principal
- Teachers

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	7/11/2019 8:41 AM	New document	Casey Wernick

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Assistant Principal
- Chief Academic Officer
- Principal



HS Managing Meeting Materials

PA Virtual Processes

General Description

Departments Involved:

- Academic 9-12

Summary/Purpose:

Preparation and management, including distribution, of High School Meeting Materials

When Performed:

- As needed

Assistant/Principal will build, download and present to staff. Project Manager will insert the recording link and transfer/share the file

Responsibilities:

- Develop materials to present during high school team meetings
- Share meeting materials with appropriate audience

Process Stages or Steps

1 Build draft version of presentation in the Shared High School Admin Only Google Drive

- 1.1. The first slide/area of each presentation should include a space for Agenda items and Objectives, and have a spot where Collaborate recording links will be posted after the presentation has been given.

2 Download the final version of the presentation to be able to upload and present in BlackBoard Collaborate

3 After the Collaborate recording is available, add a guest link to the first slide of the original final in the Shared High School Admin Only Google Drive

4 Move the presentation file from the Shared High School Admin Only Google Drive to the Shared High School Team Drive

5 Presentations/Presentations folder should also be shared with Marketing &

Communications Departments, as appropriate

Categories

Department (List only one):

- Academic 9-12
-

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	8/7/2019 7:55 AM	New document	Casey Wernick

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Laura Afshari
- Shaikha BuAli
- Kathie Bell



HS Educational Trips

PA Virtual Processes

General Description

Departments Involved:

- Academic 9-12

Summary/Purpose:

Parents requests excused absences for their student for the purpose of an educational trip. The time away from school must be approved by an assistant principal (typically the AP for the student's grade level). If the trip will cause the student to miss more than 5 days of school, the principal must also approve the trip. Any trip requests for >10 days must have approval from the CAO/CEO.

When Performed:

- As needed

Process Stages or Steps

1 Parent submits the Educational Opportunity form found on the attendance website

What happens:

Parents must submit the [HS Educational Opportunity](#) form found on the [attendance website](#) (accessed on the Institutional page on Blackboard)

Who Performs this Step:

Parent must submit request via their PA Virtual parent email. No submissions will be considered if the student email address is used to submit the form.

2 Program Specialist reviews parent submission for appropriateness and accuracy

What happens:

Program Specialist reviews parent trip request for:

- Ensure that the request was sent via the PARENT school email address
- Dates (length of trip; accuracy)
- Appropriateness of the educational value of the trip (see attendance policy for what is acceptable and not acceptable reasons for an educational trip)
- Plan for making up the missed school work

Who Performs this Step:

Program Specialist - High School

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

[HS Educational Trip spreadsheet](#) (only those with rights will be able to open this link)

Result:

The assistant principal will be notified that there is an educational trip request to be reviewed and considered.

3 Program Specialist informs appropriate grade-level Assistant Principal that a request was submitted for their review

What happens:

The program specialist can IM the appropriate AP to inform them of the submission. Some APs may have a notification set up on the spreadsheet so they are alerted when a form is submitted.

Who Performs this Step:

Program Specialist - High School

4 Assistant Principal reviews request and approves or denies

What happens:

The AP checks the following when considering the approval of the educational trip:

- The length of the trip (over 5 days must also have principal approval)
- The student's grades (if student has any failing grades the trip may be denied)
- The student's attendance record
- The student's IEP/504, if appropriate
- Any Keystone testing that may occur during the proposed absence

Who Performs this Step:

Assistant Principal

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Assistant principal will check the "approved" or "denied" box on the spreadsheet and insert their name and date in the appropriate cells.

If the request is for 6-10 days, the AP will inform the principal of the trip to be considered.

5 Principal review if trip request is over 5 days

What happens:

If the educational trip request is for more than 5 days (but not more than 10), the principal must review it and give final approval after assistant principal's review.

If approved, the principal will check the appropriate box on the spreadsheet indicating principal approval.

Who Performs this Step:

Principal

6 Program Specialist informs parent of decision

What happens:

When a decision has been made as to whether or not the educational trip has been approved, the program specialist will email the parent's PA Virtual email informing them of the decision. The program specialist will copy the following staff members on the email to the parent:

- FSC
- Attendance coordinator
- All reg ed and special ed teachers on the student's schedule (for the time period the student will miss school)
- Assistant principal (and principal if trip required their approval)

Once the email has been sent to the parent, the program specialist checks the box on the spreadsheet indicating that the parent was informed.

Who Performs this Step:

Program Specialist - High School

7 Teacher receives notice of approved/denied educational trip

What happens:

Teacher receives email from program specialist of student's approved educational trip.

If the educational trip was approved, the teacher marks the student EX from class during the time the student is away.

Teachers should work with the student to plan steps in making up missed school work.

If the trip was denied, the student is expected in class and the teacher should mark attendance as normal.

Who Performs this Step:

Teachers

Special Warnings:

Teacher should never mark students EX for an educational trip unless they have received an email from the program specialist informing them of the approval. Emails directly from parents or students informing teachers of upcoming absences due to a trip should not be considered valid for marking a student EX.

Categories**Department (List only one):**

- Academic 9-12

Revision Management**Revision History Log:**

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	8/30/2023 7:50 AM	New document	Kathie Bell

Forms**Forms:**

[Attendance Website](#)

[HS Educational Opportunity Form](#)

[HS Educational Opportunity Spreadsheet](#) (only certain people have access)



HS Quarterly Failure/At-Risk Letters Sent by Project Manager

PA Virtual Processes

General Description

Departments Involved:

- Academic 9-12

Summary/Purpose:

The purpose is to alert parents to the current failing grade of a course (<65%), or that their student is at-risk of failing a course (<70%). Affected students are found using the Athletic Eligibility Report in Sapphire. A letter is sent via USPS. An email is sent the following day along with a robo call to alert parents to check their school email account.

When Performed:

- Quarterly
 - 3 -4 weeks prior to the end of each Quarter

Responsibilities:

- Project Manager

Process Stages or Steps

1 Pull Athletic Eligibility Report from Sapphire SIS

What happens:

- Log onto the Sapphire SIS
- Go to 'Reports'
 - Athletic Eligibility
 - Current Quarter and/or Semester
 - <70%
 - Output: CSV
 - Run Report

Who Performs this Step:

Project Manager - High School

Result:

Spreadsheet of HS students who are failing (<65%), or at-risk of failing (<70%) as of that date.

2 Prepare Spreadsheet for Mail Merge**What happens:**

- Add a column (A) to the far left which will have student LN, FN, ID
- Create a pivot table to show which courses the student has <70%
- Manipulate so student name (LN, FN, ID) is in column A; Course names across top; Student ID in value
- Filter for each course individually and copy/paste course name where '1's are.
- Copy/Paste Special entire pivot table spreadsheet
- Add columns to spreadsheet and do **vlookups** for:
 - Add columns B, C, D for:
 - Student ID
 - Student LN
 - Student FN
 - Add columns E, F, G for:
 - his/her
 - He/She
 - he/she
 - Add columns H - T
 - Address 1, Address 2, Address City, Address State, Address Zip
 - Mailing Address 1, Mailing Address 2, Mailing Address City, Mailing address State, Mailing Address Zip
 - Primary Phone
 - Student PA Virtual Email Address
 - Parent PA Virtual Email Address

Who Performs this Step:

Project Manager - High School

3 Modify Letter**What happens:**

- Ensure that letter states the correct ending dates for the quarter/semester.
- Ensure wording is accurate and appropriate.

Who Performs this Step:

Project Manager - High School, Principal

4 Complete Mail Merge

What happens:

- Using Microsoft Word, and the approved letter, mail merge the information from the spreadsheet.

Who Performs this Step:

Project Manager - High School

5 Print & Prepare Letters for Mailing

6 Complete Mail Merge for Email

What happens:

- Copy body of letter to be more appropriate for email.
- Use Microsoft Word to create a mail merged email.
- At top of email wording, state in italic and another color: "The message below is also being sent via USPS to your primary address."
- Mail merge and send to parent email.
- Optional: Mail merge and send to student email.

Who Performs this Step:

Project Manager - High School

Result:

Parent will receive email notification that student is failing or at-risk of failing specific courses.

7 Prepare Spreadsheet for Robo Call & Text

What happens:

- Prepare a new **csv** spreadsheet for the robo call/text:
 - See Staff Toolbox for [Blackboard Connect Upload Call List](#)
- Primary phone number will be called with message that an important email regarding their high school student's grades was sent, and that they should check their PA Virtual parent email inbox.
- Available cell phone numbers will be texted with message to check their school email for an important message about their student's grades.

Who Performs this Step:

Project Manager - High School

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Blackboard Connect knowledge

Result:

Parent will be notified via phone and text message about the letter/email that was sent to them regarding their student's grades.

Categories**Department (List only one):**

- Academic 9-12

Revision Management**Revision History Log:**

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	3/15/2019 10:37 AM	New document	Kathie Bell



HS Teacher Schedules from Sapphire

PA Virtual Processes

General Description

Departments Involved:

- Academic 9-12

Summary/Purpose:

HS Teachers can pull their schedule from Sapphire in grid or line style.

When Performed:

- As needed

Responsibilities:

- Teachers

Process Stages or Steps

- 1 Log into Sapphire SIS**
- 2 Click on Reports**
- 3 Select "Show All Reports"**
- 4 Click tab for "Scheduling"**
- 5 Scroll down to either "Teacher Block Schedule" or "Teacher Line Schedule"**
- 6 Select preferred options and Run Report**

Categories

Department (List only one):

- Academic 9-12

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/19/2019 10:18 AM	New document	Casey Wernick



HS Graduation Seating for Graduate Candidates

PA Virtual Processes

General Description

Departments Involved:

- Academic 9-12

Summary/Purpose:

The purpose of graduation seating is to ensure a smooth flow for the processional and recessional, as well as to give families an idea of where their graduate will be sitting for best viewing purposes.

When Performed:

- During the week leading up to the Graduation Ceremony
- Must be completed prior to leaving for Harrisburg
 - This will be one of the last items to be done prior to the graduation ceremony to account for any last minute cancellations or late RSVPs.

Responsibilities:

- Project Manager - High School

Process Stages or Steps

- 1 Create an alphabetical list of graduate candidates attending the graduation ceremony.**

What happens:

- From the RSVP list, identify those graduate candidates who are attending the graduation ceremony.
- Create an excel spreadsheet with First Name, Last Name, seat assignments

- 2 Identify those graduate candidates who are giving speeches, leading the Pledge of Allegiance, and receiving awards.**

- 3 Enter graduate candidate names on the seating plan template.**

What happens:

- Enter identified candidates who are giving speeches, and leading the Pledge in the first row of section 101 as indicated on the seating plan.
- Enter the remaining candidates alphabetically on the master plan.
- Make adjustments to seating so award recipients are seated at the end of a row allowing easy exiting to proceed to the stage to receive award.
- For overflow seating, use the first 2 rows of section 205 first; then section 206; then 204.

Who Performs this Step:

Project Manager - High School

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

- Alphabetical listing of graduate candidates.
- Blank copy of Master Seating Plan
- Forum Auditorium Color-coded Reverse Pink seating chart

Result:

- Graduate candidates are assigned seats so seating card labels may be printed.

Special Warnings:

- Section 101 is to be seated in reverse alphabetical order (i.e. Row 1, Seat 11 is first student alphabetically).

4 Print seating card labels**What happens:**

- Labels include graduate candidate's name, seating assignment, and LC seating assignment.
- Use final seating plan to mail merge labels (see sample below)

Who Performs this Step:

Project Manager - High School

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

- Final seating plan

- Colored 3x5 cards (should coordinate with auditorium section color)
- 2"x 4" white labels

Special Warnings:

- Extra, blank labeled cards should be on hand for late-comers or those who may not have RSVP'd to the graduation ceremony.

Ashley Addis
Line Order: 2
Section: 103 Row: A Seat: 2
LC Row: B LC Seat: 2

5 Attach labels to appropriate colored index card.

Who Performs this Step:

Project Manager - High School

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

- Colored index cards
- Mail merged seating plan labels
- Final seating plan with colored sections indicated for graduates.

6 Colored seating cards are handed to graduate candidates upon registration at the graduation ceremony.

What happens:

- When graduate candidate signs in at the registration table, they are handed their colored seating card. This will be used to line up in order for the processional.
- Graduate candidate carries the card with them as they proceed to the stage to receive their diploma. They hand the card to the staff member announcing their name.

Who Performs this Step:

- HS Staff who are manning the registration table.

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

- Completed seating cards

Special Warnings:

- All graduate candidates must have a seating card as they provide the graduate and LC seating assignments as well as provides the graduate's name for the purpose of announcing it when crossing the stage.

Related Documents**Other Related Documents:**

[Forum Grad Seating Chart](#)

[Grad Seating Plan - Master](#)

[Grad Processional/Recessional Video](#)

Categories**Department (List only one):**

- Academic 9-12

Revision Management**Revision History Log:**

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	7/15/2019 3:25 PM		Kathie Bell



HS Withdraw Process

PA Virtual Processes

General Description

Departments Involved:

- All Staff

Summary/Purpose:

The purpose of the withdrawal process is to provide detailed guidelines for appropriate staff to follow to ensure that students leaving our school are removed from the roles promptly and accurately, allowing time for teachers to finalize grades for the official transcript/report card.

When Performed:

- As needed

Responsibilities:

- Attendance Coordinator
- Guidance
- Parent/Guardian
- Project Manager - High School
- Registrar
- Special Education Administrator
- Teachers

Process Stages or Steps

- 1** Parent/guardian contacts school staff requesting that student be withdrawn from PA Virtual.

What happens:

- WD request may come in the form of a records request sent to the Registrar's office.
- If the student is currently participating in the New Student Orientation, the staff member should reach out to the Director/Assistant Director of Onboarding and Professional Development.
 - Director/Assistant Director should reach out to parent to attempt a win-back. If unsuccessful, Director/Assistant Director will forward WD information to appropriate project manager for processing.

Who Performs this Step:

All Employees

- 2 Staff member emails appropriate project manager of elementary, middle, or high school.**

What happens:

- If more than one student is withdrawing, the project manager of the youngest student's school should handle the withdrawal.
- Staff member should copy other project managers as appropriate.
- Email should include any pertinent information (i.e. reason for WD; last day; etc), if known.

- 3 Project manager contacts parent/guardian to complete the WD form.**

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

[Withdrawal Form](#)

- 4 Project manager logs onto the WD portal and searches by Family ID.**

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

- Family ID is required for the WD form.
- The Family ID can be found on the Daily Reconciliation Report.

4.1. Complete information while on the phone with the parent/guardian.

Special Warnings:

- “Last Day” is the last day the student will attend PA Virtual.
- Parent Email – preferably the PA Virtual parent email address. If circumstance warrants it, alternative may be used.

4.2. **IMPORTANT NOTES**

Special Warnings:

- **Kindergarten** withdrawals – per PDE any student that has attended school, even if compulsory school age has not been reached (8 yrs), must continue to be

enrolled in a school or official homeschool program (approved by the local district).

- **Drop Out** – Students younger than 17 may not drop out without approval from the principal and CEO/designee.
- **GED** – Programs are available to students 18 years or older. Students who are 16 or 17 are only permitted with the approval of CEO/designee. Students who are interested in pursuing their GED must meet with their guidance counselor to review the GED program prior to the WD being processed.

4.3. Click “Submit”

What happens:

- This triggers a confirmation email to be sent to the parent/guardian.

4.4. The parent/guardian receives the email.

What happens:

- Parent/guardian clicks the link provided within the body of the email.
- Parent/guardian reviews information on WD form.
- Parent/guardian checks the confirmation box at the bottom of the form (“Agree”)

Who Performs this Step:

Parent/Guardian

Result:

Once the WD is confirmed, the following departments/individuals are informed:

- Registrar
 - Records department must wait 48 hours to process WD so student’s grades can be finalized by teachers.
 - Records are sent to the new school as indicated on the WD form, or the school district of record, once a request for records has been received by PA Virtual from the new school.
- School level principal
- Withdrawing principal, if different
- Director of Operations
 - Labels will be generated for materials and technology
- Family Support Coordinator
- Director of Family Support
- Attendance Coordinator
- Assistant Director of Special Education (IEP students only)

5 Upon receipt of notification of the WD, project manager forwards notification.

What happens:

- Project manager forwards notification to:
 - All teachers involved (regular and special education)
 - Director & Assistant Director of Onboarding and Professional Development (if student is currently participating in the new student orientation)
 - Guidance Counselor
 - Pupil Health - appropriate nurse
 - Family Support Coordinator
- Email should include:
 - Student's last day with PA Virtual
 - Note to teachers to finalize grades by COS the following day.
 - Reminder to appropriate staff to NOT order courses for any new student currently participating in the new student orientation.

Who Performs this Step:

Project Manager - High School, Project Manager - Elementary, Project Manager - Middle School

6 Project Manager should keep a log of WDs processed.

What happens:

Log may include:

- Student name, grade, student ID, family ID
- Date project manager spoke with parent and completed the WD form.
- Confirmation that WD was listed on the Daily Reconciliation Report (DRR)
 - Registrar's office will process WD 48 hours after the parent confirms. The student should show on the DRR approximately 3-4 days after confirmation.
 - If student does not appear on the DRR, project manager should check Sapphire (SIS) for enrollment status.
 - If still enrolled, follow up with Registrar's office to confirm that they received the WD notification.

Who Performs this Step:

Project Manager - High School, Project Manager - Elementary, Project Manager - Middle School

7 OPT OUTS

What happens:

- An opt out may only be done if the student has not yet started with PA Virtual. Once a student has logged in for attendance (even just for one day), they are a PA Virtual student and the normal withdraw process must be followed.
- The date of the opt out should be prior to the originally scheduled PA Virtual start date for the student.

Who Performs this Step:

Project Manager - High School, Director of Onboarding & Professional Development

Special Warnings:

- The Director of Onboarding and Professional Development should be contacted prior to completing an OPT OUT in an attempt for a win-back.

Categories**Department (List only one):**

- Academic 9-12

Revision Management**Revision History Log:**

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Author / Owner**Subject Experts / Contributing Authors:**

The following subject experts may be consulted for additional information:

- Director of Student Services
- Registrar



HS Finalizing Grades in Sapphire

PA Virtual Processes

General Description

Departments Involved:

- Academic 9-12

When Performed:

- End of Quarter
- End of Semester

Quarter-long electives grades are finalized at the end of the quarter.
Semester-long courses are finalized at the end of the semester.

Responsibilities:

- Teachers

Process Stages or Steps

- 1 Log into Sapphire LMS Gradebook for specific course**
- 2 Choose "My Class" menu option**
- 3 Choose "Final Grades" from drop down menu**
- 4 Make sure the grades in Sapphire match the SIS grades in Blackboard prior to finalizing**
 - 4.1. Note: The SIS column in Sapphire will be blank at this time
- 5 Click the "save" icon at the top of the screen**
 - 5.1. Note: The SIS column in Sapphire will populate after you click 'save'.
- 6 The TBG column and the SIS column should now match, unless you have entered an "override" grade.**

Related Documents

Other Related Documents:

Video: [How to Finalize Grades in Sapphire](#)

Categories

Department (List only one):

- Academic 9-12
-

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/19/2019 10:17 AM	New document	Casey Wernick



HS New Student Contact

PA Virtual Processes

General Description

Departments Involved:

- Academic 9-12
- Onboarding & Professional Development

Summary/Purpose:

Whether at the beginning of the school year or throughout the school year, new students to PA Virtual must be contacted by their teachers so they are welcomed to the class and are informed as to specifics of the class.

When Performed:

- Beginning of the school year
 - On Going
 - When a new or existing student starts
- A welcome letter to new students at the beginning of the school year will go out with letters to all the students in the class.
 - During the school year, a welcome letter must be sent by the teacher on the Friday prior to the student's start date (typically Monday), per the orientation cohort schedule.

Responsibilities:

- Teachers

Process Stages or Steps

- 1 Teacher receives notification of orientation students to begin classes.**
- 2 Teacher checks their Grade Book for new students enrolled in their classes.**
- 3 Teacher sends welcome letter to those new students entering their classes.**

Related Documents

Other Related Documents:

[19-20 SY Orientation Cohort Calendar](#)

Categories

Department (List only one):

- Academic 9-12
-

Revision Management

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HS Beginning-of-Year Checklist for Teachers

PA Virtual Processes

General Description

Departments Involved:

- Academic 9-12

Summary/Purpose:

To ensure that teachers have completed all tasks necessary for a successful launch of the school year.

When Performed:

- Beginning of the school year

Teachers will complete items on the checklist in August and upload checklist by date determined by the principal.

Process Stages or Steps

- 1 Teacher completes items on BOY Checklist by due dates listed on checklist.
- 2 Teacher uploads completed checklist to Google drive in a place determined by principal.

Categories

Department (List only one):

- Academic 9-12

Revision Management

Revision History Log:

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v1.0	8/29/2023 11:51 AM	New document	Kathie Bell

Forms

Forms:

Checklist for current SY will be distributed by principal/assistant principals.



HS Progress Monitoring - RegEd

PA Virtual Processes

General Description

Departments Involved:

- Academic 9-12
- Guidance

Summary/Purpose:

Identify problems with individual student's behavior or academic progress, and implement strategies to remediate.

When Performed:

- 6-week blocks
- 9-week blocks
- Daily for students' synchronous class attendance
 - Ongoing during the 6-week block for synchronous or asynchronous core subjects.
 - Ongoing during the 9-week block for asynchronous special subjects (art, music, technology, PE, health)
 - **Daily** for students' synchronous class attendance.

Responsibilities:

- Teachers
 - Teachers monitor students' progress during the 6-week or 9-week blocks as indicated above.
 - Teachers note issues with students' performance/behavior in the Sapphire communication manager.
 - Teachers implement strategies and interventions aimed to assist students.
 - Teachers make referrals to guidance when academic strategies and interventions have not been successful.
 - Teachers monitor class attendance **daily**.
 - When a student is absent from class, the teacher sends an email to the student and parent. The email sent is notated in the Sapphire Communication Manager.
 - After the 2nd & 3rd unexcused class absences, the teacher also reaches out to the parent by phone. The call is documented in the Sapphire Communication Manager.

- After the 4th unexcused absence, the teacher makes a referral for an Academic Probation Improvement Plan via the Learning Management System discipline link.
- The teacher continues to monitor daily class attendance, send emails for class absences, make phone calls to the parent, and document all communication in the Sapphire Communication Manager.

Process Stages or Steps

1 Observations

What happens:

- Teacher monitors student progress via assignments, tests, participation, etc.
- Teacher monitors synchronous students' class attendance **daily**.
- Teacher records notes in the Sapphire Communication Manager for each of the four (4) progress monitoring categories at least once every 6 weeks (for sync/async core courses), or 9 weeks (for async electives/non-core courses).
- If student is not meeting expectations (either academic or behavioral), teacher implements interventions as outlined in the Intervention step of the process.
- If student is meeting expectation, notes are recorded to that effect and the student continue to be monitored during the next 6-week or 9-week period.

Who Performs this Step:

Teachers

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Notes in Sapphire Communication Manager must include:

- Current grade
- If student is passing, note that student is meeting expectations.
- If student is failing, notes must include:
 - >Reason for failing grade (i.e. low test scores; not submitting assignments; poor performance; not attending synchronous classes; etc)
 - >Next steps (interventions - conferences; one-on-one time with student; etc)
 - >Expectations
 - >Follow-up date

Result:

- Students are monitored for progress.
- Progress monitoring notes are recorded in the Sapphire Communication Manager.

2 Intervention

What happens:

- When a student is not meeting expectations, either academic or behavioral, the teacher implements strategies to address deficiencies.
- Teacher documents strategies in the Sapphire Communication Manager, which are to include expectations and follow-up details.
- Teacher follows-up according to the intervention plan and documents in the Sapphire Communication Manager.
- If the student does not improve after interventions are implemented, the teacher can then make a referral.

STEPS FOR UNEXCUSED ABSENCES FROM SYNCHRONOUS CLASSES:

- Teachers monitor class attendance **daily**.
 - When a student is absent from class, the teachers sends an email to the student and parent. The email sent is notated in the Sapphire Communication Manager.
 - After the 2nd & 3rd unexcused class absences, the teacher also reaches out to the parent by phone. The call is documented in the Sapphire Communication Manager.
 - After the 4th unexcused absence, the teacher makes a referral for an Academic Probation Improvement Plan via the Learning Management System discipline link.
 - The teacher continues to monitor daily class attendance, send emails for class absences, make phone calls to the parent, and document all communication in the Sapphire Communication Manager.

Who Performs this Step:

Teachers

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

[Progress Monitoring Academic Interventions.pdf](#)

[Progress Monitoring Behavioral Interventions.pdf](#)

[PRIM Manual.pdf](#)

Result:

- Student responds to intervention strategies and improvement is evident.
- Student is referred for additional support if strategies do not produce positive results.

3 Referral

What happens:

- Students not responding positively to teacher intervention strategies are referred for additional support.
 - Class attendance referrals are made to the Family Support Coordinator.
 - Academic referrals are made to the Guidance Counselor.
- Teachers will submit ACADEMIC referrals through the Sapphire Communication Manager ONLY after the steps have been followed and required interventions completed.
- Referrals are due by 4:00pm on Fridays.

Who Performs this Step:

Teachers

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

- Attendance (Discipline) referrals are made via the teacher's Sapphire Learning Management System. Ownership is changed to the Family Support Coordinator.
 - Instructions for completing referral in the LMS:
 - [Attendance Referral Process](#)
- Academic referrals are made via the Sapphire Communication Manager. Ownership is changed to the Guidance Counselor
 - See Progress Monitoring Referral Template.
 - [Progress Monitoring Referral Template 2018-2019.pdf](#)

Result:

- Student is put on an Academic Probation Improvement Plan for excessive class absences.
- Students who are referred will be discussed during the Guidance Counselor's IWM with principals to determine next steps:
 - Referral is rejected, issues are resolved, OR student is placed on DTM list.
 - If referral is rejected during IWM, the counselor will email the teacher/s with feedback for submitting.

4 Continued Observation**What happens:**

- Teachers continue to monitor students' progress during the subsequent 6-week or 9-week blocks as instructed in step 1.
- Class attendance is monitored daily and referrals are made for any student reaching 4+ unexcused absences from class.

Who Performs this Step:

Teachers

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

See Step 1

Result:

See Step 1

Categories**Department (List only one):**

- Academic 9-12

Revision Management**Revision History Log:**

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Author / Owner**Subject Experts / Contributing Authors:**

The following subject experts may be consulted for additional information:

- Cheryl Clothier, Kathie Bell, Maureen Weinberger



HS Graduation Ticketing

PA Virtual Processes

General Description

Departments Involved:

- Academic 9-12

Summary/Purpose:

The purpose of graduation ticketing is to ensure that all graduating seniors who wish to attend the graduation ceremony are guaranteed tickets for their family/friends.

When Performed:

- Graduation Week
 - Ticketing initially starts in April when the RSVP link is sent to the graduate candidates and their parents.
 - The RSVP numbers may fluctuate during the months of April and May due to family circumstances.
 - The final count should be tallied early in the week leading up to the graduation ceremony.

Responsibilities:

- Project Manager - High School

Process Stages or Steps

1 Graduation Invitations are Mailed to Families

What happens:

Physical invitations that are ordered by Marketing are mailed out the second to last school day of March.

Who Performs this Step:

Project Manager - High School

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

- List of graduate candidates

- Addresses
- Mailing labels
- Invitations ordered by Marketing

Result:

Graduate candidates and their families receive the invitation in the mail by April 1st or shortly thereafter.

2 Graduation RSVP Link is Emailed to Parent and Posted to Blackboard

What happens:

- Link to the Graduation Ceremony RSVP Google form is emailed to graduate candidates and their parents, as well as being posted to the HS graduation Blackboard area.
- RSVPs are collected from April 1st through May 1st (the last day may be adjusted as deemed necessary).
- Send/post reminders throughout the month as a reminder to RSVP.

Who Performs this Step:

Project Manager - High School

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

- RSVP Google Form - [Sample Form](#)

3 RSVPs are Collected via Google Form

What happens:

- Parents or graduate candidates complete the RSVP Google form indicating whether or not they will be attending the graduation ceremony, and how many tickets they will need.
- Each graduate candidate is guaranteed 6 tickets, which includes the 2 for the graduate and their LC. The 4 remaining are for guests.

Who Performs this Step:

Parent/Guardian, Students

Result:

- Expected number of attendees (graduate candidates and family/friends) will be determined.
- Wheelchair seating needs will be gathered via the RSVP form.

- RSVP Google Spreadsheet - [Sample RSVP Spreadsheet](#)

4 Email Confirmation of Number of Tickets Requested

What happens:

- On or about May 10th, those families requesting additional tickets (beyond the guaranteed 6 per graduate candidate) should be emailed and informed as to whether or not their request can be accommodated.
- Alternately, a mail merged email can be sent to all graduate candidates informing them of the number of tickets they have been allotted per their RSVP and additional tickets requested.

Who Performs this Step:

Project Manager - High School

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

- Graduation RSVP Spreadsheet - [Sample](#)

Result:

- Families are informed/reminded of how many tickets they have requested and were allotted.

5 Tickets Picked Up at Graduation Ceremony

What happens:

- Ticket tables are manned outside the entrance to The Forum Auditorium by HS staff.
- Staff are provided a list which includes the graduate candidate's name, the number of tickets allotted to them, and the section

Who Performs this Step:

- Project Manager - High School provides lists to the staff manning the ticket tables.
- HS Teachers man the ticket tables and count out the tickets for the graduates/families as they arrive.
- Teachers record how many tickets are given out to each graduate.

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

- List of graduate candidates and the number of tickets requested.
- [Sample list of grad candidates](#)

Result:

- Tickets are accurately distributed as requested by graduate/family.

6 Graduation Attendance Ticket Comparison Spreadsheet Updated**What happens:**

- The total number of tickets requested and the total number picked up at the graduation ceremony are recorded so a history of attendance can be maintained.

Who Performs this Step:

Project Manager - High School

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

[Graduation Attendance Ticket Comparison](#)

Related Documents**Other Related Documents:**

[Graduation Ticket Counts for Ticket Tables - SAMPLE](#)

[Graduation Ceremony RSVP - SAMPLE](#)

Categories**Department (List only one):**

- Academic 9-12

Revision Management**Revision History Log:**

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v1.0	7/8/2019 1:04 PM		Kathie Bell



HS Withdraws - Teacher Responsibilities

PA Virtual Processes

General Description

Departments Involved:

- Academic 9-12

Summary/Purpose:

Parent withdraws student from PA Virtual.

When Performed:

- As needed

Responsibilities:

- Project Manager - High School
- Teachers

After project manager processes the withdrawal, the teacher must ensure that grades are updated prior to student being deactivated.

Process Stages or Steps

- 1 Project Manager processes withdrawal.**
- 2 Teacher receives notification of student withdrawal via email from project manager.**
- 3 Teacher has 24 hours to complete the following:**
 - 3.1. Grade any ungraded assignments.
 - 3.2. Make sure grade in Sapphire matches the SIS grade in Blackboard.
 - 3.2.1. (*Note: Teachers do **NOT** finalize grade if the withdrawal happens mid-semester/quarter.)
 - 3.2.2. If student withdraws at the end of a quarter or semester, then their grade would be finalized along with the other students in the course.

- 4** Registrar's office deactivates student in Sapphire within 48 hours of processed withdrawal.

Categories

Department (List only one):

- Academic 9-12

Revision Management

Revision History Log:

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v1.0	6/19/2019 10:18 AM	New document	Casey Wernick



HS Teacher Time Off Request (sick/flex/personal)

PA Virtual Processes

General Description

Departments Involved:

- Academic 9-12

Summary/Purpose:

- This process will ensure timely communication from HS teachers to the principal when time off is needed.
- This process has been summarized from the *Bargaining Unit Member Handbook*, pg. 33.

When Performed:

- As needed
 - Unexpected time off should be communicated immediately.
 - Planned time off should be requested as soon as possible.

Responsibilities:

- Teachers

Teachers are responsible for texting, calling, instant messaging, and emailing their supervisor (principal or asst. principal)

Process Stages or Steps

1 Unexpected Time Off

What happens:

Teacher is unable to work, needs to start work early or leave work early due to an emergency situation or illness.

Who Performs this Step:

Teachers

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

- Teacher must call or text the principal or assistant principal immediately
 - Shaikha BuAli's cell: 215-301-6933
 - Casey Wernick's cell:
- During the school day, teacher may also instant message the principal or assistant principal.

1.1. Communicate immediately with your supervisor that you need to take time off.

1.2. Communicate any meetings or obligations you have that day.

1.3. For state testing obligations, contact the site coordinator via phone in addition to your supervisor.

1.4. In extreme circumstances where you are unable to call in yourself, be sure to have a close family member call for you.

1.5. Provide your contact information in the event that your supervisor needs to contact you.

2 Requesting Time Off - Sick, Personal, Bereavement, Jury

What happens:

Teacher knows in advance that they need to take time off.

Who Performs this Step:

Teachers

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Kronos

Result:

- Teacher submits time off request via Kronos.
- Principal reviews request and approves.

3 Flex Time

What happens:

Time off of less than 2 hours when an emergency or issues arise that may impact the teacher's regularly scheduled work day. Flex time is available for these extenuating circumstances. Time off is worked outside the normal working hours in place of the time missed during the regular working hours.

Who Performs this Step:

Teacher and supervisor (principal) coordinate the flex time in advance.

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Teacher emails principal and assistant principals with request to use flex time. Email must include day and time of requested time off, as well as when the time will be made up.

Result:

- Principal approves the flex time (in increments of less than 2 hours) for the teacher.
- Teacher works outside of normal working hours in place of flex time.

Categories**Department (List only one):**

- Academic 9-12

Revision Management**Revision History Log:**

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HS GED/Dropout Request

PA Virtual Processes

General Description

Departments Involved:

- Academic 9-12
- Academic Administration
- Guidance
- Student Records / Registrar
- Special Education

Summary/Purpose:

Student/parent requests that student be withdrawn because the student wants to pursue a GED or dropout.

When Performed:

- As needed

Responsibilities:

- Guidance
 - Principal
 - Project Manager - High School
 - Special Education Administrator
- Before a student can be withdrawn to pursue a GED or dropout, they must meet with their guidance counselor.
 - Once the student/parent have met with the guidance counselor, the project manager is notified to reach out to the parent to complete the withdrawal.
 - If the student is special education, the special education administrator must be consulted.

Process Stages or Steps

1 Notice from student/parent of GED or dropout request.

What happens:

- Staff member (teacher, FSC, project manager, principal, assistant principal) is notified that the student wishes to withdraw in order to pursue a GED or simply to drop out.

- Staff member informs parent/student that they need to meet with the guidance counselor to discuss options and future plans.
- Staff member copies HSPM so they are aware of the potential WD.
 - If student has an IEP, HSPM contacts Director of Special Education for approval to withdraw the student if it comes to that.
- Staff member provides parent/student with guidance counselor contact information and informs them that the student will remain enrolled until the guidance session has been held.
 - It is the parent/student's responsibility to contact the guidance counselor to arrange a meeting.

Who Performs this Step:

Family Support Coordinator, Principal, Project Manager - High School, Registrar, Teachers

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

[PDE Requirements for GED test](#)

Result:

- Student remains enrolled to earn high school diploma.
- Student understands the pros/cons of taking the GED test and decides to pursue it.
- Student understands the pros/cons of dropping out and decides to follow that path.

Special Warnings:

Student must meet PDE requirements to drop out and/or pursue GED.

2 Referral to Guidance Counselor

What happens:

- Staff member emails the appropriate guidance counselor indicating the student wishes to pursue a GED or dropout.
- Guidance Counselor is aware that the parent/student may be contacting them to arrange a meeting.

Who Performs this Step:

Guidance, Principal, Project Manager - High School, Family Support Coordinator, Registrar, Teachers

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

- List of guidance counselor case load
- Email address of guidance counselor

Result:

Guidance counselor receives email from staff member.

3 Guidance Counselor Conference with Student/Parent

What happens:

- Parent/student contacts guidance counselor to arrange a meeting.
- During the meeting:
 - Counselor will review transcript, credits, attendance, age of student.
 - Counsel student about pros/cons of GED/dropout vs. HS diploma
 - Discuss current credits and potential to graduate with diploma based on total credits earned to date.
- If student would still like to withdraw after meeting with counselor and discussing GED/dropout vs. diploma options, counselor will provide and confirm resources and available programs for the student.
 - Counselor looks up where student resides and provides them with GED options in their area (email and phone call).
- Guidance counselor will inform HS Project Manager to process withdrawal.
 - Counselor may contact HSPM while still on the phone with the parent if they are ready to complete the WD.
- Guidance counselor will inform Principal and Assistant Principal of pending withdrawal.

Who Performs this Step:

Guidance

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

- Student must be 18 years old to qualify to take the GED exam.
- See PDE requirements for students younger than 18 years:
 - [PDE Requirements for GED](#)

Result:

- Student remains enrolled and continues classes to earn HS diploma.

- Student qualifies for GED, understands the pros/cons, and decides to pursue GED.
- Student qualifies for dropping out, understands the pros/cons, and decides to follow that path.

Special Warnings:

Student must meet PDE requirements.

4 Withdrawal Processed

What happens:

- HS Project Manager contacts Director of Special Education for approval to withdraw (if the student has an IEP).
- HS Project Manager receives notification from guidance counselor of student wishing to pursue GED and that they have been through the counseling sessions.
 - Guidance counselor may reach out to HSPM during call with parent/student to process the WD while they have them on the phone.
- HS Project Manager calls parent to complete the withdrawal (or see above).
- Completed withdrawal form is submitted.
 - HS Project Manager forwards withdrawal confirmation email to all of student's teachers, FSC, attendance coordinator, school nurse, guidance counselor, special education teacher (if applicable).
 - Request that teachers make sure all assignments are graded and that grades in Sapphire match the SIS grade in Blackboard. Give 24 hours for completion.
 - Operations department emails/mailed labels for materials and laptop reclamations.
 - Registrar deactivates student from SIS after 48 hours.

Who Performs this Step:

Project Manager - High School, Registrar, Teachers, Guidance

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

- [Withdrawal Form](#)
- Household ID
- GED program name, if available

Result:

- Withdrawal is completed.

Special Warnings:

- Student should have completed counseling sessions with guidance counselor.
- Student with an IEP must be approved for withdrawal by Director of Special Education.

Categories**Department (List only one):**

- Academic 9-12

Categories:

- Withdrawals

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Author / Owner**Subject Experts / Contributing Authors:**

The following subject experts may be consulted for additional information:

- Guidance
- Principal



HS Synchronous Class Attendance

PA Virtual Processes

General Description

Departments Involved:

- Academic 9-12

Summary/Purpose:

According to the student handbook, in order to be present a student participating in synchronous instruction must login to Blackboard Learn AND attend all their synchronous Blackboard Collaborate classes. The purpose of recording synchronous class (a/k/a "period") attendance is to ensure students are attending consistently, and if not, are being supported in their efforts to attend.

When Performed:

- Monday - Thursday while school is in session.
 - Class attendance is taken during the first 5 minutes of each synchronous class.
 - Class attendance recorded by 4:00 pm each day class is held.
 - Teachers must send an email to student and parent email addresses of any student who missed class that day.

Responsibilities:

- Teachers

Teachers who teach synchronous classes must take attendance during the first 5 minutes of each synchronous class and record period attendance in Sapphire not later than 4pm each day of school.

Process Stages or Steps

1 Teachers capture class attendance.

What happens:

- Teachers record class attendance via Sapphire Learning Management System (LMS)
- Teachers use the following codes:
 - P = Present
 - Ex = Excused
 - UEx = Unexcused

T = Tardy
EO = Early out

Who Performs this Step:

Teachers

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Sapphire Learning Management System

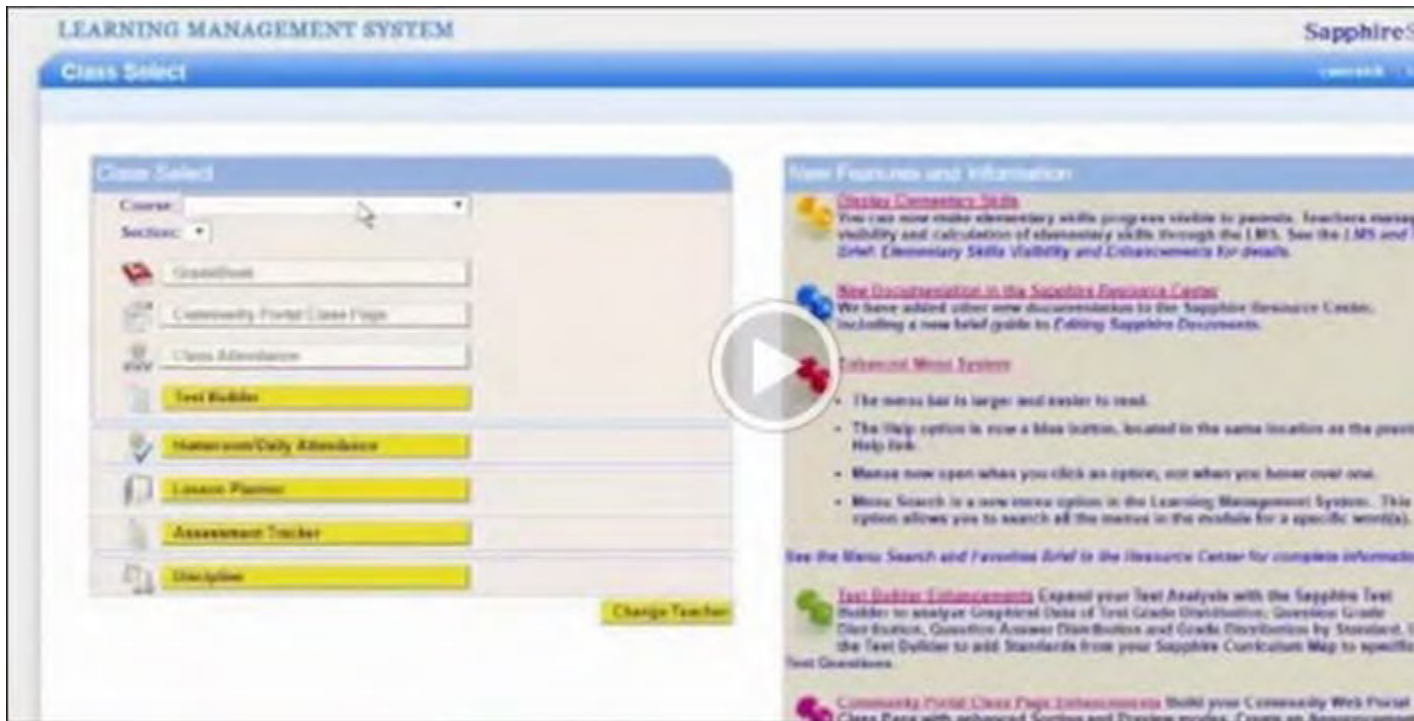
Result:

Students' synchronous class attendance is recorded.

Special Warnings:

-Teachers should check the "Daily Attendance" column for any pre-excused absence (i.e. illness, bereavement, educational trip, etc...).

-If there is an excuse, the student would be excused from class.



1.1. Watch Video for instructions on how to capture class attendance

Who Performs this Step:

Teachers

2 Tier 1: Support (0-3 UEX absences) Teacher emails absent students.

What happens:

- When a student has an unexcused absence from a class, the teacher sends that student an email and copies the parent.
- The sent email is documented in the communication manager.

Who Performs this Step:

Teachers

Result:

Student and parent are notified of the unexcused absence.

- 2.1. If notified **within 3 days** by parent or FSC/Attendance Coordinator of valid excuse, teacher must change attendance code for the student for the absent day.

3 At 3 Unexcused class absences**What happens:**

After a third unexcused absence from class, the teacher schedules a conference with the student and the parent/learning coach to address class attendance.

Who Performs this Step:

Teachers

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

- Class attendance record available in Sapphire.
- Student and parent email addresses/phone number available in Sapphire.

Result:

Student, parent, and teacher discuss the importance of class attendance and student begins to attend regularly.

4 Tier 2: Disciplinary and Support (4-10 UEX absences) **Academic Probation Status****What happens:**

- After the 4th UEX, the teacher creates a discipline referral from the Sapphire Grade book. Referrals need to be made by 4pm on Friday of the week the 4th absence occurs. (see video for instructions)
- Teacher schedules a follow-up conference with the parent and student and documents the call in the Sapphire Communication Manager.

- Student/Parent are sent an Academic Probation Improvement Plan via Sapphire Discipline Module.
- Meeting is scheduled and held by the Family Support Coordinator with the student and parent to explain the Academic Probation Improvement Plan and expectations going forward.

Who Performs this Step:

Teachers
Project Manager - High School
Family Support Coordinator

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

[Referral Process including Video](#)

Result:

- Student is put on Academic Probation for class absences.
- Student class attendance improves.

LEARNING MANAGEMENT SYSTEM

Discipline

My Gradebooks ▾ Reports ▾ Utilities ▾ Menu Search

Incident From 05/25/2018 To 05/15/2019

Status: Unread (U) Open (O) Complete (C)

Order By: Incident Date/Time ▾

Incidents (1)

Status	Date/Time	Student	Grd	Infractions	Action
	1004/18 10:10A	Brown, Charles	08	Unexcused Class Absences (4+)	Academic Probation Improvement Plan

5 4+ Unexcused class absences

What happens:

- Teacher continues to take class attendance and record it in Sapphire by 4pm
- Teacher continues to email unexcused students when absent from class (copy parent on email).
- Teacher continues to make attempts to reach the parent/student by phone.
- Teacher continues to document emails and calls/attempts in the Sapphire Communication Manager.

Who Performs this Step:

Teacher

Categories**Department (List only one):**

- Academic 9-12

Revision Management**Revision History Log:**

Revision #:	Date:	Nature of Change:	Recorded By:
v2.0	2/13/2019 7:41 AM	Started new revision	Vicki Andrews-Gilmore
v1.1	2/13/2019 7:40 AM		Vicki Andrews-Gilmore
v1.0	10/25/2018 2:01 PM	New document	Kathie Bell

Special Education Department



Section 504 Plan Procedure (with related services)

PA Virtual Processes

General Description

Departments Involved:

- Special Education

Process Stages or Steps

When a student has a 504 plan that includes a related service (such as OT) please use the following process:

- 1 The 504 plan meeting will occur under the direction of the school guidance counselor. The recommendation of the related service should be included in the plan.**

What happens:

- If this is an initial plan or the team is making changes to the plan parent consent is needed.
- If it is an annual 504 plan with no changes, implementation of the plan can occur without parent consent.

- 2 Assistant Director of Guidance /Federal Programs will send the 504 plan with signature page to the Support Service Coordinator (SSC) in the Special Education Department and CC: Assistant Director of Support Services.**

- 3 SSC will begin process to obtain needed services**

- 4 SSC will put 504 plan in e-file and hard file**

Important Notes:

What happens:

Parent consent is required on initial 504 plans in order to implement services.

Annual 504 plans (with related services) should also be sent to appropriate SSC and Assistant Director of Support Services.

Best practice to obtain parent consent is three attempts such as Hellosign, email and mail. Documentation should be sent with the written agreement.

Categories

Department (List only one):

- Special Education

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/27/2022 11:03 AM	New document	Kiel Parker



Special Education Enrollment Process

PA Virtual Processes

General Description

Departments Involved:

- Special Education

Summary/Purpose:

Newly Enrolling, Re-Enrolling and Expedited Special Education Students

Process Stages or Steps

Enrollment Process for newly enrolling and re-enrolling

1 Application:

What happens:

- a. Special Education Enrollment Team monitors the “Ready” and “Compliant” view through Sapphire for special education applications and siblings
- b. Review application information and documents
 1. If application is “Compliant” but not “Ready” encourage parent to submit requested documents. If parent declines or is unable, proceed through following steps.
 2. Assign Family Support Coordinator and Guidance Counselor
 3. Verify school district of residence
 4. Verify appropriate grade level based on information provided. If unsure of High School grade based on credits, insert date in “Credit Audit Requested by Guidance” on the Enrollment Documents page of the registration for guidance review. If needed can email guidance/scheduler for prompt review of transcripts.
 5. Determine appropriate program and services based on available special education documents
- c. Complete Enrollment Conference
 1. Confirm application data
 2. Review specific programs, academic achievement, compliancy questions
 3. Discuss special education programming
- d. Finalize Enrollment

1. Review and approve all pages
2. Complete and upload Charter School Enrollment Notification Form
3. Approve application as Approved – New or Approved – Re-enroller

2 English Learners (EL) Service

What happens:

If student needs EL Services email EL Teacher and Director of Curriculum, Instruction & Federal Programs

3 Residency Concern

What happens:

If there are concerns that a family may not comply with residency requirements, email the Director of Operations their name and information regarding the concern

4 Homeless

What happens:

If student is homeless based on Residency Questionnaire, email Director of Guidance with student information

5 Mark student special education in the SIS

What happens:

Follow procedures outlined in document titled “Process for Marking Special Education in the SIS”

6 Special Education Google Doc

What happens:

- a. Complete all fields in the Enrollment Placement Teacher (EPT) tab
- b. Copy information from EPT tab to Sped Enrolled tab
- c. Enter additional information into Records tab

7 Learning Support Class Scheduling

What happens:

- a. Complete appropriate tab in the Scheduling Special Ed Enrollment google spreadsheet
- b. Include Yes/No for Learning Support classes and include any pertinent notes for guidance

8 Special Education Records

What happens:

- a. Release of Records is sent to school district within 24 hours of enrollment by the enrollment team
- b. Review Records tab in Special Education Enrollment Spreadsheet for additional special education documents needed for appropriate placement
- c. If not received from local school district within 10 school days, contact the local school districts special education department via email or phone call to obtain
- d. Follow up with district as needed
- e. When additional records are received
 1. Registrar will upload to Student Information System (SIS)
 2. Special Education Project Manager and/or Special Education Support Services Coordinator will upload to student special education e-file in the shared drive and print for hard file
 3. Placement team will:
 1. Review new documents
 2. Review and revise steps 3-5, as needed
 3. Contact family to discuss programming, as needed

9 PA Virtual Special Education Document Development

What happens:

- a. Draft shell IEP in SIS based on Special Education Enrollment google doc and previous district records

OR

- b. Request a Permission to Evaluate Consent (PTE) or Permission to Re-evaluate Consent (PTR) for kindergarten students coming from Early Intervention Programming or for students coming from out of state with current special education documents by emailing the School Psychologist and CC: Program Principal, Assistant Principal, Director of Special Education, Assistant Director of Special Education Support Services and Compliance Monitoring, Assistant Director of Special Education Enrollment and Special Education Support Services Coordinator

For Re-Enrolling

What happens:

- Provide Family Support, Academics and Orientation notice that student is re-enrolling via email
 - k-4 – Diana, Melissa, Jason, Steve, Christine, Vickie

- 5-6 – Diana, Melissa, Jason, Rick, Anjleke, Nichole
- 7-8 – Diana, Melissa, Jason, Rick, Lou, Nichole
- 9-10 – Diana, Melissa, Jason, Shaikha, Laura, Kathie
- 11-12 – Diana, Melissa, Jason, Shaikha, Casey, Kathie
- Review phone number and address in Total View. Update, if needed
- Follow steps 1-9 of the Enrollment Process
- Upon approval of an Orientation-exempt student:
 - Enrollment will:
 - Send an email to Orientation Leadership, assigned Guidance Counselor, assigned FSC
 - Email will include:
 - Subject Line: Orientation Exemption: Student First Name, Last Initial, Student ID#
 - Body:
 - Start Date
 - Grade Level
 - Reason for Exemption (likely sibling, re-enroller, or both)
 - Parent personal email address

Expedited Re-Enrollers

What happens:

- Notification will come via the Enrollment Department of an Expedited Re-Enroller
- Review enrollment history and programming
- Contact family to discuss any outstanding concerns, if needed
- Provide follow up to Enrollment or confirmation to proceed with expedited process
- Complete steps 2-8 of the Enrollment Process once student is re-activated in Sapphire. Verify PA Virtual special education paperwork is current and up to date, update if needed

Categories

Department (List only one):

- Special Education

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/26/2022 12:23 PM	New document	Kiel Parker



Procurement of Assistive Technology Equipment and Devices Procedure

PA Virtual Processes

General Description

Departments Involved:

- Special Education

Process Stages or Steps

- 1 When the Special Education Teacher becomes aware of or determines the need for Assistive Technology materials or devices for special education students they will begin by checking the Special Vendor list in Blackboard. This can be found in the Special Education Resource Room under Related Services Info - Materials Request.
- 2 The Special Education Teacher fills out the Special Material Request Form https://docs.google.com/forms/d/e/1FAIpQLSdnqK4ZRcpnI5GW8vEhPvqMqkJhYFkAKkLS9uf5v_wglqb43Q/viewform Special Material Request Google Form

What happens:

- a. The Special Education Teacher has the ability to list three options. They will add their first option of materials and will have the ability to add two additional options, if appropriate.
- b. If the item is to be purchased through Amazon the Special Education Teacher will need to provide a link for ease of ordering.

- 3 When requesting software (that requires installation on to school-provided equipment), Special Education Teachers need to ensure it is on the Approved Software List which can be found via the [Staff Toolbox](#).

What happens:

- a. For the Approved Software List search for “approved software” and follow the toolbox procedure.
- b. If the software needed is not on the Approved Software List search for “software requests” and follow the Toolbox procedure.

- 4 Special Education Program Specialist will process all orders immediately to

assure they are delivered to the student's address within seven days.

Categories

Department (List only one):

- Special Education

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/27/2022 10:46 AM	New document	Kiel Parker



Parent Revoke Consent after Signing Procedure

PA Virtual Processes

General Description

Departments Involved:

- Special Education

Process Stages or Steps

Procedure- Parent signed PWN/ PTE- consent and now does not want to continue with evaluation (revoking consent)

What happens:

- Staff that received this information should contact the Assistant Director of Special Education Support Services and Compliance Monitoring as well as the Support Services Coordinator (SSC). Documentation should be forwarded.
- SSC will contact the family via phone and then follow up email to put request in writing.

Example of the phone call conversation and /or email

What happens:

We were informed that you have requested a revocation of the initial evaluation for your child. Paperwork will be sent via HelloSign and mailed for your signature. (Explain to parent to check off #3 of page 3 - not giving consent on the permission)

Could you please send us in writing your request to revoke and discontinue the initial evaluation. You may email back or send a letter. At any time you would like to request another evaluation, please contact us to begin the process.

- SSC will send the original PWN/PTE- consent via HelloSign and also in the mail. (Explain to parent to check off #3 of page 3 – not giving consent on the permission) Include cover letter with mail.
- When documentation of revocation is received, SSC will need to cancel evaluation (s) with providers.

Put all documentation in both e-file and hard file.

Categories

Department (List only one):

- Special Education

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/27/2022 11:00 AM	New document	Kiel Parker



Related Services Attendance Issues/ Parent Declinations Procedure

PA Virtual Processes

General Description

Departments Involved:

- Special Education

Process Stages or Steps

No Shows Procedure:

- 1** The therapist/tutor must notify the student's Special Education Support Services Coordinator (SSC) of the 'No Show' via email as soon as possible after the no-show has taken place. This is in addition to documenting it in the student's Progress Report in Sapphire.
- 2** After the SSC receives notification from the therapist/tutor that the student had a 'No Show' the SSC will send the parents a 'No Show' email to alert them to the no show and to remind them to have the student attend the session.
- 3** After four (4) consecutive 'No Shows' the therapist/tutor needs to complete the 'Related Service Attendance Issues/Parent Declinations' Google form.
- 4** The Special Education Administrative Team will review the student's no shows to determine the appropriate course of action for the particular student.
- 5** The Special Education Support Service Coordinator (SSCs) for the student will do the following:

What happens:

- a. Make two phone calls to the family regarding the no shows
- b. Send two text messages to the family regarding the no shows
- c. Send two emails to the family regarding the no shows
- d. Send a certified letter to the family regarding the no shows

- 6 If none of the contact attempts made by the SSCs have helped to improve the attendance of the student then the Assistant Director of Special Education Support Services & Compliance Monitoring or their designee will send a letter via certified mail and email to the family alerting them to the consecutive no shows. This letter is a final warning regarding the no show issues and the parents have two weeks to either decline services or to ensure the student is attending the sessions.**

What happens:

- a. If the family declines services
 1. The Director of Special Education or their designee will write a NOREP explaining that the services have been placed on hold and will revise the IEP to reflect this information and place both pieces of documentation in the SSC's drop box.
 2. Student's SSC will send the NOREP to the family for signature along with the Procedural Safeguard Notice and the revised IEP.
 3. After the NOREP is returned signed or after ten (10) calendar days with no signature the SSC will let the therapist/tutor know that services are being placed on hold and will communicate this information to the therapist/tutor via a cancellation email.
- b. If the parents do not decline the service and the student is still not attending
 1. The Director of Special Education or their designee will write a NOREP explaining that the services have been placed on hold due to student attendance/ scheduling issues and will drop the NOREP in the SSC's drop box. They will also add a note in the school's Communication Manager system so that the IEP team is aware.
 2. Student's SSC will send the NOREP to the family for signature along with the Procedural Safeguard Notice.
 3. The Assistant Director of Special Education & Compliance Monitoring will send a letter to the family via certified mail and email explaining that the service has been placed on hold.
 4. After the NOREP is returned signed consenting to the hold or after ten (10) calendar days with no signature the SSC will let the therapist/tutor know that services are being placed on hold and will communicate this information to the therapist/tutor via a cancellation email.
 1. If the parent signs the NOREP not giving consent, the SSC must email the signed consent to the Director of Special Education and the Assistant Director of Special Education Support Services & Compliance Monitoring requesting review of appropriate next steps.
- c. If the student begins attending

1. The student's SSC and the Assistant Director of Special Education & Compliance Monitoring will continue to monitor the student's attendance to ensure there are no further attendance issues with related services.

Late Cancels Procedure:

- 1 **The therapist/tutor must notify the student's Special Education Support Services Coordinator (SSC) of the 'Late Cancels' via email as soon as possible after the Late Cancel has taken place. This is in addition to documenting it in the student's Progress Report in Sapphire.**
- 2 **After the SSC receives notification from the therapist/tutor that the student had a 'Late Cancel' the SSC will send the parents a 'Late Cancel' email to alert them to the Late Cancel and to remind them to have the student attend the session.**
- 3 **After four (4) consecutive 'Late Cancels' the therapist/tutor needs to complete the 'Related Service Attendance Issues/Parent Declinations' Google form.**
- 4 **The Special Education Administrative Team will review the student's late cancels to determine the appropriate course of action for the particular student.**
- 5 **The Special Education Support Service Coordinator (SSCs) for the student will do the following:**
 - a. Make two phone calls to the family regarding the late cancels
 - b. Send two text messages to the family regarding the late cancels
 - c. Send two emails to the family regarding the late cancels
 - d. Send a certified letter to the family regarding the late cancels
- 6 **If none of the contact attempts made by the SSCs have helped to improve the attendance of the student then the Assistant Director of Special Education Support Services & Compliance Monitoring or their designee will send a letter via certified mail and email to the family alerting them to the consecutive late cancels. This letter is a final warning regarding the late cancel issues and the parents have two weeks to either decline services or to ensure the student is attending the sessions.**

What happens:

- a. If the family declines services
 1. The Director of Special Education or their designee will write a NOREP explaining that the services have been placed on hold and will revise the IEP to

- reflect this information and place both pieces of documentation in the SSC's drop box.
2. Student's SSC will send the NOREP to the family for signature along with the Procedural Safeguard Notice.
 3. After the NOREP is returned signed or after ten (10) calendar days with no signature the SSC will let the therapist/tutor know that services are being placed on hold and will communicate this information to the therapist/tutor via a cancellation email.
- b. If the parents do not decline the service and the student is still not attending
1. The Director of Special Education or their designee will write a NOREP explaining that the services have been placed on hold due to student attendance/ scheduling issues and will drop the NOREP in the SSC's drop box. They will also add a note in the school's Communication Manager system so that the IEP team is aware.
 2. Student's SSC will send the NOREP to the family for signature along with the Procedural Safeguard Notice and the revised IEP.
 3. The Assistant Director of Special Education Support Services & Compliance Monitoring will send a letter to the family via certified mail and email explaining that the service has been placed on hold.
 4. After the NOREP is returned signed consenting to the hold or after ten (10) calendar days with no signature the SSC will let the therapist/tutor know that services are being placed on hold and will communicate this information to the therapist/tutor via a cancellation email.
 1. If the parent signs the NOREP not giving consent, the SSC must email the signed consent to the Director of Special Education and the Assistant Director of Special Education Support Services & Compliance Monitoring requesting review of appropriate next steps.
- c. If the student begins attending
1. The student's SSC and the Assistant Director of Special Education & Compliance Monitoring will continue to monitor the student's attendance to ensure there are no further attendance issues with related services.

Family Fails to Respond to Therapist/ Tutor's Attempts to Schedule Procedure:

- 1** After a minimum of four (4) unsuccessful attempts to contact the family via a variety of contact methods (emails, phones, etc.) the therapist/tutor needs to complete the 'Related Service Attendance Issues/Parent Declinations' Google form.
- 2** The Special Education Support Service Coordinator (SSCs) for the student will do the following:

What happens:

- a. Make two phone calls to the family regarding the late cancels
- b. b. Send two text messages to the family regarding the late cancels
- c. c. Send two emails to the family regarding the late cancels
- d. d. Send a certified letter to the family regarding the late cancels

3 If services are still not set up after the SSC’s contact attempts the Assistant Director of Special Education Support Services & Compliance Monitoring will escalate the matter to the Director of Special Education via the ‘Related Services Attendance Issues/Parent Declinations’ Google sheet.

4 The Assistant Director of Special Education Support Services & Compliance Monitoring will send a letter to the family alerting them to the therapist/tutor’s attempts to schedule the service. This letter is a final warning about the scheduling issues and the parents have two weeks to either decline services or to ensure the student is attending the sessions.

What happens:

- a. If the family declines services
 1. The Director of Special Education or their designee will write a NOREP explaining that the services have been placed on hold and will revise the IEP to reflect this information and place both documentation in the SSC’s drop box.
 2. Student’s SSC will send the NOREP to the family for signature along with the Procedural Safeguard Notice and the revised IEP.
- b. If the parents do not decline the service and the student is still not attending
 1. The Director of Special Education or their designee will write a NOREP explaining that the services have been placed on hold due to student attendance/ scheduling issues and will drop the NOREP in the SSC’s drop box. They will also add a note in the school’s Communication Manager system so that the IEP Team is aware.
 2. Student’s SSC will send the NOREP to the family for signature along with the Procedural Safeguard Notice.
 3. After the NOREP is returned signed or after ten (10) calendar days with no signature the SSC will let the therapist/tutor know that services are being placed on hold and will communicate this information to the therapist/tutor via a cancellation email.
- c. If the student begins attending
 1. The student’s SSC and the Assistant Director of Special Education Support Services & Compliance Monitoring will continue to monitor the student’s attendance to ensure there are no further attendance issues with related services.

Parents Decline Services Procedure:

- 1** If a family determines that they do not want services taking place for their student they must decline the services to PA Virtual, preferably in writing, although verbally will also be accepted.

What happens:

- a. If a therapist/tutor is told that a parent wishes to decline services they need to notify school staff (Special Education Teacher, SSC, Assistant Director) of this information. PA Virtual staff will then escalate via the next step.

- 2** Once the school has been notified that a parent wishes to decline it will be escalated to the Director of Special Education or their designee via the 'Related Services Attendance Issues/Parent Declinations' Google form. This form is only to be completed by PA Virtual employees (therapists/tutors assigned to students do not complete this form for parent declinations).

- 3** The Director of Special Education or their designee will review all of the circumstances regarding the student and the parent's request to decline and will determine if it is appropriate to place the services on hold.

What happens:

- a. If it is not appropriate to place services on hold (when it impacts all areas of FAPE):
 1. The Director of Special Education or their designee will communicate, as appropriate, with the staff member or family as to the reason why services cannot be placed on hold.
- b. If it is appropriate:
 1. The Director of Special Education or their designee will write a NOREP explaining that the services have been placed on hold and will revise the IEP to reflect this information and place both documentation in the SSC's drop box.
 2. Student's SSC will send the NOREP to the family for signature along with the Procedural Safeguard Notice and the revised IEP.
 3. After the NOREP is returned signed or after ten (10) calendar days with no signature the SSC will let the therapist/tutor know that services are being placed on hold and will communicate this information to the therapist/tutor via a cancellation email.

Progress Monitoring:

What happens:

- Special Education Teachers will need to ensure that if services have been placed on hold for their students that they document that the service is on hold in the student's Progress Report each quarter.
 - Example: "Services placed on hold via NOREP"
- When the Special Education Teacher sends the Progress Report to the parents, they will need to include a statement in the email, reminding the parent that the service is placed on hold and that the service can be reinstated at any time by notifying the school of their desire for the services to begin again.

Reinstatement of Services:**What happens:**

- Parents can choose to have services reinstated at any time. Once PA Virtual has received notification from the family that services should be reinstated the student's assigned Special Education Teacher will write a NOREP and the IEP will be revised to reflect that services are reinstated.
- The Special Education Teacher will send the NOREP and revised IEP to the family to review and sign.
- Once the NOREP has been signed or after ten (10) calendar days if the NOREP is not signed, the Special Education Teacher will place the documents in the SSC's drop box.
- The SSC will then process the reinstatement of all applicable services.

NOREP:**What happens:**

If ten (10) calendar days pass after the NOREP has been sent to the family and no signature has been received the NOREP and the declination/hold on services go into effect on the eleventh day. If the parents sign the NOREP the declination/hold goes into effect as of the date it was received signed.

Special Education Teachers please note**What happens:**

This should remain a component of the IEP and recommended placement, and be counted in the LRE calculations until the student is formally exited from the service via an IEP team decision or an evaluation, as appropriate. All IEPs must reflect the reason why students are not getting their related services, if applicable.

Categories

Department (List only one):

- Special Education

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	8/8/2023 1:09 PM	New document	Kiel Parker



Process for Early Intervention Enrollment

PA Virtual Processes

General Description

Departments Involved:

- Special Education

Summary/Purpose:

All children currently eligible for special education in Preschool Early Intervention (EI) and registered with the school district or charter school remain eligible for special education in their school district or charter school unless the school district, charter school, or Preschool Early Intervention program completes an evaluation or reevaluation that determines the child is no longer eligible for special education and the child is exited from services via a NOREP/PWN.

A re-evaluation is completed for all of the 13 disability categories except for Developmental Delay. When an EI student with a disability category of Developmental Delay has an evaluation completed at the school age level the evaluation is considered an Initial Evaluation or ER.

Process Stages or Steps

- 1 The Enrollment Placement Teacher (EPT) will enroll the student via the typical enrollment process in Sapphire.**

What happens:

- If the disability category is anything except Developmental Delay, the EPT will create a Student Summary in Special Services Module.
 - Enter a date for “Date Entered Special Education” which marks the student as Active in Special Education in Sapphire. The date is the student’s START date.
 - The student is considered special education. A Permission to Reevaluate (PTRe) will be issued while comparable services are provided based on the EI IEP.
 - An enrollment IEP is held once the RR is complete. This is an MDE/IEP meeting for an RR/IEP. Follow the ‘IEP Paperwork Procedure.’
- If the disability category is Developmental Delay, the student is not marked as special education in the SIS. The student is considered “thought to be” special education.

- The student is not officially special education. A PTE will be issued while comparable services are provided based on the EI IEP.
- An enrollment IEP is held once the ER is complete. This is an MDE/IEP meeting for an ER/IEP. Follow the 'IEP Paperwork Procedure.'

2 The Assistant Director of Special Education, or designee, will issue an email to the school psychologist requesting either a PTE or PTRe, as appropriate.

What happens:

- The following representatives will be cc'ed: The Director of Special Education, The Assistant Director of Special Education Support Services & Compliance Monitoring, the senior SSC, SSC, Principal, Assistant Principal, Guidance Counselor, Program Specialist, and Special Education Teacher (if assigned).
- If the EI student enrolls prior to the start of the school year. The EI PTE/PTRe will be issued at the end of May / early June or upon enrollment.
 - Testing will take place over the summer and within timelines.
 - (Re)Evaluations for EI students will be sent out to team members at the beginning of the new school year prior to the 60 days, if complete, to begin services as soon as possible.
- If the EI student enrolls following the first day of school, the PTE/PTRe will be issued within a reasonable amount of time of the student's start date.

3 The Director of Special Education (DSE) and Assistant Director of SPED (ADSE) will assign the student a Special Education Teacher in the Special Education Census and in Sapphire.

What happens:

- The Special Education Teacher will provide the student with comparable services based on their EI IEP.

4 Special Education Teacher will:

What happens:

- Read and follow any instructions noted in enrollment notes.
- Review the EI IEP and (Re) Evaluation Report along with any additional special education paperwork received.
- Consult with the program principal in regards class assignment, schedules and assignment of the general education teacher(s), if needed.
- Ensure the student's team is aware of comparable services (i.e. resource room, related services, SDI, etc.)

- Upon receipt of the school age ER/RR the special education teacher will hold an MDE/IEP meeting and the team will develop a school age IEP.
- Students previously considered Developmentally Delayed will receive an Initial Evaluation. The new school age IEP cannot be finalized until the Initial NOREP is signed officially placing the student into special education.

5 Upon enrollment, the SSC will do the following to set up a student coming from early intervention:

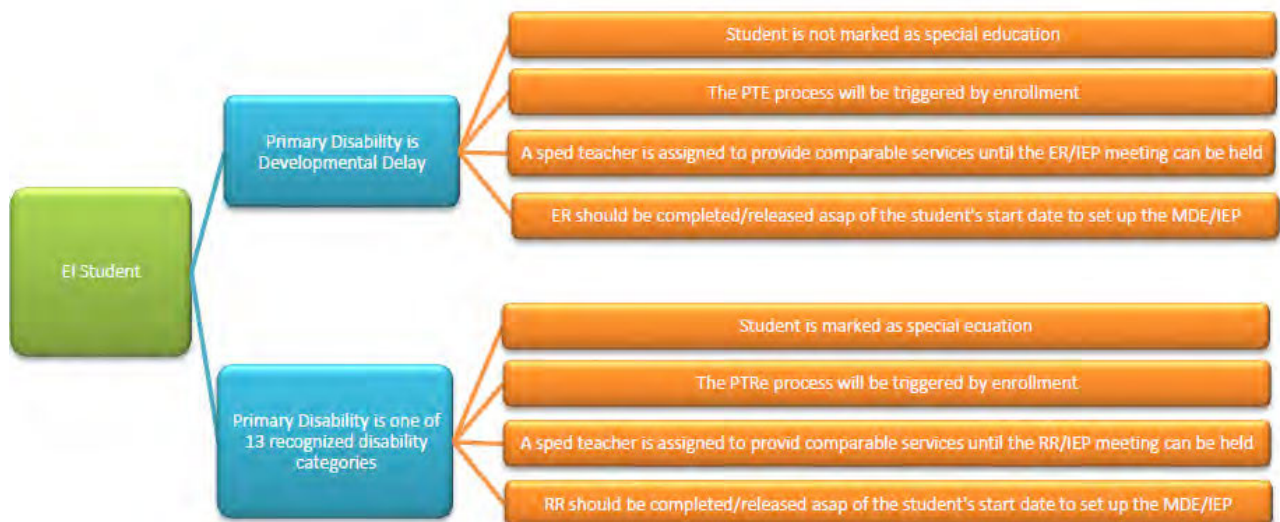
What happens:

- Review the enrollment note and set up comparable services as noted on the enrollment spreadsheet, if applicable.
- Follow student set up the same as any newly enrolled special education student.
 - Disability category is Developmentally Delayed then their e-file will be placed in the Pending folder and their Student Status in Salesforce is General Education.
 - Disability category is one of 13 recognized disability categories then their e-file will be placed in the Active folder and their Student Status in Salesforce is Special Education.

6 Students who no longer qualify for services based on the ER/RR will be exited through a PWN/NOREP.

Process Overview

What happens:



Categories

Department (List only one):

- Special Education

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/27/2022 10:54 AM	New document	Kiel Parker



Independent Educational Evaluation Procedure

PA Virtual Processes

General Description

Departments Involved:

- Special Education

Summary/Purpose:

When a parent disagrees with an evaluation performed or obtained by PA Virtual, the parent may request an Independent Educational Evaluation (IEE) at public expense to the extent allowed by applicable state and federal regulations.

Process Stages or Steps

- **When a PA Virtual staff member receives a request from a parent to have an IEE conducted, whether that request be made verbally or in writing, the staff member must notify the Director of Special Education and/or their designee immediately.**

- **The Director of Special Education and/or their designee will do the following:**

What happens:

Request from the parent, in writing, their reasons for disagreeing with the evaluation conducted or proposed by PA Virtual. This is not a requirement and should not delay the process for providing or disputing an IEE.

- **Within ten (10) calendar days of the request for an IEE from a parent, the Director of Special Education shall issue a PWN/NOREP and Procedural Safeguards Notice to the parent either approving or denying the request.**

What happens:

- If PA Virtual approves the parent's request:
 - The parent must be provided with information about where an IEE may be obtained and PA Virtual's criteria applicable for IEEs.
 - The parent will be provided with a release of records form to authorize that PA Virtual may disclose the student's records, including observations and other information gathered about the child, with the independent evaluator.

- The parent will also be provided, upon request, with a list of qualified independent evaluators in the discipline required.
- The parent will be notified that they are responsible for arranging the IEE and for ensuring that the evaluator contacts the Director of Special Education to arrange for payment of the evaluation.
- If PA Virtual denies the parent's request:
 - The school must initiate a due process hearing
- **PA Virtual will not pay for the IEE until the Director of Special Education receives from the evaluator a complete copy of the report and determines that the evaluations meets the requirements of PA Virtual's IEE policy.**
- **The IEE shall be reviewed by the student's MDE/IEP Team and considered with respect to the provision of FAPE to the student. When necessary and/or warranted as required by law, a team meeting shall be convened to discuss the results of the IEE and any changes in the provision of FAPE proposed as a result of the IEE.**
- **PA Virtual is not permitted to impose any conditions or timelines related to obtaining an evaluation at public expense.**

Categories

Department (List only one):

- Special Education

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/27/2022 11:01 AM	New document	Kiel Parker



Assistive Technology Procedure

PA Virtual Processes

General Description

Departments Involved:

- Special Education

Process Stages or Steps

● As defined by law:

What happens:

- Assistive Technology device means "any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities."
- Assistive Technology service means, "any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device."

● Determining what Assistive Technology Devices and/or Services are necessary:

What happens:

- The IEP Team is responsible for determining if an assistive technology device and/or service is necessary for a child with a disability to receive FAPE through data based decisions. This can be determined through the review of the child's
 - disability category
 - educational performance
 - evaluation reports
 - recommendations provided by related service therapists

● Including Assistive Technology in the IEP

What happens:

- If it is determined that the student requires Assistive Technology Devices and/or Services, the IEP must include
 - The full extent of devices to be obtained and/or services
 - Programming of devices, back-up strategies, repairs and maintenance, training and technical assistance, and other relevant needs and considerations as appropriate

- The amount of such services

● Procurement of Assistive Technology Equipment and Devices:

What happens:

- Please follow the procedure for the “Procurement of Assistive Technology Equipment and Devices” procedure.

● Replacement and Repairs/Maintenance of Assistive Technology Devices:

What happens:

- In the event that an Assistive Technology Device needs to be replaced, please follow the “Procurement of Assistive Technology Equipment and Devices” procedure
- In the event that an Assistive Technology Device needs regular maintenance, this will be coordinated by either the Related Service therapist who is also providing the Assistive Technology Service or the Special Education Program Specialist
 - If the maintenance can be provided by the Related Service Therapist providing the Assistive Technology service then they will coordinate the maintenance with the family to ensure as little interruption as possible to the student.
 - If the maintenance needs to be conducted by an outside agency the Special Education Program Specialist will coordinate this with all necessary members of the IEP Team to ensure as little interruption as possible to the student and that appropriate back up plans can be put into place to properly support the student. They will also coordinate with the outside agency who will be conducting the maintenance.
- In the event that an Assistive Technology Device needs to be repaired the Special Education Program Specialist should be made aware immediately. The Program Specialist will then reach out to the organization that the device was either purchased from or rented from to begin the process of getting the device repaired. If neither of those places can provide the maintenance then another agency will need to be found who can provide it. The Program Specialist will also coordinate with the IEP Team to ensure as little interruption as possible to the student and that appropriate back up plans can be put into place to properly support the student.

● Hearing Aids or Surgically Implanted Devices:

What happens:

- PA Virtual will ensure that the surgically implanted medical devices and hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly.
- This will be done through the use of audiologists, who will meet with the students regularly throughout the course of the school year, to ensure that the devices are

working properly. The audiologists will provide data and information to PA Virtual in regards to the devices so that PA Virtual can provide additional support if necessary.

Categories

Department (List only one):

- Special Education
-

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	8/4/2023 10:27 AM	New document	Kiel Parker



Student Found Eligible for Special Education Procedure

Procedure

Detailed Steps

- 1** Evaluation consent comes from the school psychologist and referrals are sent by the appropriate SSC to the evaluator(s).
- 2** Evaluation is completed by evaluator(s) who will send their completed report(s) to the SSC.
- 3** SSCs are responsible for monitoring the receipt of all reports ordered and will send completed reports to the School Psychologists.
- 4** School Psychologists review all reports and create a PA Virtual ER report within the 60 day timeline.

How to Do:

- a. Date of report is the date the school psychologist finalizes the report.
- b. School Psychologist will send the ER to SSCs 2 days before its due date/finalized date (when possible) and cc: Assistant Director of Support Services and Assistant Director of SPED. The school psychologist should include a brief summary of the findings in the email.
- c. The report will be reviewed by the SSC to check for correct information to include: report date, student name/age/birthdate/gender pronoun, parent demographics, and LEA information.

4.1. Date of report is the date the school psychologist finalizes the report.

4.2. School Psychologist will send the ER to SSCs the day it is finalized and cc: Assistant Director of Support Services (SS) and Assistant Director of SPED. The school psychologist should include a brief summary of the findings in the email.

- 5** The SSC emails the final report to the parent within 24 hours of the due date/finalized date of the report.

How to Do:

- a. The email will include: Assistant Director SPED (ADSE), Principal, School Psychologist, and Assistant Director of Support Services (SS), Director of SPED and Special Education Project Manager.
 - The Assistant Director of SS updates the Student Summary Page- PIMS/Penn Data and Chapter 14 in Sapphire. Enters evaluation report date and sent date into Sapphire.
 - Special Education Project Manager notes the ER date in the PTE Request/PTE Consent Google Sheet.

- The email will include: Assistant Director SPED (ADSE), Principal, School Psychologist, and Assistant Director of Support Services (SS), Director of SPED and Special Education Project Manager.
 - The Assistant Director of SS updates the Student Summary Page- PIMS/Penn Data and Chapter 14 in Sapphire. Enters evaluation report date and sent date into Sapphire.
 - Special Education Project Manager notes the ER date in the PTE Request/PTE Consent Google Sheet.

After completion of the report:

1. ADSE assigns a teacher and emails the ER. Cc: the appropriate SSC
2. ADSE puts the student on the pending list in the Google Census Sheet with date of report.
3. Teacher schedules initial IEP meeting within the 30 calendar days of date of report and completes the following as monitored by the ADSE and LEA:
 - Establish meeting time with team
 - Schedule IEP meeting (through call, email) with parent.
 - Calendar invite is sent to the team including the appropriate department LEA calendar.
 - Send procedural safeguards to parent (email) – give information on what is coming in HelloSign and details for the meeting.
 - Send all pertinent paperwork through Hellosign that requires signatures (invites,

consent to excuse and waiver) to

- Send ER signature page through Hellosign to parent and team members. (Can also wait till beginning of meeting)

1 ADSE assigns a teacher and emails the ER. Cc: the appropriate SSC.

2 ADSE puts the student on the pending list in the Google Census Sheet with date of report.

Special education teacher with support from LEA will:

- Send ER (if applicable) and IEP attendance sheet through Hellosign to team.
- Send out procedural safeguards receipt through Hellosign to parent.
- Remind parent and team of any needed items requiring signatures
- Present NOREP to parent and send through Hellosign.

3 Teacher schedules initial IEP meeting within the 30 calendar days of date of report and completes the following as monitored by the ADSE and LEA:

How to Do:

- Establish meeting time with team.
- Schedule IEP meeting (through call, email) with parent.
- Calendar invite is sent to the team including the appropriate department LEA calendar.
- Send procedural safeguards to parent (email) – give information on what is coming in HelloSign and details for the meeting.
- Send all pertinent paperwork through Hellosign that requires signatures (invites, consent to excuse and waiver) to parent.
- Send ER signature page through Hellosign to parent and team members. (Can also wait till beginning of meeting)

4 Following the school psychologist receiving the IEP invitation, they will reach out to the family to discuss the results. They will also attend the ER/IEP meeting to answer any additional questions of parent and team.

5 At MDE/ IEP meeting:

How to Do:

Special education teacher with support from LEA will:

- Send ER (if applicable) and IEP attendance sheet through Hellosign to team.
- Send out procedural safeguards receipt through Hellosign to parent.
- Remind parent and team of any needed items requiring signatures
- Present NOREP to parent and send through Hellosign.

The special education teacher is responsible for keeping track of securing signatures through the IEP Paperwork Tracking google sheet. Please follow the IEP Paperwork Procedure.

When the initial NOREP has been signed:**How to Do:**

The Special Education Teacher will finalize all documents (invite, IEP, the NOREP) in Sapphire. Student is not active in Sped, services cannot take place, and the IEP cannot be finalized in Sapphire until signed NOREP is back giving approval. The SPED teacher will drop the signed NOREP in the SSC drop box.

The SSC will then email Assistant Director of SS, Director of SPED, ADSE, and Special Education Project Manager, notifying them that the initial NOREP has been signed. Please indicate in email the date the NOREP was received.

1. The ADSE will make the student Active in SPED in Sapphire on the Student Summary page using the date the NOREP was signed /received.
2. The ADSE will assign the student to a special education teacher and notify the teacher via email and cc: SSC and principal. The student will be removed from the pending list on the google census sheet.
3. Special Education Project Manager notes the NOREP date in the PTE Request/PTE Consent Google Sheet

When the initial NOREP has not been signed after 2 weeks:**How to Do:**

- The Special Education Teacher drops all the documents (email SSC to let them know this is an initial NOREP that has not been signed)
- The SSC documents all attempts on the paperwork which includes SSC sending certified mail.
- Files should be moved to Inactive- Parent refusal/No Parent response folder.
- If at any time, the NOREP gets signed, please refer back to Initial NOREP being signed.(above)

- The Special Education Teacher drops all the documents (email SSC to let them know this is an initial NOREP that has not been signed)
- The SSC documents all attempts on the paperwork which includes SSC sending certified mail.
- Files should be moved to Inactive- Parent refusal/No Parent response folder.
- If at any time, the NOREP gets signed, please refer back to Initial NOREP being signed.(above)

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/25/2019 3:04 PM	New document	Yamara Nolen



LEA Procedure

Procedure

General Description

Description / Scope:

LEA Representative Defined: A principal, special education director, teacher, or anyone who can be sure the services in the IEP are provided to the child. This person must know about the regular education curriculum and the school district's resources. The **LEA representative** must have the authority to commit resources

Detailed Steps

The LEAs are divided into 3 Department Teams:

How to Do:

Elementary Team - Steve Schutt, Christine Adams, Christine Gallagher, Emily Sullivan, Maureen Weinberger, and Stephanie Heyl

Middle School Team - Rick Verga, Regina Kubica, Lou Rocchini, Charles Tranter, Andrea Wallach, Chris Gilligan, Jenn DellaPenna, and Jennifer Watson

High School Team - Laura Afshari, Anjleke Leon, Samuel Alba, Casey Wernick, Bethany Dombach, Jason Fitzpatrick, Melissa Alcaro, Diana Perney, and Kristin Donaldson

Program Specific LEA - Lisa Krystofolski

Related Services Only - Shannon Moore

Elementary Team- Steve Schutt, Christine Adams, Maureen Weinberger and Kinet Becker

Middle School Team- Rick Verga, Shirley Kozar, Chris Gilligan and Jenn DellaPenna

High School Team- Cheryl Clothier, Shaikha BuAli, Diana Perney, Jason Fitzpatrick, Casey Wernick

Director or Assistant Director of Special Education will LEA all out of district IEPs.

The Special Education Project Manager will set up Annual IEPs as per individual teacher trackers. LEA Calendars for each department will be generated prior to the beginning of the school year and distributed to the Special Education Department Team.

The Special Education Teacher will send out the formal invitation to the parent and team 30 days prior to the IEP. If rescheduling is necessary, it is the responsibility of the Special Education Teacher to identify the new time/date and communicate this with the team.

Special Education Department Teaching Team (for LEA purposes only) are as follows:

Elementary Team- Alyssa Limpert, Colleen Dennis, Elise Onjack, Elyse Rice, Karla Mulrine, Michelle Tyson, and Tracey Vioral

Middle School Team- Amanda Jena, Amy Nixon, Catrina Testa, Emily Campbell, Emily Tomaino, Kayla Swarmer, Lindsey Bohanan, Melissa Yoest, Morgan Waldroup, Nicole Vitalbo, Nikki Criner, Peggy Vail, Stephanie Baumgard, and Angela Klingenberg

High School Team- Danielle Santana, Jordan Dobbin, Hannah Grieff, Jessica Henderson, Lita Sahli, Lori Martin, Mariane Ferrantino, Marika Barth, Megan Leach, Rachel Kyler, Tanya Bahn, Susan Gagliardi, Katie Daily, Bethany Croyle, and Maria Luis

K-12 Speech Only- Karyn Raman

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/26/2019 2:42 PM	New document	Yamara Nolen



Revocation Procedure

General Description

Description / Scope:

A **parent** can revoke consent for special education services at any time. If a parent/guardian decides they no longer want their child to receive special education services after those services have started, they can “revoke” (take back) consent. The request must be *in writing*. The school must issue a Notice of Recommended Educational Placement /Prior Written Notice (NOREP) within 10 calendar days of the written revocation request for revocation (11th day). On the NOREP, the “Other” box should be checked off on Part 1 of the NOREP

If parent revoke consent, the school may no longer provide special education services to the student. The student then will attend regular education classes.

Best practice is to inform parents fully so they understand what “revocation” means for their child. Revocation of special education is for **ALL** special education services received by the child. If the parent changes their mind on revocation after signing the NOREP, services will not be reinstated until eligibility is determined again.

Detailed Steps

Procedure:

- 1 **Parent notifies PA Virtual staff that they would like to “revoke “special education services. Request must be in writing, signed and dated.**
- 2 **PA Virtual staff will send written request to Director of Special Education (DSE)and/or Assistant Director of Special Education (ADSE) or designee.**
- 3 **DSE/ADSE or designee will draft NOREP to parent and place in the Special Education Service Coordinator (SSC) drop box and email instruction for the NOREP to be sent toFinal 11-16-16Revised 01-09-2022the parent via Hello Sign. This will be completed within 10 calendar days of written request. Parents should be informed that all special**

education programs and services will cease on the 11th day from the receipt of their revocation letter.

- 4 Once NOREP is returned signed, the DSE or ADSE will let Assistant Director of Special Education Support Services & Compliance Monitoring, Principal, and Special Education teacher know of the revocation. The NOREP should be placed in the Special Education Service Coordinator (SSC) drop box.
- 5 DSE and/or ADSE will:
 - Remove the student from the SPED teacher’s caseload and put onto the “Exit SPED” tab on the SPED census.
 - In Sapphire- Exit student from SPED program with reason as Transferred to Regular Education.
- 6 Assistant Director of Special Education Support Services & Compliance Monitoring will notify appropriate SSC of student leaving special education due to a revocation.
- 7 SSC will:
 - 7.1. Mark student as exited in RSDB
 - 7.2. Mark student as exited in IEP Billing tab of RSDB
 - 7.3. Archive RSDB Record
 - 7.4. Move e-file and hard file to appropriate location
 - 7.5. Notify the Agencies that the student has exited so services stop, if applicable

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/26/2019 4:21 PM	New document	Yamara Nolen



Process for Newly Enrolled Student with out of State IEP

Procedure

General Description

Description / Scope:

When a student enrolls from out of state, the new district must provide services comparable to those described in the student's IEP until the district completes an initial evaluation and develops a new IEP.

Detailed Steps

- 1 **The Assistant Director of Special Education Enrollment will do a consult with the family. Once enrollment is completed the student will be marked active in SPED in Sapphire and placed on the Special Ed Enrollment Scheduling Doc as well as the Sped Enrolled tab of the Special Ed Enrollment Spreadsheet. The email and notes on the report will identify the student as Out of State.**
- 2 **Assistant Director of SPED (ADSE) will assign the student a teacher in the Special Education Census on Out of State Tab and in Sapphire Student Summary page.**

How to Do:

- ADSE will send email to assigned SPED teacher and CC: School Psychologist, Department Project Manager, Principal, and SSC identifying the child as a student with an out of state IEP.
- The Department Project Manager will send out faculty/staff input forms. Include assigned SPED teacher and orientation teacher.
- ADSE will send email to assigned SPED teacher and CC: School Psychologist, Department Project Manager, Principal, and SSC identifying the child as a student with an out of state IEP
- The Department Project Manager will send out faculty/staff input forms. Include assigned SPED teacher and orientation teacher.

- 3 **Special Education Teacher will:**

How to Do:

- Review enrolling documents and disseminate IEP.
 - The Special Education Teacher will consult with the program principal in regards to class assignment, schedules and assignment of the general education teacher(s) and contact general education teacher.
 - Send welcome letter to parent
 - Provide services as “thought to be” Special Education student
- Review enrolling documents and disseminate IEP.
 - The Special Education Teacher will consult with the program principal in regards to class assignment, schedules and assignment of the general education teacher(s) and contact general education teacher.
 - Send welcome letter to parent
 - Provide services as “thought to be” Special Education student

4 SSCs will do the following to set up a newly enrolled special education student:**How to Do:**

- Create a new record in the RSDB (as a general education student)
 - Create a new E-File (in the pending file)
 - Create a hard File (in the pending)
 - Refer for related services (if applicable)
- Create a new record in the RSDB (as a general education student)
 - Create a new E-File (in the pending file)
 - Create a hard File (in the pending)
 - Refer for related services (if applicable)

5 The School Psychologist will create the PWN/PTE Consent Form. They should inform the Department Program Manager that the student is from out of state with an IEP.**How to Do:**

5.1- Psychologists will send the PWN/PTE-consent form to Department Project Managers to be sent to parent’s via email/HelloSign. Include a procedural safeguards notice and overview

letter (obtained from school psychologists). The School Psychologist will drop all pertinent student data (Faculty/staff input forms, Previous School Records, IEP, RR and any other pertinent data) into the SSC drop box. The Department Project Manager will place the form in the SSC Drop Box and note the date on the PTE Request/PTE Consent Google Sheet on the OUT of STATE TAB.

5.2- If no response following phone call and email attempts (three attempts in full), the Department Project Manager will send the form certified mail and include the procedural safeguards. The Department Project Manager will then document all attempts on the google sheet and directly on the PWN/PTE Consent form and place in the appropriate SSC drop box.

5.3 Upon receipt of the signed PWN/PTE Consent (if received), the Department Project Managers will stamp the received date and drop it into the SSC drop box. . The Department Project Manager should update the google sheet. The SSCs will contact providers to schedule the necessary evaluations for the student.

- 5.1. Psychologists will send the PWN/PTE-consent form to Department Project Managers to be sent to parent's via email/HelloSign. Include a procedural safeguards notice and overview letter (obtained from school psychologists). The School Psychologist will drop all pertinent student data (, Faculty/staff input forms, Previous School Records, IEP, RR and any other pertinent data) into the SSC drop box. The Department Project Manager will place the form in the SSC Drop Box and note the date on the PTE Request/PTE Consent Google Sheet on the **OUT of STATE TAB.**
- 5.2. If no response following phone call and email attempts (three attempts in full), the Department Project Manager will send the form certified mail and include the procedural safeguards. The Department Project Manager will then document all attempts on the google sheet and directly on the PWN/PTE Consent form and place in the appropriate SSC drop box
- 5.3. Upon receipt of the signed PWN/PTE Consent (if received), the Department Project Managers will stamp the received date and drop it into the SSC drop box. . The Department Project Manager should update the google sheet. The SSCs will contact providers to schedule the necessary evaluations for the student.

Following the Evaluation:

If student found eligible: Follow the “Student found eligible for Special Education” procedure.

If the student is found not eligible- Follow the “Student found not eligible for Special Education” procedure.

* School psychologist will reference in email to SSC that student is an out of state special education student when emailing completed, approved ER.

** SSC will cc assigned special education teacher when emailing finalized ER to parent.

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/26/2019 12:55 PM	New document	Yamara Nolen



Process for Withdrawn Students

Procedure

Detailed Steps

- 1** Special Education team is notified of the withdrawn student via the Special Education Daily Report. Daily Report should include reason for withdraw.

ADSE will: remove the student from the Special Education Census Google Sheet and enter exit information in Sapphire.

- 2** SSCs will:

- Mark student as withdrawn in RSDB
- Mark student as withdrawn in IEP Billing tab of RSDB
- Archive RSDB Record
- Move e-file and hard file to appropriate location
- Notify the Agencies that the student has withdrawn so services stop, if applicable

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/27/2019 12:17 PM	New document	Yamara Nolen



IEP Paperwork Record Keeping and Filing Procedure- Special Education Teachers

Procedure

Detailed Steps

Each Special Education Teacher will have their own account set up in Salesforce.

<https://pavcs.my.salesforce.com/>

Special Education Teachers are required to create an IEP Paperwork Record in Salesforce for every IEP Meeting they hold and each IEP revision they complete.

Types of IEP Meetings

How to Do:

- ER/IEP- IEP Meeting held after the completion of an Evaluation Report where the student was found eligible for Special Education
- RR/IEP- IEP Meeting held after the completion of a Reevaluation Report or a Stand Alone Report
- Annual IEP- IEP Meeting held annually for a student based on timelines
- IEP Revision- This is for when a meeting is held to revise the IEP
- No Meeting Revision- This is when the IEP is revised but no meeting is required
- Newly Enrolled IEP- when a student is newly enrolled with PA Virtual a new IEP is created and held within 30 calendar days of the student start date
- Exit Meeting- this is when a meeting is held to exit a student from Special Education- in this instance no new IEP is created
- RR/IEP Revision- IEP Meeting held to revise the existing IEP to incorporate the results of the recently completed RR

If a record is created using the wrong type of meeting, the type of IEP Meeting cannot be changed within the record. A new record will need to be created using the correct type of meeting. Then the Assistant Director of Special Education Support Services and Compliance Monitoring or the Senior Special Education Support Services Coordinator will need to delete the one created with the wrong IEP Meeting Type.

How to Do:

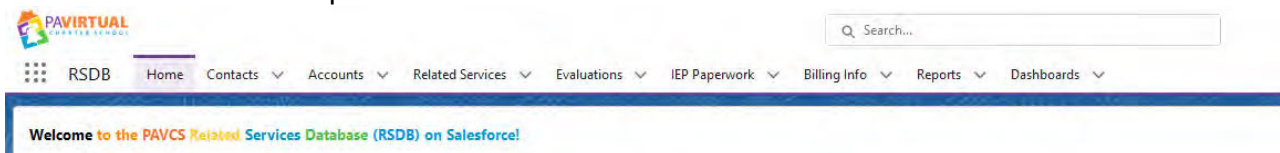
- If the wrong type of meeting is used in the initial record, please contact the Assistant Director of Special Education Support Services and Compliance Monitoring for assistance moving the information from one record to the other. There is no reason to redo everything and the Assistant Director of Special Education Support Services or the Senior Support Services Coordinator can assist with moving everything from one record to the other.

Editing Information in the IEP Paperwork Record: Only certain fields can be edited after the record has been created. Editable fields will have a gray pencil next to the field.

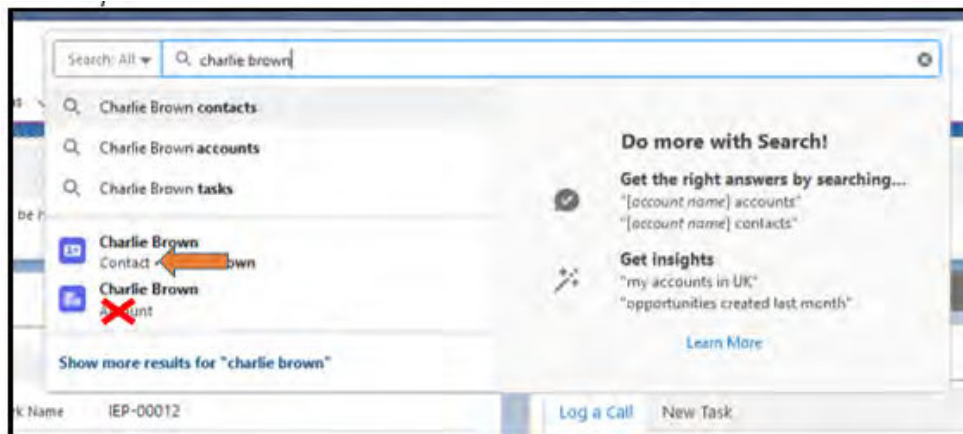
Finding the student's contact page

How to Do:

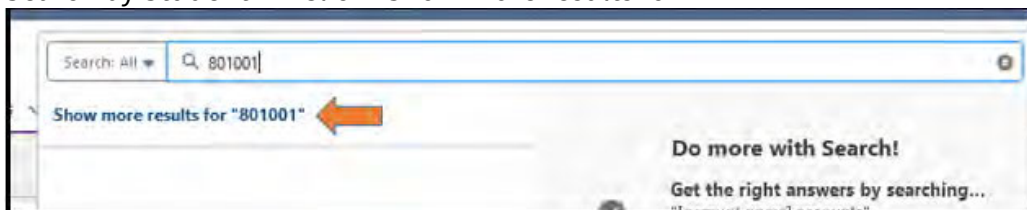
When a teacher is holding an IEP Meeting or revising an IEP they need to go to the student's contact page (not account) record in Salesforce. This can be done by entering the student's name or ID in the search field at the top of the screen.



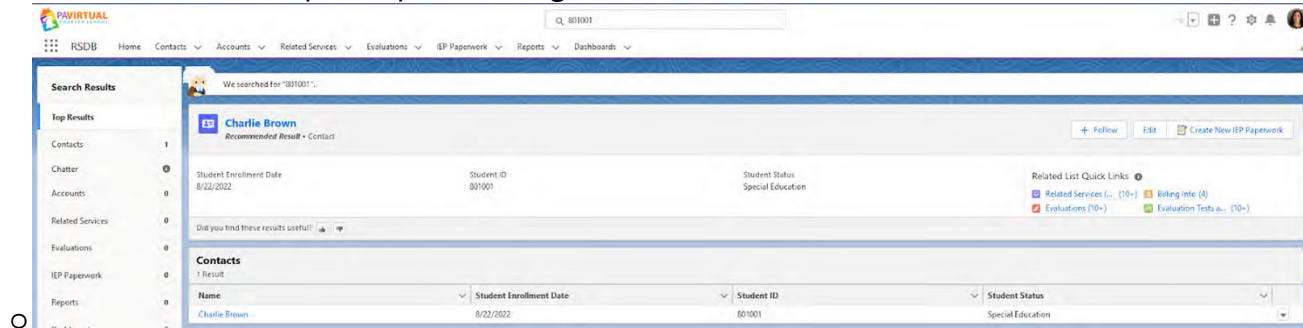
- Search by student name and choose their "Contact" page. Do not click on their "Account" Page.



- Search by Student ID- Click "Show more results for xxxxxx"



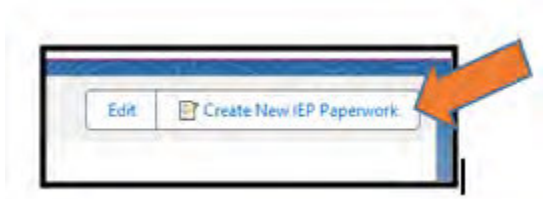
o Click in either of the places per the image below.



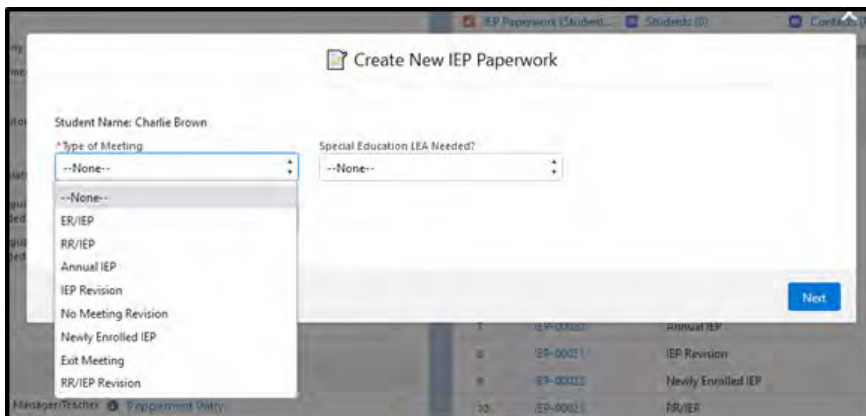
Creating the New IEP Paperwork Record

How to Do:

On the student's contact page the teacher will then need to click the "Create New IEP Paperwork" button in the upper right hand corner of the screen. Doing this will create a new window on the screen.



In the new window select the type of meeting. Depending upon which type of meeting is selected, additional information will need entered in this window before clicking "Next". This information will tell Salesforce everything it needs to know to ensure that the IEP Meeting is held within regulatory timelines.



Create New IEP Paperwork

Student Name: Charlie Brown

*Type of Meeting: RR/IEP

*Duration Date of Current IEP: [calendar icon]

*ER/RR Completed Date: [calendar icon]

IEP Meeting Scheduled By: --None--

Special Education LEA Needed?: --None--

[Next](#)

Clicking next will then create the IEP Paperwork record:

IEP Paperwork
Charlie Brown-801001

IEP Paperwork Name: IEP-00012 Student: Charlie Brown Student ID: 801001 Date IEP Meeting must be held by: 10/9/2022 Date of IEP Meeting: SSC: Kim Gould

Details Signature Attempts Audit Fields

Student Information

Student	Charlie Brown	IEP Paperwork Name	IEP-00012
Student ID	801001		
SSC	Kim Gould		
Date of Enrollment	8/22/2022		

Meeting Information

Type of Meeting	RR/IEP	Duration Date of Most Recent IEP	10/20/2022
30 Days after Enrollment Date	9/21/2022	30 Days after ER/RR	10/9/2022
ER/RR Completed Date	9/9/2022		
Date IEP Meeting must be held by	10/9/2022	IEP Meeting Scheduled By	Program Specialist
Special Ed Teachers Referred Date	✓	Special Education LEA Required	Yes
Late Meeting Reason	✓		
Meeting Invites	✓		
Date of IEP Meeting	✓	IEP Meeting scheduled on time?	ⓘ
LEA	✓	Admin Approved	<input type="checkbox"/>
IEP Meeting Comments	✓		

Paperwork Signature Requirements

Invitations Required?	Yes	✓	PSP Required?	No
PSPN Required?	Yes	✓	Voter Registration Required?	IEP Meeting Not Set Yet
IEP Signature Required?	Yes	✓	Age at IEP End	
CSR Required?	Maybe	✓	ER/RR Signature Required?	Yes
NORSP Required?	Yes	✓	10 Day Waiver Required?	No

Paperwork Receipt

IEP Reference #	✓	LEA Checklist Received	
IEP Received	✓	PSP Signature Page Received	N/A
Invitations Received	✓	Voter Registration Received	
PSPN Received	✓	ER/RR Signature Page Received	
IEP Signature Page Received	✓	10 Day Waiver Received	N/A
CSR Received	✓	Days from Mtg. All Paperwork Received	ⓘ
NORSP Received	✓	All IEP Paperwork Received By	
NORSP Reference #	✓	All IEP Paperwork Received By Date	
		ISV Digible	

Audit Complete

At the top of the record are three tabs: Details, Signature Attempts, and Audit Fields. The teacher

needs to complete the Details and the Signature Attempt tabs.

Once the record has been created, the teacher will need to continue to fill out additional necessary information.

Details Tab- Meeting Information

How to Do:

Paperwork Receipt section is completed by the Special Education Support Services Coordinator (SSC) only. Teacher do not enter anything into this section.

Meeting Information			
Type of Meeting	RR/IEP		
30 Days after Enrollment Date	9/21/2022	Duration Date of Most Recent IEP	10/20/2022
ER/RR Completed Date	9/9/2022	30 Days after ER/RR	10/9/2022
Date IEP Meeting must be held by	10/9/2022	IEP Meeting Scheduled By	Program Specialist
Special Ed Teacher's Preferred Date		Special Education LEA Required	Yes
Late Meeting Reason			
Meeting Invitees			
Date of IEP Meeting		IEP Meeting scheduled on time?	
LEA		Admin Approved	<input type="checkbox"/>
IEP Meeting Comments			
Paperwork Signature Requirements			
Invitations Required?	Yes	PBSP Required?	No
PSGN Required?	Yes	Voter Registration Required?	IEP Meeting Not Set Yet
IEP Signature Required?	Yes	Age at IEP End	
C2E Required?	Maybe	ER/RR Signature Required?	Yes
NOREP Required?	Yes	10 Day Waiver Required?	No

Meeting Information Section:

- If the Special Education Teacher is scheduling their own meeting, then the teacher will need to fill out the following fields:
 - Date of IEP Meeting
 - LEA

- If the Special Education Program Specialist is scheduling the meeting then the Special Education Teacher will need to fill out the following fields:
 - Special Education Teacher's Preferred Date
 - Late Meeting Reason- only if applicable, the system will force this field to be filled out if the "Special Education Teacher's Preferred Date" falls after the "Date IEP Meeting must be held by".
 - Meeting Invitees

Details Tab- Paperwork Signature Requirements

How to Do:

Meeting Information			
Type of Meeting	RR/IEP		
30 Days after Enrollment Date	9/21/2022	Duration Date of Most Recent IEP	10/20/2022
ER/RR Completed Date	9/9/2022	30 Days after ER/RR	10/9/2022
Date IEP Meeting must be held by	10/9/2022	IEP Meeting Scheduled By	Program Specialist
Special Ed Teacher's Preferred Date		Special Education LEA Required	Yes
Late Meeting Reason			
Meeting Invitees			
Date of IEP Meeting		IEP Meeting scheduled on time?	
LEA		Admin Approved	<input type="checkbox"/>
IEP Meeting Comments			
Paperwork Signature Requirements			
Invitations Required?	Yes	PBSP Required?	No
PSGN Required?	Yes	Voter Registration Required?	IEP Meeting Not Set Yet
IEP Signature Required?	Yes	Age at IEP End	
C2E Required?	Maybe	ER/RR Signature Required?	Yes
NOREP Required?	Yes	10 Day Waiver Required?	No

Paperwork Signature Requirements:

If anything in this section shows a "Maybe" the teacher will need to change the requirement to either "Yes" or "No". The teacher may not know the answer for some of these until after the meeting is held. "Maybe"s must be change to "Yes" or "No" before the paperwork is dropped in the SSC's drop box.

Some fields in this section will auto populate based on information Salesforce knows about the student and the IEP Paperwork Records.

- Invitation Required- based on the type of meeting chosen
- PSGN Required- based on the type of meeting chosen
- IEP Signature Required- based on the type of meeting chosen
- NOREP Required- based on the type of meeting chosen
- Voter Registration Required- based on the age of the student
- ER/RR Signature Page Required- based on the type of meeting chosen
- 10 Day Waiver Required- based on the number of days between the completion of the ER/RR/Stand Alone report and the date of the IEP Meeting

Signature Attempts Tab

How to Do:

Special Education Teachers are required to make a minimum of three varied attempts to get paperwork signed if the parent/guardian doesn't sign after the first attempt.

IEP Paperwork					
Charlie Brown-801001					
IEP Paperwork Name	Student	Student ID	Date IEP Meeting must be held by	Date of IEP Meeting	SSC
IEP-00012	Charlie Brown	801001	10/9/2022		Kim Gould
<div style="display: flex; justify-content: space-between;"> Details Signature Attempts Audit Fields </div>					
Invitation Attempts					
Invitation Attempt #1 Date	✓	Invitation Attempt #1 Type	✓		
Invitation Attempt #2 Date	✓	Invitation Attempt #2 Type	✓		
Invitation Attempt #3 Date	✓	Invitation Attempt #3 Type	✓		
Procedural Safeguard Notice Attempts					
Procedural Notice Attempt #1 Date	✓	Procedural Notice Attempt #1 Type	✓		
Procedural Notice Attempt #2 Date	✓	Procedural Notice Attempt #2 Type	✓		
Procedural Notice Attempt #3 Date	✓	Procedural Notice Attempt #3 Type	✓		
ER/RR Signature Page					
ER/RR Signature Attempt #1 Date	✓	ER/RR Signature Attempt #1 Type	✓		
ER/RR Signature Attempt #2 Date	✓	ER/RR Signature Attempt #2 Type	✓		
ER/RR Signature Attempt #3 Date	✓	ER/RR Signature Attempt #3 Type	✓		
10 Day Waiver Not Required					
IEP Signature Page Attempts					
IEP Signature Page Attempt #1 Date	✓	IEP Signature Page Attempt #1 Type	✓		
IEP Signature Page Attempt #2 Date	✓	IEP Signature Page Attempt #2 Type	✓		
IEP Signature Page Attempt #3 Date	✓	IEP Signature Page Attempt #3 Type	✓		
C2E Attempts					
C2E Attempt #1 Date	✓	C2E Attempt #1 Type	✓		
C2E Attempt #2 Date	✓	C2E Attempt #2 Type	✓		
C2E Attempt #3 Date	✓	C2E Attempt #3 Type	✓		
NOREP Attempts					
NOREP Attempt #1 Date	✓	NOREP Attempt #1 Type	✓		
NOREP Attempt #2 Date	✓	NOREP Attempt #2 Type	✓		
NOREP Attempt #3 Date	✓	NOREP Attempt #3 Type	✓		
PBSP Not Required					

Invitation Attempts- a minimum of three varied attempts must be completed.

- The Special Education Teacher must make three varied attempts with an invitation for all meetings. For Invitations the Special Education Teacher must log attempts to get the parent/guardian's signature and also to make note of reminders to the parent/guardian about the upcoming meeting. Three varied attempts are required to move forward with the IEP meeting if the parent does not attend.

All other document sections must be completed with at least one attempts. If the document is signed after the first attempt, no other attempts are necessary or need to be documented. Subsequent attempts are required to be logged if the document does not get signed. If we are not able to get paperwork signed then we will need these attempts logged in Salesforce so that the SSCs can add them to the unsigned paperwork before placing it in the student's e-file.

If a document is listed as "No" in the Paperwork Signature Requirements section on the Details Tab then it will be grayed out and no attempts can be logged.

Paperwork Timelines

How to Do:

Within two weeks of the IEP Meeting and after three attempts have been made, if the documents have not yet been signed:

- The Special Education Teacher will drop the unsigned documents in the SSC's drop box.
 - The SSC will record the Special Education Teacher's attempts to obtain signatures on each unsigned document and place the document in the student's e-file.
1. Once all documents are ready to be dropped in the SSC's drop box the Special Education Teacher must finalize the IEP in Sapphire and then drop the paperwork. It is important that the IEP be finalized before it is dropped, otherwise it will say draft on it.
 - The IEP needs to be finalized as soon as possible after the documents have been signed (no later than 2 weeks from the date of the meeting). **For Initial IEP Meetings, IEPs cannot be finalized until the initial NOREP is signed.**
 - Failure to finalize documents will cause issues with IEP communication throughout the school and will cause reporting errors.
 2. Once all paperwork (unsigned or signed) has been received, the SSC will log everything in the "Paperwork Receipt" section of the IEP Paperwork Record in Salesforce.

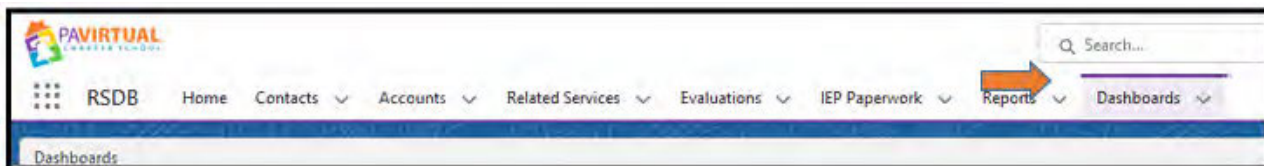
IEP Paperwork Dashboard

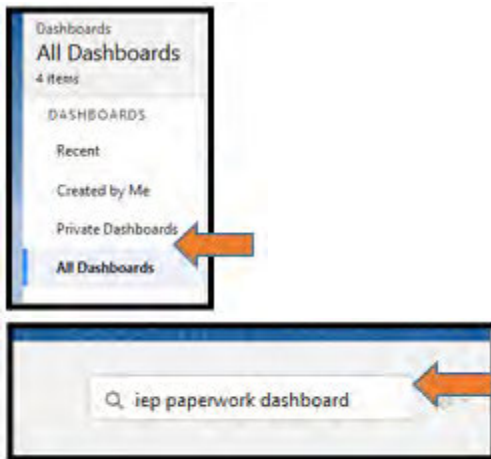
How to Do:

There are three dashboards for the teachers to use: Elementary School, Middle School, and High School. The teacher will need to use the dashboard for the school building they work under.

Finding the dashboard:

Click on the Dashboard tab at the top of the screen. Once the dashboard page loads, click on "All Dashboards" on the left hand side of the screen. Then search for "IEP Paperwork Dashboard" in the search field.

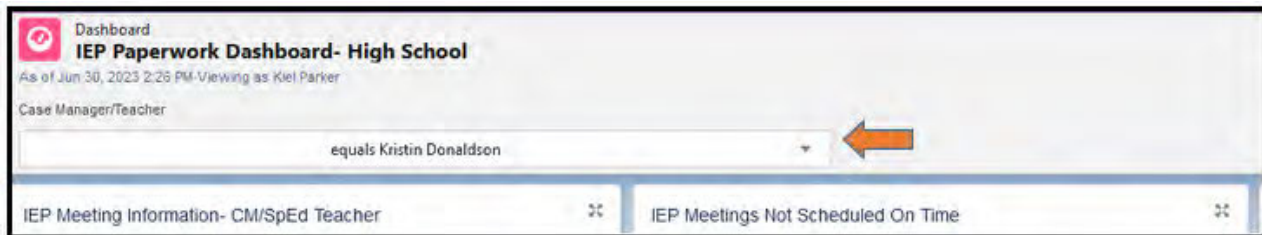




Then choose the appropriate dashboard.

DASHBOARDS	Dashboard Name	Description	Folder	Created By	Created On
Recent	IEP Paperwork Dashboard- Elementary School		RSDB Dashboards	Kiel Parker	8/19/2022, 3:41 PM
Created by Me	IEP Paperwork Dashboard- High School		RSDB Dashboards	Kiel Parker	8/22/2022, 9:29 AM
Private Dashboards	IEP Paperwork Dashboard- Middle School		RSDB Dashboards	Kiel Parker	8/22/2022, 9:25 AM
All Dashboards	IEP Paperwork Dashboard- SSC		RSDB Dashboards	Kiel Parker	8/22/2022, 11:08 AM

Once the appropriate dashboard is open, the teacher will need to select their name from the drop down box in the upper left hand area of the screen. This will then filter the reports to only show data associated with the appropriate teacher.



Dashboard Reports:

- IEP Meeting Information- CM/SpEd Teacher- this report shows the IEP Paperwork Records for the students on the teacher's caseload that were created during the current school year.
- Incomplete IEP Paperwork- this report shows the incomplete IEP Paperwork Records for the students on the special education teacher's caseload that were created during the current school year.
 - By the end of the school year this should be zero
- IEP Meetings Not Scheduled On Time- this report shows the IEP Meetings that were not held on time per regulations and therefore are out of compliance.
- IEP Mtg Sched by Teacher- No Mtg Date- if the teacher is the one scheduling the meeting they need to enter the "Date of IEP Meeting" into the IEP Paperwork Record. This report shows the teacher if this was missed at all.

- Preferred Meeting Date Missing- if the Program Specialist is scheduling the meeting they need to know the teacher's preferred meeting date. If the special education teacher forgot to enter this into the IEP Paperwork Record it will show on this report.
- Active Students- this is the list of the Special Education Teacher's caseload
- Active Student Services- this is a list of the related services that the students on the Special Education Teacher's caseload have and the therapists who are providing those services.

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/26/2019 2:08 PM	New document	Yamara Nolen



Request for Initial Evaluation

Procedure

General Description

Description / Scope:

Detailed Steps

Parent Initiated Request- Verbal Request

- 1 School Personnel (anyone employed by PA Virtual) must immediately complete the 'Parent Request for Initial Evaluation - Alert' Google form to alter the Principal/Designee of the parent's request. The Google form (link below) must be submitted into the PTE Request/ PTE Consent Google sheet for tracking purposes.
https://docs.google.com/forms/d/e/1FAIpQLSf19QZeRHm7bTwH4U0fG_0KJI5OYVPaFGaaSYxpTHAXA

- 2 A permission to Evaluate (PTE)- Evaluation Request Form and Procedural Safeguards must be sent by the Principal/Designee (Department Program Specialist) to the parent within 10 calendar days of the initial request

How to Do:

- o Form must be generated in Sapphire by the Department Program Specialist and then sent to the family using HelloSign.
 - o Forms must be tracked on the PTE Request/ PTE Consent Google Sheet by the Principal/Designee (Department Program Specialist).
 - o Form is placed in the appropriate SSC Drop Box and the SSC can start a file for student.
 - o Department Program Specialist should make three (3) attempts to obtain signed form (HelloSign, email, and phone). If unsuccessful, please indicate all attempts on PTE Request/ PTE Consent Google sheet and also directly on form. Drop form in the appropriate SSC drop box.
- 3 This step is to be completed concurrent with step 2. Principal/Designee (Department Program Specialist) will send the Faculty/Staff Input form to the members of the student's team (teacher, academic support, guidance, nurse, etc.). Please notify staff that forms should be returned within 8 days. For any newly enrolling student, please reach out to orientation teacher. **If the student is newly enrolled we follow the normal

procedure outlined above.**

- 4 Upon return of the parent signed Permission to Evaluate (PTE)- Evaluation Request Form, the Principal/ Designee (Department Program Specialist) will drop the form in the SSC Drop Box and send to the School Psychologist for review along with all completed Faculty/Staff input forms.
- 5 Within 10 calendar days the School Psychologist will review student data submitted by the Department Program Specialist to make an evaluation determination.

Determination A: Evaluation is warranted. School Psychologist will complete the Prior Written Notice for Initial Evaluation and Request for Consent form (PWN/PTE Consent form)

How to Do:

Step 5.1- Psychologists will send the PWN/PTE Consent Form to Department Program Specialist to be sent to the parent's via email/HelloSign. Include a procedural safeguards notice and overview letter (obtained from school psychologists). The School Psychologist will drop all pertinent student data (Faculty/Staff Input Forms, Previous School Records, any other pertinent data) into the SSC drop box. The Department Program Specialist will place the form in the SSC Drop Box and note the date that the form was received signed on the PTE Request/PTE Consent Google Sheet.

Step 5.2- If the parents do not sign the PWN/PTE-Consent form the Department Program Specialist should make multiple attempts (phone call, text message, email) to the parents to get it signed. If no response following these attempts (three attempts in full), the Department Program Specialist will send the form certified mail and include the procedural safeguards. The Department Program Specialist will then document all attempts on the Google sheet and directly on the PWN/PTE Consent form and place in the appropriate SSC drop box.

Step 5.3 Upon receipt of the signed PWN/PTE Consent (if received), the Department Program Specialists will stamp the received date and drop it into the SSC drop box. The Department Program Specialist will then update the Google sheet documenting that it was received signed. The SSCs will contact providers to schedule the necessary evaluations for the student.

Determination B: Evaluation is not warranted / Refusal to do Evaluation. School Psychologist will complete the Notice of Recommended Educational Placement/ Prior Written Notice (NOREP/PWN)

How to Do:

Step 5.1- Psychologists will send the NOREP/PWN to Department Program Specialists to be sent to parent's via email/HelloSign. Include a procedural safeguards notice. The School Psychologist will drop all pertinent student data (Faculty/Staff Input Form, Previous School

Records, any other pertinent data) into the SSC drop box. The Department Program Specialist will place the form in the SSC Drop Box and note the date on the PTE Request/PTE Consent Google Sheet.

Step 5.2- If no response following phone call and email attempts (three attempts in full), the Department Program Specialist will send the form certified mail and include the procedural safeguards. The Department Program Specialist will then document all attempts on the Google sheet and directly on the PWN/PTE Consent form and place in the appropriate SSC drop box. The SSC will file the document in the student's folder and move the file to the Inactive Sub Folder- PA Virtual Declined Evaluation.

Step 5.3 Upon receipt of the signed NOREP/PWN (if received), the Department Program Specialists will stamp the received date on the form and place it in the SSC drop box. SSC will move the student's file to Inactive Sub Folder-PA Virtual Declined Evaluation. The Department Program Specialist will update Google sheet.

SSC- If the parent has requested an informal meeting or does not approve the recommendation, please contact the Director and Assistant Directors of Special Education.

Parent Initiated Request- Written Request

- 1 School Personnel (anyone employed by PA Virtual) must immediately complete the 'Parent Request Alert' Google form to alert the Principal/Designee of the parent's request. The Google Form (link below) submitted into the PTE Request/PTE Consent Google Sheet for tracking purposes.
https://docs.google.com/forms/d/e/1FAIpQLSf19QZeRHm7bTWH4U0fG_0KJI5OYVPaFGaaSYxpTHAXAk**
- 2 The School Principal/Designee (Department Program Specialist) will forward the written request to the School Psychologist**
- 3 This step is to be completed concurrent with step 2. Principal/Designee (Department Program Specialist) will send the Faculty/Staff Form to the members of the student's team (teacher, academic support, guidance, nurse, etc.) Please notify staff that forms should be returned within 8 days. Forward all input forms to the school psychologist. For any newly enrolling student, please reach out to orientation teacher.** If the student is newly enrolled we follow the normal procedure outlined above.****
- 4 Within 10 calendar days the School Psychologist will review student data submitted by the Department Program Specialist to make an evaluation determination.**

Determination A: Evaluation is warranted. School Psychologist will complete the Prior Written Notice for Initial Evaluation and Request for Consent form (PWN/PTE Consent form)

How to Do:

Step 4.1- School Psychologists will send the PWN/PTE Consent form to Department Program Specialists to be sent to parent's via email/HelloSign. Include a procedural safeguards notice and overview letter (obtained from School Psychologists). The School Psychologist will drop all pertinent student data (Faculty/Staff Input Form, Previous School Records, any other pertinent data) into the SSC drop box. The Department Program Specialist will place the form in the SSC Drop Box and note the date on the PTE Request/PTE Consent Google Sheet.

Step 4.2- If no response following phone call and email attempts (three attempts in full), the Department Program Specialist will send the form certified mail and include the procedural safeguards. The Department Program Specialist will then document all attempts on the Google sheet and directly on the PWN/PTE Consent form and place in the appropriate SSC drop box.

Step 4.3 Upon receipt of the signed PWN/PTE Consent (if received), the Department Program Specialists will stamp the received date and drop it into the SSC drop box. The Department Program Specialist should update the Google sheet. The SSCs will contact providers to schedule the necessary evaluations for the student.

Determination B: Evaluation is not warranted / Refusal to do Evaluation. School Psychologist will complete the Notice of Recommended Educational Placement/ Prior Written Notice (NOREP/PWN)

How to Do:

Step 4.1- School Psychologists will send the NOREP/PWN to Department Program Specialists to be sent to parent's via email/HelloSign. Include a procedural safeguards notice. The School Psychologist will drop all pertinent student data (Faculty/Staff Input Form, Previous School Records, any other pertinent data) into the SSC drop box. The Department Program Specialist will place the form in the SSC Drop Box and note the date on the PTE Request/PTE Consent Google Sheet.

Step 4.2- If no response following phone call and email attempts (three attempts in full), the Department Program Specialist will send the form certified mail and include the procedural safeguards. The Department Program Specialist will then document all attempts on the Google sheet and directly on the PWN/PTE Consent form and place in the appropriate SSC drop box. The SSC will file the document in the student's folder and move the file to the Inactive Sub Folder- PA Virtual Declined Evaluation.

Step 4.3 Upon receipt of the signed NOREP/PWN (if received), the Department Program Specialists will stamp the received date and place it in the SSC drop box. SSC will move the student's file to Inactive Sub Folder-PA Virtual Declined Evaluation. The Department Program Specialist will update Google sheet.

SSC- If the parent has requested an informal meeting or does not approve the recommendation, please contact the Director and Assistant Directors of Special Education.

School Initiated Request through MTSS

How to Do:

After completion of the MTSS process, the school determines that an evaluation of the student should be conducted, then the following steps will occur

- 1 The Principal/ Data meeting designee will alert the school psychologist and department Program Specialist that a student is in need of an evaluation to determine Special Education eligibility.**
- 2 The Department Program Specialist will send out faculty/staff input forms.**
- 3 The Program School Psychologist, in conjunction with the Program Principal if needed, will contact the parent to discuss the recommendation for an evaluation. Regardless if contact is made, the new PWN/PTE- Consent form will be issued.**
- 4 Upon receipt of the faculty/staff input forms, along with data from Sapphire and any other pertinent information, The School Psychologist create a PWN/PTE Consent form.**
- 5 Psychologists will send the PWN/PTE Consent form to Department Program Specialists to be sent to parent's via email/HelloSign. Include a procedural safeguards notice and overview letter (obtained from school psychologists). The School Psychologist will drop the PWN/PTE consent along with all pertinent student data (Faculty/Staff Input Form, Previous School Records, any other pertinent data) into the SSC drop box. The Department Program Specialist will place the form in the SSC Drop Box and note the date on the PTE Request/PTE Consent Google Sheet.**

How to Do:

- Step 5.1: If no response following phone call and email attempts (three attempts in full), the Department Program Specialist will send the form certified mail and include the procedural safeguards. The Department Program Specialist will then document all attempts on the Google sheet and directly on the PWN/PTE Consent form and place in the appropriate SSC drop box.
- Step 5.2: Upon receipt of the signed PWN/PTE Consent (if received), the Department Program Specialists will stamp the received date and drop into SSC drop box. The Department Program Specialist should update the Google sheet. The SSCs will contact providers to schedule the necessary evaluations for the student.

Who Performs this Step:

Step 5.2: Upon receipt of the signed PWN/PTE Consent (if received), the Department Program Specialists will stamp the received date and drop into SSC drop box. The Department Program Specialist should update the Google sheet. The SSCs will contact providers to schedule the necessary evaluations for the student.

School Initiated Request through Enrollment

How to Do:

During the enrollment process, the school determines that an evaluation of the student should be conducted, then the following steps will occur

- 1 **The Assistant Director of Special Education/ Designee will contact the parent to discuss the recommendation for an evaluation. The Assistant Director of Special Education/ Designee will notify the School Psychologist.**
- 2 **The School Psychologist will obtain pertinent information in the document center in the SIS in Sapphire and create a PWN/PTE consent form.**
- 3 **Psychologists will send the PWN/PTE Consent form to Department Program Specialists to be sent to parent's via email/HelloSign. Include a procedural safeguards notice and overview letter (obtained from school psychologists). The School Psychologist will drop the PWN/PTE consent along with all pertinent student data (Previous School Records and any other pertinent data) into the SSC drop box. The Department Program Specialist will place the form in the SSC Drop Box and note the date on the PTE Request/PTE Consent Google Sheet.**

How to Do:

- Step 3.1 If no response following phone call and email attempts (three attempts in full), the Department Program Specialist will send the form certified mail and include the procedural safeguards. The Department Program Specialist will then document all attempts on the Google sheet and directly on the PWN/PTE Consent form and place in the appropriate SSC drop box.
 - Step 3.2: Upon receipt of the signed PWN/PTE Consent (if received), the Department Program Specialists will stamp the received date and drop into SSC drop box. The Department Program Specialist should update the Google sheet. The SSCs will contact providers to schedule the necessary evaluations for the student.
- 4 **Principal/Designee (Department Program Specialist) will send the Faculty/Staff Input Forms to the members of the student's team (Orientation Teacher, Classroom Teachers, Academic Support, Guidance, School Nurse, Family Support Coordinator, etc.) 20 days after the PTE Consent has been signed and received from the parents. The staff will have**

10 days to complete the forms and return them to the Principal Designee. Once all of the forms have been received they need to be placed into the SSC Drop Box. The SSCs will then send the forms to the Evaluators so that they include the information in the findings of their reports.

Important Timeline Information to Be Aware Of

How to Do:

All evaluations must be completed and a copy of the Evaluation Report must be presented to the parent no later than 60 calendar days of receiving the PWN/PTE Consent Form with the parents' signature agreeing to the evaluations being conducted.

Note: the following period of time is not included in the definition of calendar days:

- The day after the last day for teachers of the school term up to and including the day before the first day for teachers of the subsequent fall term will not be counted.
- Example: Last day for teachers during previous school term is 6/17. The first day for teachers of the subsequent school term is 8/17. The dates between 6/17 and 8/17 are not counted as part of the 60 calendar days in which the report needs to be completed by.

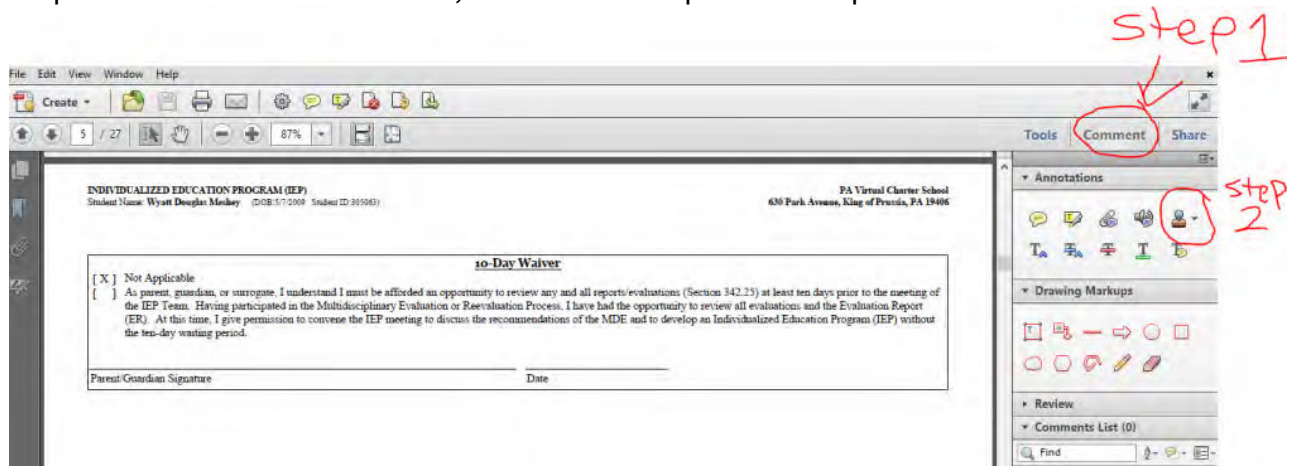
Time Stamp Instructions

How to Do:

Open PDF File that requires Time Stamp Icon.

Step 1: Click "Comment" Tab on upper right side corner of the file

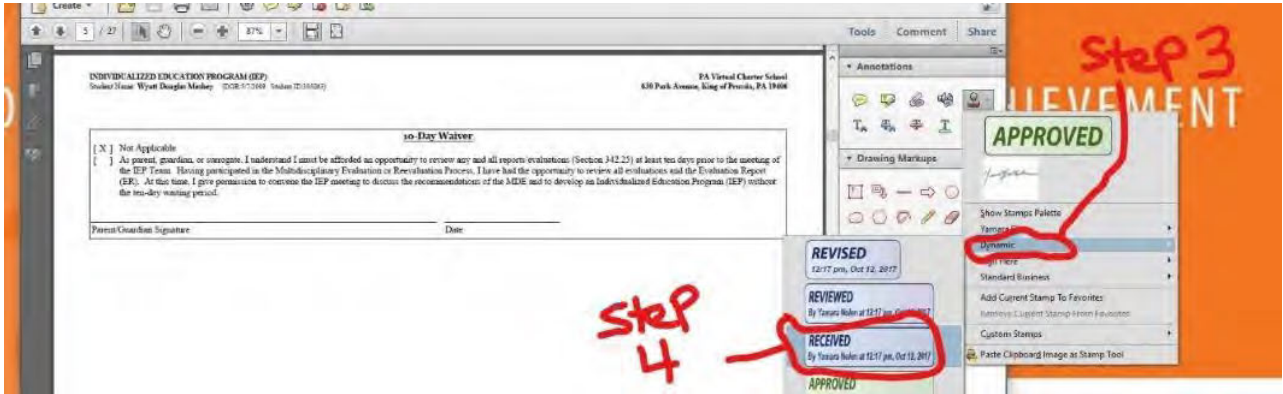
Step 2: Under Annotation Section; Click "Add Stamp" Icon - Drop down arrow



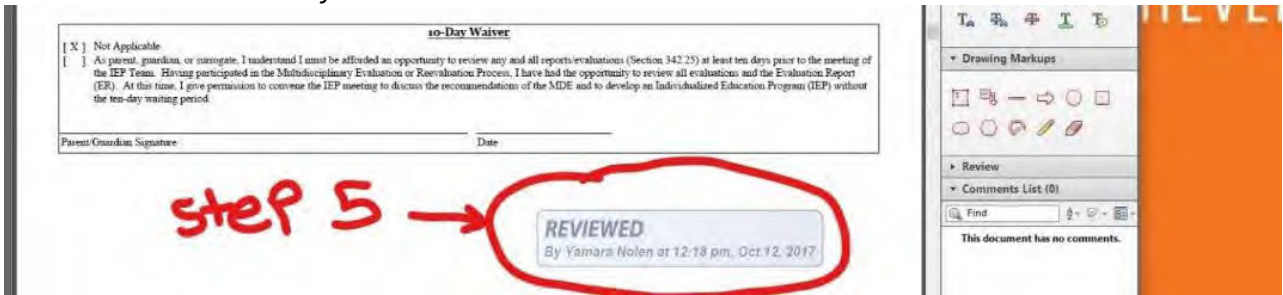
Step 3: Click "Dynamic" option.

Step 4: Choose appropriate stamp (Received) which automatically has your Name, Date, and Time

- Note: It might ask you to set up your stamp signature, which requires you to enter your First and Last name.



Step 5: Stamp will appear on you PDF document, which at this point you can place anywhere on the document. Save your document



Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/24/2019 1:23 PM	New document	Yamara Nolen



Process for newly enrolled students with an IEP (with a Pennsylvania IEP)

Procedure

Detailed Steps

- 1 The Enrollment Placement Teacher (EPT) will enroll the student in Sapphire. EPT will create a Student Summary in Special Services Module. . Enter a date for “Date Entered Special Education” which marks them Active in Special Education in Sapphire. The date is the START date. (follow detailed attached screenshots)**

How to Do:

- If the student is a re-enrolling SPED, student the EPT will complete the following steps in Sapphire as well:
 - Remove the date in the “Date Exited Special Education”
 - Remove the text from the “ Reason Exited Special Education”
- If the student is a re-enrolling SPED, student the EPT will complete the following steps in Sapphire as well:
 - Remove the date in the “Date Exited Special Education”
 - Remove the text from the “ Reason Exited Special Education”

- 2 Daily Special Education Report is run each morning by the Director of Support Services (SS) which lists newly enrolled students with IEPs. This report will be reconciled with the newly enrolled SPED student report sent via email from the Master Teacher of SPED placement.**

- 3 Assistant Director of SPED (ADSE) will assign the student a teacher in the Special Education Census and in Sapphire.**

How to Do:

ADSE send the enrollment notes for the student to the Special Education Teacher and LEA .Teacher and will follow any instructions noted in enrollment notes.

- ADSE send the enrollment notes for the student to the Special Education Teacher and LEA .Teacher and will follow any instructions noted in enrollment notes.

4 Special Education Teacher will:

How to Do:

- Review the IEP and (Re) Evaluation Report and complete the Census to fruition.
- The Special Education Teacher will consult with the program principal in regards class assignment, schedules and assignment of the general education teacher(s).
- Upload the enrolling documents to the SSC drop box.

- Review the IEP and (Re) Evaluation Report and complete the Census to fruition.
- The Special Education Teacher will consult with the program principal in regards class assignment, schedules and assignment of the general education teacher(s).
- Upload the enrolling documents to the SSC drop box.

5 SSCs will do the following to set up a newly enrolled special education student:

How to Do:

- Sapphire (information is gathered from the Special Education Census)
 1. Previous Evaluation date (ER or RR)
 2. Disability Category
 3. Check Eligible for Special Education= Yes
- Create a new record in the RSDB
- Create a new E-File
- Create a hard File
- Refer for related services (if applicable)

- Sapphire (information is gathered from the Special Education Census)
 1. Previous Evaluation date (ER or RR)
 2. Disability Category
 3. Check Eligible for Special Education= Yes
- Create a new record in the RSDB

- Create a new E-File

- Create a hard File
- Refer for related services (if applicable)

- 6 The special education teacher will create the IEP at a glance and make contact with the general education teacher.**
- 7 Teacher schedules IEP meeting within the 30 calendar days of the student’s enrollment date and complete the following as monitored by the ADSE and LEA:**

How to Do:

- Establish meeting time with team
- Schedule IEP meeting (through call, email) with parent.
- Calendar invite (include lea@pavcs.us).
- Send procedural safeguards to parent (email) – give information on what is coming in HelloSign and details for the meeting.
- Send all pertinent paperwork through HelloSign that requires signatures (invites, consent to excuse and waiver) to parent.

- Establish meeting time with team
- Schedule IEP meeting (through call, email) with parent.
- Calendar invite (include lea@pavcs.us).
- Send procedural safeguards to parent (email) – give information on what is coming in HelloSign and details for the meeting.
- Send all pertinent paperwork through HelloSign that requires signatures (invites, consent to excuse and waiver) to parent.

- 8 At the IEP meeting:**

How to Do:

Special education teacher with support from LEA will:

- Send IEP attendance sheet through HelloSign to team.
- Send out procedural safeguards receipt through HelloSign to parent.
- Remind parent and team of any needed items requiring signatures.
- Present NOREP to parent and send through HelloSign.

The special education teacher is responsible for keeping track of securing the signature for the NOREP. If having difficulties securing the signature within 5 days, please contact your LEA and Assistant Director of Special Education for assistance in obtaining the signature.

- Drop all signed documents in the respective SSC drop box. Additional documents may also be included (such as unsigned invites, IEP tracking sheet).
- Finalize all documents (invite(s), IEP, the NOREP) in Sapphire.

Special education teacher with support from LEA will:

- Send IEP attendance sheet through HelloSign to team.
- Send out procedural safeguards receipt through HelloSign to parent.
- Remind parent and team of any needed items requiring signatures.
- Present NOREP to parent and send through HelloSign.

9 LEA places their checklist in the SSC Drop Box.

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/26/2019 10:40 AM	New document	Yamara Nolen



Student Found NOT Eligible Procedure

Procedure

Detailed Steps

- 1** Evaluation consent comes from the school psychologist and referrals are sent by the appropriate Special Education Support Services Coordinator (SSC) to the evaluator(s).
- 2** Evaluation is completed by evaluator(s) who will send their completed report(s) to the SSC.
- 3** SSCs are responsible for monitoring the receipt of all reports ordered and will send completed report(s) to the School Psychologists.
- 4** School Psychologists review all reports and create the ER within the 60 day timeline.

How to Do:

- a. School Psychologist will provide the SSC with the ER within the 60 day timeline.
- b. School Psychologist will email the SSC, cc'ing the Assistant Director of Special Education Support Services and Compliance Monitoring, Assistant Director of Special Education, Director of Special Education, and Senior Special Education Support Services Coordinator letting them know the report is complete and including a brief summary of the findings in the email which should include that the student is not eligible and if eligible for a 504 plan (if appropriate).

4.1. Date of report is the date the school psychologist finalizes the report.

4.2. School Psychologist will send the ER to SSCs the day it is finalized and cc: Assistant Director of Support Services (SS) and Assistant Director of SPED. The school psychologist should include a brief summary of the findings in the email which should include that the student is not eligible and if eligible for a 504 plan (if appropriate).

- 5** The SSC emails the final report to the parent within 24 hours of the date of the report.

How to Do:

- a. The email will cc the following: Assistant Director of Special Education Support Services and Compliance Monitoring, Assistant Director of Special Education, Director of Special

Education, Senior Special Education Support Services Coordinator, Principal, School Psychologist, and Special Education Program Specialist.

- b. The Assistant Director of Special Education Support Services and Compliance Monitoring or their designee will update the Student Summary Page- PIMS/Penn Data and Chapter 14 tabs in Sapphire. Entering the evaluation report date and sent date into Sapphire.

5.1. The email will include: Assistant Director SPED (ADSE), Principal, School Psychologist, and Assistant Director of Support Services (SS), Director of SPED and Special Education Project Manager. The email should state that the student is not eligible for Special Education and eligible for a 504 plan (if appropriate).

- The Assistant Director of SS updates the Student Summary Page- PIMS/Penn Data and Chapter 14 in Sapphire. Enters evaluation report date and sent date into Sapphire.

- Special Education Project Manager notes the ER date in the PTE Request/PTE Consent Google Sheet.

After completion of the Report:

- 1 The Special Education Program Specialist will contact the Department (Elementary, Middle, or High) Program Specialist to let them know that the student was found not eligible for Special Education and eligible for a 504 plan (if appropriate).**
- 2 The Department (Elementary, Middle, or High) Program Specialist will schedule the meeting. Members should include: parent, LEA, General Education Teacher, School Psychologist, and School Counselor (if 504 Plan recommended). They will then send a copy of the ER report to all members of the team.**

How to Do:

- a. Once meeting is scheduled, the Department Program Specialist will notify the Special Education Program Specialist. Include date of the meeting and all names and titles of participants.
- b. Special Education Program Specialist will notify both the Director and the Assistant Director Special Education with the date of the scheduled meeting.
- c. Special Education Program Specialist will draft an invitation and send for signature to the parent as well as a Google calendar invite to all members of the team using the non-eligible conference information.
- d. Director of Special Education or the Assistant Director of Special Education will draft the NOREP prior to the scheduled meeting.
- e. During the meeting, a discussion should occur on accommodations that general education will implement to support the student.

- f. After the meeting, the School Psychologist will inform the Special Education Program Specialist that the meeting occurred and provide the Special Education Program Specialist the ER signature page.
- g. The Special Education Program Specialist will go into the SIS and indicate the date on the NOREP that it is to be sent and the signature date (which would be the same) and then download the NOREP from the SIS.
- h. Special Education Program Specialist will send the ER signature page to the team and NOREP to the parent for signature.
- i. School counselor will proceed with the 504 plan meeting, if applicable.
 1. If the student has a 504 plan with related service, then the Section 504 plan with related service procedure should be followed.

- 3 Special Education Program Specialist will be responsible for keeping track of needed signed documents (invite, ER, and NOREP). A minimum of three attempts need to be made to obtain signatures (email, phone, mail, etc.)**
- 4 Special Education Program Specialist will place all signed documents or unsigned documents with attempts on each form in student's e-file. E-file is them moved to the Ineligible SpEd Folder.**
- 5 Special Education Program Specialist will inform via email Director of Special Education, Assistant Director of Special Education, and the Assistant Director of Special Education Support Services and Compliance Monitoring that the NOREP has been signed. Special Education Program Specialist should not if parent marked informal meeting or does not approve recommendations.**

Important additional information:

- **School Psychologists should be monitoring this procedure to make sure that the meeting is scheduled and takes place.**
- **If the Department Project Manager has been unsuccessful in reaching the parent (at least three attempts such as email, phone call, mail, etc.), a date with the team should be chosen and then the procedure for the meeting should continue as such. Program Specialist should send Special Education Program Specialist the the list of all the attempts to schedule the meeting with the parent.**
- **If the child has been found NOT eligible due to insufficient data because the parent did not make the child available, documentation is critical. Documentation should be compiled and placed inside the ER by the school psychologist**

Revision Management

Revision History Log:

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v1.0	6/27/2019 10:55 AM	New document	Yamara Nolen



Exiting Special Education

Procedure

General Description

Description / Scope:

The goal of a special education program should be to support a student appropriately so that the student's weaknesses can be remedied to the point where they no longer need special help. Some students' will always require specially designed instruction, but other may be able to thrive without special instruction or with some minor adjustments/supports.

Detailed Steps

A student can exit from Special Education for three reasons:

How to Do:

- **Graduation from High School:** student receives a diploma regardless of age. (check appropriate box on NOREP)
- **Exiting high school due to exceeding the age eligibility for a free appropriate public education (FAPE):** Student must exit at the end of the year in which they turn 21. No re-evaluation needed. (Check appropriate box on NOREP)
- **Exiting Special Education:** Exiting Special Education is an IEP team recommendation. A student's IEP team can decide that the child no longer requires special education services. This must be based on a reevaluation. (Check appropriate box on NOREP)
- **Revocation by Parent:** A parent can revoke consent for special education services at any time. See Revocation Procedures.

The IEP team can make decisions about programs and services (including related services) however, a reevaluation/ review of records is required when eligibility categories are being added/changed.

A public agency must re-evaluate a child with a disability before determining that the child is no longer a child with a disability. 34 C.F.R. § 300.305(e)(1). The evaluation does not need to involve new assessments; a review of records may be sufficient as long as there is enough current data to document:

- the student's present levels of educational and functional performance,
- the determination that the child is no longer a child with a disability, and

- the student no longer needs special education and related services.

An evaluation is not required when dismissing a student from a non-eligibility category related service (i.e. occupational therapy, behavior therapy, etc.)

In all cases, the school must provide parent a Notice of Recommended Educational Placement/ Prior Written Notice (NOREP/PWN). On the NOREP/PWN, parent checks whether they agree or disagree with this decision.

- If parent does not sign within ten calendar days, changes go into effect

The IEP team can make decisions about programs and services (including related services), however, a reevaluation/review of records is required when eligibility categories are being added/ changed.

How to Do:

A public agency must re-evaluate a child with a disability before determining that the child is no longer a child with a disability. 34 C.F.R. § 300.305(e)(1). The evaluation does not need to involve new assessments; a review of records may be sufficient as long as there is enough current data to document:

- the student's present levels of educational and functional performance,
- the determination that the child is no longer a child with a disability, and
- the student no longer needs special education and related services.

An evaluation is not required when dismissing a student from a non-eligibility category related service (i.e. occupational therapy, behavior therapy, etc.)

In all cases, the school must provide parent a Notice of Recommended Educational Placement/ Prior Written Notice (NOREP/PWN). On the NOREP/PWN, parent checks whether they agree or disagree with this decision.

- If parent does not sign within ten calendar days, changes go into effect

When exiting based upon the results of the re-evaluation or based upon an IEP team decision:

How to Do:

Special Education teacher will schedule a meeting to discuss the results of the RR. Send out invitation (through the digital signature platform) and procedural safeguards to parent (email) – give information on what is coming for signature and details for the meeting.

- LEA, School Psychologist, and general education teacher need to be present at the meeting
- The student's Special Education Teacher will draft a NOREP. Contact Special Education Administration if assistance is needed.
- During the meeting, the school psychologist will discuss the RR and the recommendation to exit the student from special education. The team may discuss support in general education, if appropriate and needed.
- During the meeting, the student's Special Education Teacher will send the RR signature page to the team for signature and the NOREP to parent for signature.

The special education teacher is responsible for keeping track of securing the signatures. Attempts should be documented in Salesforce. When signature is obtained or 3 documented attempts for signature, the documents should be dropped.

Special Education Teacher will:

- Drop all documents: RR signature page, invite and NOREP

Special Education Support Services Coordinator (SSC) will:

- Email the Director of Special Education, Assistant Director of Special Education, Assistant Director of Special Education Support Services and Compliance Monitoring, and Principal that the student has exited special education. Attach the signed NOREP to the email.
- Mark student as exited in RSDB (i.e. Salesforce)
- Archive RSDB record
- Move e-file to Exited SpEd folder
- Notify the related service agencies that the student has exited therefore services should cease, if applicable

Special Education Administration will:

- Remove the student from the teacher's caseload and place on the exit tab of the Special Education Census Google Sheet
- Enter exit information in Sapphire

Revision Management

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v1.0	6/26/2019 4:35 PM	New document	Yamara Nolen



Process for Marking Special Education in SIS Procedure

Detailed Steps

Student Summary will be created in the **Special Services** module and the date the student enters the school (**Start Date**) will be added for the date the student enters **Special Education**.

Follow current procedures to create the student in **Sapphire**.

On the **Sapphire Log In** landing page there will be the **Special Services** module option. Click to enter the **Special Services** module.

How to Do:

Sapphire Suite

WELCOME

Student Information System Learning Management System **Special Services** Report Writer Assessment Tracker Data Mining

Click Here

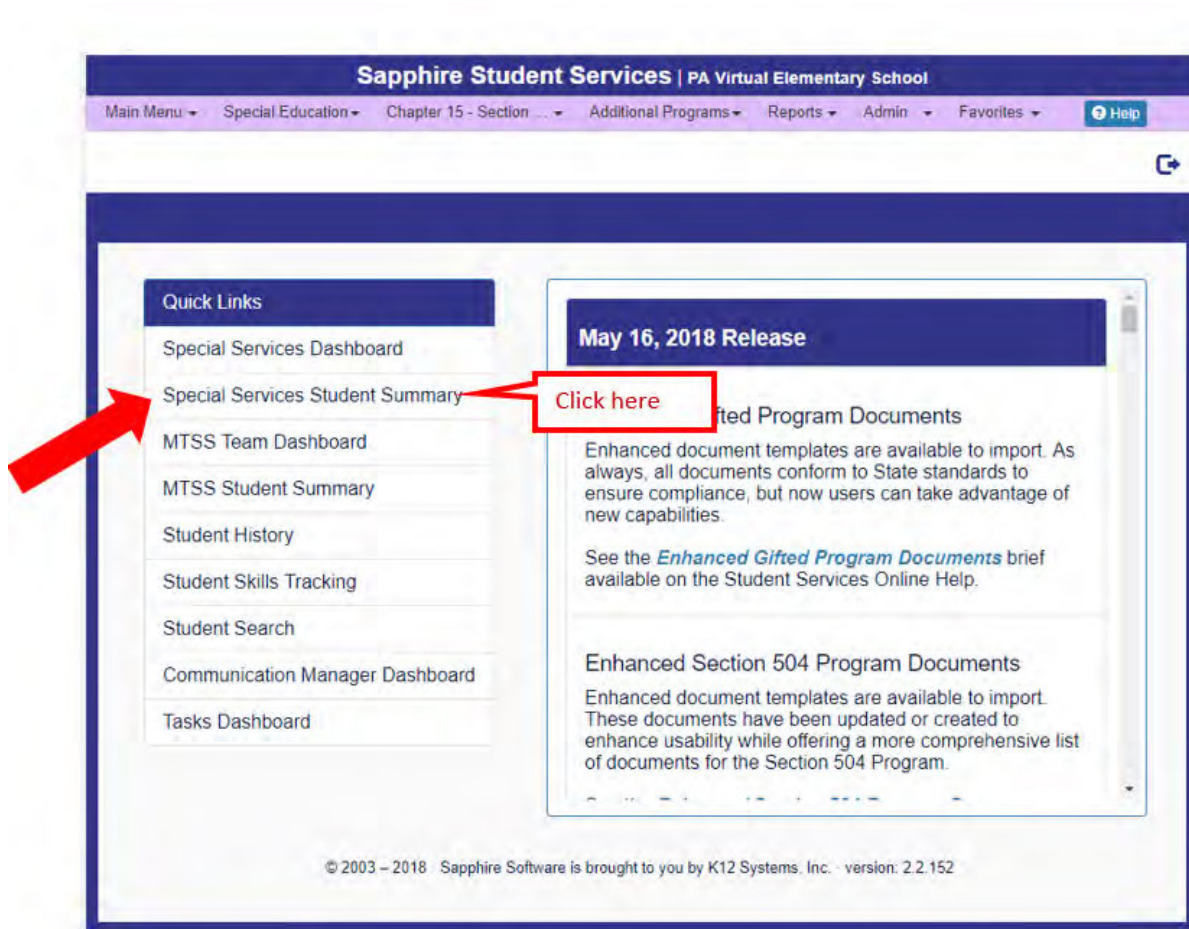
Please select a product by clicking on an image to your left.

Choose logout if you wish to leave the Sapphire Suite.

LOGOUT

The Special Services module looks like this when entered. Click on the Special Services Student Summary option.

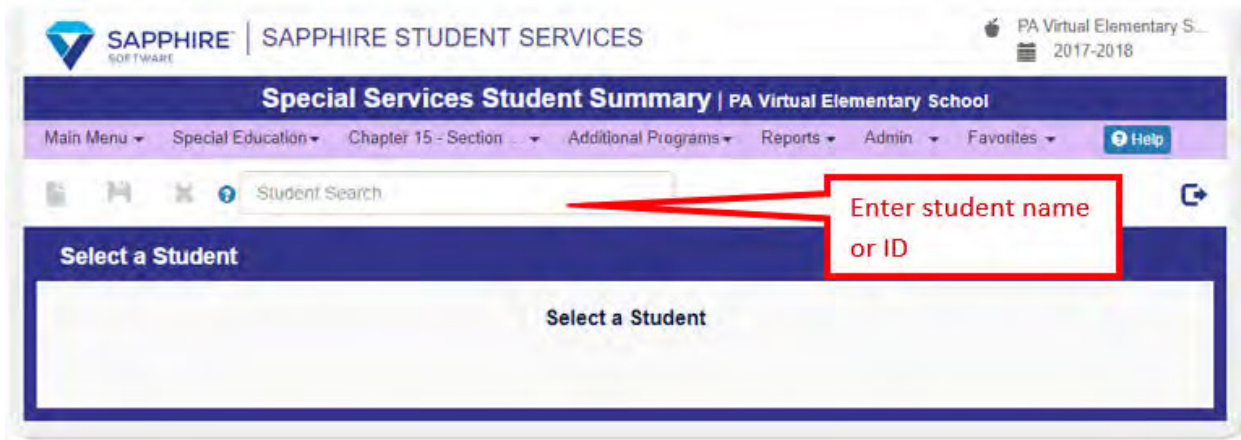
How to Do:



Next is the Student Summary screen. It should be blank like this. Until you become familiar with this screen it might be useful to confirm that you have the correct screen by checking the name at the top.

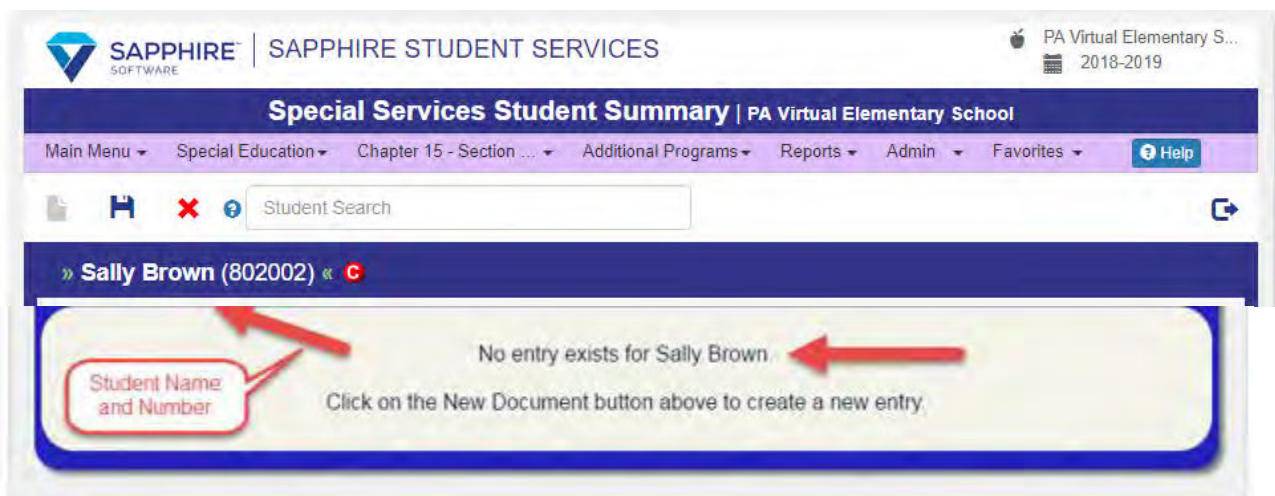
How to Do:

Enter the student number or the student name.



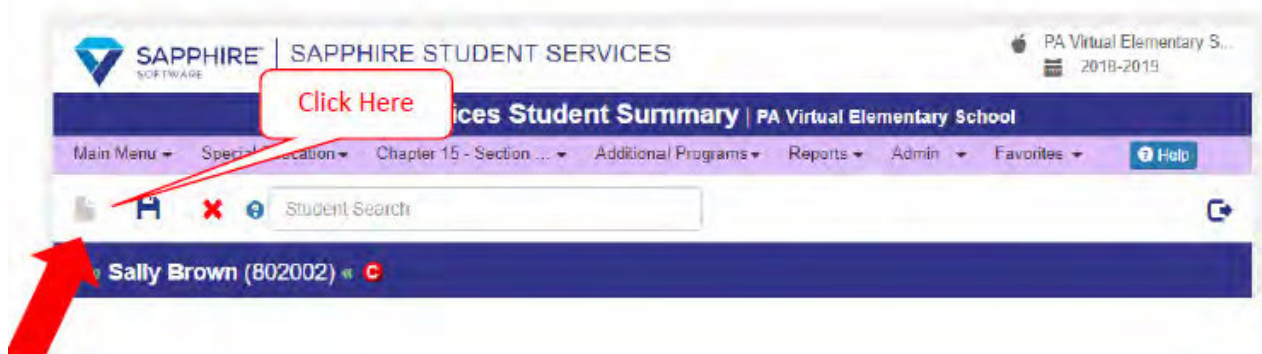
For this example, fake student “Sally Brown” was entered. This is what you should see. No entry will typically exist.

How to Do:



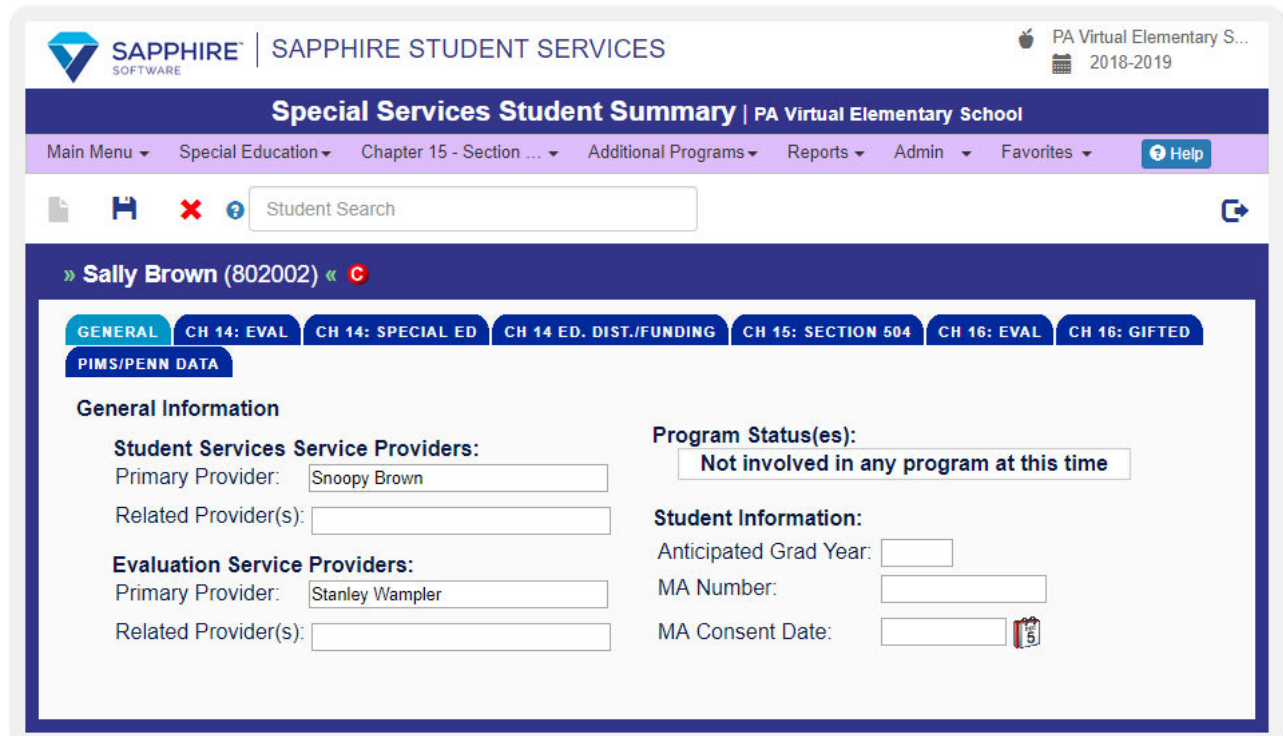
Click on the “New” icon to create a new student summary for this student.

How to Do:



This is what you will see. Click on the “CH 14: SPECIAL ED” Tab.

How to Do:



The “CH 14: SPECIAL ED” Tab will be in light blue, indicating that it is active.

How to Do:

SAPHIRE | SAPHIRE STUDENT SERVICES

PA Virtual Elementary S...
2018-2019

Special Services Student Summary | PA Virtual Elementary School

Main Menu ▾ Special Education ▾ Chapter 15 - Section ... ▾ Additional Programs ▾ Reports ▾ Admin ▾ Favorites ▾ Help

Student Search

» Sally Brown (802002) « C

GENERAL CH 14: EVAL CH 14: SPECIAL ED CH 14 ED. DIST./FUNDING CH 15: SECTION 504 CH 16: EVAL CH 16: GIFTED

PIMS/PENN DATA

Ch 14: Special Ed

Date Entered Spec Ed: Exited Spec Ed:
Reason Exited:

Primary Disability: Secondary Disability:

Current IEP:

IEP Meeting Date: NOREP Date:
IEP Implementation: Amount of Sp. Ed. Services:
IEP Duration Date: Type of Sp. Ed. Support:
Waiver Date: Ed. Environment Percent: 0 % (ex: 60 or 85)
IEP Revised Date: Extended School Year: No

LRE Category/Location of Intervention:

Planned Participation in PASA:

Does this student have a transition plan as part of their IEP? No

Does the IEP contain new services that support paid work-based learning experiences in a competitive (at least minimum wage) integrated setting? No

Does the IEP contain services that include job supports/coaching? No

Does the IEP contain services that include career development and job exploration? No

Has the transition IEP been modified to include services that support paid work-based learning experiences in a competitive (at least minimum wage) integrated setting? No

Enter the date the student enters the school (the start date). Either enter the date by typing or use the calendar icon. The “Date Entered Spec Ed” date must match the student’s first day of school. We cannot provide services until the student walks into the building. These steps are only for students who are considered special education when enrolling.

How to Do:

SAPHIRE SOFTWARE | SAPHIRE STUDENT SERVICES

PA Virtual Elementary S.
2018-2019

Special Services Student Summary | PA Virtual Elementary School

Main Menu ▾ Special Education ▾ Chapter 15 - Section ... ▾ Additional Programs ▾ Reports ▾ Admin ▾ Favorites ▾ Help

Student Search

» Sally Brown (802002) « C

GENERAL CH 14: EVAL CH 14: SPECIAL ED CH 14 ED. DIST./FUNI EVAL CH 16: GIFTED

PIMS/PENN DATA

Ch 14: Special Ed

Date Entered Spec Ed: 08/27/2018 Date Exited Spec Ed:
Reason Exited:

Primary Disability: Secondary Disability:

Current IEP:

IEP Meeting Date: NOREP Date:
IEP Implementation: Amount of Sp. Ed. Services:
IEP Duration Date: Type of Sp. Ed. Support:
Waiver Date: Ed. Environment Percent: 0 % (ex: 60 or 85)
IEP Revised Date: Extended School Year: No ▾

LRE Category/Location of Intervention:

Planned Participation in PASA:

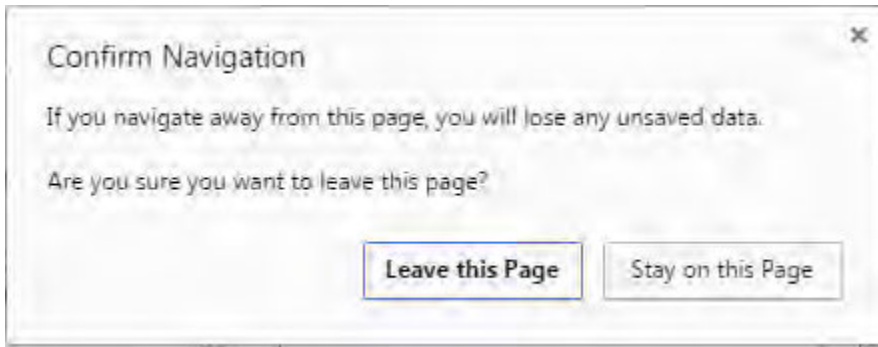
Does this student have a transition plan as part of their IEP? No ▾
Does the IEP contain new services that support paid work-based learning experiences in a competitive (at least minimum wage) integrated setting? No ▾
Does the IEP contain services that include job supports/coaching? No ▾
Does the IEP contain services that include career development and job exploration? No ▾
Has the transition IEP been modified to include services that support paid

Click the “Save” icon. The date will not become effective unless it is saved. After clicking the save icon, the screen will flash and the end result is the same image.

How to Do:

The screenshot displays the Sapphire Student Services interface for PA Virtual Elementary School. The user is logged in as PA Virtual Elementary S... on 2018-2019. The main navigation bar includes 'Main Menu', 'Special Education', 'Ch 14: Section', 'Additional Programs', 'Reports', 'Admin', 'Favorites', and 'Help'. A red arrow points to the 'Save' icon (a floppy disk) in the top navigation bar, which is highlighted with a red box and the text 'Click the Save Icon'. Below the navigation bar, the student's name 'Sally Brown (802002)' is displayed. The form is titled 'Ch 14: Special Ed' and includes various fields for data entry, such as 'Date Entered Spec Ed' (08/27/2018), 'Date Exited Spec Ed', 'Reason Exited', 'Primary Disability', 'Secondary Disability', 'Current IEP', 'IEP Meeting Date', 'NOREP Date', 'IEP Implementation', 'Amount of Sp. Ed. Services', 'Type of Sp. Ed. Support', 'IEP Duration Date', 'Ed. Environment Percent' (0%), 'Waiver Date', 'Extended School Year' (No), 'IEP Revised Date', 'LRE Category/Location of Intervention', and 'Planned Participation in PASA'. There are also several yes/no questions at the bottom of the form.

If you do try to leave the screen without saving, the following message will appear. “Leave this Page” to continue not saving and the date you entered will be lost. Click on “Stay on this Page” to return for the option to click the “Save” icon and make the date effective in Sapphire.

How to Do:

You are now finished and the Special Education team thanks you. You can close out of the Special Education module by closing the browser tab.

FOR RE ENROLLING STUDENTS**How to Do:**

Enter the new start date in the “Entered Spec Ed” box and DELETE the date in Date Exited Spec Ed box.

FOR OUT OF STATE STUDENTS WITH AN OUT OF STATE IEP**How to Do:**

Create a new student summary for these students. They are considered special education student while a new evaluation is being completed by a PA Certified School Psychologist.

FOR EXPEDITED RE ENROLLERS**How to Do:**

Delete the Date Exited Spec Ed and delete the Reason Exited. Do not change the Date Entered Spec Ed.

Revision Management

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v1.0	6/26/2019 1:23 PM	New document	Yamara Nolen



Process for Annual IEP with/without a Re-Evaluation

Procedure

Detailed Steps

Annual IEP with a RR:

1 School Psychologists reviews all reports and creates the RR within the timeline.

How to Do:

- Date of report is the date the report is to be sent to the parent.
- School Psychologist will send the RR to Special Education Support Services Coordinator (SSC), copying the Assistant Director of Special Education Support Services and Compliance Monitoring, two days prior to the finalized date.
- Date of report is the date the school psychologist finalizes the report.
- School Psychologist will send the RR to SSCs the day it is finalized. cc: Director of Support Services (SS).

2 The SSCs emails the final report to the parent within 24 hours of the date of the report.

How to Do:

The email will include: Director of Special Education (DSE), Assistant Director of Special Education (ADSE), Principal, Assistant Director of Special Education Support Services and Compliance Monitoring, Program Specialist, Special Education Teacher, Related Service Provider(s), and School Psychologist.

- The email will include: Assistant Director of SPED (ADSE), Principal, Director of Support Services, Special Education Administrator, Special Education Teacher and School Psychologist

3 The Assistant Director of Special Education Support Services & Compliance Monitoring updates the Student Summary Page- PIMS/Penn Data and Chapter 14 in Sapphire. Enters re-evaluation report date and sent date into Sapphire.

4 Special Education Teacher schedules IEP meeting within the 30 calendar days of date of report and completes the following:

How to Do:

- Add RR/IEP meeting to IEP Tracker Google Sheet
 - Establish meeting time with team
 - Schedule IEP meeting (through call, email, text follow-up, if applicable) with parent.
 - Calendar invite (include lea@pavcs.us). Include School Psychologist for RR/IEP Meeting.
 - Email Procedural Safeguards to parent- give information on what is being sent via HelloSign and details for the meeting.
 - Send RR to IEP team members for review.
 - Send all pertinent paperwork through HelloSign that requires signatures (invites, consent to excuse and waiver as applicable) to parent.
 - Add MDE team members to RR signature page and send for signatures through HelloSign to parent and team members. (Can wait until the beginning of the meeting to send.)
- Establish meeting time with team
 - Schedule IEP meeting (through call, email) with parent.
 - Calendar invite (include lea@pavcs.us). Include school psychologist for RR/IEP meeting.
 - Send all pertinent paperwork through HelloSign that requires signatures (invites, consent to excuse and waiver) to parent.
 - Send RR signature page (if applicable) through HelloSign to parent and team members. (Can also wait till beginning of meeting)

5 Once the School Psychologist receives the IEP invitation, they will reach out to the family to review and discuss the evaluation results. The School Psychologist will also attend the RR/IEP meeting to answer any additional questions of parent and team.

6 At RR/ IEP meeting:

How to Do:

Special Education Teacher will:

- Send RR (if applicable) and IEP attendance sheet though HelloSign to team.
- Send out procedural safeguards receipt through HelloSign to parent.

- Remind parent and team of any needed items requiring signatures.
- Present NOREP to parent and send through HelloSign at the end of the meeting.
- Drop all signed documents in the respective SSC drop box. Additional documents may also be included such as unsigned invites with the attempts added to the document.
- The Special Education Teacher will finalize all documents (invite(s), IEP, NOREP) in Sapphire.
- The special education teacher is responsible for keeping track of securing the signature for the NOREP and all special education paperwork. Update IEP Paperwork Tracker with all necessary information as well as all attempts.

7 LEA completes LEA Checklist within 24 hours of IEP meeting.

Annual IEP without an RR

- 1 Teacher schedules the IEP meeting before the anticipated duration (expiration) date of last IEP.**
- 2 Follow steps 4-7 without involving the RR.**

Revision Management

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v1.0	6/26/2019 3:59 PM	New document	Yamara Nolen



Reevaluation Process Procedure

General Description

Description / Scope:

Reevaluations are due triennially at minimum, and every 2 years for students with Intellectual Disabilities, or upon parent request. A reevaluation is conducted to determine whether the student continues to be a student with a disability and needs to continue receiving special education. The special education teacher is responsible for the management of all reevaluation timelines on their caseload and therefore should be aware of all due dates.

The Assistant Director of Special Education Support Services and Compliance Monitoring, or designee, will remind teachers, via email, before a student's ER or RR is about to expire and to assess how we will be proceeding with the next report. This is simply a reminder and a communication tool and should not be used by the teachers as their only notification that a report for a student on their caseload will expire.

The reevaluation process begins with a review of existing data. This review does not require permission from the parent nor is a meeting required. The data review is documented in the section titled:

SUMMARIZE INFORMATION REVIEWED of the RR (1-7)

Detailed Steps

If the IEP team determines that no additional data are needed:

How to Do:

- The Special Education Teacher completes sections 1-7 of the RR; the teacher also checks the appropriate box on the RR to indicate that no additional data are needed, and the reason(s) for this decision. The School Psychologist completes the summary and conclusions (based upon the information in sections 1-7).
- The 1-7 of the RR is dropped by the Special Education Teacher into the Special Education Support Services Coordinator (SSC) drop box at least 21 days prior to the RR due date.
- If the requested due date is prior to the previous RR expiration date an email must be sent to the SSC (CC'ing the Assistant Director of Special Education Support Services and Compliance

Monitoring and Senior SSC) when the 1-7 is placed into the drop box communicating the earlier due date. This must be done at least 21 calendar days prior to the requested due date. If no due date is indicated, the RR expiration date will be the due date.

- When complete, a copy of the RR is provided to the parent by the SSC and the Special Education Teacher must schedule and hold an RR/IEP meeting within 30 calendar days.
- Prior Written Notice for a Reevaluation and Request for Consent Form (PTRe) is not needed.

If the IEP team determines that additional data are needed:

How to Do:

- The PTRe is completed by the Special Education Teacher and dropped into the SSC drop box. The SSC then issues the PTRe to the parents via HelloSign. The purpose of the PTRe is to provide the parents with prior written notice that the school/Local Education Agency (LEA) is proposing to collect additional data and provide their permission for the evaluations.
- The IEP team may determine to complete a reevaluation for additional testing at any time deemed necessary.
- Timelines are set by the date the PTRe is signed by the parent. The RR due date would be 60 calendar days from the PTRe parent signature date.
- The teacher can make a request to move the due date up through the Assistant Director of Special education Support Services and Compliance monitoring or designee. This would be on a case by case basis.
- After the additional data are collected, the findings and interpretation of the additional data are written into the RR and conclusions regarding eligibility are made.
- When completed, a copy of the RR is provided to the parent by the SSC and the teacher must schedule and hold an RR/IEP meeting within 30 calendar days.

Revision Management

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v1.0	6/26/2019 9:23 AM	New document	Yamara Nolen

Onboarding & Professional Development



Induction--First and Second Year Teacher Training

PA Virtual Processes

General Description

Departments Involved:

- Academic K-12
- Onboarding & Professional Development

Summary/Purpose:

First year teacher induction allows the newest members of the PA Virtual teaching and learning community to learn about the required systems and tools for teaching success in the online environment. Teachers who are in their first year at PA Virtual and are hired in the summer prior to the start of the new school year attend the First Year Teacher Training which begins two weeks prior to the return of all additional teaching staff. Following an intensive two week program, each first year teacher is assigned a mentor and those mentors are provided specific training to support their development in the critical areas of support which first year teachers may need. Upon completion of the PA Virtual First Year Teacher induction, staff members will have met the requirements set forth by the Pennsylvania Department of Education for New Teacher Induction related to the granting of Level II certification. At the end of the school year, first year teachers convert to second year teachers who continue their training by returning two weeks prior to the veteran staff for Second Year Teacher training. At the end of a teacher's second year, they convert to a veteran teacher.

When Performed:

- On Going
1. July--create First Year Teacher training agenda
 2. July--Create Second Year Teacher training agenda
 3. August--Conduct First Year Teacher training
 4. August--Conduct Second Year Teacher training
 5. Reoccurring training happens throughout the school based on when new teachers are hired

Responsibilities:

- Assistant Principal of Onboarding and Professional Development
- Principal of Onboarding & Professional Development

The Principal and Assistant Principal work together to create, schedule and implement the training schedule and training sessions.

Process Stages or Steps

1 Ensure that First and Second Year Teacher Training/Induction is indicated on the Administrative calendar for the school year

What happens:

Submit dates for First and Second Year Teacher Training to the Office of the CEO to be included on the Administrative calendar.

Who Performs this Step:

Principal or Assistant Principal for Onboarding and Professional Development

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

A calendar

Result:

Using the previous year's administrative calendar and working backwards, identify the 2 week cohorts.

Special Warnings:

Compare with the Student Orientation Calendar so the the Orientation cohorts and the First Year Teacher cohorts start opposite weeks.

2 Plan for First and Second Year Teacher Training

What happens:

In July, review the previous year's training agenda and updates for the new school year. Add or delete training items as needed.

Who Performs this Step:

Principal and Assistant Principal of Onboarding and Professional Development

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Get input from program principals about changes to programs.

Get input from tech about tech changes.

Get input from CAO about changes for the upcoming school year.

Result:

Changes are identified and additions or deletions occur.

Special Warnings:

This can be challenging as all changes have not been decided upon when making these inquiries.

3 Deliver initial two week First and Second Year Teacher Training**What happens:**

Principal and/or Assistant Principal implement training based on agenda created.

Who Performs this Step:

Principal and Assistant Principal
Guest Speakers, if needed

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Training Agenda
Training materials

Result:

First and Second Year Teachers complete training in August.
First Year Teachers complete training in-year as they are hired.

Special Warnings:

Training agendas will need tweaked throughout the school year based on changes to systems, resources, and school calendar. A two week training (10 days) may only be 9 due to a school holiday; for example, Labor Day.

4 Reoccurring delivery of two week First Year Teacher Training**What happens:**

Training occurs based on the First Year Teacher Training cohort calendar.

Who Performs this Step:

Principal and Assistant Principal

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Cohort Calendar
 Training Agenda
 Training Resources

Result:

First Year teachers complete two week training.

5 Provide certificates to First and Second Year Teachers documenting their participation**What happens:**

Once completion of Induction is confirmed, teachers are emails certificate of completion.

Who Performs this Step:

Assistant Principal

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

First and Second Year Teacher Tracker
 Certificate Template

Result:

Teachers receive certificate of completion.

6 Report completion of First and Second Year Teacher Training to Human Resources**What happens:**

HR is included in emails sent to teachers who complete their training.

Who Performs this Step:

Assistant Principal

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

HR email

Result:

HR receives certificates of completion for teacher personnel file.

7 Maintain all records related to First and Second Year Teacher Training

What happens:

A First and Second Year Teacher Tracker is created prior to the August training and updated with new hires. The hours logged for mentoring and personal professional development are updated quarterly.

Who Performs this Step:

Assistant Principal

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Frontline Logs

First and Second Year Teacher Tracker

Result:

The outcome is accurate and easy to locate information for first and second year teachers.

Special Warnings:

The tracker is a google workbook. It is important to keep it accurate and updated. It is easy to let it get away from you; then making more work to get caught up.

8 Maintain artifacts to support completion of First and Second Year Teacher Training--induction.

What happens:

The First and Second Year Teacher Tracker is kept current and a quarterly review of the Frontline logs.

Who Performs this Step:

Assistant Principal

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Teacher Tracker

Frontline logs

Result:

Maintaining artifacts to support completion of program.

Special Warnings:

It is important to stay current on the review of artifacts.

Categories

Department (List only one):

- Onboarding & Professional Development

Responsible / Who Performs:

- Assistant Principal
 - Principal
-

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/23/2017 9:12 AM	New document	Katie Pomon

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Melissa Alcaro
-

Software Access Needed

List of Software Access Needed:

School provided systems and software



Orientation/Onboarding Master Process

PA Virtual Processes

General Description

Departments Involved:

- Onboarding & Professional Development

Summary/Purpose:

New student onboarding and orientation will enable all new families and students to successfully transition into the virtual, on-line learning model. PA Virtual’s comprehensive onboarding program is two-week exercise intended to help parents and students learn how to get the most of their online learning experience. The first week of new student orientation is an introduction to the school’s organizational composition and learning platforms. During the first week, parent and students learn about the origins of the school, its governance structure, and the various tools and platforms students will use while learning online. The second week of orientation is reserved for “hands-on” learning. Using the school-provided laptop, parents and students begin to practice what they learned during week one of orientation. This process serves to provide a strong foundation for new families in PA Virtual’s on-line educational model and is structured to provide ongoing support to ensure a successful transition to virtual learning

When Performed:

- As needed
- Beginning of the school year
- Bi-Weekly (every 2 weeks)
- Daily
- During the summer

Orientation begins at the beginning of each school year, with two voluntary sessions during the summer. After the first cohort to start the year, Orientation is bi-weekly and onboarding occurs as needed throughout the school year.

Responsibilities:

- Assistant Principal of Onboarding and Professional Development
- Principal of Onboarding and Professional Development

Process Stages or Steps

1 Create Master Cohort Calendar

What happens:

Cohort calendar is created for the upcoming school year.

Who Performs this Step:

Principal or AP for Orientation

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

School Calendar

Result:

Staff are aware of when each new student cohort begins and ends.

2 Assemble and Distribute New Cohort List

What happens:

Report is pulled from Sapphire to retrieve the new students starting for the upcoming cohort.
Compare student numbers with Student Information Systems Specialist
Create Excel document
Share with necessary team members

Who Performs this Step:

Assistant Principal of Onboarding and Professional Development

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Orientation Ad Hoc Report from Sapphire

Result:

Complete cohort student list

3 Communicate with Upcoming Orientation Students**What happens:**

Robo call sent three days prior to the start of a cohort.

Credential email sent two days prior to the start of a cohort.

Welcome with collaborate link sent the Friday before the start of an orientation cohort.

Who Performs this Step:

Assistant Principal of Onboarding and Professional Development, Principal of Onboarding and Professional Development

Orientation Teachers

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Blackboard Connect

Orientation email

Result:

Newly enrolling families get important information prior to Orientation to ensure their success during Orientation

4 Monitor and Assess Attendance and Assignments of Orientation Students**What happens:**

Orientation teacher monitor attendance and assignment completion of Orientation students in order to ensure their success in our school

Who Performs this Step:

Orientation teachers

Assistant Principal of Onboarding and Professional Development

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Access to teacher Blackboard course for assignment completion

Orientation Attendance Tracker

Result:

Successful completion of Orientation

Special Warnings:

If assignments or attendance isn't above 50% students will be retained in Orientation.

5 Release Students From or Retain Students In Orientation**What happens:**

Based on assignment completion and attendance, students are either released to their appropriate buildings to begin classes, or retained in Orientation to ensure their understanding and competency of required processes and procedures.

Who Performs this Step:

Orientation teachers

Assistant Principal of Onboarding and Professional Development

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Red Flag List

Result:

Students who are successful in Orientation will move out into their classes.
Students who were unsuccessful in Orientation will stay for more support.

6 Notification of Released Students**What happens:**

The AP of Orientation sends a Google sheet to the necessary team members with the released cohort student list.

Guidance counselors begin scheduling courses for released students.

Who Performs this Step:

Assistant Principal of Onboarding and Professional Development

Guidance Counselors

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Curriculum Ordering Google Sheet

Result:

Students will have their schedules completed so they can start classes on Monday

7 Submit Opt Outs or Withdrawals**What happens:**

Notify building project specialists if a family has decided to opt out or withdrawal.

Who Performs this Step:

Principal of Onboarding and Professional Development, Assistant Principal of Onboarding and Professional Development
Orientation Teacher

Result:

Removal of students from our rolls as soon as possible to have accurate rosters and save the school money.

8 Onboarding**What happens:**

Each Orientation teacher is responsible to follow up and support the students they oriented through the school year.

Who Performs this Step:

Orientation teachers

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Onboarding data (green, yellow, red flagged students)

Sapphire Communication Manager

EduClimber Student Profiles

Result:

Successful newly enrolled students

Retention

Categories**Department (List only one):**

- Onboarding & Professional Development

Categories:

- Orientation

Responsible / Who Performs:

- Assistant Principal of Onboarding and Professional Development
- Principal of Onboarding and Professional Development

Revision Management**Revision History Log:**

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	8/25/2023 2:52 PM	New document	Melissa Alcaro

Software Access Needed**List of Software Access Needed:**

Gmail
 Blackboard
 Sapphire
 Google Sheets
 EduClimber



Mentoring for First Year Teachers

PA Virtual Processes

General Description

Departments Involved:

- Academic K-12
- Onboarding & Professional Development
- Human Resources

Summary/Purpose:

First year teachers joining PA Virtual are assigned a mentor as part of induction. The mentors provide instructional, professional and personal support. Mentors and Mentees meet for a minimum of 30 hours during the teacher's first year at PA Virtual. This breaks down to about an hour a week. The hours and meetings are documented into Frontline using the Mentor/Mentee logs. These logs are reviewed at minimum on a quarterly basis. Once the induction period is over, mentees receive a certificate of completion.

When Performed:

- As needed
- Weekly

When a teacher is hired, the Principal and/or Assistant Principal review the mentoring pool and match the mentor and mentee based on program and content area or grade level. Once the match occurs, the mentor and mentee are introduced.

Responsibilities:

- Diana Perney
- Melissa Alcaro

Once the introduction occurs, the mentor and mentee meet for an hour every week logging their time and meeting notes in to Frontline.

Process Stages or Steps

- 1** Notified by HR of a new teacher hire.
- 2** Review of mentoring pool to match a mentor and a mentee based on program, content, or grade level.

- 3 Reach out to mentor to confirm interest in mentoring.
- 4 Once mentor confirms interest, notify HR of mentoring match so that supplemental contract can be sent to mentor.
- 5 Mentor and mentee and introduced.
- 6 Mentoring begins.
- 7 Review of Frontline logs to track mentoring hours and meeting notes.

Categories

Department (List only one):

- Onboarding & Professional Development

Responsible / Who Performs:

- Assistant Principal
- Principal

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	8/25/2023 11:00 AM	New document	Diana Perney

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Melissa Alcaro

Software Access Needed

List of Software Access Needed:

School provided systems and resources



Professional Learning

PA Virtual Processes

General Description

Departments Involved:

- Academic Administration
- All Dept
- All Staff

Summary/Purpose:

School-wide professional learning allows members of the Teaching, Learning and Family Support department to continue their professional growth in a structured format that is already a part of their weekly schedule, and can be extended to include all members of the PA Virtual school community in the event that there are specific needs that must be addressed with all. School-wide professional learning begins with a four day PD schedule in August and continues weekly through the school year.

When Performed:

- Cycle renews every August
 - On Going
 - Weekly on Wednesdays
1. May of current school year--review PD needs of the school
 2. June of current school year--begin building August PD and in-year PD
 3. July of new school year--finalize August PD and continue building in-year PD
 4. August--host August PD
 5. October--begin weekly PD sessions

Responsibilities:

- Assistant Principal
- Principal

As a team, the principal and assistant principal review current school years PD sessions, partner with the programs about needs for the next school year, and keep updated on PDE required trainings. Based on this data, they put together the August PD and build out the PD for the school year.

Process Stages or Steps

1 Determine needs for School-wide learning.

1.1. Review previous PD, meet with principals and directors, review PDE requirements

2 Develop August PD based on needs.

2.1. Create agenda which will be emailed to staff

3 Host August PD

3.1. Coordinate sessions, speakers, and resources

3.2. Creates and releases exit tickets

3.3. PERMS uploads for Act 48

4 Develop In-Year PD

4.1. Create a yearly calendar to be shared with staff

5 Host In-Year PD

5.1. Coordinate sessions, speakers, and resources

5.2. Creates and releases exit tickets

5.3. PERMS uploads for Act 48

Categories

Department (List only one):

- Onboarding & Professional Development

Revision Management

Revision History Log:

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v1.0	6/23/2017 8:20 AM	New document	Katie Pomon

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Melissa Alcaro

Software Access Needed

List of Software Access Needed:

School provided systems and resources

Pupil Health



Follow Up with New Students for Non-compliant Immunizations - Summer

PA Virtual Processes

General Description

Departments Involved:

- Pupil Health

Summary/Purpose:

The CEO, in conjunction with the school nurse, is directed to monitor changes in state regulations regarding immunization requirements and to ensure that the school complies with applicable immunization requirements. The immunization nurse reviews applicant's immunizations to ensure that they meet the PA Department of health's immunization requirements.

When Performed:

- As needed
- Daily
- Summer

Responsibilities:

- Immunization Nurse
- Jason Fitzpatrick

Process Stages or Steps

1 Follow up with applicants whose compliance status of Immunizations is either "Not Approved", or "Exclusion Pending- Approved"

1.1. Record the student's status as "Not Approved" if student does not meet state requirements for attendance on 1st day of school.

1.1.1. Contact family of student, by phone or email, within 1 business day after immunization records are reviewed.

1.1.1.1. Mail a printed letter 1-2 business days after initial contact is made.

- 1.1.1.2. Follow up with the family on a weekly basis with a phone call or an e-mail.
- 1.2. Record the student's status as "Exclusion Pending - Approved" if student immunization record meets basic state requirements that allow admittance until the 5th day of school.
 - 1.2.1. Contact family of student by phone or email within 2-3 business days after immunization records are reviewed.
 - 1.2.1.1. Mail a printed letter 1-2 business days after initial contact is made.
 - 1.2.1.2. Follow up with family on a weekly basis with a phone call or email.
 - 1.2.1.3. Create schedule to follow up with family on a more frequent basis as the first day of school approaches.

Related Documents

Other Related Documents:

[PA State Laws and Regulation
Immunization Policy](#)

Categories

Department (List only one):

- Pupil Health

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/30/2019 6:40 PM	Save As from document	Kristin York

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- School Nurse
- Immunization Nurse

Software Access Needed

List of Software Access Needed:

Sapphire, SNAP, Google



Manage Health Records

PA Virtual Processes

General Description

Departments Involved:

- Pupil Health

Summary/Purpose:

Health Records are stored in locked files at PA Virtual's King of Prussia office. This includes enrolling students' records, active students' records, and three years of withdrawn students' records. Withdrawn records older than three calendar years are sent offsite to be scanned to CD and shredded.

Responsibilities:

- Pupil Health Coordinator
- Pupil Health Project Manager

Process Stages or Steps

- 1 Process applicants. See Also: [PH-28304 - Process New Enrollment Health Documents](#)
- 2 Process enrollment groups. See Also: [PH-28304 - Process New Enrollment Health Documents](#)
- 3 Process incoming documents for currently active students. See Also: [PH-28315 - Code and Sort Pupil Health Mail](#)
- 4 Process withdrawals. See Also: [PH-28306 - Manage Withdrawn Health Records](#)
- 5 Process Record Requests. See Also: [PH-28307 - Process Records Requests for Health Documents](#)
- 6 Archive Withdrawn Records. See Also: [PH-28306 - Manage Withdrawn Health Records](#)

Related Documents

Other Related Documents:

The school maintenance of medical and dental records is requirement set out by the state. According to the PA Department of Health, Pennsylvania Laws and Regulations regarding student health records include:

Pennsylvania Public School Code

- Section 1402(b) Health Services
- Section 1409. Confidentiality, Transference and Removal of Health Records

School Health Regulations, 28 PA Code, Chapter 23 School Health

- Section 23.8 Maintenance of medical and dental records
- Section 23.55 Maintenance of health records
- Section 23.72 Maintenance of records

Categories

Department (List only one):

- Pupil Health

Categories:

- Pupil Health Records
- Record Requests
- Withdrawn Records
- Active Records
- Enrollment Documents

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/20/2017 12:17 PM	New document	Katie Pomon



Pupil Health

PA Virtual Processes

General Description

Departments Involved:

- Human Resources
- Pupil Health

Summary/Purpose:

PA Virtual is committed to providing a safe work environment. As part of this commitment, the following exposure control plan (ECP) is being provided to minimize and/or eliminate occupational exposure to blood borne pathogens in accordance with OSHA standard 29 CFR 1910.1030, "Occupational Exposure to Blood borne Pathogens."

School staff will receive a copy of this ECP during their initial and annual blood borne pathogens training. Additionally, all materials will be posted in Blackboard for reference.

*If at any time during exposure an employee is unable to breathe or becomes unconscious, dial 911 immediately.

Responsibilities:

- EMPLOYEE EXPOSURE DETERMINATION: OSHA defines potential occupational exposure to blood or other bodily fluids as: "reasonably anticipated skin, eye, mucous membrane or parenteral contact with blood or OPIM that may result from performance of the employees' duties." There is potential for exposure to blood borne pathogens when:
 - Employees dispose of trash contaminated with blood or other bodily fluid, or improperly discarded contaminated sharps
 - Employees perform CPR
 - Employees treat wounds to skin involving tears of skin tissue
 - Employees treat sudden illness

Process Stages or Steps

- 1 UNIVERSAL PRECAUTIONS: All employees will utilize Universal Precautions, which requires that all human blood and all bodily fluids be treated as if known to be infectious for HIV, HBV, and other blood borne pathogens.**
- 2 ENGINEERING CONTROLS: Sharps disposal containers should be provided in designated locations for employees who must inject themselves with prescription medication**

during the workday. Please contact the Operations Department if you have questions on the sharps disposal containers or need to request a container. • Filled sharps containers will be sealed, stored, and placed in a safe location until drop off or pick up. • Sharps disposal containers will be color-coded and labeled in accordance with the standard. • All other potentially contaminated material not placed in the sharps container will be placed in a designated “red bag” container. No other material will be placed in this bag and materials should be dropped into the container. • Employees should wash hands on a regular basis and immediately after any contact with potentially contaminated materials. Note: First Aid items such as a normal band-aid containing small amounts of blood or bodily fluid are not considered regulated waste and may be disposed of using normal waste disposal procedures.

- 3 **PERSONAL PROTECTIVE EQUIPMENT (PPE):** PPE is provided to employees as needed and includes the following: • Non-latex gloves • CPR barrier masks • PPEs may be found in the below locations please contact the Facilities Staff if you have questions or concerns on where to find PPEs: Wall mounted first aid kits
- 4 All employees using PPE must observe the following universal precautions: • Wash hands immediately or as soon as possible after removal of gloves or other PPE • Remove PPE after it becomes contaminated and before leaving the work area • Used PPE may be disposed through the regular disposal process unless contaminated with large amounts of potentially infectious material. In which case, it must be disposed of in accordance with this plan • Wear appropriate gloves when it can be reasonably anticipated that there may be hand contact with blood or other bodily fluids, and when handling or touching contaminated items or surfaces; replace gloves if torn, punctured, contaminated, or if their ability to function as a barrier is compromised • Discard utility gloves if they show signs of cracking, peeling, tearing, puncturing, or deterioration • Never wash or decontaminate disposable gloves for reuse • Remove immediately or as soon as possible any garment contaminated by blood or bodily fluids, in such a way as to avoid contact with the outer surface
- 5 **Facilities:** Equipment or work surfaces contaminated with blood or bodily fluid will be cleaned/disinfected by the facilities staff with the proper germicide or a 10-1 bleach solution. Equipment must not be used until it is properly decontaminated. Broken glassware that may be contaminated must be picked up using mechanical means, such as a brush and dust pan. Whenever possible and practical, disposable sharps containers should be used.
- 6 **LABELS:** Contaminated materials should be placed in a red biohazard bag or sharps container with a sticker, label, or embossment containing the universal biohazard symbol: Facilities staff will ensure warning labels are affixed or red bags are used as required if regulated waste or contaminated equipment is brought into the facility.

- 7 HEPATITIS B VACCINATION:** While school staff have a low risk of being exposed to blood borne pathogens, it is the policy of PA Virtual to offer the full Hepatitis B vaccination series to employees involved in an “exposure incident” as defined by OSHA. The vaccination must be provided by a local licensed health care provider. Post-exposure vaccination is encouraged unless:
1. The employee has documentation showing he or she has previously received the series
 2. Antibody testing reveals that the employee is immune
 3. Medical evaluation shows that the vaccination is contraindicated.
- An employee may opt out of the vaccination by signing the HBV Vaccine Declination Statement.
- 8 POST-EXPOSURE EVALUATION AND FOLLOW UP:** In the unlikely event of an exposure, employees should contact their supervisor, create an Incident Report and send it to their supervisor and Human Resources. An immediately available confidential medical evaluation and follow-up should be conducted by a local contracted health care facility. Subsequent to initial first aid (clean the wound, flush eyes, etc.) the following activities will be performed:
- The exposed employee and any personnel involved will complete the necessary documentation from the human resources department.
 - Human Resources will contact 911 in order for employee to have proper medical treatment if immediate care is needed. Otherwise they will coordinate with the employee to have them be seen by a doctor for follow up
 - A copy of OSHA standard 29 CFR 191.1030 will be provided to the employee.
- 9 ADMINISTRATION OF POST-EXPOSURE EVALUATION AND FOLLOW UP:** The organization will ensure exposed employees are provided a copy of the evaluating physician’s opinion within fifteen (15) days of the medical exam. The opinion will note the employee has been informed of the results and the employee was made aware of any medical conditions resulting from exposure to blood or OPIM which require further evaluation and treatment. The exposed employee’s Supervisor and other appropriate staff should review the circumstances of all exposure incidents to determine if the procedures outlined in this plan were followed and if any changes need to be made to the plan.

Categories

Department (List only one):

- Pupil Health

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	3/2/2020 3:05 PM	New document	Jason Fitzpatrick



Review and Approve Applicant Immunizations

PA Virtual Processes

General Description

Departments Involved:

- Pupil Health
- Enrollment

Summary/Purpose:

Immunization records are collected by the enrollment department and uploaded to Sapphire. This documents outlines the steps taken to review and approve a student's immunization status.

When Performed:

- As needed
- Daily

Complete approvals each day.

Immunization nurse normal hours will be Monday through Friday 9am to 3 pm.

Immunization nurse notifies enrollment when she will be off for an extended period of time.

If immunization nurse is out, CSN's will complete the immunizations.

Responsibilities:

- Immunization Nurse

Process Stages or Steps

1 Obtain list of Enrolling Students who need to be reviewed/approved.

Who Performs this Step:

Immunization Nurse

Special Warnings:

Most often, the Immunization Nurse will run a daily report to identify students to approve.

When enrollment is experiencing a high volume day during quota time, enrollment will provide

the Immunization Nurse (CSNs if the Immunization Nurse is unavailable) with a heads up to ensure a quicker processing of immunization records.

- 1.1. Open and Log into Sapphire
- 1.2. Navigate to *View Students Registrations* Window

What happens:

Click on Utilities
Click on Online Registration Maintenance
Click on View Registrations

- 1.3. Download the personal view.
- 1.4. Open downloaded file.
- 1.5. Delete top column if necessary
- 1.6. Filter by ID (Select Blanks and No_REC)
- 1.7. Filter by Applications Status (Compliant & Ready)
- 1.8. Hide columns: IR, SPED, Gender, ID Status, School Year, & Approved
- 1.9. Open *IMM Approvals* Google Doc.
- 1.10. Copy and Paste Demographics onto the *Imm to review tab on the IMM Approvals* Google Doc

Result:

The resulting list consists of the students who will need their immunizations reviewed.

2 Pull Student's Immunizations from Sapphire

- 2.1. Click on Utilities
- 2.2. Click on Online Registration Maintenance
- 2.3. Click on View Registrations
- 2.4. Look up student (View can be sorted by ID number or Last Name using "View Options")

- 2.5. Click on student's row to select student
- 2.6. Click on "Enrollment Documents" (#20 found under Enrollment Document)
- 2.7. Scroll down to "Student Health Records"
- 2.8. Open Documents found under "Student's Immunization Records" and under "Student Health Records (Other than Immunizations)."

3 Review Immunizations

- 3.1. Quick Add Students into SNAP See Also: [PH-28312 - Create a Quick Add Student in SNAP](#)
- 3.2. Enter immunization into SNAP for recently quick added student
 - 3.2.1. Click Compliant button to check for compliance.
 - 3.2.1.1. Compliant - Update compliant student's status in Sapphire as approved.
 - 3.2.1.2. Not Compliant - Check additional immunizations sources, then update the student's immunization status in Sapphire.
 - 3.2.1.2.1. Check for previous school records. Contact the school if records have not already been received.
 - 3.2.1.2.2. Check State and Philadelphia Immunization databases for additional shot records.
 - 3.2.2. Flip student to inactive in SNAP.

4 Update Student's Immunization Status in Sapphire. Choose student' status:

- 4.1. Update Status as "Approved"

What happens:

In order to be approved, student

- 4.1.1. Confirm all necessary immunizations have been received.
- 4.1.2. Record student status in Sapphire as "Approved"

- 4.2. Update Status as "Exclusion - Pending Approved"

4.3. Update student as "Not Approved"

- 5 Follow Up with Students with the status of "Exclusion - Pending Approved" and status of "Not Approved" See Also: [PH-28318 - Follow Up with New Students for Non-compliant Immunizations - Summer](#) , [PH-28319 - Follow Up with New Students for Non-compliant Immunizations - School Year](#)**

- 6 Open and Print any health documents.**

6.1. Record documents as printed by flipping drop box from "not printed" to "printed".

6.2. Scan and print (for student's chart) and other relevant documents (doctor's notes, audiological forms, vision forms, name changes documents, ect).

Related Documents

Zavanta Related Documents:

Document Type:	Document Name:	Document Number:
PA Virtual Processes	Follow Up with New Students for Non-compliant Immunizations - Summer	PH-2850
PA Virtual Processes	Follow Up with New Students for Non-compliant Immunizations - School Year	PH-2851

Other Related Documents:

[Immunization Policy](#)

Categories

Department (List only one):

- Pupil Health

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/28/2019 9:22 AM	New document	Kristin York

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- School Nurse
- Immunization Nurse



Manage Electronic Health Records

PA Virtual Processes

General Description

Departments Involved:

- Pupil Health

Summary/Purpose:

Steps to take to keep SNAP up to date.

When Performed:

- As needed

Responsibilities:

- Pupil Health Project Manger

Process Stages or Steps

- 1 Add New Enrollment Cohort IDs into SNAP See Also: [PH-28309 - Update Quick Add IDs](#)**
- 2 Run SNAP Express See Also: [PH-28310 - Import Sapphire Demographic Information Into SNAP](#)**
- 3 Request Update to Pupil Health Sapphire Reports**

What happens:

Confirm with tech that Pupil_Health_Pro prospective_Enrollment_Report includes students enrolling for the the upcoming school year.

Who Performs this Step:

Project Manager - Pupil Health

- 4 Submit PO for SNAP**

What happens:

Fill out and submit the PO for the annual SNAP renewal.

Who Performs this Step:

Project Manager - Pupil Health, Director of IT

5 Complete SNAP provided Immunization Update**What happens:**

Up to two times a year SNAP will email instruction to update the immunization library. Follow instructions included in received email.

Who Performs this Step:

Project Manager - Pupil Health, School Nurse

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

SNAP

Laptop

Categories**Department (List only one):**

- Pupil Health

Revision Management**Revision History Log:**

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Enter Mandates into SNAP

PA Virtual Processes

General Description

Departments Involved:

- Pupil Health
- Guidance
- Special Education

Summary/Purpose:

Enter mandates into SNAP

When Performed:

- As needed

Enter mandates as they come into the department.

Responsibilities:

- School Nurse

Process Stages or Steps

1 Obtain mandate

- 1.1. Receive mandate directly
- 1.2. Access mandates from Scanned Folder on Pupil Health Drive. See Also: [PH-28315 - Code and Sort Pupil Health Mail](#)

2 Review Mandate

- 2.1. Identify any referrals.
- 2.2. Confirm if document makes student compliant.
- 2.3. Look for medical diagnoses.
 - 2.3.1. Determine student should be added to Pipeline. See Also: [PH-28313 - Provide Nursing Services](#)

2.3.2. Follow up with Guidance or Special Education as necessary.

3 Update Student's Compliance on Pupil Health Audit Sheet

4 Follow up as necessary

4.1. Follow up with doctor as necessary

4.2. Follow up with family as necessary

5 Confirm document is proofed and uploaded into SNAP

Categories

Department (List only one):

- Pupil Health

Revision Management

Revision History Log:

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Report on Health Mandate Compliance to PA Department of Health - SHARRS & Immunization Reports

PA Virtual Processes

General Description

Departments Involved:

- Pupil Health

Summary/Purpose:

PA Department of Health requires two reports: SHARRS and Immunization Report. Overview of steps to complete, draft, and submit these reports are included.

When Performed:

- January
- July
- March
- September

Immunization Report is run and is due in December
 Conditions and Alerts report is run in March - used in SHARRS report
 Information needed for SHARRS begins to be collected in July
 SHARRS is due in September

Responsibilities:

- Coordinator - Pupil Health
- Project Manager - Pupil Health
- School Nurse

Coordinator collects postage information
 Project manager requests information form outside departments for SHARRS
 School Nurse completes all other pieces of report.

Process Stages or Steps

1 Submit SHARRS Report

1.1. Compile Information

What happens:

Place data on shared Pupil Health Drive in SHARRS folder for the reporting year.

- 1.1.1. Run Conditions and Alerts Report. (This is done in March)
- 1.1.2. Confirm all data from the previous school year is up to date in the electronic database.
- 1.1.3. Run dental/physical/health screening/referral reports for the previous school year.

What happens:

- 1.1.4. Request data from Finance/Data/ HR departments (examples: expenses for the special medical, diagnostic & treatment services; ADM; Pupil Health salaries; supplemental staff wages.)
- 1.1.5. Compile school health costs for the previous school year.

1.2. Draft SHARRS Report

- 1.2.1. Enter preliminary numbers onto hard copy of report.

1.3. Compile, Draft, & Submit SHARRS Report

- 1.3.1. Enter official numbers into SHARRS.
- 1.3.2. Upload copy of SHARRS report onto shared Pupil Health drive under SHARRS folder.
- 1.3.3. Submit SHARRS report to UAE for approval.
- 1.3.4. Submit SHARRS report to CEO for approval.
- 1.3.5. Confirm CEO signs off on SHARRS.
- 1.3.6. Confirm CEO submits report to PA Department of Health prior to September 30

2 Submit the School Immunization Law Report (SILR).

2.1. Run Immunization Reports in December

What happens:

Required grade level reports are uploaded onto shared Pupil Health drive in immunization folder.

2.2. Review Report with supervisor

Who Performs this Step:

School Nurse

2.3. Submit report electronically to PA Department of Health

Who Performs this Step:

School Nurse

2.4. Upload copy of submitted SILR to shared Pupil Health drive under Immunization Report folder.

Related Documents

Other Related Documents:

[School Health Screening Policy](#)

Immunizations: “According to PA Code Title 28 Health and Safety, Chapter 23 School Health, Section 23.83: Each school director, superintendent, principal, or other person in charge of a public, private, parochial or nonpublic school in this Commonwealth, including vocational schools, intermediate units, and special education and home education programs, cyber and charter schools, shall ascertain that a student has been immunized in accordance with the requirements in subsections (b), (c) and (e) prior to admission to school for the first time, under section 1303 of the Public School Code of 1949.” PA Virtual follows the procedures outlined in the PA Department of Health’s Procedure Manual School Immunization Regulations. (www.health.pa.gov)

Physicals: “The Pennsylvania Public School Code Section 1402. Health Services (e) requires that students upon original entry, sixth grade and 11th grade be given a “comprehensive appraisal” of their health.” This requirement must be completed by an MD, DO, CRNP, or PA. PA Virtual received the approved modification for physical

examinations. This modification “extends the time frame for accepting physical examinations from 4 months prior to the start of the school year to 1 year prior to the start of the school year” (www.health.pa.gov)

Dentals: “28 PA Code (regulations) 23.3(a)* states “Dental examinations shall be required on original entry into school and in grades three and seven.” PA Virtual received the approved modification for dental examinations. This modification “extends the time frame for accepting dental examinations from 4 months prior to the start of the school year to 1 year prior to the start of the school year” (www.health.pa.gov)

Note: In Pennsylvania the only exemptions to the school laws include: Medical reasons, Religious beliefs, or Philosophical/Strong Moral Ethical Conviction. These exemptions pertain to immunizations, dentals, and physicals. There are currently no exemptions for health screenings.

Health Screenings: Health Screenings include height, weight, BMI, BMI%, and vision for all students, in all grades. They include hearing for students in kindergarten, 1st grade, 2nd grade, 3rd grade, 7th grade, and 11th grade. They also include scoliosis screenings for students in 6th and 7th grade. Health screenings may be performed by a student’s primary care provider (MD, DO, CRNP, PA) during a well check or by a school provider (LPN, RN, CSN) at a PA Virtual Health Screening site. Frequently, physicians’ offices are unable to perform all of the mandated screenings (see below). In order to provide complete health screenings, PA Virtual performs mass screenings at several locations throughout the school year. PA Virtual follows the PA Department of Health procedures for growth screenings, vision screenings, hearing screenings, scoliosis screenings. Among the benefits, health screenings assure that a student can see and hear the lessons that are being taught.

Growth Screening: “28 PA Code, Chapter 23.7 states ‘Height and weight measurement shall be conducted at least once annually and preferably twice annually. Every effort shall be made to determine the pattern of growth for each child so that his weight and height can be interpreted in light of his own growth pattern rather than those of his classmates.’”(www.health.pa.gov)

Vision Screening: “28 PA Code, Chapter 23.4 states ‘Vision screening tests shall be conducted annually by a nurse, teacher or medical technician.’ Vision screenings are required for all students, of every grade. The purpose is to identify and refer students with possible vision problems to an eye care professional for further examination, diagnosis and if necessary, treatment and follow-up. (www.health.pa.gov)

Hearing Screening: “The Pennsylvania Public School Code, Article XIV School Health Services, Section 1402. Health Services requires that ‘Each child of school age shall be given by methods established by the Advisory Health Board,...(2) a hearing test by a school nurse or medical technician...’ The hearing screen requirement is further defined in regulation, 28 PA Code, Chapter 23,Section 23.5. Hearing screening tests: (a) Identity. A hearing screening test determines the response to discrete frequencies presented at a specified decibel level. (b) Test equipment. An individual pure tone audiometer or other screening equipment approved by the Department of Health shall be utilized for hearing screening tests. (c) Frequencies employed. Frequencies of 250, 500, 1,000, 2,000, and 4,000 cycles per second shall be employed in screening testing. (d) Pupils to be tested. Each year, pupils in kindergarten, special ungraded classes and grades one, two, three, seven and eleven shall be given a hearing screening test.”(www.health.pa.gov)

Scoliosis Screening: “28 PA Code, Chapter 23.10(b) states ‘A scoliosis screening test shall be administered to students in grade six and grade seven and to age-appropriate students in ungraded classes.’” The purpose of this screening is to detect possible curvature of the spine in children. If the condition is detected early and appropriately treated, progressive spinal deformity may be prevented. (www.health.pa.gov)

Categories

Department (List only one):

- Pupil Health

Categories:

- Compliance

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
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Promote Student Health Mandate Compliance

PA Virtual Processes

General Description

Departments Involved:

- Pupil Health

Summary/Purpose:

Updating student health information is pertinent to ensuring accurate medical records. The process is ongoing and continues throughout each school year.

When Performed:

- On Going

Responsibilities:

- Coordinator - Pupil Health
- Project Manager - Pupil Health
- School Nurse

Process Stages or Steps

1 Evaluate Student Compliance

1.1. Evaluate newly enrolled student compliance with immunizations.

1.1.1. Review incoming student's immunizations. See Also: [PH-28301 - Review and Approve Applicant Immunizations](#)

1.1.2. Review current student's immunization form compliance.

Who Performs this Step:

Immunization Nurse

1.2. Create an audit sheet that illustrates the compliance status of each student active in the school.

- 1.2.1. Run Mandate done reports in SNAP
 - 1.2.1.1. Run Physical Done report for Kindergarten
 - 1.2.1.2. Run Physical Done report for 6th grade
 - 1.2.1.3. Run Physical Done report for 11th grade
 - 1.2.1.4. Run Dental Done report for Kindergarten
 - 1.2.1.5. Run Dental Done report for 3rd Grade
 - 1.2.1.6. Run Dental Done report for 7th grade
 - 1.2.1.7. Run Physical and Dental Exemptions report
 - 1.2.1.8. Run Dental Exemption only report
 - 1.2.1.9. Run Physical Exemption only report
 - 1.2.1.10. Run Scheduled Physicals exam report (for both Routine and for Sports)
- 1.2.2. Combine school roster with information gathered in Mandate done reports.
- 1.2.3. Transfer compliance information from previous school years onto the audit sheet.
 - 1.2.3.1. Review the previous year's audit sheet.
 - 1.2.3.2. Indicate on the current year's audit sheet anyone is overdue to turn in mandates from a previous year. Indicate if the student was on the Pupil Health ISP hold list.
- 1.3. Update the Audit sheet daily as mail comes in.
 - 1.3.1. Record what mandate was received.
 - 1.3.2. Move student from *noncompliant* to *compliant* tab when student becomes compliant for that school year.
- 1.4. Use Audit sheet as a starting point to send communications.
- 1.5. Update Audit in January, March, and July. Use this sheet to create the PH ISP list.

2 Communicate Health Mandate Requirements

2.1. Communicate Mandate Requirements to Enrolling Students

- 2.1.1. Attend cohort's orientation. Explain Pupil Health and review grade mandates required.
- 2.1.2. Send email after each orientation presentation. Include summary of mandates needed for the school year.
- 2.1.3. Conduct targeted calls - Mid March

2.2. Communication Health Mandate Requirements to Current Students

- 2.2.1. Use Audit sheet to tailor communications.

What happens:

Communications highlight only those mandates that students still need to submit in order to be compliant.

Who Performs this Step:

Project Manager - Pupil Health

- 2.2.2. August - Send and Post Health Screening Sign Up invitation Announcements. Post before first day of school.
- 2.2.3. January - Send Mid-Year Reminder to all non-compliant students.

What happens:

Send an email out to any student who needs to turn in a mandate prior to June 15th of that school year. In the email include what forms need to be turned in and contact information. Send emails out by FSC. Estimated time to complete is 3 weeks.

Who Performs this Step:

Project Manager - Pupil Health

- 2.2.4. February - Call students in Kindergarten.

What happens:

Targeted calls are made to students in Kindergarten who have not yet turned in their forms.

Who Performs this Step:

School Nurse

Special Warnings:

Before calling family, confirm if there are any siblings who also attend PA Virtual. If there are additional students, confirm what they need as well.

2.2.5. February - Send out Referral Reminders as necessary.

2.2.6. March - Send Last Call for Health Screenings Email & Robo call to students who still need to turn in their health screening.

2.2.7. April - Call graduating students.

What happens:

Targeted calls are made to students who will be graduating (11th and 12th grade) who have not yet turned in their forms.

Special Warnings:

Before calling family, confirm if there are any siblings who also attend PA Virtual. If there are additional students, confirm what they need as well.

2.2.8. April - Call students with past appointments.

What happens:

Call students who provided an appointment date but did not turn in a form once appointment date passed.

Special Warnings:

Before calling family, confirm if there are any siblings who also attend PA Virtual. If there are additional students, confirm what they need as well.

2.2.9. May - Send End-of-Year reminder email.

What happens:

Send an email out to any student who needs to turn in a mandate prior to June 15th of that school year. In the email include what forms need to be turned in and contact information. Send emails out by FSC. Estimated time to complete is 3 weeks.

Who Performs this Step:

Project Manager - Pupil Health

- 3 Promote Health Screenings See Also: [PH-28302 - Run Health Screenings](#)
- 4 Follow Up with Mandate Results Received See Also: [PH-28313 - Provide Nursing Services](#)
- 5 Place a Pupil Health hold on Non-compliant Students' ISP Checks See Also: [PH-28314 - Place Pupil Health Hold or Release on ISP Checks](#)

Related Documents

Other Related Documents:

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in children. If the condition is detected early and appropriately treated, progressive spinal deformity may be prevented. (www.health.pa.gov)

Accountability to the Pa Department of Health is embodied in two annual reports: the School Immunization Law Report (SILR) and the School Health Annual Reimbursement Request System report (SHARRS).

Categories

Department (List only one):

- Pupil Health

Revision Management

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Manage Withdrawn Health Records

PA Virtual Processes

General Description

Departments Involved:

- Pupil Health

Summary/Purpose:

Health Records are stored in locked files at PA Virtual's King of Prussia office. This includes process is what to do with withdrawn records, from coding to shredding.

When Performed:

- As needed

This is performed as students withdraw.

Responsibilities:

- Pupil Health Coordinator

When Pupil Health coordinator is out of the office, the Project Manager will help as needed.

Process Stages or Steps

1 Process withdrawals - This is only done when SNAP Express is on hold.

- 1.1. Using daily Reconciliation Report create a withdrawal report.
- 1.2. Sort by Modified date.
- 1.3. Flip students inactive in the SNAP.
- 1.4. Pull tangible withdrawal chart from active cabinets.
- 1.5. Code withdrawn chart.
- 1.6. File withdrawn chart in withdrawn cabinets. Cabinets are grouped by calendar year.

2 Process Record Requests if received for withdrawn student. See Also: [PH-28307 - Process Records Requests for Health Documents](#)

3 Archive Withdrawn Records.

What happens:

Three years of withdrawn records are kept on site in the King of Prussia office.

- 3.1. Audit fourth year of withdrawn records.
- 3.2. Estimate total number of boxes, charts, and pages contained with fourth year of withdrawn records.
- 3.3. Submit estimates to Registrar department head for processing.
 - 3.3.1. Registrar obtains approval, submits appropriate paperwork and confirms pickup date for offsite scanning and shredding.
- 3.4. Registrar notifies Pupil Health when CD of scanned withdrawn records is returned to PA Virtual.
 - 3.4.1. Scanned CD of withdrawn records is kept on site in locked withdrawal cabinets.
- 3.5. Process fourth year of withdrawal records (oldest) for archive.
 - 3.5.1. Fourth year of records will be sent offsite for scanning and shredding.
- 3.6. Pull list of withdrawn students from Sapphire withdrawal report.
- 3.7. Create inventory list of withdrawn students from audit list.

Related Documents

Other Related Documents:

The school maintenance of medical and dental records is requirement set out by the state. According to the PA Department of Health, Pennsylvania Laws and Regulations regarding student health records include:

Pennsylvania Public School Code

- Section 1402(b) Health Services
- Section 1409. Confidentiality, Transference and Removal of Health Records

School Health Regulations, 28 PA Code, Chapter 23 School Health

- Section 23.8 Maintenance of medical and dental records
- Section 23.55 Maintenance of health records
- Section 23.72 Maintenance of records

Categories

Department (List only one):

- Pupil Health

Categories:

- Pupil Health Records

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
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Software Access Needed

List of Software Access Needed:

Excel, Google, Sapphire, SNAP



Process New Enrollment Health Documents

PA Virtual Processes

General Description

Departments Involved:

- Pupil Health

Summary/Purpose:

Health Records are stored in locked files at PA Virtual's King of Prussia office. This includes how to obtain and what to do with newly enrolled students' incoming documents.

When Performed:

- As needed

This is performed as health documents are uploaded into Sapphire and when applicants become students.

Responsibilities:

- Pupil Health Coordinator
- Pupil Health Project Manager

Process Stages or Steps

1 Add Immunizations into SNAP (See Also: [PH-28301 - Review and Approve Applicant Immunizations](#))

2 Pull NE Mandates (non-immunizations) from Sapphire

2.1. Identify new enrollments to review

2.1.1. Review NE Documents and IDs Google Doc

2.1.1.1. Open "Ne Documents and ID's" Google Doc

2.1.1.2. Click on the "NE Pull Docs - PH Report"

2.1.1.3. Sort by DATE_REGISTERED (A-Z)

2.1.1.4. Review "Pupil Health Daily Enrollment Report" Sapphire Report"

- 2.1.1.4.1. Open "Pupil Health Daily Enrollment Report" Sapphire Report
- 2.1.1.4.2. Sort by DATE_REGISTERED (A-Z)
- 2.1.1.4.3. Format Spreadsheet to make it easier to Copy and Paste into Google Doc
 - 2.1.1.4.3.1. Delete all columns but for following:
STUDENT_ID, HOUSEHOLD_ID, LAST_NAME,
FIRST_NAME, BIRTH_DATE,
DATE_REGISTERED, SCHOOL_ENTRY_DATE,
FSC_NAME, COUNSELOR_NAME
 - 2.1.1.4.3.2. In Column J add "CSN" header. For each entry add the CSN that matches the FSC found in column H.
 - 2.1.1.4.3.2.1. Record the CSN as Christina if FSC is:
Amy Markle
Frank Smith
Dave Kelliher
 - 2.1.1.4.3.2.2. Record the CSN as Vicki if FSC is:
Dana Ciccotti
Maralyn Robinson-Harris
Heidi Lightner
 - 2.1.1.4.3.2.3. Record the CSN as Lauren if FSC is:
Amber Hallums
Christina Blakey
Louri Fitzgerald
- 2.1.1.5. Add students that need to be reviewed onto "NE Pull Docs - PH Report" sheet
 - 2.1.1.5.1. Look for students who are on the "Pupil Health Daily Enrollment Report" sapphire report but not on the NE Pull Docs - PH Report sheet. These are the student that still need to be reviewed.
 - 2.1.1.5.2. Copy the new students from the Pupil Health Daily Enrollment Report" sapphire report and Paste onto the

bottom of the NE Pull Docs - PH Report sheet. These are the student that still need to be reviewed.

2.1.1.5.3. Close "Pupil Health Daily Enrollment Report". Do not save.

2.2. Look up each student on the "NE Pull Docs - PH" Report Google sheet.

2.2.1. Open and Log into Sapphire

2.2.2. Navigate to *View Students Registration* window.

2.2.3. Click on Utilities

2.2.4. Click on Online Registrations Maintenance

2.2.5. Look up student (View can be sorted by ID number or Last Name using "view options").

2.2.6. Click on student's row to select student

2.3. Locate & Retrieve mandates in Sapphire

2.3.1. Scroll down to "Student Health Records"

2.3.2. Open Documents found under "Student's Immunization Records" and under Student Health Records"

2.3.2.1. Download any documents that contain more than immunizations (any other health mandates)

2.3.2.2. Record on Google doc that Non IMM Doc Was Sent (column K); the date (column L) and that a document was sent over (column M)

2.3.3. Scroll through the rest of the documents uploaded

2.3.3.1. Download any 504, psyc docs, or health related documentation.

2.3.3.2. Record on Google doc that Non IMM Doc Was Sent (column K); the date (column L) and that a document was sent over (column M)

2.4. Upload the mandates found in Sapphire to the Scans drive for CSNs.

2.4.1. Label each document: First_Name Last_Initial ID Mandate Date_Was_Signed

(Ex. Kristin Y 12345 Dental 03-05-22)

2.4.2. Label the folder NE_CSN Name_Date (Ex. NE_Christina_03-05-22)

- 3 **Process Previous School Records See Also: [PH-28315 - Code and Sort Pupil Health Mail](#)**
- 4 **Pull new enrollment group's demographic information into SNAP See Also: [PH-28305 - Manage Electronic Health Records](#)**

Related Documents

Other Related Documents:

The school maintenance of medical and dental records is requirement set out by the state. According to the PA Department of Health, Pennsylvania Laws and Regulations regarding student health records include:

Pennsylvania Public School Code

- Section 1402(b) Health Services
- Section 1409. Confidentiality, Transference and Removal of Health Records

School Health Regulations, 28 PA Code, Chapter 23 School Health

- Section 23.8 Maintenance of medical and dental records
- Section 23.55 Maintenance of health records
- Section 23.72 Maintenance of records

Categories

Department (List only one):

- Pupil Health

Categories:

- Pupil Health Records

Revision Management

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Process Records Requests for Health Documents

PA Virtual Processes

General Description

Departments Involved:

- Pupil Health

Summary/Purpose:

Health Records are stored in locked files at the PA Virtual King of Prussia office. This includes process is what to do when a request for health records is received.

When Performed:

- As needed

This is preformed as records requests are received. Records should be sent within 10 business days of receiving a request.

Responsibilities:

- Pupil Health Coordinator

When Pupil Health coordinator is out of the office, the Project Manager will help as needed.

Process Stages or Steps

1 Review Record Requests received by from the Registrar department.

1.1. Code Record Request

1.1.1. Stamp Date received

1.1.2. Record withdrawal date, Student's ID number, and Student's DOB

1.1.3. Highlight students name, name/address of school requesting records, and where it states the medical records are being requested.

2 Send digital copy of chart to requesting school (new step since pandemic)

- 2.1. Save health record to Letter/Forms History in SNAP & select edit.
- 2.2. Using edit, remove school nurse notes from created health record printout.
- 2.3. Print health record to PDF.
- 2.4. Fax or email PDF of the above health record to requesting school.

3 Pull Chart from active or withdrawn files (Records dated after February 2020 will not have paper charts).

4 Prepare Envelope if needed.

- 4.1. Use a 9x10 Redi-seal envelope
- 4.2. In top left cord place a return address sticker
- 4.3. Stamp "Confidential"

5 Determine what kind of institution is requesting the record

- 5.1. Copy requested chart/documents.
- 5.2. If records are going to a student's new school, send originals and keep copies.
 - 5.2.1. If records are not being sent to a school, send copies.
 - 5.2.2. If records are being requested by a lawyer's office, confirm PA Virtual attorneys has approved request.
 - 5.2.3. If records are being requested by Social Security
 - 5.2.3.1. Check Social Security Request to confirm what documents are being requested.
 - 5.2.3.2. Select to Print/Save/Edit Complete Health Record.
 - 5.2.3.3. Edit Complete Health Record Printout to only show information requested by Social Security Record Request.
 - 5.2.3.3.1. Delete any information listed on the printout that was not indicated as being requested on the social security record request.

5.2.3.4. Export Health Record as PDF.

5.2.3.5. Attach Health Record PDF to Social Security Cover page (included in the request).

5.2.3.6. Fax PDF (w/ cover page) to Fax number indicated on the request.

6 Print SNAP Records.

6.1. Print SNAP health record (Click print HR button, select Complete Record).

6.2. Print letter history for any letters sent within the last two years.

6.3. Review SNAP record print-out to make sure there are no typos and that everything is approve to go to the next school.

7 Mail out Record

7.1. Include original records, the health print out, and the "this-is-all-we-have-received slip in the prepared envelop.

7.2. Seal envelope with label marked "Attn: School Nurse, Confidential Health Records".

7.3. Use mailing machine to print stamps onto envelop.

7.4. Place mail by front desk in mail bin to send out.

8 Document that the request was sent.

8.1. Update Registrar's Google Doc

8.2. Record where record was sent in SNAP under "additional information"

8.3. Update Department spreadsheet

9 If student is withdrawn, process the record as withdrawn. See Also: [PH-28306 - Manage Withdrawn Health Records](#)

Related Documents

Other Related Documents:

The school maintenance of medical and dental records is requirement set out by the state. According to the PA Department of Health, Pennsylvania Laws and Regulations regarding student health records include:

Pennsylvania Public School Code

- Section 1402(b) Health Services
- Section 1409. Confidentiality, Transference and Removal of Health Records

School Health Regulations, 28 PA Code, Chapter 23 School Health

- Section 23.8 Maintenance of medical and dental records
- Section 23.55 Maintenance of health records
- Section 23.72 Maintenance of records

Categories

Department (List only one):

- Pupil Health

Categories:

- Pupil Health Records

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/26/2019 4:04 PM	Save As from document	Kristin York

Software Access Needed

List of Software Access Needed:

Excel, Google, Sapphire, SNAP



Run Immunization Reports in SNAP

PA Virtual Processes

General Description

Departments Involved:

- Pupil Health

Summary/Purpose:

Run reports in SNAP to find out which students are noncompliant with their immunizations.

When Performed:

- As needed

Responsibilities:

- Immunization Nurse

Process Stages or Steps

1 Access List of Reports

- 1.1. Open & Log into SNAP
- 1.2. Click on Reports
- 1.3. Select Presentation...
- 1.4. Click on Student Info

2 Run Immunization Report - All Noncompliant Students

- 2.1. From the drop down, select Immunizations
- 2.2. Select Student Related
- 2.3. Select Not In Compliance
- 2.4. Do not change any other settings.
- 2.5. Click the Search button

3 Run Immunization Report - Newly Enrolled Students Only

- 3.1. From the drop down, select Immunizations
- 3.2. Select Student Related
- 3.3. Select Not In Compliance
- 3.4. Under "Date Selection" click on "Enrollment"
 - 3.4.1. For Start add 04-01-2020
 - 3.4.2. For End, use today's date
- 3.5. Click the Search button

4 Run Immunization Report - Grade Specific

- 4.1. From the drop down, select Immunizations
- 4.2. Select Student Related
- 4.3. Select Not In Compliance
- 4.4. Change Grade from "All" to whichever grade you want the report to reflect.
 - 4.4.1. If you want to check for next year's students' compliancy, check the "Increase Grade by" box.
- 4.5. Click the Search button

5 Print or Export Report after report is generated

- 5.1. Click on the save button
 - 5.1.1. If you want to use the report as a spreadsheet, choose CSV (comma delimited)
 - 5.1.2. If you want to see a print list, choose Acrobat (PDF) file
 - 5.1.3. When "Save As" dialogue box appears rename file.
 - 5.1.4. Click Save.

6 Download Saved Report

- 6.1. With SNAP open, click on the download button. (Button looks like a file with a down pointing arrow. It is most often located in the top right corner & will be under a button that looks like a toolbox.)
- 6.2. Navigate to your report.
- 6.3. Double click report or click the "open" button.

Categories

Department (List only one):

- Pupil Health

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	12/3/2020 1:26 PM	New document	Kristin York



Prepare Medical Information for State Testing

PA Virtual Processes

General Description

Departments Involved:

- Pupil Health
- Student Data & Assessment

Summary/Purpose:

Ensure safety of students at testing sites.

When Performed:

- April
- December
- May
- November

This is done a month prior to testing window. Testing window changes each year.

Responsibilities:

- School Nurse

Process Stages or Steps

1 Obtain list of students attending testing

2 Identify students with medical need.

- 2.1. Review all students who have a condition and or alert listed in SNAP.
- 2.2. Review Emergency Form sheet for newly added students not yet updated in SNAP.

3 Communicate with families who have been identified by email & phone.

- 3.1. Identify/confirm plan.

3.2. Request paperwork if needed.

3.2.1. Obtain Action Plan if needed.

3.2.2. Obtain Authorization to Carry if needed.

- 4 Confirm paperwork received.**
- 5 Follow up as necessary.**
- 6 Provide medical paperwork to testing site coordinators.**

What happens:

Copy head of testing on email to site coordinator.

Related Documents

Other Related Documents:

[State Assessment Policy](#)

Categories

Department (List only one):

- Pupil Health

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/28/2019 8:38 AM	Save As from document	Kristin York



Run Health Screenings

PA Virtual Processes

General Description

Departments Involved:

- Pupil Health

Summary/Purpose:

Health Screenings are mandated by the PA Department of Health for every student, in every grade, every year. They track the condition of a child's vision, hearing, height, weight, and Body Mass Index. They also check for scoliosis or curvature of the spine in middle school students. Among the benefits, health screenings assure that a student can see and hear the lessons that are being taught.

Health screenings may be performed by a student's primary care provider (MD, DO, CRNP, PA) or by a school provider (RN, CSN).

When Performed:

- April
- May
- November
- October

Responsibilities:

- Pool Nurse
- Project Manager
- School Nurse

Project manager - schedules sites

School Nurse - oversees Pool Nurses update summary information

Pool Nurses - conduct health screenings

Process Stages or Steps

- 1 Request schedule conflicts from PA Virtual Certified School Nurses (CSNs).**
- 2 Evaluate the equipment.**

- 2.1. Calibrate audiometers.
- 2.2. Repair/ order other equipment as needed.

3 Estimate site locations

- 3.1. Project number of students per county.
- 3.2. Determine if sites will need to be full or half days.

Special Warnings:

Consider travel time for nurses and student population.

4 Book Site Locations

- 4.1. Review health screening summaries from prior year/ seasons.
 - 4.1.1. Note which sites worked well and which sites need to be re-evaluated.
 - 4.1.1.1. Re-book sites that worked well in the past.
 - 4.1.1.2. Locate new locations for sites that did not work well.
 - 4.1.1.2.1. Contact Site Location
 - 4.1.1.2.2. Confirm requirements are met
 - 4.1.1.2.2.1. 5-6 tables
 - 4.1.1.2.2.2. 3-5 outlets
 - 4.1.1.2.2.3. 30+ chairs
 - 4.1.1.2.2.4. quiet space for hearing
 - 4.1.1.2.2.5. corner for scoliosis
 - 4.1.1.2.2.6. handicap accessible
 - 4.1.1.2.2.7. parking is available for families
 - 4.1.1.2.3. Confirm the costs of sites.

What happens:

Sites that list no fee receive a \$25 donation.

4.1.1.2.4. Complete applications/contacts as needed.

4.1.1.2.5. Submit PO for any check required by site prior to booking.

4.2. Submit POs for remaining checks. Do this one month prior to screening date.

What happens:

Get payment ready for sites.

Result:

Majority of sites will request that checks are brought to site the day of the screening) and submit requests for insurance certificates.

4.3. Contact and confirm times/dates with location one week prior to health screening date.

Special Warnings:

If inclement weather is a possibility, request site's procedures for delays/cancellation.

5 Schedule Staff.

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

A minimum of two Pa Virtual staff members should be on site.

5.1. Schedule PA Virtual's CSNs. Base assignments on location and travel time.

5.2. Schedule pool nurses.

5.2.1. Submit PO and Rec forms for Pool Nurses

5.2.2. Review number of students attended similar sites over the past three years.

5.2.3. Estimate the number of nurses needed at each site.

Result:

Health screenings average about 15 minutes per student /per nurse.

5.2.4. Send tentative assignments to pool nurses. Assignments are contingent upon student's sign-ups.

6 Communicate Health Screenings with Families & Staff See Also: [PH-28311 - Promote](#)

Student Health Mandate Compliance

6.1. Post fall health screenings sign ups prior to first day of school.

Result:

Provide a listing and map of locations and dates.

6.1.1. Provide families sign up forms.

6.1.2. Post announcements throughout school (examples: Blackboard announcements, Facebook wall, newsletter articles, FSCs announcements, principal orientations).

6.2. Send notices to all students providing families options to complete their health screenings.

Result:

Request that families either sign up for a PA Virtual Health Screening site, or provide a plan of how they anticipate fulfilling the health screening mandates.

6.3. Remind students who sign-up of their health screenings an appointment time

6.3.1. Send a follow up e-mail reminder with time, date, and location of health screening a week before the screening.

6.4. Follow up with students who do not make it to their appointment. Reschedule as necessary.

7 Execute Health Screenings

7.1. Arrive at site 30 minutes.

7.2. Set up site.

7.3. Provide site with check and insurance certificate as needed.

7.4. Conduct Health Screenings. Follow Guidelines outline by PA Department of Health.

Who Performs this Step:

School Nurse

Pool Nurse

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Must be a RN or LPN to conduct the screening tests

7.4.1. Measure height, weight, BMI, BMI%, and vision for all students, in all grades.

7.4.2. Test hearing for students in kindergarten, 1 st grade, 2 nd grade, 3 rd grade, 7 th grade, and 11 th grade.

7.4.3. Perform scoliosis screening for students in 6th and 7th grade.

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

PA Virtual follows the PA Department of Health procedures for growth screenings, vision screenings, hearing screenings, scoliosis screenings.

7.5. Provide checkout packets to families.

7.5.1. Provide referral forms to parent/guardians of students who fail one or more of the screenings mentioned above.

7.6. Breakdown site 30 minutes to an hour after the last student's screening is scheduled.

7.7. Collect Pool Nurse time cards and expense reports as needed. Break down site.

8 Close out health screenings

8.1. Submit pool nurse expense reports and time cards

8.2. Record data.

8.2.1. CSN records all screening results and referrals into electronic database for end of year PA Department of Health workbook.

8.2.2. Update PA Virtual Health Screening Attendance Sheet.

8.2.3. Record summary information (examples: costs/referrals numbers/ student count).

8.2.4. Record what worked about the site and what should be re-evaluated for next year/season.

8.3. Send thank you letters to site locations.

Categories

Department (List only one):

- Pupil Health

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/20/2017 12:02 PM	New document	Katie Pomon

Software Access Needed

List of Software Access Needed:

SNAP, Google, Excel



Provide Nursing Services

PA Virtual Processes

General Description

Departments Involved:

- Pupil Health
- Special Education
- Guidance

Summary/Purpose:

Identify students who need medical support.
To support students with medical diagnoses.

When Performed:

- As needed

Responsibilities:

- School Nurse

Process Stages or Steps

- 1 Identify Students**
- 2 Update Pipeline**
- 3 Obtain Medical documentation as needed.**

Who Performs this Step:

School Nurse

- 4 Update PA Virtual Documentation**
 - 4.1. Fill out Input Form as needed
 - 4.2. Write IHP as needed
- 5 Attend Meetings**

- 5.1. Review student's record prior to meeting so advice can be offered to the team
 - 5.1.1. Review IHP
- 5.2. Add meeting notes to the student's SNAP record and 504/IEP Google Doc Summary sheet
- 5.3. Follow up with accommodations if needed
- 5.4. Review Medication Policy with parent/team if necessary

6 Update Testing Sites as Needed See Also: [PH-28316 - Prepare Medical Information for State Testing](#)

Related Documents

Other Related Documents:

[State Assessment Policy](#)

Categories

Department (List only one):

- Pupil Health

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/27/2019 3:41 PM	New document	Kristin York



Code and Sort Pupil Health Mail

PA Virtual Processes

General Description

Departments Involved:

- Pupil Health
- Registrar

Summary/Purpose:

Mail is processed and distributed.

It is an early step to keeping the data in SNAP updated, to providing CSNs with caseload relevant information, to pass along relevant information to other departments in a timely manner.

When Performed:

- Daily

Mail is provided to/collected by Pupil Health Coordinator by 3pm daily. Mail is uploaded to the shared Pupil Health drive by 5pm each day.

Responsibilities:

- Pupil Health Coordinator

Task is primarily performed by Pupil Health Coordinator.

The Manager will code and sort mail when the Pupil Health Coordinator is out for 3 days in a row.

Process Stages or Steps

1 Collect documents received by email, fax, Google Doc, or postal mail.

- 1.1. Collect mail received in the office - Done by Coordinator

Who Performs this Step:

Coordinator - Pupil Health

- 1.1.1. Collect postal mail from 1st Floor Mail Room (Pupil Health Slot)

- 1.1.2. Scan files to make them digital.

- 1.1.2.1. Scan full color, no less than 400 ppi.
- 1.1.2.2. On Scanner, choose destination as Pupil Health
- 1.1.2.3. To get to the digital document navigate to the Pupil Health Shared Drive, SCANS folder.
- 1.2. Collect faxes from Pupil Health shared digital fax.
- 1.3. Collect emailed forms received in coordinator's inbox - Done by Coordinator
- 1.4. Collect email forms received in Manager's inbox - Done by Manager
- 1.5. Collect documents uploaded in Google docs - Done by Coordinator
 - 1.5.1. Scroll down to first document that does not have a date in "Moved to Mail" Column
 - 1.5.2. Copy link found in column C and paste it into a new tab to open it
 - 1.5.3. Download form
 - 1.5.4. Follow Steps 2-7
- 1.6. Navigate to [Upload Files to Pupil Health \(Responses\)](#) Google Doc
- 1.7. Collect documents received in School Nurse Email - Done by School Nurse

Who Performs this Step:

School Nurse
Immunization Nurse

- 1.7.1. Review document received.
- 1.7.2. Enter mandate information into SNAP.
- 1.7.3. Upload/Proof Document to add into SNAP

Who Performs this Step:

School Nurse
Immunization Nurse

2 Rename Digital Documents

2.1. Use Following Name Convention for mandated Forms:

First Name Last initial Student ID Mandate Date Mandate Was Completed

Example: Krisin Y 25623 Physical 05-21-21

Example: Kristin Y 25623 Dental 05-21-21

2.1.1. If multiple forms are received as part of a physical form (completed same date) you can leave them all together and name them as a physical.

2.1.2. If forms different forms are rec'd (example and dental and a physical), separate out the form and give them each their own name.

2.2. Use Following Name Convention for Previous School Records (PSR):

First Name Last initial Student ID PSR Today's Date

Example: Krisin Y 25623 PSR 05-21-23

2.3. Use Following Name Convention for Immunizations:

First Name Last initial Student ID IMM Today's Date

Example: Krisin Y 25623 IMM 05-21-23

3 Review Documents Against PH Audit Sheet

3.1. Open the [PH Audit 2020-2021 SY](#) Google Doc

3.2. Find Student (Only students who have a Date Reg of 05/04/21 and earlier will be listed)

3.2.1. Review What forms were needed for the student (see columns AU-AW)

3.2.2. Record if any of those mandated forms were rec'd (see columns BK-BM)

3.2.3. If student becomes compliant (all documents needed were received), move student from NonCompliant tab to Compliant Tab.

3.2.3.1. Cut student from Noncompliant tab

3.2.3.2. Paste student to bottom of Compliant tab

3.2.3.3. Record Date Documents were rec'd (see column AT)

3.3. If only some documents were rec'd but others are still needed, keep student on NC tab, but remove the documents no longer needed out of columns Au-AW.

3.4. Hint - CSNs are listed on this Google Doc to easy coding.

4 Review Documents for Administrative Follow Up.

- 4.1. Separate out mandates.
 - 4.1.1. If document both physical and dental are received, process them as two different documents.
- 4.2. Confirm page is right side up.
- 4.3. Confirm all documents used as health screenings contain heights & weights.
 - 4.3.1. Update *Faxes Sent* Google Doc with information about fax sent.
 - 4.3.2. Follow up if no height or weight is listed. Fax doctor's office to add Height and weight to health screening form. (Parental permission is not required.)
- 4.4. Confirm all forms are dated and signed.
 - 4.4.1. Call doctor office to confirm date if just date is missing (Parental permission is not required). You can fax form to have it filled out. You can also accept a verbal confirmation. Record communications with doctor in SNAP.
 - 4.4.2. Fax form to doctor's office to fill out, if both date and signature are missing (Parental Permission is not required)
- 4.5. Follow up on any eye glass percriptions received.
 - 4.5.1. Fax eye care specialist form to eye doctor to complete. (Obtain parental permission first, in case doctor's office charges for vision form). Record communications with doctor in SNAP.

5 Send confirmation of Forms Rec'd

- 5.1. Sent confirmation for forms that were rec'd by email, fax, or upload that were sent directly from the family.
 - 5.1.1. In email confirmation, note what was rec'd, if it was dated, and who it was for. Let family know that the form is going to the CSN to be reviewed. Example: This email is to confirm that we received the physical/health screening form dated March 15, 2021 for Lenora. This form has been noted as received and sent to the school nurse to review. She will follow up if she has any questions regarding the results.
 - 5.1.2. Record in SNAP under Screening Notes, that you sent confirmation to

family. Fine to use standard abbreviations.

Ex: 08/23/21 Emailed confirmation that PE/HS form dated 03-15-21 was rec'd for Lenora. This form has been noted as rec'd and sent to the SN. -ky

5.1.2.1. Open SNAP

5.1.2.2. Navigate to Student

5.1.2.3. Click on Screenings Tab

5.1.2.4. Click on "Note Button"

5.1.2.5. Scroll to the bottom of the notes.

5.1.2.6. Add your note.

5.1.2.7. Click OK.

5.1.2.8. Click Ok. (Yes there are two OKs)

5.2. Confirmation of Receipt does not need to be sent to Doctor's offices, enrollment, or registrar.

6 Code documents (that were received in the office) for distribution.

6.1. Code document "Christina" if student's FSC is:

Amy Markle
Frank Smith
Dave Kelliher

6.2. Code document "Vicki" if student's FSC is:

Dana Ciccotti
Maralyn Robinson-Harris
Heidi Lightner

6.3. Code document "Lauren" if student's FSC is:

Amber Hallus
Christina Blakey
Louri Fitzgerald

7 Upload Documents to PH Drive

7.1. Create Folders for different types of documents

- 7.1.1. For Daily Mail, use the following naming conventions for folders:
 Today Date Mail & Faxes (CSN)
 Ex. 08-23-21 Mail & Faxes (Vicki)
 Ex. 08-23-21 Mail & Faxes (Christina)
 Ex. 08-23-21 Mail & Faxes (Lauren)
- 7.1.2. If mail was rec'd from Registrar or is a PSR mailed in, Consider it a PSR and use the following naming convention for folders:
 Today Date PSR (CSN)
 Ex. 08-23-21 PSR (Vicki)
 Ex. 08-23-21 PSR (Christina)
 Ex. 08-23-21 PSR (Lauren)
- 7.1.3. If mail was rec'd from enrollment, student is considered a newly enrolled student or "NE". In which case, use the following naming convention for folders:
 Today's Date NE Docs (CSN)
 Ex. 08-23-21 NE Docs (Vicki)
 Ex. 08-23-21 NE Docs (Christina)
 Ex. 08-23-21 NE Docs (Lauren)
- 7.1.4. IMM are separated out (See Step 8). For immunizations, use the following naming convention for folders:
 Today's Date IMM (Michele)
 Ex. 08-23-21 IMM (Michele)

7.2. Move Documents into the appropriate folder.

8 Make copies of documents that contain immunizations

8.1. Add copy of immunizations to that day's immunization folder.

9 Scan Previous School Records (PSR) separately

9.1. Communicate to department what PSR have been rec'd today

9.1.1. Record PSR rec'd onto the [PSR Received Scanned/Not Scanned](#) Google Doc

9.2. Scan each page of the Previous school record

9.2.1. Scan full color with resolution of at least 400ppi

9.3. Document previous school record (PSR) as received

9.3.1. Open SNAP

9.3.2. Navigate to the correct student

9.3.3. Note - If student is inactive in SNAP, you will need to make them active to record a condition/alert.

9.3.3.1. To make active, check the "active" box in the top middle of the window.

9.3.4. Select "Student" Tab, location "Place of Birth" Field

9.3.5. In "Place of Birth" record what was rec'd and month/year it was rec'd.
Example: "PSR rec'd 08/2020"

9.3.6. Select "Cond/Alert" tab

9.3.7. Click on "New" (bottom right corner with a + symbol)

9.3.8. Select "previous school record" from drop down

9.3.9. Click on "History" tab

9.3.10. Click the "New Act." button

9.3.11. Select "PSR rec'd" from drop down

9.4. Prepare Digital PSR File for Upload

9.4.1. In the Pupil Health Shared Drive, Navigate to the SCANS folder.

9.4.2. Locate the uploaded PSR file.

9.4.3. Confirm number pages scanned matches number pages in original PSR file

9.4.4. Review digital file to make sure all pages are readable and only the correct student's documents are present.

9.4.5. Rename PSR to standard naming convention : First_Name Last_Initial ID
Mandate Date-Mandate_was_uploaded. (Ex. Kristin Y 12345 PSR 03-05-22)

9.5. Uploaded PSR into SNAP

9.5.1. Click the Upload button (Looks like a piece of paper with the up pointing arrow)

9.5.2. Navigate to and select the PSR

9.5.3. Click Open

9.5.4. Click on "PSR" Folder

9.5.5. Click SAVE

9.6. Link Uploaded PSR into SNAP under the "previous school record" condition added.

9.6.1. Click on the "Cond/Alerts" Tab

9.6.1.1. Find the "Previous School Record" Condition you added earlier

9.6.1.2. Scroll to the right until you see "Proof" column

9.6.1.3. Click on the piece of paper icon under "Proof"

9.6.1.4. Click on Link

9.6.1.5. Click Select

9.6.1.6. Navigate to your PSR (hint - sort by Date Modified to bring up most recent)

9.6.1.7. Click "open"

9.6.1.8. Note - If as student was inactive, make sure to go back and uncheck in "active" box, to make sure student appears as inactive again.

10 Communicate w/ Department

10.1. By 1pm, post in the PH department Group Chat the number of PSR rec'd that day.

Categories

Department (List only one):

- Pupil Health

Categories:

- Pupil Health Records

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/28/2019 9:19 AM	Update	Kristin York

Software Access Needed

List of Software Access Needed:

[Link to SNAP](#)



Place Pupil Health Hold or Release on ISP Checks

PA Virtual Processes

General Description

Departments Involved:

- Pupil Health
- Operations

When Performed:

- June
- November

ISP hold lists are primarily created in June (prior to the July ISP checks being released) and November (prior to the December ISP checks being released). These lists are updated daily throughout the year.

Responsibilities:

- Project Manager - Pupil Health
- Pupil Health Coordinator
- School Nurse

Project Manager creates the audit sheet.

Coordinator processes the mail and updates the audit sheet as mail comes in.

School Nurses update the audit sheet as they receive mandates in their email.

Process Stages or Steps

1 Create a Pupil Health audit sheet.

1.1. Run Reports demonstrating who is in the school, who needs to turn in forms, and who has a plan to turn in their forms.

1.1.1. Run a report for each grade mandate (dental, physical, health screening).

1.1.2. Run report for students who exclude from mandates.

1.1.3. Run report for students with future appointments.

1.1.4. Run a roster report listing all active students in the school.

1.1.5. Pull in previous year's audit sheet. (this will let you know what forms are overdue).

1.2. Merge demographic information on roster with mandate received reports to create a new document - an audit sheet.

Special Warnings:

Check previous year's "Noncompliant Do Not Hold" tabs. Confirm with nurses if there are any other students who should not have their ISP check held.

1.3. Where there are missing forms, note what exactly is needed. This will be used in future communications.

Result:

Once done if a student needs a dental and it is the 2018-2019 school year, you would see a notation reading, "Dental dated after June 15, 2108".

1.4. Upload the Audit sheet as a Google Doc. Title the sheet with the current school year.

2 Receive a request from Operations asking for an updated Pupil Health ISP hold list.

What happens:

Operations will let Pupil Health know when the next ISP hold list is due. This happens in June and November.

Who Performs this Step:

Operations Coordinator

3 Submit a list to Operations indicating which students' check need to be put on hold.

3.1. Include in the sheet to operations the student's ID #, the Household ID #, the Student's Last Name, and the Student's First name.

4 Update student compliance status as new mandates are received. See Also: [PH-28315 - Code and Sort Pupil Health Mail](#)

5 Release Pupil Health ISP hold once students become compliant.

5.1. Navigate to the Operations Google doc of ISP holds.

5.2. Add a date in the Pupil Health column across from the student who check is to be released.

6 Communicate Release of Pupil Health ISP hold with Student's family.

6.1. Call or email the family. Let them know it will take up to 15 business days to mail and process their ISP check.

Categories

Department (List only one):

- Pupil Health

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/28/2019 7:45 AM	New document	Kristin York

Software Access Needed

List of Software Access Needed:

Google, SNAP, Excel



Follow Up with New Students for Non-compliant Immunizations - School Year

PA Virtual Processes

General Description

Departments Involved:

- Pupil Health

Summary/Purpose:

The CEO, in conjunction with the school nurse, is directed to monitor changes in state regulations regarding immunization requirements and to ensure that the school complies with applicable immunization requirements. The immunization nurse reviews applicant's immunizations to ensure that they meet the PA Department of health's immunization requirements.

When Performed:

- As needed
- Daily

This is the process for how applicant's immunization are followed up with after the first day of school. These are students who come in as transfer students into the school.

Responsibilities:

- Immunization Nurse
- Jason Fitzpatrick

Process Stages or Steps

- 1 Follow up with applicants whose status is as "Exclusion Pending - Approved". Follow up with each cohort separately using a weekly schedule:**

What happens:

Students who transfer into the school must be compliant with immunizations within 30 school days of their start date.

1.1. Week One of Cohort - Follow Up

1.1.1. Review Immunizations

1.1.2. Attend orientation for introduction and to inform families of needed documents.

1.1.3. Call and email family.

1.1.4. Document attempts to contact family in SNAP.

1.1.5. Mail out Immunization letter.

1.1.6. Check state and Philadelphia immunization databases for missing immunizations.

1.2. Week Two of Cohort - Follow Up

1.2.1. Send email through school email.

1.2.2. Call family.

1.2.3. Call previous school district to request previous school records

1.2.4. Call student's doctor's office to request immunization records.

1.3. Week Three of Cohort - Follow Up

1.3.1. Continue to call and email the family.

1.3.2. Document each attempt to contact in SNAP.

1.3.3. Reach out to FSCs, teachers, and or guidance councilor to request help reaching out to family.

1.4. Week Four of Cohort - Follow Up

1.4.1. Call and email family daily.

1.4.2. Document all attempts to communicate in SNAP.

1.4.3. Send exclusion letter 48-72 hours prior to exclusion date.

Who Performs this Step:

Jason Fitzpatrick, jfitzpatrick@pavcsk12.org, Director of Student Services

1.4.4. Begin exclusion at 10am on assigned date.

Who Performs this Step:

Jason Fitzpatrick, jfitzpatrick@pavcsk12.org, Director of Student Services

Related Documents**Other Related Documents:**

[PA State Laws and Regulation](#)
[Immunization Policy](#)

Categories**Department (List only one):**

- Pupil Health

Revision Management**Revision History Log:**

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/30/2019 7:00 PM	Save As from document	Kristin York

Author / Owner**Subject Experts / Contributing Authors:**

The following subject experts may be consulted for additional information:

- School Nurse
- Immunization Nurse

Software Access Needed**List of Software Access Needed:**

Sapphire, SNAP, Google



Exclusion Process

PA Virtual Processes

General Description

Departments Involved:

- Pupil Health

Summary/Purpose:

In compliance with the Pennsylvania Public School Code of 1949, the Pennsylvania Virtual Charter School is required to perform/collect the following mandates:

- Medical examinations upon original entry into the school, 6th grade, and 11th grade.☒
- Dental examinations upon original entry into the school, 3rd grade, and 7th grade.
- Health screenings for every student in every grade. Specifically:
- Growth screenings for every student in every grade.
- Vision screenings for every student in every grade.
- Hearing screenings for students in Kindergarten, special ungraded classes, 1st grade, 2nd grade, 3rd grade, 7th grade, and 11th grade.
- Scoliosis screening for students in 6th and 7th grade and to age-appropriate students in ungraded classes.

Students who are not compliant with their grade required health mandates (as listed above) at the end of the school year will not be permitted to attend classes at the beginning of the following school year.

Process Stages or Steps

1 Audit records and determine status of student's compliancy for the previous school year.

- 1.1. Confirm all data entry is up to date. Audit health records of those students who just finished kindergarten, 6th grade, and 11th grade for physicals. Audit health records of students who just finished kindergarten, 3rd grade, and 7th grade for dentals. Audit all studnts of all grades for health screenings.

2 Provide list of students who will be excluded to Assistant Principals, FSCs, and Guidance.

3 Send out notification to families of students still not compliant for the previous school year’s mandates.

3.1. Notifications should include date of upcoming exclusion, a list of mandates that are overdue for the previous school year, and options for submitting overdue mandate.

4 At the beginning of the school year, processes exclusions for students who ended the previous school year without turning in their required mandates for the previous school year. Exclude students on a rolling basis in a fashion that will not detract from the daily operations of Pupil Health.

4.1. To exclude students, deactivate the Blackboard accounts for those students who have not turned in proof of the required state mandates.

4.1.1. Re-activate Blackboard account when student provides either the mandate or a confirmed appointment date to receive mandate. Notify families of students who are re-activated that they will need to log-in to Blackboard prior to midnight for attendance to be captured.

4.1.2. Notify those students who provide an appointment date, that required mandate must be received by the Pupil Health department within 24 hours of appointment. Note that student will be excluded (Blackboard de-activated) if mandates are not received within the 24 hour window.

5 Approvals will be made by Dean and Assistant Dean.

Categories

Department (List only one):

- Pupil Health

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/20/2017 3:49 PM	New document	Katie Pomon



Update Quick Add IDs

Work Instruction

General Description

Task Description:

Add the Student IDs to records that were Quick Added into SNAP

Purpose:

Running the import as enrollment batches allows SNAP to update the demographic information of recently enrolled students without updating the demographic information of currently active students.

In regards to newly enrolled students, this keeps SNAP up to date.

This allows the department to run reports in September that retain the grade information from the previous school year - necessary to obtain accurate information for SHARRS reporting.

Who Performs:

- Project Manager - Pupil Health

When to Perform:

- As needed
- Beginning of the school year
- Weekly

This is performed weekly.

Detailed Steps

1 Identify students who have been quick added into SNAP See Also: [PH-28312 - Create a Quick Add Student in SNAP](#)

- 1.1. Open the *NE Documents and IDs* Google Doc
- 1.2. Click on *Prospective IDs to Add* tab to select the sheet.
- 1.3. Sort by *Date_Registered (A-Z)*
- 1.4. Confirm name of the *Last_Name*, *First_Name*, and *Date_Registered* date of the last student on the sheet.

Result:

Any student with a later Date_Registered than this student will be a student who has been quick added that will need their ID entered into SNAP.

2 Copy Student's demographic information to be added to Google Doc

- 2.1. Open the Pupil_Health_Pro prospective_Enrollment_19-20_Report
- 2.2. Sort by Date_Registered (Newest to Oldest)
- 2.3. Copy all rows for students who are already listed on the *NE Documents and ID* Google Doc (This will be any student with a Date Registered date after the last student identified in Step 1.1.13).

3 Add students onto the *NE Documents and IDs* Google Doc

- 3.1. Open the *NE Documents and IDs* Google Doc
- 3.2. Select the row below the last student listed.
- 3.3. Copy and paste the rows selected in step 1.2.1.2 onto the *Prospective IDs to Add* sheet.

4 Record that IDs have been added

- 4.1. Open the *NE Documents and IDs* Google Doc
- 4.2. Select the *Prospective IDs to Add* tab
- 4.3. Cut all the row containing students whose IDs are now recorded into SNAP
- 4.4. Select the *Prospective IDs Added* tab
- 4.5. Paste the rows onto the end of the list

Result:

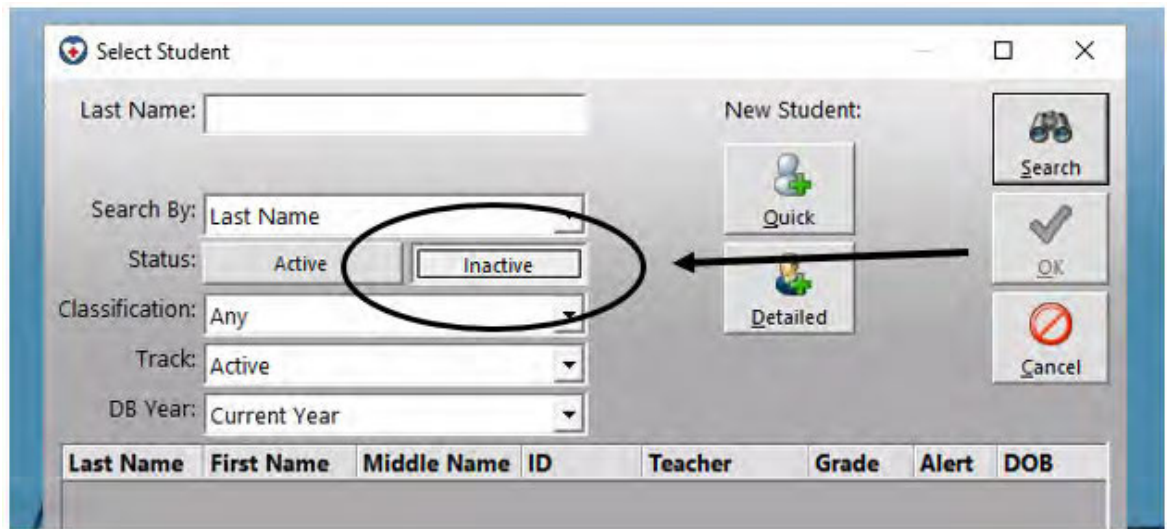
A cumulative list of all student's who's IDs were added into SNAP will be found on the prospective IDs Added tab.

5 Add IDs into SNAP

- 5.1. Use list of students on *Prospective IDs to Add* tab as guide to who needs to be updated in SNAP.

5.2. Open and Log into SNAP

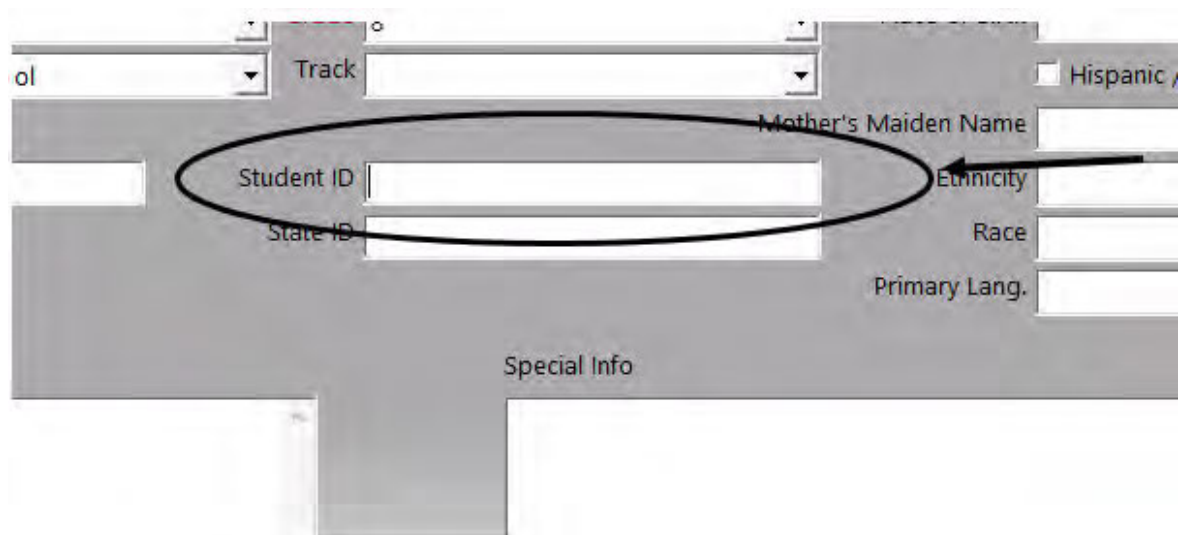
5.3. Select the *Inactive* button under status



5.4. Enter student's last name in the *Last Name:* text box

5.5. Double Click on the student to open the student's electronic health record.

5.6. Click in the text box for *Student ID*



5.7. Click OK

5.8. Repeat Steps 1.51 to 1.5.7 until all students' Ids on the *Prospective IDs to Add* tab have been into SNAP.

Categories

Department (List only one):

- Pupil Health

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/27/2019 7:04 AM	New document	Kristin York



Import Sapphire Demographic Information Into SNAP

Work Instruction

General Description

Task Description:

Import into SNAP the demographic information and status information for new students. Add the Student Ids to records that were Quick Added into SNAP

Purpose:

Running the import as enrollment batches allows SNAP to update the demographic information of recently enrolled students without updating the demographic information of currently active students.

In regards to newly enrolled students, this keeps SNAP up to date.

This allows the department to run reports in September that retain the grade information from the previous school year - necessary to obtain accurate information for SHARRS reporting.

Who Performs:

- Project Manager - Pupil Health

When to Perform:

- As needed
- Beginning of the school year
- Weekly

Express is run weekly - Thursdays if possible

April through September - only the newly enrolled students' demographic information is pulled in.

October through May - all students' demographic information is pulled in

Detailed Steps

- 1 Add the Student Ids to records that were Quick Added into SNAP See Also: [PH-28309 - Update Quick Add IDs](#)

Warnings / If an Error Occurs:

If IDs are not added into SNAP prior to the SNAP express/import being run, SNAP will generate duplicates that will need to be merged.

2 Import demographic data from Sapphire into SNAP

2.1. Access the necessary Spreadsheets.

2.1.1. Sort by DATE_REGISTERED (Newest to Oldest)

2.1.2. Open PSNI_Upload_includes_2019-2020_Ad_Hoc_View_Report

2.1.3. Open *PSNI_UPLOAD FILES* folder located on the Pupil Health shared drive.

2.1.4. Open the *PupilHealthImport* file

2.1.5. Navigate to the *PupilHealthRAWData_10-11-18* tab.

2.2. Access the necessary Spreadsheets.

2.3. Clear old data from the *PupilHealthRAWData_10-11-2018* worksheet.

2.4. Copy and Paste new enrolling student's data from the *PSNI_Upload_includes_2019-2020* worksheet into the *PupilHealthImport* file.

2.4.1. April through September - Remove all but the enrolling students (check with head of Student services or Sapphire Tech to get a enrollment cut off date). Copy and Paste new enrolling student's data from the *PSNI_Upload_includes_2019-2020* worksheet into the *PupilHealthImport* file.

2.4.2. October through May - Copy and Paste all student's data from the *PSNI_Upload_includes_2019-2020* worksheet into the *PupilHealthImport* file.

2.5. Confirm all tabs in the *PupilHealthImport* file have been updated.

Result:

When done correctly, all the tabs will have the same number or row filled. Confirm the number of row filled out on the *Demographic* tab, the *Caregiver* tab, and the *Contact* tab all match.

Warnings / If an Error Occurs:

If there are rows missing in the Demographic, Caregiver, or Contact tab, select the information in about four of the row, drag down the fill until the missing information

appears.

Each time you run an express, there should be the same or more students listed. This is because withdrawn are not taken off the list. If you notice there are fewer students, follow up with Tech as some student may not be pulling in correctly.

- 2.6. Drag the updated *PAVirtualCaregivers* file, the updated *PAVirtualContacts* file, and the update *PAVirtualDemographics* file into the *ftp.snap.healthcenter.com* folder.
- 2.7. Clear old data from the *PupilHealthRAWData_10-11-2018* worksheet.
 - 2.7.1. Select cell A2
 - 2.7.2. Click and hold down **shift, ctrl, and end**.
 - 2.7.3. Right click on highlighted cells.
 - 2.7.4. Select **clear contents**
- 2.8. Copy and Paste new enrolling student's data from the *PSNI_Upload_includes_2019-2020* worksheet into the *PupilHealthImport* file.
 - 2.8.1. Navigate to and Open Sapphire report *PSNI_Upload_includes_2019-2020_Ad_Hoc_View_Report*
 - 2.8.2. Select cell A2
 - 2.8.3. Click and hold down **shift, ctrl, and end**.
 - 2.8.4. Right click on highlighted cells.
 - 2.8.5. Copy highlighted cells.
 - 2.8.6. Navigate back to the *PupilHealthImport* file.
 - 2.8.7. Past cells in cell A2 of *PupilHealthRAWData_10-11-18* tab
- 2.9. Confirm all tabs in the *PupilHealthImport* file have been updated.

Result:

When done correctly, all the tabs will have the same number or row filled. Confirm the number of row filled out on the *Demographic* tab, the *Caregiver* tab, and the *Contact* tab all match.

Warnings / If an Error Occurs:

If there are rows missing in the Demographic, Caregiver, or Contact tab, select the information in about four of the row, drag down the fill until the missing information appears.

Each time you run an express, there should be the same or more students listed. This is because withdrawn are not taken off the list. If you notice there there are fewer students, follow up with Tech as some student may not be pulling in correctly.

2.10. Copy Information from *PupilHealthImport* file to *PAVirtualCaregivers* file

How to Do:

Click yes when asked if you want to continue to save in the file current format.

2.10.1. Open the *PupilHealthImport* file. Select *Caregiver* Tab.

2.10.2. Select cell A2

2.10.3. Click and hold down **shift, ctrl,** and **end.**

2.10.4. Right click on highlighted cells.

2.10.5. Copy highlighted cells.

2.10.6. Open the *PAVirtualCaregivers* file in the PSNI_UPLOAD FILES folder on the Pupil Health Shared drive.

2.10.7. Paste cells in cell A2 of *PAVirtualCaregiver* file

2.11. Copy Information from *PupilHealthImport* file to *PAVirtualDemographics* file

2.11.1. Open the *PupilHealthImport* file. Select *Demographics* Tab.

2.11.2. Select cell A2

2.11.3. Click and hold down **shift, ctrl,** and **end.**

2.11.4. Right click on highlighted cells.

2.11.5. Copy highlighted cells.

2.11.6. Open the *PAVirtualDemographics* in the PSNI_UPLOAD FILES folder on the Pupil Health Shared drive.

2.11.7. Paste cells in cell A2 of *PAVirtualDemographics* file.

2.12. Copy Information from *PupilHealthImport* file to *PAVirtualContacts* file

How to Do:

Click yes when asked if you want to continue to save in the file current format.

2.12.1. Open the *PupilHealthImport* file. Select *Contacts* Tab.

2.12.2. Select cell A2

2.12.3. Click and hold down **shift**, **ctrl**, and **end**.

2.12.4. Right click on highlighted cells.

2.12.5. Copy highlighted cells.

2.12.6. Open the *PAVirtualContacts* in the PSNI_UPLOAD FILES folder on the Pupil Health Shared drive.

2.12.7. Paste cells in cell A2 of *PAVirtualContacts* file.

2.13. Drag the updated *PAVirtualCaregivers* file, the updated *PAVirtualContacts* file, and the update *PAVirtualDemographics* file into the *ftp.snap.healthcenter.com* folder.

3 Run a Full SNAP Import - October through April

- 3.1. Remove all but the enrolling students (check with head of Student services or Sapphire Tech to get a enrollment cut off date)
- 3.2. Merge reports onto spreadsheet provided by tech
- 3.3. Upload reports onto PNSI server

Categories

Department (List only one):

- Pupil Health

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/27/2019 8:31 AM	Save As from document	Kristin York



Create a Quick Add Student in SNAP

Work Instruction

General Description

Task Description:

Add a student in SNAP manually.

Purpose:

This is done so that the immunization nurse can use the SNAP calculator to determine immunization compliance prior to approving an applicant for enrollment.

Who Performs:

- Immunization Nurse

When to Perform:

- Daily

This is done prior to the Immunization Nurse approving an applicant's immunizations.

Equipment and Materials

Materials:

- Staff Member School Issued Laptop
- SNAP
- Sapphire

Detailed Steps

- 1 Open SNAP**
- 2 Confirm student is not re-enrolling. (if student is re-enrolling, do not continue. Instead, use old record)**
- 3 Click on Student Search**
- 4 Click Quick Add button**

- 5 Add the student last name (ensure proper spelling, punctuation, and spelling)
- 6 Add first name (ensure proper spelling, punctuation, and spelling)
- 7 List teacher as *unknown*
- 8 Do NOT enter student ID
- 9 Select gender
- 10 Enter date of birth
- 11 Click OK

Categories

Department (List only one):

- Pupil Health

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/27/2019 9:34 AM	New document	Kristin York

Human Resources



Pre-Employment Screening: Clearances, Physical & Tuberculosis Testing

PA Virtual Processes

General Description

Departments Involved:

- Human Resources

Summary/Purpose:

Pennsylvania School Law requires that all applicants for employment in public and private schools, employees of independent contractors seeking business with public and private schools, and student teacher candidates undergo background checks if they will have direct contact with students. In addition, employment history reviews must be completed for all applicants seeking employment. Act 15 of 2015 requires the regular renewal of employment clearances every 60 months (5 years) from the issue date of each of your clearance.

The Pennsylvania Public School Code Section 1418. Medical Examinations of Teachers and Other Persons requires that "teachers, janitors, cooks and other cafeteria help and all others employed at schools have a pre-employment medical examination and tuberculosis testing. The law does not allow modification of this section.

When Performed:

- Every 5 Years (Clearances)
- Prior to Hire (Clearances & TB)

Responsibilities:

- Gail Bolger
- Human Resources
- Sherri Tate
- Stefanie Solimine

Process Stages or Steps

1 New Hire Clearances

What happens:

All clearances must be submitted to PA Virtual prior to the date of hire and must be within one year of Hire Date. If clearance is less than 1 year old, a copy of the clearance is acceptable. This is contingent upon PA Virtual being able to locate the new hire's clearance on the FBI, State & Child Abuse web systems. If clearance is older than 1 year, PA Virtual requires the new hire to obtain new copies from the applicable agencies.

PA Virtual requires clearances for all FT & PT employees, temps (alternate agency clearances accepted) & volunteers.

Clearances that are to be acquired:

1. Act 34 -- PA State Criminal Record Clearance through <http://epatch.state.pa>.
2. Act 114 -- FBI Clearance through registering online at <https://uenroll.identogo.com/>.
3. Act 151-- Child Abuse History Clearance through registering online at <http://www.compass.state.pa.us/CWIS> (must have all former addresses and names with whom you may lived).

Who Performs this Step:

Human Resources

2 Clearance Renewals**What happens:**

Employees will receive an email notification approximately a month prior that their clearances are due to expire.

Employees are to obtain their clearances within the timeline provided by Human Resources. All clearances should be sent to the Human Resources Coordinator for logging and filing. If staff clearance renewals are not received in HR by the due date, further steps need to be discussed with Chief HR Officer.

Clearances that are to be acquired:

1. Act 34 -- PA State Criminal Record Clearance through <http://epatch.state.pa>.
2. Act 114 -- FBI Clearance through registering online at <https://uenroll.identogo.com/>.
3. Act 151-- Child Abuse History Clearance through registering online at <http://www.compass.state.pa.us/CWIS> (must have all former addresses and names with whom you may lived).

Who Performs this Step:

Human Resources

3 New Hire Physical/TB Exams

What happens:

1. A prospective employee shall have a physical exam from a medical facility of their choosing within one month prior or one month post hire date.
2. A prospective employee shall have a Tuberculosis (TB) Test completed within 3 months prior to hire date.
3. A prospective employee shall provide the examination results of both the Physical and TB test to the employing school authority, on a form prescribed by the Department of Health and completed by the examining physician.

Points to Note:

Physical: Physicals must be returned to PA Virtual within one month of hire date. PA Virtual will accept the physical within 1 month of hire date or within 1 month after the hire date.

TB: TB tests must be returned to PA Virtual prior to the start date. A TB test is acceptable if the TB was conducted within 3 months prior to the hire date. A TB test that is older than 3 months, but less than one year can be accepted as long as the doctor provides verification in writing that the TB test is still valid.

*PA Virtual requires TB tests for all FT and PT employees and only for temps & volunteers with physical student contact.

Who Performs this Step:

Human Resources

Attachments

[School Personnel Health Record](#)

[Pre-Employment Requirements At A Glance](#)

[Clearance Renewal for PA Virtual Staff Members](#)

Categories**Department (List only one):**

- Human Resources

Categories:

- Compliance
- Personnel

Regulations:

- Pennsylvania Department of Education

Responsible / Who Performs:

- Human Resources

Revision Management**Revision History Log:**

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/5/2020 9:01 AM	New document	Gail Bolger

Author / Owner**Subject Experts / Contributing Authors:**

The following subject experts may be consulted for additional information:

- Stefanie Solimine
- Sherri Tate

Forms**Forms:**

School Personnel Health Record
 Pre-Employment Requirements At A Glance
 Clearance Renewal for PA Virtual Staff Members

Software Access Needed**List of Software Access Needed:**

HR Shared Drive
 HRIS- ADP
 Applicant Tracking System- TalentEd



Employee Benefits

PA Virtual Processes

General Description

Departments Involved:

- Human Resources

Summary/Purpose:

PA Virtual offers benefits to employees based on their employment status. All Full time Bargaining Unit Members, Full time Admin/Support Staff and Part time Bargaining Unit Members are eligible for health insurance, dental insurance, disability insurance and life insurance as well as all voluntary benefits offered. Part time Admin/Support Staff are eligible for some voluntary benefits offered, depending on voluntary benefit plan design.

When Performed:

- Annually
- As needed

Responsibilities:

- Human Resources

Assistant Director of Human Resources

HR Coordinator (as needed)

Chief Human Resources & Marketing Officer (as needed)

Process Stages or Steps

1 Benefit Eligible Employee Enrollment Changes

What happens:

1. When an employee wishes to make a change to their enrollment they need to notify Human Resources (Assistant Director of Human Resources).
2. The Assistant Director of HR will review the request for a change to determine if it is a qualifying life event.
 - a. If it is not a qualifying life event, the Assistant Director of HR will notify the employee that the change cannot be made until Open Enrollment.
 - b. If it is a qualifying life event, the Assistant Director of HR will notify the employee of the required documentation necessary to make the change.
 - c. Once that documentation is received, the Assistant Director of HR will make the

enrollment changes in the HRIS (ADP), file the documentation in the electronic employee file and notify the insurance broker of the qualifying event and enrollment changes.

3. New hires enrolling for the first time will notify the Assistant Director of HR of the elections they would like to make and elections are made in the HRIS directly. Once complete, the Assistant Director of HR notifies the insurance broker of the elections so the new hire is fully enrolled with the insurance companies.

4. Assistant Director of HR tracks all the changes and new enrollments to make sure all updates are reflected for payroll and in the benefit invoices.

Who Performs this Step:

Human Resources

2 Insurance Waiver Stipends

What happens:

1. Employee submits the Insurance Waiver Stipend to the Assistant Director of HR.
 - a. If the employee is not eligible for the stipend, HR will notify the employee.
 - b. If the employee is eligible, HR will complete the "Administration Use Only" section of the form.
2. HR makes a copy of the form for record keeping purposes.
3. HR files the original in the electronic employee file in the HRIS.
4. HR will then submit for payroll twice per year a report of all waiver stipends that are to be issued.

Who Performs this Step:

Human Resources

3 Open Enrollment

What happens:

1. HR, in consultation with the CEO, CFO and Association representation, will work with PA Virtual's Insurance Broker and the Benefit Providers to select plans that are the best options for PA Virtual and its employees.
2. HR will update the HRIS with all updated benefit offerings as necessary as all benefit eligible employees are required to make their benefit elections in the HRIS.
3. HR will update the Benefits Handbook and Blackboard with all updated benefit offerings as necessary.
4. HR will schedule the Open Enrollment Information Session(s) for benefit eligible employees to attend.
 - a. There may be separate sessions for Union and Non-Union Members depending on benefit offerings.
5. HR will notify, via email, all benefit eligible employees as to when the scheduled information session(s) will occur.

6. HR will conduct the Open Enrollment Session(s) via Blackboard Collaborate.
7. All benefit eligible employees will elect their benefits in the HRIS during a specified Open Enrollment election window, which is determined each year by HR.
8. HR reviews and approves all benefit elections in the HRIS once completed by employees and tracks the changes for payroll and for the insurance broker.
9. Any necessary physical documentation or enrollment forms are submitted to HR and are uploaded into the employee's electronic file.

,

Who Performs this Step:

Human Resources

Flow Chart[Insurance Waiver Stipend](#)[Flexible Spending Account Election Form](#)[AXA Salary Reduction Agreement Form](#)

Categories**Department (List only one):**

- Human Resources

Categories:

- Personnel

Regulations:

- PA Virtual Board ByLaws

Responsible / Who Performs:

- Human Resources

Revision Management**Revision History Log:**

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	4/30/2020 11:39 AM	New document	Stefanie Solimine

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Sherri Tate
- Gail Bolger
- Human Resources

Forms

Forms:

Insurance Waiver Stipend
Flexible Spending Account Election Form
AXA Salary Reduction Agreement Form

Software Access Needed

List of Software Access Needed:

Human Resources Information System- ADP
HR Shared Drive
Blackboard PA Virtual Staff Organization



Staff Accident & Incident Form

PA Virtual Processes

General Description

Departments Involved:

- All Staff
- All Dept
- Human Resources

Summary/Purpose:

Federal law under the Occupational Safety and Health Administration (OSHA) requires that PA Virtual keeps records of all illnesses and accidents that occur during the workday no matter the work environment or location. The state Workers' Compensation Act also requires that Employees report any workplace illness or injury, no matter how slight. Employee's that fail to report an injury may jeopardize their right to collect workers' compensation payments as well as related health benefits. OSHA also provides for an Employee's right to know about any health hazards that might be present on the job.

When Performed:

- As needed

Responsibilities:

- All Employees
- All Supervisors
- Human Resources

Process Stages or Steps

- 1 Employee, or colleague, should contact emergency medical personnel immediately if employee is injured**
- 2 Employee should report any accidents or incidents, that occur during the work day, on work property or while at a work event, to Supervisor (immediately following incident or after medical personnel are contacted)**
- 3 Employee should complete the Accident/Incident Report Form at his/her earliest convenience and send to Supervisor**

- 4 Supervisor signs the Accident/Incident form and sends to ELT Supervisor, Chief HR & Marketing Officer and Pupil Health Project Manager
- 5 Supervisor works with employee on recommendations to prevent incidents in the future
- 6 HR will follow up with the employee as necessary for workers compensation or time off discussions
- 7 HR will file the Accident/Incident form in the employees confidential electronic personnel file

Flow Chart

[Accident & Incident Form](#)

Categories

Department (List only one):

- Human Resources

Categories:

- Compliance
- Personnel

Regulations:

- OSHA
- Workers Compensation

Responsible / Who Performs:

- All Staff
 - Human Resources
-

Revision Management

Revision History Log:

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v1.0	5/12/2020 9:33 PM	New document	Sherri Tate

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Sherri Tate

Forms

Forms:

Accident/Incident Form

Software Access Needed

List of Software Access Needed:

HelloSign



Winter Weather -Administrative Office Closing Process

PA Virtual Processes

General Description

Departments Involved:

- KOP Office

Summary/Purpose:

For the safety of staff commuting to the office, the administrative office in King of Prussia will be open only when it is safe to do. Since the office staff live in Montgomery County and surrounding counties, this process allows the employee to work from if it is not safe for them to travel. This process is individualized and is based on the road conditions of the Upper Merion School District in King of Prussia or the staff members resident School District.

When Performed:

- As needed

Inclement weather conditions

Responsibilities:

- KOP office staff

All KOP office staff are responsible for monitoring their resident school district and the Upper Merion school district closings.

Process Stages or Steps

- 1 If Upper Merion SD is operating on a 2 hour delay or closed, the office will be closed and all office staff will work from home.**

What happens:

If the Upper Merion SD is operating on a 2 hour delay or closed, the KOP office will be closed and you should work from home. It is your responsibility to monitor the Upper Merion School District (Montgomery County) for closings or delays. If Upper Merion is closed or operating on a 2 hour delay, a BB notification will not go out. (If UMSD is operating on a 2 hour delay, the office will be closed. We will not open late.)

- 2 If the employees resident School District is operating on a 2 hour delay or closed, the employee should work from home and inform their supervisor.**

What happens:

If your local SD is operating on a 2 hour delay or closed, you should work from home. You will need to monitor the various news or radio stations for your local SD. Please contact your supervisor when your SD is closed or operating on a delay. (Remember, if your SD is on a 2 hour delay, you should work from home the whole day.)

Special Warnings:

There may be times that you still need to discuss alternate arrangements with your supervisor. Just please stay in close communication with your supervisor throughout this process. We will only use BB Connect for emergencies or other important/time sensitive messages. We will not need to use BB Connect for winter weather if we follow the procedures above.

Categories

Department (List only one):

- Human Resources

Responsible / Who Performs:

- KOP office staff

Revision Management

Revision History Log:

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v1.0	1/17/2019 12:22 PM	New document	Vicki Andrews-Gilmore

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Stefanie Solimine
- Gail Bolger



Change in Status, Extra Duty Assignments and Demographic Changes

PA Virtual Processes

General Description

Departments Involved:

- Human Resources

Summary/Purpose:

The Human Resources Department at PA Virtual maintains the personnel records for all school employees. When an employee experiences reportable personal or employment changes, HR will document changes as applicable, update all HR records and notify all applicable PA Virtual contacts to update our internal systems with the new information. Also upon hire or placement in a new role or position, HR will document the employment terms with the employee.

When Performed:

- As needed
- Upon hire
- Upon placement in a new role or position

Responsibilities:

- Human Resources

HR Coordinator

Assistant Director of Human Resources

Process Stages or Steps

1 New Hire Employment Terms

What happens:

Admin/Support Staff- employment terms are outlined within the following documents:
Employee Handbook (Admin/Support Staff)
New Hire Paperwork and Agreements
Offer Letter

Bargaining Unit Members- employment terms are outlined within the following documents:
 Collective Bargaining Agreement
 Employee Handbook (Bargaining Unit Members)
 New Hire Paperwork and Agreements
 Offer Letter

Who Performs this Step:

Human Resources

2 Change in Status & Extra Duty Classifications

What happens:

All employees will receive a change in status letter when any of the following changes occur:

- Position (and job description)
- Department (and job description)
- Salary /Rate of Pay
- Full-time/part-time status
- Exemption Status (non-exempt/exempt)
- Work location
- Assignment dates
- Vacation level

Employees who agree to perform extra duties/supplemental roles will receive an Extra Duty/Supplemental Assignment letter outlining the position/assignment responsibilities, pay rate, dates and other important information. Examples of these assignments include, but are not limited to:

- Tutor
- Extended School Year
- Enrollment Summer Support
- New Teacher Mentor
- Internal Substitute Coverage

Additionally, employees should receive a job description or an outline of position expectations for position changes/extra duty/supplemental assignments.

Who Performs this Step:

Human Resources

3 Change in Status /Extra Duty Notification/Paperwork Process

What happens:

1. Hiring Manager notifies Human Resources of a change in status/supplemental assignment for an employee .
2. Assistant Director of Human Resources completes a Change in Status PAF (Personnel Action Form) or Extra Duty/Time/Expenses PAF to indicate the change necessary.
3. Assistant Director of Human Resources sends completed PAF to HR Coordinator, who then uploads the PAF into HelloSign to obtain the proper signatures required to process the change. Signature path: HR Coordinator initials, Assistant Director of HR signs, Chief Human Resources & Marketing Officer signs, Employee Supervisor signs, corresponding ELT member signs, Chief Executive Officer signs.
4. Once PAF is fully signed;
 - a. the Hiring Manager notifies the employee of the confirmed personnel change or additional assignment
 - b. the HR Coordinator issues an Offer Letter or Change in Status letter and job description (if applicable) to the employee
 - c. the Employee signs and returns the letter and job description (as applicable)
5. Assistant Director of Human Resources saves PAF to File Room on HR Shared Drive so that the HR Coordinator can file the completed PAF in the employee's electronic file in ADP (HRIS system)
6. HR Coordinator updates ADP (HRIS) and Kronos (time & attendance system) with the change details for the employee.
7. HR Coordinator distributes a change in status email to all applicable staff for the changes to be made in their systems if necessary. (Extra duty email notifications are sent based on need only.)
8. HR Coordinator provides CHRMO with the PAF for payroll purposes.
9. The CHRMO processes the change in the appropriate pay period.
10. HR Coordinator posts the personnel announcement in the internal communications site (in order to inform all staff of the change/extra duty assignment)

Who Performs this Step:

Human Resources

4 Demographic/Personal Change Notification/Paperwork Process

What happens:

1. Human Resources is notified of a demographic/personal change for an employee.
Ex: Change in name, Change in Address/Phone, etc.
2. HR Coordinator collects appropriate supporting documentation to make the change official
Ex: Name change- Social Security Card or Driver's License with new name
3. HR Coordinator files documentation into electronic employee file in ADP (HRIS)
4. HR Coordinator updates ADP (HRIS) and Kronos (time & attendance system) with the change details for the employee (if applicable)
5. HR Coordinator distributes a personnel information change email to all applicable staff for the changes to be made in their systems if necessary
6. HR Coordinator submits a personnel announcement on the internal communications site if the change is a name change (in order to keep all staff informed)

Who Performs this Step:

Human Resources

Flow Chart

[Personnel Action Form- Change in Status](#)

[Personnel Action Form- New Hire](#)

[Personnel Action Form- Additional Time/Duties/Expenses](#)

Categories

Department (List only one):

- Human Resources

Categories:

- Personnel
- Records

Regulations:

- PA Virtual Board ByLaws

Responsible / Who Performs:

- Human Resources

Revision Management**Revision History Log:**

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Author / Owner**Subject Experts / Contributing Authors:**

The following subject experts may be consulted for additional information:

- Sherri Tate
- Gail Bolger
- Human Resources

Forms**Forms:**

Personnel Action Form- Change in Status

Personnel Action Form- New Hire

Personnel Action Form- Additional Time/Duties/Expenses

Software Access Needed**List of Software Access Needed:**

Human Resources Information System- ADP

HR Shared Drive

HelloSign

Kronos- Time & Attendance System

Gmail/Outlook

Microsoft Word



Employment Verifications, References & Letters of Recommendation

PA Virtual Processes

General Description

Departments Involved:

- CEO Department
- Human Resources

Summary/Purpose:

The Human Resources Department at PA Virtual may receive requests to provide information to outside agencies or employees for references, recommendations or employment verifications via written or verbal request. The HR department abides by the school's policies regarding the sharing of confidential information, providing only certain employment data for the various types of requests.

When Performed:

- As needed

Upon receipt of an employment verification, reference or recommendation

Responsibilities:

- Human Resources

Human Resources Coordinator
 Assistant Director of Human Resources (as needed)
 Chief Executive Officer (signature as required)

Process Stages or Steps

1 Employment Verifications

What happens:

1. The outside agency requests information regarding employment for a current/previous employee.
2. HR completes the employment verification form.
 - a. If verbal, HR confirms last 4 digits of the SS# from the agency to confirm they are authorized

to make such a request. Once confirmed, HR may verify dates of employment and position held only. Finally, HR logs the call on the Verbal Employment Verification Log shared doc.

b. If written, HR verifies that the employee has authorized the transaction via writing. If verified, HR completes the form with the requested information. If CEO signature is required, HR will submit a request via HelloSign to obtain CEO signature. (Ink signature preferred if possible. The loan forgiveness forms have required ink signatures in the past.)

3. Once the form is complete, HR keeps a scanned copy in the HR drive and sends the completed form back to the agency.

2 Reference Checks

What happens:

1. The outside agency/employer requests references for employee.
2. For all requests, HR may disclose dates of employment and/or position held.
3. For performance or character related references, the colleague or supervisor should be contacted directly by the employee, in advance, for approval to serve as a reference. It would be the colleague or supervisors decision to agree or deny to serve as a reference.

Who Performs this Step:

Human Resources

3 Letters of Recommendation

What happens:

1. A current or former employee requests a letter of recommendation from a colleague or supervisor.
2. The colleague or supervisor may decide to provide a letter of recommendation to a current/former employee upon request or deny the request.
3. If they approve the request, the letter can be on PA Virtual letterhead, provided directly to the current/former employee and in PDF format.

Who Performs this Step:

Human Resources, All Supervisors

Categories

Department (List only one):

- Human Resources

Categories:

- Personnel

Responsible / Who Performs:

- Human Resources
-

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Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Sherri Tate
 - Gail Bolger
-

Forms

Forms:

N/A

Software Access Needed

List of Software Access Needed:

Human Resources Information System- ADP
 HR Shared Drive - Inactive Employee Folder
 HelloSign



Employee Separations

PA Virtual Processes

General Description

Departments Involved:

- Human Resources

Summary/Purpose:

When an employee separates from PA Virtual, it is important that their status is changed and inactivated in all appropriate systems by all appropriate departments. Additionally, PA Virtual communicates staffing changes regularly to all staff.

When Performed:

- As needed

Upon notification of separation and on the employees last day of service/employment

Responsibilities:

- Human Resources

Human Resources informs all applicable department representatives of a separation.
Human Resources informs all staff of an employees separation.

Process Stages or Steps

- 1 Employee notifies Supervisor and Chief Human Resources & Marketing Officer of separation**
- 2 Human Resources Coordinator circulates a Personnel Action Form to the supervisor, ELT representative and CEO**
- 3 Human Resources Coordinator sends the employee a separation packet that includes benefit and other necessary information related to the separation**
- 4 Human Resources Coordinator coordinates the reclamation of equipment and supplies with the employee. Employee is responsible for boxing everything up and returning items to PA Virtual on last day of employment. (via UPS or in person delivery)**

- 5 The Supervisor meets with the employee on the last day and conducts a transition meeting to understand outstanding work, tasks and projects and to gather other important information/data prior to the employee's separation.
- 6 Human Resources Coordinator indicates the employees last day and coverage plan in the Personnel Announcements
- 7 Chief HR & Marketing Officer & the Assistant Director of HR collaborate together to calculate and process the employees last pay
- 8 Human Resources Coordinator emails the applicable department representatives to cancel and/or deactivate all active employee accounts/access (ex: email, system access, badge access, etc.)
- 9 Human Resources Coordinator confirms that all applicable PA Virtual belongings were returned

Flow Chart

[Personnel Action Form - Separations](#)

Categories

Department (List only one):

- Human Resources

Categories:

- Records
- Personnel

Regulations:

- PA Virtual Board ByLaws

Responsible / Who Performs:

- Human Resources

Revision Management

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Author / Owner

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The following subject experts may be consulted for additional information:

- Stefanie Solimine
- Gail Bolger
- Sherri Tate

Forms

Forms:

Personnel Action Form - Separations

Software Access Needed

List of Software Access Needed:

ADP (Payroll System), HelloSign



New Employee Paperwork and Onboarding

PA Virtual Processes

General Description

Departments Involved:

- Human Resources

Summary/Purpose:

To provide employees with the opportunity to receive necessary training and information on school policies following their offer of employment with PA Virtual.

When Performed:

- As needed

Responsibilities:

- Human Resources

HR Coordinator

Assistant Director of Human Resources

Front Desk Administrative Assistant

Chief Human Resources & Marketing Officer

Process Stages or Steps

1 Offer & Acceptance

What happens:

a. HR Coordinator prepares a Personnel Action Form (PAF) to receive approvals to make an offer to the selected candidate and sends the PAF out electronically for signatures through HelloSign.

-The required signatures come from HR, Hiring Manager, ELT member and CEO.

b. Once signatures are complete, ADHR will create the offer letter for the candidate using information provided in the PAF form.

c. ADHR will contact the candidate by phone to offer them the position verbally, and notifying them that they will be receiving the official offer with job description in the mail along with our new hire paperwork; New Hire Paperwork, Employee Handbook and Collective Bargaining Agreement (if applicable).

-After the offer is made and verbally accepted, the candidate will also receive an email with

the electronic copy of the offer letter and job description, an electronic link to the Benefits Handbook and an All About Me document they are to complete and return to HR.

d. HR Coordinator prepares the paperwork packet and ships out to selected candidate.

e. Candidate will return one copy of the offer letter and job description signed by them to HR before the deadline given on the offer letter.

f. HR Coordinator emails Act 168 documents to the new hire to complete.

g. Candidates who were not selected for the position will be sent 'position filled' emails by ADHR notifying them of the decision.

Who Performs this Step:

Human Resources

2 New Employee Setup

What happens:

a. HR Coordinator sends out email announcing new hire and providing instructions on what accounts and equipment they need to be set up with.

b. HR Coordinator plans New Hire Orientation based on new employee's start date.

-HR Coordinator contacts all orientation presenters to obtain their availability to present during the scheduled class.

-The orientation class is typically 1.5 days.

c. HR Coordinator develops a new hire agenda based on presenter availability.

d. Once agenda is complete, HR Coordinator sends agenda out to all presenters and creates calendar invites for each presenter to remind them when it is their time.

e. If necessary, Front Desk Administrative Assistant reserves a hotel room for the new hire based on where they are travelling from.

e. HR Coordinator emails complete orientation agenda and orientation reminders to the new hire prior to the orientation date.

f. HR Coordinator hires new employee in the time and attendance system and the HRIS prior to the start date.

-An email is sent from the HRIS to the new hire to set up personal registration and login information prior to start date.

-Once logged in, new hires enter the HRIS Onboarding portal and they will see their Team; Paperwork (Tax Withholding, Company Policies, Emergency Contacts); and the PA Virtual Culture Video.

g. HR Coordinator submits a personnel announcement on the internal communications site for all new hires (in order to keep all staff informed).

Who Performs this Step:

Human Resources

3 New Hire Orientation with Human Resources

What happens:

Orientation is 1-2 days and the following presentations are scheduled:

- Welcome from HR (FT, PT and Temps/Subs)
- Technology (FT, PT and Temps/Subs)
- Right to Know (FT, PT and Temps/Subs)
- Crisis Manual (FT, PT and Temps/Subs)
- WB Mason (FT & PT only)
- Teacher Union (Union Members only)
- Meet & Greet with CEO (FT, PT and Temps/Subs)
- eExpense Report Training (FT & PT only)
- Payroll & PSERS (FT & PT only)
- General Policies & Procedures (FT, PT and Temps/Subs)
- Google & Ring Central Training (FT, PT and Temps/Subs)
- Pupil Health (FT, PT & Temps/Subs)
- HR Time & Attendance System (FT & PT only)
- Benefits (FT & PT Union Members only)

Who Performs this Step:

Human Resources

Flow Chart

[Personnel Action Form- New Hire](#)

Related Documents

Other Related Documents:

<http://go.boarddocs.com/pa/pavcs/Board.nsf/goto?open&id=ALZKUN5396DB>

Categories

Department (List only one):

- Human Resources

Categories:

- Orientation
- Personnel

Regulations:

- PA Virtual Board ByLaws

Responsible / Who Performs:

- Human Resources

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Author / Owner**Subject Experts / Contributing Authors:**

The following subject experts may be consulted for additional information:

- Gail Bolger
- Sherri Tate

Forms**Forms:**

Personnel Action Form- New Hire

Software Access Needed**List of Software Access Needed:**

HR Shared Drive
 HRIS- ADP
 Time and Attendance System- Kronos
 Blackboard



Temporary Staff & Substitute Recruitment

PA Virtual Processes

General Description

Departments Involved:

- Human Resources

Summary/Purpose:

In compliance with the Age Discrimination in Employment Act, Title VII of the Civil Rights Act of 1964, the Civil Rights Act of 1991, The Equal Pay Act of 1963, The Pregnancy Discrimination Act of 1978, The Americans with Disabilities Act, and the Immigration and Control Act as well as the Bylaws and the Staffing/Hiring Policy approved by the Board of Trustees, PA Virtual Charter School recruits and hires candidates that are the best fit for open positions. All recruiting decisions made by PA Virtual are done so based on the candidate's qualifications an experience and whether or not they are the best fit for the position.

When Performed:

- As needed

Responsibilities:

- Human Resources

Assistant Direct of Human Resources

HR Coordinator

Chief Human Resources & Marketing Officer (as needed)

Process Stages or Steps

1 HR receives REQ Form and Job Description from Hiring Manager

What happens:

- a. HR reviews Job Description to make sure everything is accurate and complete.
- b. HR reviews REQ form to ensure it is filled out correctly.
- c. HR Coordinator sends REQ through HelloSign to get signatures from Hiring Manager, ELT Member, CFO, CEO and initials from Assistant Director of HR and Chief Human Resources & Marketing Officer.

Who Performs this Step:

Human Resources

2 Contact Staffing Agencies**What happens:**

a. Notify appropriate staffing agencies of the temp or substitute position needed. Send them the job description and any other necessary information.

Who Performs this Step:

Human Resources

3 Review applications**What happens:**

a. Review all resumes based on requirements for the position.

Who Performs this Step:

Human Resources

4 Interview Preparation**What happens:**

- a. HR meets with the Hiring Manager to review questions to be asked for the face to face interview.
- b. HR updates the documents if necessary and sends out to interview team members.

Who Performs this Step:

Human Resources

5 Face to Face Interview**What happens:**

- a. HR will communicate with those selected to be a part of the interview team regarding their interview availability.
- b. HR will contact the staffing agencies of the candidates selected for the face to face interview to schedule the interviews.
- c. Interview team will be notified by HR of when the face to face interviews are scheduled.
- d. HR will send interview team members all candidate information and interview guides prior to the interviews.
- e. HR will make sure all technology needed for the face to face interview is set up and ready for the interviews.

f. The interview team will interview each candidate selected for a face to face interview and HR will take notes.

g. After the interviews are complete, the interview team will discuss the candidates as to fit for position.

Who Performs this Step:

Human Resources

6 Selection

What happens:

- a. The Hiring Manager will review the feedback provided by the interview team.
- b. The Hiring Manager will discuss with HR their candidate selection decision.

Who Performs this Step:

Human Resources

7 Offer & Acceptance

What happens:

- a. HR will contact the staffing agency to notify them that we have selected their candidate.
- b. Staffing agency will notify the candidate and find out if the candidate accepts.
- c. Staffing agency will notify HR that the candidate has accepted and when they can start.

Who Performs this Step:

Human Resources

8 Clearances

What happens:

- a. The staffing agency will then send all necessary clearances and any other necessary paperwork to HR.
- b. HR will review all clearances to ensure no outstanding criminal charges, certifications to ensure validity and all Act 168s to determine if they are eligible to work for PA Virtual.

Who Performs this Step:

Human Resources

9 New Employee Set Up

What happens:

- a. HR sends out an email announcing new hire and providing instructions on what accounts and equipment they need to be set up with.
- b. HR will work with staffing agency to schedule orientation for the new temp/sub.

Who Performs this Step:

Human Resources

10 Temp & Sub Time Approval**What happens:**

1. HR will notify each Supervisor of a temp or sub to collaborate on timecard approvals in a timely manner.

Flow Chart[REQ](#)[Personnel Action Form- New Hire](#)

Categories**Department (List only one):**

- Human Resources

Categories:

- Personnel

Regulations:

- PA Virtual Board ByLaws

Responsible / Who Performs:

- Human Resources
-

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Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Human Resources
- Gail Bolger
- Sherri Tate

Forms

Forms:

PA Virtual REQ
PAF- New Hire

Software Access Needed

List of Software Access Needed:

HelloSign
HR Shared Drive
TalentEd



Progressive Discipline

PA Virtual Processes

General Description

Departments Involved:

- All Dept
- Human Resources

When Performed:

- As needed

Responsibilities:

- All Supervisors
- Human Resources

Categories

Department (List only one):

- Human Resources

Categories:

- Professional Development
- Personnel

Responsible / Who Performs:

- All Supervisors
- Human Resources
- ELT/SLT Team Members

Revision Management

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v1.0	5/12/2020 9:04 PM	New document	Sherry Tate

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Stefanie Solimine



Personnel Files

PA Virtual Processes

General Description

Departments Involved:

- Human Resources

Summary/Purpose:

The HR Department ensures that all personnel files are complete, up-to-date and easily accessible by the employee.

When Performed:

- As needed
- At time of hire

Responsibilities:

- Human Resources

Process Stages or Steps

- 1 Human Resources sets up employee document account in ADP for all new employees and maintains account for all current employees.**

What happens:

Volunteers, Temp Agency Staff, Student Teachers, Board of Trustee files, etc. files are stored in hard-copy format and are not stored in ADP. Departments that maintain these files may vary.

- 2 Employee receives access to their personnel file in ADP and can view their personnel file contents at their convenience.**

What happens:

Log into ADP, click on Myself, Click on Employment, Click on My Documents

- 3 Human Resources maintains all personnel files for employees to ensure that all employees forms and documents are logged in ADP and available to the employee. (Ongoing)**

What happens:

Personnel Action Forms (PAF's), evaluations, offer letters, change letters, election forms, transcripts, new degrees, etc.

Categories**Department (List only one):**

- Human Resources

Categories:

- Personnel
- Records

Regulations:

- PA Virtual Board ByLaws

Responsible / Who Performs:

- Human Resources

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Author / Owner**Subject Experts / Contributing Authors:**

The following subject experts may be consulted for additional information:

- Sherri Tate
- Stefanie Solimine
- Gail Bolger

Software Access Needed**List of Software Access Needed:**

ADP (Payroll System)



Tuition Assistance

PA Virtual Processes

General Description

Departments Involved:

- Human Resources

Summary/Purpose:

PA Virtual encourages academic advancement and promotes learning for its employees. As a result, a discretionary tuition assistance program has been designed to assist with the out-of-pocket costs of academic development. Tuition assistance is granted per fiscal year (July 1– June 30) in the amount of \$2000.

When Performed:

- Annually
- As needed

Responsibilities:

- Accounts Payable
- All Employees
- All Supervisors
- Human Resources

Process Stages or Steps

1 Bargaining Unit Members

What happens:

According to the CBA:

- Members must get prior approval from their supervisor via email
- Member completes Tuition Reimbursement Application
- Submits the following information to HR:
 1. Application Complete & Signed
 2. Supervisor Approval Email
 3. Passing Grade/Evidence of Completion (passing grade is a "C" or above)
 4. Cost per Credit/Proof of Cost
 5. Invoice/Bill/Proof of Employee Payment (proof of charge & payment)

- Human Resources will process accordingly
- Human Resources will send employee an email with the completed approved tuition reimbursement package with directions on what the employee will need to do once approval is received from HR.

Who Performs this Step:

All Employees, Human Resources

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Tuition Assistance Application

2 Admin/Support Staff

What happens:

According to the Admin/Support Handbook:

- Admin/Support Employees Completes Tuition Assistance Application
- Submits the following information to HR:
 1. Application Complete & Signed
 2. Passing Grade/Evidence of Completion (passing grade is a "C" or above)
 3. Cost per Credit/Proof of Cost
 4. Invoice/Bill/Proof of Employee Payment (proof of charge & payment)
- Human Resources will process accordingly
- Human Resources will send employee an email with the completed approved tuition reimbursement package with directions on what the employee will need to do once approval is received from HR

Who Performs this Step:

All Employees, Human Resources

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Tuition Assistance Application

Flow Chart

[Tuition Reimbursement Instructions & Application Form \(Admin/Support\)](#)

[Tuition Reimbursement Instructions & Application Form \(Bargaining Unit Members\)](#)

Categories

Department (List only one):

- Human Resources

Categories:

- Personnel
- Professional Development

Regulations:

- PA Virtual Board ByLaws

Responsible / Who Performs:

- Human Resources
 - Finance
 - All Staff
-

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Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Sherri Tate
 - Stefanie Solimine
-

Forms

Forms:

Admin/Support Employee Handbook
 Bargaining Unit Member Handbook
 Collective Bargaining Agreement
 Tuition Assistance Policy & Application

Software Access Needed

List of Software Access Needed:

PDF

Email

HR Shared Drive

Blackboard



External Staff Recruitment

PA Virtual Processes

General Description

Departments Involved:

- Human Resources

Summary/Purpose:

In compliance with the Age Discrimination in Employment Act, Title VII of the Civil Rights Act of 1964, the Civil Rights Act of 1991, The Equal Pay Act of 1963, The Pregnancy Discrimination Act of 1978, The Americans with Disabilities Act, and the Immigration and Control Act as well as the Bylaws and the Staffing/Hiring Policy approved by the Board of Trustees, PA Virtual Charter School recruits and hires candidates that are the best fit for open positions. All recruiting decisions made by PA Virtual are done so based on the candidate's qualifications an experience and whether or not they are the best fit for the position.

When Performed:

- As needed

Responsibilities:

- Human Resources

Assistant Director of Human Resources

HR Coordinator

Chief Human Resources & Marketing Officer (as needed)

Process Stages or Steps

1 HR receives REQ Form and Job Description from Hiring Manager

What happens:

- a. HR reviews Job Description to make sure everything is accurate and complete.
- b. HR reviews REQ form to ensure it is filled out correctly.
- c. HR Coordinator sends REQ through HelloSign to get signatures from Hiring Manager, ELT Member, CFO, CEO and initials from Assistant Director of HR and Chief Human Resources & Marketing Officer.

Who Performs this Step:

Human Resources

- 1.1. Review job description to ensure it is complete and accurate
- 1.2. Use online job boards to post externally (PA Reap, PA Educator, TalentEd, Indeed, etc.)
- 1.3. Post the position on the PA Virtual website
- 1.4. Make sure all postings have an application deadline

2 HR posts the position

What happens:

- a. HR creates the job posting in TalentEd, the applicant tracking system, which posts the position on the PA Virtual website (both internally and externally if applicable).
- b. Job posting window for Union positions is minimally 10 business days, for Union Supplemental Extra Duty positions minimally posted for 5 business days and Non-Union positions are minimally posted for 7 business days.
 - Extending any job posting deadlines is based on candidate pool only.
- c. HR sends out an email to all staff to officially post the position internally.
- d. HR posts position to Blackboard.
- e. HR posts to job board PA REAP and PA Educator if applicable.
 - all posting locations are to have the same application deadline listed.

Who Performs this Step:

Human Resources

3 Review applications

What happens:

- a. HR ensures all applications are processed properly in the applicant tracking system.
- b. HR alerts the Hiring Manager when the posting deadline has
- c. Hiring Manager and HR review all applications in applicant tracking system based on requirements for the position.

HR and Hiring Manager can combine or condense steps of the interview process based on candidate pool. Reposting position may occur based on candidate pool as well.

Who Performs this Step:

Human Resources

4 HR sends Questionnaires

What happens:

- a. Hiring Manager will narrow down the candidates to the ones they would like HR to send a questionnaire to.
- b. Questionnaires are emailed to selected candidates by HR. The document is meant to gather information from the candidates and share information about the salary and benefits to give them an opportunity to self-select out if they do not feel the position is a fit for them.
- c. A deadline for return of the questionnaire to HR is given to all candidates.
- d. A spreadsheet is kept for the candidate pool to keep track of the interviewing process.
- e. Questionnaires are emailed back to HR, HR logs the return on the spreadsheet, saves in their Docs tab of the applicant tracking system and the HR Shared Drive and Hiring Managers are notified of the return of the questionnaires.
- f. Once the Hiring Manager and HR review the questionnaires, the Hiring Manager submits a list of names to HR for the phone interview phase of the interview process.
- g. HR calls candidates to schedule the phone interviews.

*Rehires follow the full external recruitment process.

*Employee Referrals are all guaranteed at least a questionnaire.

Who Performs this Step:

Human Resources

5 Interview Preparation**What happens:**

- a. HR meets with the Hiring Manager to review questions to be asked for the phone interviews, face to face interviews and face to face interview activity (if applicable).
- b. HR updates the documents if necessary and sends out to interview team members.

Who Performs this Step:

Human Resources

6 Phone Interviews**What happens:**

- a. Once the Hiring Manager and HR review the questionnaires, the Hiring Manager submits a list of names to HR for the phone interview phase of the interview process.
- b. HR calls candidates to schedule the phone interviews.
- c. Hiring Manager and HR conduct phone interviews with selected candidates. All of the candidates' answers to the questions will be noted by HR.
- d. Once all phone interviews are completed, Hiring Manager and HR discuss those being

selected for face to face interviews.

Who Performs this Step:

Human Resources

7 Face to Face Interviews

What happens:

- a. Hiring Manager will create an interview activity for the candidates to give during the face to face interview.
- b. HR will contact the candidates selected for the face to face interview to schedule their interviews and to discuss the interview activity.
- c. Interview details are emailed to the candidate by HR following the phone conversation:
 - Interview location (in person or virtual)
 - Interview Team names and titles
 - Interview activity details (if applicable)
 - Candidate Reference Form
- d. For virtual interviews, HR offers practice in Blackboard Collaborate to the candidate.
- e. Interview team will be notified when HR schedules the interviews.
- f. HR will make sure all the technology needed for the face to face interview is set up and ready for the interviews.
- g. HR will contact the interview team with candidate information and interview guides they will need as well as preparing a plan for during the interview.
- h. The interview team will interview each candidate selected for a face to face interview and each team member will complete the rating rubrics. HR will record the candidate responses.
- i. After the interviews are completed the interview team will discuss the candidates and thoughts on fit for the position.
- j. HR will collect the rating rubrics from each team member to compile the scores which will then be submitted to the Hiring Manager.

Who Performs this Step:

Human Resources

8 Candidate Selection & Reference Checking

What happens:

- a. The Hiring Manager will review the rubric scores and the feedback from the interview team.
- b. The Hiring Manager will discuss with HR their candidate selection decision.
- c. HR will then contact the references provided by the candidate prior to the face to face interview. The references are sent a Reference Survey via the applicant tracking system to complete electronically. HR also calls to inform the references they have a survey waiting in their email inbox. HR will conduct the reference check over the phone if necessary.

d. The reference responses are recorded on the electronic survey form and once they are complete, HR informs the Hiring Manager the references are saved in the applicant tracking system. The Hiring Manager logs into the applicant tracking system to review.

-If there are no issues with the references, the Hiring Manager will give approval to HR to offer the position to the candidate.

-If there are issues with the references, HR and the Hiring Manager will need to discuss if they wish to continue with the selected candidate or consider other candidates.

e. HR will review all clearances to ensure no outstanding criminal charges, review certifications to ensure validity and review all Act 168s to determine if they are eligible to work for PA Virtual.

f. HR will send a 'position filled' email to candidates that were not selected for the position.

Who Performs this Step:

Human Resources

Attachments

[REQ Form](#)

Related Documents

Other Related Documents:

<http://go.boarddocs.com/pa/pavcs/Board.nsf/goto?open&id=ALZKUN5396DB>

Categories

Department (List only one):

- Human Resources

Categories:

- Interview, Recruitment, Position, Vacancies

Regulations:

- Age Discrimination in Employment Act
- Americans with Disabilities Act
- Civil Rights Act of 1991
- Equal Pay Act of 1963
- Immigration Reform and Control Act
- Pennsylvania Department of Education Certification & Staffing Policies
- Pregnancy Discrimination Act of 1978
- Title VII of the Civil Rights Act of 1964

Responsible / Who Performs:

- Human Resources

Revision Management**Revision History Log:**

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/2/2019 1:43 PM	New document	Sherri Tate

Author / Owner**Subject Experts / Contributing Authors:**

The following subject experts may be consulted for additional information:

- Stefanie Solimine
- Sherri Tate
- Gail Bolger

Forms**Forms:**

REQ Form
 Personnel Action Form (PAF)- New Hire
 Applicable Job Description
 PA Virtual Employment Application
 PA Standard Teaching Application
 Questionnaire
 Phone Interview Guide
 Face to Face Interview Guide with Rating Rubric
 Offer Letter

Software Access Needed**List of Software Access Needed:**

TalentEd
 HR Shared Drive
 HelloSign



Performance Management

PA Virtual Processes

General Description

Departments Involved:

- All Dept

Summary/Purpose:

PA Virtual believes that the success of our School depends on the cooperation and coordination of all employees to help accomplish school-wide, departmental, and individual annual strategic goals and performance targets. By assessing and developing human talent, employee retention increases, and the services to the students and families become more efficient and effective.

When Performed:

- Varies

Individual Meetings:

Bargaining Unit Members: Not required, held as needed.

All Administrative/Support Staff: Minimally once per month.

Introductory Reviews upon Hire/New position:

Bargaining Unit Members: Upon hire/placement in new position- 30th student contact day, 60th student contact day

All Administrative/Support Staff: Upon hire/placement in new position-45th day, 90th day

Goal Setting:

Bargaining Unit Members: At the beginning of the year, establish two (2) to three (3) goals.

Review progress during performance review meeting.

All Administrative/Support Staff: After first year in the position- establish one (1) to two (2) goals every six (6) months. Review progress twice per year, during mid-year review meeting and the annual performance review meeting.

Performance Reviews:

Bargaining Unit Members: Minimum of 1 per year if 3+ years of service, minimum of 2 per year if 0-3 years of service at PA Virtual. Mid-Year evaluations can be held as early as 2 weeks prior to semester end date but are due no later than 2 weeks after end of semester. End-of-Year evaluations can be held as early as 2 weeks prior to the semester end date and are due prior to the BUM's last work day in June.

All Administrative/Support Staff: After first year in the position - once per year during anniversary month.

Formal Observation:

Bargaining Unit Members-Instructional: Minimum of 1 per year if 3+ years of service, minimum of 2 per year if 0-3 years of service at PA Virtual.

Bargaining Unit Members-Specialist: Not applicable.

All Administrative/Support Staff: Not applicable.

Responsibilities:

- All Employees
- All Supervisors
- Human Resources

The direct supervisor is responsible for ensuring that the appropriate meetings are being held with the employee and that the performance management process is being followed. Human Resources helps by sending reminder emails for introductory review meetings, performance review meetings and goal meetings. The direct supervisor is ultimately responsible for all reviews/meetings. However, in Academics, the certified Assistant Principal/Assistant Director may support the Principal in these meetings/documents.

Process Stages or Steps

- 1 HR sends reminder email to Supervisor (for Introductory Reviews and Performance Reviews only)**
- 2 Supervisor asks employee to complete self-assessment as applicable (for Introductory Reviews & Performance Reviews only)**
- 3 Supervisor sets up meeting date, time and location (virtual or face-to-face)**
- 4 Supervisor and Employee complete appropriate forms as required**
- 5 Meeting is held between Employee and Supervisor**
- 6 Formal documentation is signed by Employee and Supervisor via HelloSign or in Person (Introductory Reviews and Performance Reviews only)**
- 7 Signed Introductory Reviews and Performance Reviews are sent to HR Coordinator, Mid-Year Goal Recaps are not returned to HR**

Flow Chart

[Introductory Review Employee Self-Assessment \(45th day or 30th student contact day\)](#)

[Introductory Review Supervisor Assessment - End-Period \(90th day or 60th student contact day\)](#)

[Introductory Review Supervisor Assessment - Mid-Period \(45th day or 30th student contact day\)](#)

[Admin_Support Staff Evaluation Form](#)

[Self-Evaluation Form_Admin_Support Staff](#)

[Admin_Support Staff Evaluation - Supervisor Instructions](#)

[Teacher Evaluation District Framework](#)

[Teacher Rating Tool-PA Virtual](#)

[Mid-Year Goal Recap](#)

Related Documents

Other Related Documents:

Employee Handbook
Bargaining Unit Member Handbook
Collective Bargaining Agreement

Categories

Department (List only one):

- Human Resources

Categories:

- Performance

Responsible / Who Performs:

- All Dept
- All Supervisors
- All Employees

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	4/22/2020 9:41 AM	New document	Sherri Tate

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Stefanie Solimine
 - Gail Bolger
-

Forms

Forms:

Introductory Review:

Introductory Review Employee Self-Assessment (45th day or 30th student contact day)

Introductory Review Supervisor Assessment-Mid-Period (45th day or 30th student contact day)

Introductory Review Supervisor Assessment-End-Period (90th day or 60th student contact day)

Performance Review-Admin/Support Staff:

Admin_Support Staff Evaluation Form

Self-Evaluation Form_Admin_Support Staff

Supervisor Instructions

Performance Review - Bargaining Unit Members-Instructional:

Teacher Evaluation District Framework

Teacher Rating Tool-PA Virtual

Mid-Year Goals- Admin/Support Staff:

Mid-Year Goal Recap

Software Access Needed

List of Software Access Needed:

HelloSign, Excel, Microsoft Word



Employee Absence & Leaves

PA Virtual Processes

General Description

Departments Involved:

- Human Resources

Summary/Purpose:

PA Virtual offers leave of absences to eligible employees to allow them to tend to their personal or medical needs.

When Performed:

- As needed

Employees should contact the Human Resources Department immediately upon identification of need for leave.

Responsibilities:

- Stefanie Solimine

Employee notifies the Human Resources Department of need for leave.
Employee then contacts their Supervisor to inform them of their upcoming time off.
Human Resources notifies the appropriate benefit carriers.

Process Stages or Steps

- 1 Employee contacts Human Resources Department**
- 2 Human Resources Department sends leave information to employee**
- 3 Human Resources and employee have a conference call to discuss the leave**
- 4 Employee completes preliminary leave of absence paperwork**
- 5 Human Resources requests time off approval from the Supervisor and coordinates coverage plan**

- 6 Human Resources logs approved time off in the time and attendance system
- 7 Employee begins leave OR they notify Human Resources of the leave start date
- 8 Employee sends Human Resources their leave of absence paperwork
- 9 Human Resources sends leave of absence paperwork to the benefit carriers, notifies payroll and prepares any necessary premium invoices to the employee
- 10 Employee submits paperwork to return to work
- 11 Employee returns to work

Flow Chart

[Request for Time Off Form](#)

[Family and Medical Leave Request](#)

[Certification of Health Care Provider Form- FMLA](#)

[MetLife Short Term Disability Form](#)

[MetLife Life Insurance Beneficiary Designation Form](#)

[Colonial Life Info](#)

[Allstate Cancer Claim Form](#)

[Fitness for Duty Certification Form](#)

Categories

Department (List only one):

- Human Resources

Categories:

- Benefits
- Time Off

Regulations:

- PA Virtual Board ByLaws

Responsible / Who Performs:

- Human Resources

Revision Management**Revision History Log:**

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	9/17/2019 2:53 PM	New document	Stefanie Solimine

Author / Owner**Subject Experts / Contributing Authors:**

The following subject experts may be consulted for additional information:

- Sherri Tate
- Gail Bolger
- Human Resources

Forms**Forms:**

FMLA Request Form
 Request for Time Off Form
 FMLA Certification for Health Care Provider Form
 MetLife Short Term Disability Form
 MetLife Insurance Beneficiary Form
 Colonial Claim Form
 Allstate Cancer Claim Form
 Fitness for Duty Certification Form

Software Access Needed**List of Software Access Needed:**

Time & Attendance System (Kronos)
 Human Resources Information System (ADP)
 HR Shared Drive



Internal Staff Recruitment

PA Virtual Processes

General Description

Departments Involved:

- Human Resources

Summary/Purpose:

In compliance with the Age Discrimination in Employment Act, Title VII of the Civil Rights Act of 1964, the Civil Rights Act of 1991, The Equal Pay Act of 1963, The Pregnancy Discrimination Act of 1978, The Americans with Disabilities Act, and the Immigration and Control Act as well as the Bylaws and the Staffing/Hiring Policy approved by the Board of Trustees, PA Virtual Charter School recruits and hires candidates that are the best fit for open positions. All recruiting decisions made by PA Virtual are done so based on the candidate's qualifications an experience and whether or not they are the best fit for the position.

With internal recruitment, there are two types of recruitment: recruitment for Full Time and Part Time positions or recruitment for supplemental assignments.

When Performed:

- As needed

Responsibilities:

- Human Resources

Assistant Director of Human Resources

HR Coordinator

Chief Human Resources & Marketing Officer

Process Stages or Steps

1 HR receives REQ Form and Job Description from Hiring Manager

What happens:

- HR reviews Job Description to make sure everything is accurate and complete.
- HR reviews REQ form to ensure it is filled out correctly.
- HR Coordinator sends REQ through HelloSign to get signatures from Hiring Manager, ELT Member, CFO, CEO and initials from Assistant Director of HR and Chief Human Resources & Marketing Officer.

Who Performs this Step:

Human Resources

2 HR posts the position**What happens:**

- a. HR creates the job posting in TalentEd, the applicant tracking system, which posts the position on the PA Virtual website (only internally visible).
- b. The job posting window will be as follows:
 - 1. As per the Collective Bargaining Agreement, the job posting window for Union positions is 10 business days.
 - 2. The job posting window for non-union full-time, part-time and seasonal positions is minimally 7 business days.
 - 3. In alignment with the Collective Bargaining Agreement, the job posting window for union or non-union supplemental extra duty positions is minimally 5 business days.
- Extending any job posting deadlines is based on candidate pool only.
- c. HR sends out an email to all staff to officially post the position internally.
- d. HR posts position to Blackboard.
- e. All posting locations are to have the same application deadline listed.

Who Performs this Step:

Human Resources

3 Review applications**What happens:**

- a. HR ensures all applications are processed properly in the applicant tracking system.
- b. HR alerts the Hiring Manager when the posting deadline has passed.
- c. Hiring Manager and HR review all applications in applicant tracking system based on requirements for the position.

*For any permanent unionized position vacancies or Extra Duty/Supplemental positions, we must follow the Bidding on Vacancies guidelines outlined in the CBA. As per the Collective Bargaining Agreement, if the number of Employees who bid on any given position exceeds five (5), the Employer may in its sole discretion limit the number of interviews it conducts to five (5).

Who Performs this Step:

Human Resources

4 Interview Preparation

What happens:

- a. HR meets with the Hiring Manager to review questions to be asked for the phone interviews, face to face interviews and face to face interview activity (if applicable).
- b. HR updates the documents if necessary and sends out to interview team members.

*For permanent vacancies we would complete a phone interview and face to face interview. However, for an Extra Duty or Supplemental assignment, minimally we conduct phone interviews and ask specific questions to the role the Employee is applying for.

Who Performs this Step:

Human Resources

5 Phone Interviews**What happens:**

- a. The Hiring Manager submits a list of names to HR for the phone interview phase of the interview process.
- b. HR calls candidates to schedule the phone interviews.
- c. Hiring Manager and HR conduct phone interviews with selected candidates. All of the candidates' answers to the questions will be noted by HR.
- d. Once all phone interviews are completed, Hiring Manager and HR discuss those being selected for face to face interviews.

Who Performs this Step:

Human Resources

6 Face to Face Interviews**What happens:**

- a. Hiring Manager will create an interview activity for the candidates to give during the face to face interview.
- b. HR will contact the candidates selected for the face to face interview to schedule their interviews and to discuss the interview activity.
- c. Interview details are emailed to the candidate by HR following the phone conversation:
 - Interview location (in person or virtual)
 - Interview Team names and titles
 - Interview activity details (if applicable)
- d. Interview team will be notified when HR schedules the interviews.
- e. HR will make sure all the technology needed for the face to face interview is set up and ready for the interviews.
- f. HR will contact the interview team with candidate information and interview guides they will need as well as preparing a plan for during the interview.

- g. The interview team will interview each candidate selected for a face to face interview and each team member will complete the rating rubrics. HR will record the candidate responses.
- h. After the interviews are completed the interview team will discuss the candidates and thoughts on fit for the position.
- i. HR will collect the rating rubrics from each team member to compile the scores which will then be submitted to the Hiring Manager.

Who Performs this Step:

Human Resources

7 Candidate selection

What happens:

- a. The Hiring Manager will review the rubric scores and the feedback from the interview team.
- b. The Hiring Manager will discuss with HR their candidate selection decision.
- c. HR will review all clearances to ensure no outstanding criminal charges, review certifications to ensure validity and review all Act 168s.

*For any permanent unionized position vacancies or Extra Duty/Supplemental positions, we must follow the Awarding Positions guidelines outlined in the CBA. As per the Collective Bargaining Agreement, vacancies shall be filled by awarding the position to the most senior and qualified Employee with Pennsylvania- certification applicable to the position.

Who Performs this Step:

Human Resources

8 Offer & Acceptance

What happens:

- a. HR prepares a PAF for hire for the selected candidate and sends out electronically for signatures through HelloSign.
 - The required signatures come from HR, Hiring Manager, ELT member and CEO.
- b. Once signatures are complete, HR will create the offer letter or change in status letter for the candidate using information provided in the REQ form.
- c. HR will contact the candidate by phone to offer them the position verbally, and notifying them that they will be receiving the official offer with job description in the mail along with our new hire paperwork (if applicable); New Hire Paperwork, Employee Handbook and Collective Bargaining Agreement (if applicable).
 - They will also receive an email after the offer is made and accepted with an electronic copy of the offer letter or change in status letter and job description and an electronic link to the

Benefits Handbook (if applicable).

d. HR prepares the paperwork packet and ships out to selected candidate (if applicable).

e. Candidate will return one copy of the offer letter or change in status letter and job description signed by them to HR before the deadline given on the offer letter.

f. Candidates who were not selected for the position will be sent 'position filled' emails by HR notifying them of the decision.

g. When HR receives the paperwork, it is saved in the employee's electronic file.

Who Performs this Step:

Human Resources

9 Internal Change- New Position Set Up

What happens:

a. HR sends out an email announcing new hire and providing instructions on what accounts and equipment need to be set up.

b. Employee's new position is announced on personnel announcements on the internal communication page.

Who Performs this Step:

Human Resources

Flow Chart

[Personnel Action Form- Change in Status](#)

[Collective Bargaining Agreement](#)

[REQ Form](#)

Related Documents

Other Related Documents:

<http://go.boarddocs.com/pa/pavcs/Board.nsf/goto?open&id=ALZKUN5396DB>

Categories

Department (List only one):

- Human Resources

Categories:

- Personnel

Regulations:

- PA Virtual Board ByLaws

Responsible / Who Performs:

- Human Resources

Revision Management**Revision History Log:**

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/1/2020 9:24 AM	New document	Stefanie Solimine

Author / Owner**Subject Experts / Contributing Authors:**

The following subject experts may be consulted for additional information:

- Gail Bolger
- Sherri Tate

Forms**Forms:**

REQ
PAF- Change in Status
Collective Bargaining Agreement

Software Access Needed**List of Software Access Needed:**

HR Shared Drive
TalentEd
HelloSign



Payroll Processing

PA Virtual Processes

General Description

Departments Involved:

- Finance
- Human Resources

Summary/Purpose:

As per federal and state law, the school is required to pay all employees salary and wages within specified time periods according to employee contracts and agreements.

When Performed:

- Bi-Weekly (every 2 weeks)

Every pay period

Responsibilities:

- Jason Billups
- Melissa Paris
- Sherri Tate
- Stefanie Solimine

Sherri Tate - prepares personnel calculations, change documentation and confirms accuracy of time records

Stefanie Solimine - prepares benefit premium calculations and change documentation

Melissa Paris - data enters information, creates batches and loads information into payroll system

Jason Billups - reviews payroll register before submission

Process Stages or Steps

- 1 Compile all personnel actions for the current pay period & record totals/changes (payroll prep)**

What happens:

Payroll Prep:

- 1 - Organize all Personnel Action Forms (PAF's) that were approved and effective during the pay period (new hires, changes, separations, extra duty, etc.)

- 2 - Organize all other payroll worksheets for pay actions that are effective during the pay period (leave of absence payroll worksheet, salary adjustment pay details (due to in-year hires)
- 3 - Organize wage attachment and garnishment requests for the pay period
- 4 - Document all actions and complete the payroll report (this is a report that outlines employees, departments, file numbers, wages, retirement contributions, and headcount, etc.) in HR Shared Drive, Payroll Reconciliation folder

Benefit Prep:

- 1 - Organize all benefit changes (leaves, new hires, separations, etc.)

Who Performs this Step:

Payroll Prep:

Sherri Tate, state@pavcsc12.org, Chief Human Resources & Marketing Officer

Benefit Prep:

Stefanie Solimine, ssolimine@pavcsc12.org, Assistant Director of Human Resources

2 Review Kronos and submit time and attendance files to Payroll Administrator

What happens:

Kronos Review:

Review all time off requests to ensure all are resolved for the appropriate pay period.
Review all timecards for employee and supervisor approvals.

Kronos Sign-Off:

Sign-off on all timecards for appropriate pay period. This ensures that no further changes can be made.

Log Hours Worked:

Log hours worked on payroll file in the HR Shared Drive, Payroll Reconciliation folder.

Kronos File Upload:

Log into Kronos and download the Kronos CSV files for payroll. These files are saved in the HR Shared Drive, Payroll folder

- 1 - Supplemental
- 2 - Part Time Hourly
- 3 - Full Time Hourly

3 Submit all personnel actions, payroll worksheets and benefit actions to Payroll Administrator

What happens:

Submit the supporting documentation of all changes , hours worked and the checklists to Payroll Administrator by 1pm on the Monday of the pay week. Include union dues, headcount and Local Services Tax totals on the payroll reconciliation report.

The checklists and payroll reconciliation report are saved in the HR Shared Drive, Payroll Reconciliation folder.

Who Performs this Step:

Payroll Prep:

Sherri Tate, state@pavcsk12.org, Chief Human Resources & Marketing Officer

Benefit Prep:

Stefanie Solimine, ssolimine@pavcsk12.org, Assistant Director of Human Resources

4 Start a new pay cycle in ADP for payroll processing.**What happens:**

The pay period runs from Saturday to Friday on a bi-weekly basis and is processed according to the payroll schedule/calendar.

Who Performs this Step:

Melissa Paris, mparis@pavcsk12.org, Assistant Director of Finance (AKA: Payroll Administrator)

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

ADP payroll administrator access

5 Create payroll batches**What happens:**

Create batches and ensure all personnel actions are adjusted properly in the batch

Pull Kronos files into ADP

Who Performs this Step:

Melissa Paris, mparis@pavcsk12.org, Assistant Director of Finance (AKA: Payroll Administrator)

6 Upload all expense report payments into ADP

Who Performs this Step:

Melissa Paris, mparis@pavcsk12.org, Assistant Director of Finance (AKA: Payroll Administrator)

7 Run payroll preview to review totals**What happens:**

The preview will show you all totals for benefits, salaries and taxes. Ensure all totals match Payroll Reconciliation. If any changes are necessary, make appropriate changes to the batches and/or contact the CHRMO (payroll prep) or ADHR (benefit prep) to discuss errors. CHRMO & ADHR should make appropriate adjustments. Payroll Administrator repeats the payroll preview until all totals match.

Who Performs this Step:

Payroll Administrator:

Melissa Paris, mparis@pavcsk12.org, Assistant Director of Finance

Payroll Prep:

Sherri Tate, state@pavcsk12.org, Chief Human Resources & Marketing Officer

Benefit Prep:

Stefanie Solimine, ssolimine@pavcsk12.org, Assistant Director of Human Resources

8 Submit payroll preview and supporting documentation to CFO for review**What happens:**

CFO reviews to ensure all totals from ADP batches matches payroll reconciliation prep report totals. CFO signs checklist to indicate approval of payroll preview.

Who Performs this Step:

Jason Billups, Chief Financial Officer

Melissa Paris, Assistant Director of Finance

9 Submit payroll**What happens:**

Submit payroll for processing in ADP. This must be done by 4pm on Wednesday of the pay week to ensure employees are paid on time.

Who Performs this Step:

Payroll Administrator:
Melissa, Paris, Assistant Director of Finance

10 Package arrives, Mail checks**What happens:**

ADP will send a courier with the payroll package usually the day after payroll is submitted.
The ADHR pulls vendor checks to mail to benefit vendors.
The ADHR also mails any live checks for employees.
The ADHR notifies employee of date checks were mailed.

Who Performs this Step:

Stefanie Solimine, Assistant Director of Human Resources

11 Scan payroll file**What happens:**

The Assistant Director of Finance returns all checklists and paperwork back to HR after payroll is submitted.
The CHRMO will organize all papers and return to the HR Coordinator.
The HR Coordinator will scan all supporting documentation for the pay period and save on the HR Shared Drive, PAYROLL.
Additionally, the HR Coordinator will pull the payroll reports from ADP and save in the PAYROLL folder as well.
This will help ensure that we maintain accurate electronic records for all pay dates.

Who Performs this Step:

Sherry Tate, Chief Human Resources & Marketing Officer
Gail Bolger, Human Resources Coordinator

Flow Chart

[Pay Calendar - Admin/Support \(Sample\)](#)

[Pay Calendar - Teachers/Counselors \(Sample\)](#)

Categories**Department (List only one):**

- Human Resources

Categories:

- Finances
- Personnel

Regulations:

- PA Virtual Board ByLaws

Responsible / Who Performs:

- Human Resources
- Finance

Revision Management**Revision History Log:**

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	4/23/2020 4:27 PM	New document	Sherry Tate

Author / Owner**Subject Experts / Contributing Authors:**

The following subject experts may be consulted for additional information:

- Sherry Tate
- Melissa Paris
- Stefanie Solimine

Forms**Forms:**

Pay Calendar (changes each year - see Blackboard)

Software Access Needed**List of Software Access Needed:**

ADP
Kronos
HR Shared Drive



PSERS Reporting

PA Virtual Processes

General Description

Departments Involved:

- Finance
- Human Resources

Summary/Purpose:

PA Virtual is required to report demographic and contract record information to PSERS (Public School Employees' Retirement System) for all employees.

When Performed:

- Annually
- Monthly
- On Going

This reporting is done at time of hire, when employment status changes, upon separation of employment, annually and monthly.

Responsibilities:

- Human Resources

The Human Resources department is responsible for ensuring that the demographic and contract record information is up-to-date and accurate. Additionally, the Human Resources department is responsible for ensuring that the right contributions are being withheld on each payroll.

Process Stages or Steps

- 1 New Hires: HR enters employee demographic and contract record upon hire. HR prints contract record and inputs appropriate contribution rate into payroll system.**

What happens:

Contract record = employment related information (position, status, dates)

Demographic record = address, name, email, phone

- 2 Change of Status: HR plugs in an end date on current contract record and creates a new contract record. (new position title, salaried vs. hourly, full-time vs. part-time, etc.)**

- 3 **Leave of Absence:** HR plugs in an end date on current contract record and creates a new contract record. (new position title, salaried vs. hourly, full-time vs. part-time, etc.)
- 4 **Additional Responsibilities:** HR creates a new contract record with start and end dates for per-diem or hourly additional responsibilities. (tutor, substitute, mentor, etc.)
- 5 **Termination:** HR creates a new contract record with the start date of the termination (the date of termination.)
- 6 **Change of Address/Name/Contact Information:** HR updates the demographic record.
- 7 **Work Report:** HR exports the Q92 file from payroll system after the last check dated in that month. The report is then imported into PSERS as a work report. All work report errors are reviewed and corrected. Then, HR submits the work report for the previous month before the 20th of the current month. To align with billing purposes, it is ideal to submit the report around the 10th of the month though.
- 8 **Annual Review:** HR reviews all staff data and ensures that days worked and hours worked are populated and accurate as of June 30th (which is the end of the fiscal year.) This review process is usually completed in late July/early August. PSERS will email HR with reminders and timelines.

Flow Chart

[PSERS Enrollment Application/Form](#)

Categories

Department (List only one):

- Human Resources

Categories:

- Compliance

Responsible / Who Performs:

- Human Resources

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	4/23/2020 1:57 PM	New document	Sherri Tate

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Chief Financial Officer
- Chief Human Resources & Marketing Officer

Forms

Forms:

PSERS Enrollment Application/Form

Software Access Needed

List of Software Access Needed:

ADP (Payroll System), PSERS

Parent Education



Parent Learning Sessions

PA Virtual Processes

General Description

Departments Involved:

- Parent Education & Engagement

Summary/Purpose:

Parent Learning Sessions are hosted weekly by the Parent Education and Engagement Department. Sessions provide information and education to parents in their role as Learning Coaches in the home. Facilitators hope to streamline Learning Coaches' tasks to create more efficient instructional time with students. Each session is recorded and the links to recordings and corresponding resources are posted in the Parent Ambassador Organization.

When Performed:

- Although sessions are hosted weekly the planning for Parent Lunch and Learn Sessions is ongoing.
- Sessions are hosted weekly.

Sessions occur weekly when school is in session and are held during the common lunch and/or before school. Sessions are not held during the PSSA testing window when Parent Ambassador staff are assisting at testing sites.

Responsibilities:

- Director of Parent Education and Engagement
- Guest presenters
- Regional Coordinators

Process Stages or Steps

1 Gather topic ideas for the school year

What happens:

Director of Parent Education and Engagement develops Google Doc to record ideas for sessions and topics and dates of presentations.

Topic Ideas collected:

1. Survey sent to **program principals** - What topics would support their specific community of parents? What would be the best time of year to present information on these topics?
2. Survey sent to **Parent Ambassadors** - What topics would support parents in their role as Learning Coaches?
3. **Parent Ambassador Staff** brainstorm topic ideas

Who Performs this Step:

Director of Parent Education and Engagement - creates survey, sends survey, collects feedback, adds feedback to brainstorming document

Parent Ambassador Staff - add ideas to brainstorming document

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Materials - Google Doc - Parent Learning Sessions (for School Year)

Result:

Feedback/ideas are added to brainstorming document (Google Doc)

2 Schedule topics for the school year

What happens:

1. Session titles are created for the year based on topic suggestions.
2. Each Parent Ambassador staff member signs up to present a particular session and indicates the date of the presentation.

Who Performs this Step:

Director of Parent Education and Engagement

Parent Ambassador Regional Coordinators

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Materials - Google Doc - Parent Learning Sessions (for School Year)

Academic Calendar

Result:

Session titles and dates are scheduled for the school year. Sessions held weekly except when school is not in session or during the PSSA testing window.

3 Announce sessions on a monthly basis

What happens:

1. Parent Learning Session flyers are created for the month.
2. The template of the flyer is sent to each staff member so they can add a description of their particular topic they are presenting that month.
3. Once all topic descriptions are added the document is finalized and sent to the following staff for distribution:
 - a. Communications & Content Manager - to post on Facebook and website; in newsletter
 - b. Project Managers - to send to program principals and staff so they are aware and to share with families
 - c. FSCs - to post in their Blackboard Organization
 - d. Parent Ambassador Volunteers - to share with the families they work with
4. The flyer is posted to the Parent Ambassador Organization.
5. Parent Ambassador Staff send weekly reminder emails to families to remind them of upcoming sessions.
6. Director of Parent Education and Engagement sends a weekly reminder email to Parent Ambassador Volunteers to remind them of that day's session.

Who Performs this Step:

Director of Parent Education and Engagement
 Staff members presenting that month
 Regional Coordinators

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Parent Lunch and Learn flyer
 New Family Fifteen Flyer

Result:

Parent Lunch and Learn flyer - finalized and distributed
 New Family Fifteen Flyer - finalized and distributed

4 Research and develop each session**What happens:**

1. Staff member responsible for a particular session researches topic and collects data and information to share with parents.
2. Presenter creates a Power Point for session.
3. Presenter creates document that provides an overview of information shared during session to file share at end of session. This document serves as the handout for participants.

4. Presenter shares Power Point and handout with rest of Parent Ambassador Team for review.
5. Parent Ambassador team reviews Power Point and handout, providing any necessary feedback to presenter.

Who Performs this Step:

Session presenter
Parent Ambassador staff

Result:

Final Power Point
Final handout

5 Present each session

What happens:

1. Sessions are hosted in real time in Blackboard Collaborate
2. Power Point is loaded or shared
3. Sessions are recorded
4. Attendance is recorded
5. Session presenter hosts session and provides time at end of session for questions, ideas, thoughts, etc.
6. PDF of handout is file shared at end of session

Who Performs this Step:

Director of Parent Education and Engagement - loads Power Point, records session, takes attendance, file shares handout
PA Virtual staff member - presents session

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Blackboard Collaborate
Power Point
Handout

Result:

Session participants gain knowledge and encouragement that they can use that day or that week in their role as a parent/Learning Coach in their home.

6 Provide access to recorded sessions and accompanying resources

What happens:

The link to the recorded session is posted to Parent Ambassador Organization for all families to access.

Handouts from the session are posted to the Parent Ambassador Organization for all families to access.

Who Performs this Step:

Director of Parent Education and Engagement

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Blackboard Collaborate

Result:

Information shared at the Parent Learning sessions is available to all PA Virtual parents and staff

Attachments

[Parent Learning Sessions - Planning and Implementation](#)

Categories**Department (List only one):**

- Parent Education & Engagement

Categories:

- Support

Revision Management**Revision History Log:**

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/23/2017 9:55 AM	New document	Katie Pomon

Software Access Needed

List of Software Access Needed:

Blackboard Collaborate

Google Docs



Parent Mentoring (short-term)

PA Virtual Processes

General Description

Departments Involved:

- Parent Education & Engagement

Summary/Purpose:

Short-term mentoring occurs when a Parent Ambassador connects with a family, when a PA Virtual staff member refers a family, or when a parent or Learning Coach contacts a Parent Ambassador with a question, need, or feedback.

When Performed:

- As needed

Short-term mentoring occurs when a Parent Ambassador connects with a family, when a PA Virtual staff member refers a family, or when a parent or Learning Coach contacts a Parent Ambassador with a question, need, or feedback.

Responsibilities:

- Director of Parent Education and Engagement
- Regional Coordinators

All Parent Ambassador Staff members are equally responsible for collecting referrals, communicating with parents and staff, responding to questions and needs of PA Virtual families, and documenting their contact and any associated follow up.

Process Stages or Steps

1 Parent/Learning Coach is referred or contacted

What happens:

Parent or Learning Coach is brought to the attention of Parent Ambassador Staff by one of the following methods:

1. PA Virtual staff member contacts Parent Ambassador Staff and identifies parent, student and student ID, parent need, any additional information which will aid in support of parent. Parent may be new to the school, a current family, or a prospective parent.
2. Parent contacts Parent Ambassador staff member with a question, need, or idea
3. Parent Ambassador staff member connects with a parent via one of the following:

- a. Testing site
- b. Outing
- c. Parent Ambassador Family Activity
- d. Enrollment event

Who Performs this Step:

Jen Brodhag, jbrodhag@pavcsk12.org, Director of Parent Education & Engagement
 Regional Coordinators
 PA Virtual staff
 PA Virtual Learning Coach

Result:

Parent's initial need is met; question is answered; idea/feedback is documented and shared
 If parent needs long term support contact is continued
 If parent needs long term support and would like to part of the formal mentor program they are directed to complete the mentor request form to be part of the Mentor Match Program (long-term mentoring)

2 Parent Request is Documented

What happens:

Request is documented on Google Spreadsheet, Parent Contact

Who Performs this Step:

Jen Brodhag, jbrodhag@pavcsk12.org, Director of Parent Education & Engagement
 Parent Ambassador Regional Coordinators

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.
 Google Spreadsheet, Parent Contact

Result:

Initial stage of parent contact or referral is documented

3 Parent Contacted

What happens:

1. If parent contact occurs at a PA Virtual event a follow up email is sent to parent recapping any important information that was shared and sending additional helpful resources, information, or staff contact information. The email also provides easy access to Parent Ambassador's email and phone number.
2. If parent reaches out to Parent Ambassador directly the staff members gathers appropriate

information to address need or answer the question and responds to the parent. If response is by phone an email is sent as follow up.

3. If staff member refers a family to the Parent Ambassador the Parent Ambassador may find it necessary to speak directly with the staff person by phone or gain additional information by IM or email to best understand the family's need and provide support.

- a. Once this information is gathered the parent is contacted.
- b. If a parent cannot be reached by phone a message is left and a follow up email is sent and the referring staff person is copied or blind-copied on the email.
- c. Depending on the severity of the support needed the Parent Ambassador continues to try to reach the referred parent throughout the day, the next day, or a few days later; updating the referring staff member as appropriate.
- d. Once the Parent Ambassador speaks with the referred parent she provides necessary support.
- e. If the parent will continue to need support she offers to continue contact with the parent or suggests the parent participates in the mentor match program, pairing them with a year-long mentor who will provide regular phone and email contact.
- f. If the family's need is such that they are too overwhelmed to complete the form or understand the process the Parent Ambassador will continue regular contact to provide support to this family as long as needed.
- g. Parent Ambassador sends a follow up email to parent and includes a recap of the important information shared during the call, resources to refer to and copies/blind-copies any appropriate staff member.
- h. In some cases, the Parent Ambassador may chose to forward the follow up email to the staff member and include additional pertinent information.

Parent Ambassador using Mentor Resource Document for talking points and links to helpful resources

After each contact with this parent notes are added to the Google spreadsheet, Parent Contact. In addition, notes are added to Sapphire Communication Manager and/or eduCLIMBER, as appropriate.

Who Performs this Step:

Jen Brodhag, jbrodhag@pavcsk12.org, Director of Parent Education & Engagement
Parent Ambassador Regional Coordinators

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Parent Contact, Google spreadsheet
Mentor Resource Document

Result:

Parent's initial need is met; question is answered; idea/feedback is documented and shared
If parent needs long term support contact is continued

If parent needs long term support and would like to part of the formal mentor program they are directed to complete the mentor request form to be part of the Mentor Match Program (long-term mentoring)

4 Parent Support Continues or Need is Addressed (documentation made)**What happens:**

1. If parent need is addressed and no further contact is needed "Completed - Date" is documented in Column A of Parent Contact Google spreadsheet
2. If parent completed Mentor Request form "Mentoring Requested - Date" is documented in Column A of Parent Contact Google spreadsheet.
3. If parent withdraws "Withdrew - Date" is documented in Column A of Parent Contact Google spreadsheet
4. If parent continues to need support
 - a. Parent Ambassador adds this family to their list of families needing short-term mentoring.
 - b. Parent Ambassador sets up next phone call date/time with parent.
 - c. Date of next contact is listed on Parent Ambassador calendar.
 - d. Parent Ambassador continues contact with staff member, documents notes in Parent Contact Google spreadsheet and Sapphire Communication Manager.
5. Parent's email is added to Parent Ambassador email distribution list for reminders (such as Parent Learning sessions, regional outings, etc.)

Who Performs this Step:

Jen Brodhag, jbrodhag@pavcsk12.org, Director of Parent Education & Engagement
Parent Ambassador Regional Coordinators

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Google Spreadsheet, Parent Contact
Mentor Resource Document

Result:

Parent's need is met

Parent requests mentoring

Parent continues to receive support from Parent Ambassador

Attachments

[Parent Mentoring \(short-term\)](#)

Categories

Department (List only one):

- Parent Education & Engagement

Categories:

- Parent
- Support
- Mentoring

Responsible / Who Performs:

- Parent Ambassador Regional Coordinators
 - Parent Education & Engagement
-

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/23/2017 10:03 AM	New document	Katie Pomon

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Regional Coordinators



Learning Coach Certificate Program

PA Virtual Processes

General Description

Departments Involved:

- Parent Education & Engagement

Summary/Purpose:

This Learning Coach Certificate Program is designed to increase parents' understanding of educational content, theory, and application to directly enhance instruction and achievement at home with their student. At the completion of this program participants who meet the requirements will receive a Learning Coach Certificate from the Parent Education and Engagement Department.

When Performed:

- On Going

Responsibilities:

- Jen Brodhag
- Regional Coordinators

Process Stages or Steps

1 Determine a course that would benefit PA Virtual Learning Coaches.

What happens:

1. Gather data from PA Virtual staff, parents, Parent Satisfaction Survey, and Mentee Feedback Survey.
2. Gather data from anecdotal notes.
3. Identify primary needs of Learning Coaches.
4. Select a course topic that would meet needs, can be developed into the course format, and matches skills and knowledge of Parent Ambassador staff.

Who Performs this Step:

Director of Parent Education and Engagement
Parent Ambassador Regional Coordinators

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Results of Parent Satisfaction Survey

Summary Report from Mentee Feedback Survey

Anecdotal notes

Result:

Course title created

1.1. Requirements:

1.1.1. The family must be enrolled in PA Virtual at least one full year.

1.1.2. The parent participant must be available on Tuesday nights between 8:00 pm-9:00 pm for live online classes.

1.1.3. The course includes 3-5 hours of homework per week.

1.1.4. Parent participants are required to formally share what they have learned with other PA Virtual parents.

1.1.5. If the parent participant uses the PA Virtual student laptop for Bank Street course assignments he/she agrees to use the laptop outside of the student's school time.

2 Develop course objectives and lesson objectives**3 Create Power Point slides and corresponding assignments****4 Determine dates and times of course****5 Develop Promotion and Sign Up Process****What happens:**

1. Create Google form for parents to sign up.
2. Create flyer.
3. Create announcement.
4. Create email.
5. Send all drafts to Parent Ambassador Staff for review.

Who Performs this Step:

Course designer
 Regional Coordinators
 Director of Parent Education & Engagement

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Flyer
 Google form
 Announcement
 Email
 Blackboard Collaborate

Result:

All documents used for the promotion and collection of parent interest are finalized and ready for use.

6 Advertise the course**What happens:**

1. Notify PA Virtual staff
2. Post announcement
 - a. Weekly newsletter
 - b. Blackboard News posting
 - c. Blackboard Organizations
 - d. Facebook
 - e. Schoolwide email
3. Host online information session for prospective participants to gain additional information

Who Performs this Step:

Director of Parent Education & Engagement
 Course Designer

Result:

All PA Virtual Learning Coaches and staff are aware of the course and have an understanding of its components/requirements/benefits.

7 Learning Coaches sign up for course

What happens:

Learning Coaches submit form stating that they agree to adhere to the requirements of the course

Course designer emails participants information about course

Course designer may also choose to phone participants if needed

Who Performs this Step:

Course designer

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Google form/spreadsheet

Result:

Course participants are determined and notified of specific information about cohort

8 Lessons Held**What happens:**

1. Communicate with participants prior to course start date (send email reminders including link to course room; reminders of course expectations)
2. Night of session - Take attendance, record session, facilitate course, review assignment, and allow for discussion, practice, and Q&A time.
3. Follow up email sent - reminder of due date, link to recorded session
4. Assignments collected
5. Feedback shared
6. Assistance provided to participants as needed
7. Follow up to non-attenders (if needed)

Who Performs this Step:

Course designer

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Blackboard Collaborate

Power Point slides for lesson

Assignments for lesson

Result:

Lesson objectives achieved

9 Certificates Issued and Feedback collected

What happens:

1. Certificates issued to qualified participants (Hard copy mailed and digital copy emailed)
2. Announcement submitted to Weekly Newsletter recognizing those parents who earned certificates.
3. Feedback form sent to course participants
4. Feedback collected and shared with appropriate individuals
5. Course refinements made
6. Course offered again (if appropriate)

Who Performs this Step:

Director of Parent Education & Engagement
Course designer

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.
Google forms

Attachments

[Learning Coach Certificate Program](#)

Categories

Department (List only one):

- Parent Education & Engagement

Categories:

- parent
- Learning Coach
- certificate
- education

Responsible / Who Performs:

- Parent Education & Engagement

Revision Management

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v1.0	6/20/2017 10:30 AM	New document	Katie Pomon



Parent Mentoring (long-term)

PA Virtual Processes

General Description

Departments Involved:

- Parent Education & Engagement

Summary/Purpose:

The Parent Education and Engagement Department offers mentoring for all Learning Coaches. New or current Learning Coaches can request mentoring. Mentoring is provided for the entire school year and can be shortened or continued into the next school year depending on the particular need of the family.

When Performed:

- As needed
- On Going

The process begins when a parent submits a request for mentoring and continues as long as the parent would like to receive mentoring.

Responsibilities:

- Jen Brodhag
- Parent Ambassador Regional Coordinators

Director of Parent Education and Engagement

- collects submitted forms
- communicates with families upon their initial request
- matches parent with a mentor
- communicates with the mentor
- adds notes to Sapphire Communication Manager and/or eduCLIMBER
- adds information to database
- notifies staff of mentoring
- provides mentoring as needed

Parent Ambassador Regional Coordinators

- provide mentoring as needed
- provide support to mentors

- check in with Parent Ambassador Volunteers regarding their mentees

Process Stages or Steps

1 Parent or Learning Coach requests mentoring

What happens:

In order to be mentored by a Parent Ambassador staff or volunteer as part of the Mentor Match (long-term mentoring) a family must request a mentor by filling out the “Request to Receive Mentoring” application. This provides the family with additional information and requirements of the mentor program, such as agreement to respond to emails, being available for scheduled calls, communicate if calls need to be rescheduled, and agree that the mentor and program are not held liable for the information and resources shared.

The application is available directly through the Parent Ambassador Blackboard Organization or they can access the application by using the link . This link is also shared with families through the following:

- Welcome E-mail from Parent Ambassador Program
- New Family Orientation presentation
- Parent Ambassador Program flyer (distributed at Back to School picnics and outings)
- Link shared directly by staff
- Link included in email signature of Parent Ambassador staff

Who Performs this Step:

Parents (complete form)
Staff (share or post link)

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Request to Receive Mentoring Google Form

Result:

Parent contacts Parent Ambassador Team to request mentoring

2 Acknowledgement e-mail sent to parent/Learning Coach

What happens:

As soon as possible after submitting the questionnaire an e-mail is sent by Director of Parent Education and Engagement to the family notifying them that their application has been received by the Parent Ambassador Mentoring Program. A link is included for the parent to

sign up for a welcome phone call so that staff can explain the mentor program and answer parent's questions.

*In some cases Regional Coordinators may also send this information and perform the welcome call.

Document date of e-mail sent to Mentee on *Mentor Match Data from Application*

Who Performs this Step:

Director of Parent Education and Engagement

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Google Spreadsheet - *Request to Receive Mentoring*

Google Spreadsheet - *Mentor Match*

Google Doc template - Email to New Mentee after Requesting Mentoring

Google Calendar Appointment Schedule

Result:

Parent has confirmation that their request to receive mentoring was received.

3 Welcome phone call scheduled and made

What happens:

1. Learning Coach schedules a phone call using Google Calendar appointment schedule feature.
2. During the scheduled welcome call
 - a. The staff member will introduce herself, provide the opportunity for the parent to explain why they chose PA Virtual, answer questions, and explain the mentor program.
 - b. In addition, she will also want to verify that the parent has an understanding of the basic systems needed for success (Blackboard log-in; OLS navigation (if applicable); completion and submission of Blackboard assignments; ability to read and respond to e-mail in school e-mail account) as well as an understanding of the importance of communication and asking questions, time management, organization, setting up a learning space, and working with student during school hours.
 - c. As part of the explanation of the mentor program the staff member will explain that mentoring will be provided by another parent in the school (volunteer or staff) through phone or e-mail.

- d. The parent should receive an e-mail from us in about 5-7 school days with the name of their mentor.
- e. Then, they should look for an e-mail from the mentor setting up a welcome call.
- f. From there the mentor and mentee will set up a contact agreement.
- g. However, in the meantime, or at any point during the year they are welcome to contact us (Director of Parent Education and Engagement and Regional Coordinators) with any questions or concerns.
- h. All information from the call is recorded on a copy of the Mentor Outline made specifically for the mentee.

Who Performs this Step:

Director of Parent Education and Engagement

Result:

Parent/Learning Coach has their initial questions answered
 Parent Ambassador has confirmed to parent that they will receive mentoring and explained what to expect from mentoring process

4 Mentor selected for parent/Learning Coach

What happens:

1. Using the Google Spreadsheet, Parent Ambassador Volunteers and Google Maps possible mentor matches are made based on:
 - a. Number of children and grade level
 - b. Special requests (if any)
 - c. Geographic location
2. Possible matches are listed in Director of Parent Education and Engagement's notes. Potential mentors are sent an e-mail or called by phone to determine their availability to mentor the particular family. If a mentee has a particular need that would require an excessive time mentoring, or, if the need is sensitive in nature than a Parent Ambassador staff member would provide mentoring to that family.
3. Mentors will have the option of opting out of mentoring particular families.
4. Once a response is received
 - a. Mentor Outline is moved to Mentor's shared Google folder.
 - b. Information is updated on the Mentor Match Data spreadsheet.

*If an ambassador does not respond within 48 hours to the email request the Director of Parent Education and Engagement will follow up with another e-mail or a phone call.

Who Performs this Step:

Director of Parent Education and Engagement

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

E-mail template: E-mail to Request Ambassador to be a Mentor

Google Spreadsheet, Parent Ambassador Volunteers

Google Maps

Mentor Match Data Google Spreadsheet

Mentor Outline

Result:

A Parent Ambassador is selected to mentor the parent/Learning Coach

5 Mentee Information sent to Mentors**What happens:**

Once a mentor match is confirmed Mentors are sent an email asking them to contact their new mentee within 7 days.

Included in the email are the following resources.

- a. Mentor Outline customized with topics to cover during each phone call
- b. Resources to support mentor in the mentoring process

Mentor will make the initial contact by e-mail. After that it is up to the mentor and mentee how further contact will be made and how often. However, it is recommended that a phone call occurs at least once a month.

Record dates these emails were sent on *Mentor Match Data* Google spreadsheet. (Column “R” and “S”)

Who Performs this Step:

Director of Parent Education and Engagement

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Mentor Outline

Mentor Match Data Google spreadsheet

Result:

Mentor receives pertinent information and resources to contact family and provide mentoring

6 Mentee Notified of Mentor Match**What happens:**

Once they are matched with a mentor mentees are notified of the name of the mentor and that mentor will be contacting them within 7 school days.

Regional Coordinator who lives in the mentee's region is copied on email.

Who Performs this Step:

Director of Parent Education and Engagement

Result:

Parent/Learning Coach is notified of name of mentor and when to expect contact from him/her

7 PA Virtual staff notified**What happens:**

Notes are put in Sapphire Communication Manager and/or eduCLIMBER for each student:

Who Performs this Step:

Director of Parent Education and Engagement

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Sapphire
eduCLIMBER

Result:

Staff is aware that parent is receiving mentoring

8 Supervision and support of mentor/mentee relationship**What happens:**

1. Regional Coordinator creates a separate list of all the mentees in her region.
2. Regional Coordinator creates an Outlook or Google folder for all e-mail correspondence pertaining to this family.

3. Regional Coordinator contacts mentee within 2 weeks of initial mentor call to see how mentoring is going. Regional Coordinator contacts mentee again 4 weeks after initial call with mentor.
4. Regional Coordinators work together and with Director of Parent Education and Engagement to support Mentors with resources during the mentoring process.
5. Ongoing support is provided to volunteer mentors and mentees as needed.

Who Performs this Step:

Director of Parent Education and Engagement
Parent Ambassador Regional Coordinator

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Google Spreadsheets: *Mentor Match*

Email (Outlook or Gmail)

Mentor Resources: *Mentor Resource Document* and *Mentor Outline*

Result:

Mentoring provided to parent/Learning Coach. Parent Ambassador staff provides support to volunteers providing mentoring.

Attachments

[Parent Mentoring \(long-term\)](#)

Categories

Department (List only one):

- Parent Education & Engagement

Categories:

- Parent
- Support
- Mentoring

Responsible / Who Performs:

- Parent Education & Engagement

Revision Management

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Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Parent Ambassador Regional Coordinators
- Jen Brodhag



Parent Ambassador Volunteer Management

PA Virtual Processes

General Description

Departments Involved:

- Parent Education & Engagement

Summary/Purpose:

This process will outline the management of PA Virtual Parent Ambassador Volunteers.

When Performed:

- As needed
- On Going

The management of Parent Ambassador Volunteers occurs throughout the year, including the summer months. A PA Virtual parent can apply to be a Parent Ambassador Volunteer at any time during the calendar year.

Responsibilities:

- Jen Brodhag
- Regional Coordinators

Although the Director of Parent Education and Engagement holds the primary responsibility for the management of Parent Ambassador Volunteers, the Regional Coordinators also support volunteers as they develop relationships and provide support and education.

Process Stages or Steps

1 Parents are made aware of Parent Ambassador Volunteer Program.

What happens:

1. *Parent Ambassador Application* form (Google form) created and posted in Parent Ambassador Blackboard Organization
2. Parent Ambassador Program flyer is created and includes links to *Parent Ambassador Application* form
3. Parent Ambassador Volunteer Program is publicized
 - a. Newsletter submissions
 - b. Facebook and Blackboard posts

- c. Parent Ambassador flyer distributed at outings and testing sites
- d. Conversations between staff and parents or between parents and parents
 - Face to face connections made at events (outings, testing sites, etc.)
 - Email correspondence
 - Phone conversations
- e. Parent Learning Sessions
- f. Mentor Program
- g. Information posted to Parent Ambassador Organization

Who Performs this Step:

Jen Brodhag, jbrodhag@pavcsk12.org, Director of Parent Education & Engagement
Regional Coordinators

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Google forms

Result:

PA Virtual parents and Learning Coaches are aware of the opportunity for them to volunteer with the school which in turn increases the opportunities for success for families and students and builds connections and relationships within the school.

2 Parents are recruited to become Parent Ambassador Volunteers.

What happens:

1. Parents are provided with additional information about the roles and responsibilities of Parent Ambassador Volunteers.
2. Conversations with current Parent Ambassador Volunteers provide first-hand information.
3. Link to *Parent Ambassador Application* form shared with interested parent.
4. If necessary, interested parent can speak with Jen Brodhag, Director of Parent Education and Engagement, to provide additional information and answer specific questions.

Who Performs this Step:

Jen Brodhag, jbrodhag@pavcsk12.org, Director of Parent Education & Engagement
Regional Coordinators:
Parent Ambassador Volunteers

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Parent Ambassador Application form (Google form)

Result:

PA Virtual parent receives additional information regarding roles and responsibilities of being a Parent Ambassador Volunteer.

3 Parent applies to be a Parent Ambassador Volunteer.**What happens:**

Interested PA Virtual parent completes *Parent Ambassador Application* form.

Who Performs this Step:

PA Virtual parent

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Parent Ambassador Application form (Google form)

Result:

Parent's information is collected on Google spreadsheet, *Parent Ambassador Application*.

4 Prospective volunteer contacted.**What happens:**

1. Jen Brodhag, Director of Parent Education and Engagement, receives automated notification that *Parent Ambassador Application* has been completed.
2. Email sent to prospective volunteer applicant acknowledging their submission and requesting time to set up phone call.

Who Performs this Step:

Jen Brodhag, jbrodhag@pavcsk12.org, Director of Parent Education & Engagement

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Email template

Result:

Prospective parent's application is acknowledged.

5 Volunteer packet mailed to prospective volunteer.**What happens:**

Welcome page of volunteer packet signed by Jen Brodhag.
Return envelopes addressed and stamped for volunteer applicant to return forms.
Volunteer packet addressed and mailed to volunteer applicant.

Who Performs this Step:

Jen Brodhag, jbrodhag@pavcsk12.org, Director of Parent Education & Engagement

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Volunteer Packet

Result:

Volunteer applicant will receive documents necessary to complete clearances and paperwork to become a Parent Ambassador Volunteer.

6 Phone call made with prospective Parent Ambassador Volunteer.**What happens:**

Phone call - information provided about volunteer program, parent shares his/her experience and expertise, questions answered.

Who Performs this Step:

Jen Brodhag, jbrodhag@pavcsk12.org, Director of Parent Education & Engagement

Result:

Additional information about parent is obtained. Parents questions are answered.

7 Volunteer applicant completes packet and returns necessary paperwork to Director of Parent Education and Engagement, Jen Brodhag.**What happens:**

Parent is asked to complete and return paperwork within 1 week of receipt.

Includes:

- Parent Ambassador Volunteer Requirements, Responsibilities, and Opportunities - signed

- Parent Ambassador Volunteer Expectations for Participation - signed
- PA Virtual Volunteer Disclosure Statement - signed
- Arrest/Conviction Report and Certification Form - signed
- PA Criminal History Record check - completed online or copy of current clearance submitted
- Child Abuse History Clearance - completed online or copy of current clearance submitted
- FBI Federal Criminal History Record completed or acknowledgement signed

Reference Form - sent to reference and returned by reference (within 3 weeks of receipt)

Who Performs this Step:

Volunteer applicant

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

- Parent Ambassador Volunteer Requirements, Responsibilities, and Opportunities
- Parent Ambassador Volunteer Expectations for Participation
- PA Virtual Volunteer Disclosure Statement
- Arrest/Conviction Report and Certification Form
- PA Criminal History Record check - directions
- Child Abuse History Clearance - directions
- FBI Federal Criminal History Record or Acknowledgement Form

Result:

Parent Ambassador Volunteer applicant completes all necessary paperwork and clearances to become a volunteer with the school.

8 Volunteer Packet is processed.

What happens:

1. Director of Parent Education and Engagement receives
 - a. signed paperwork
 - b. clearances
 - c. personal reference
2. Paperwork, clearances, and reference scanned and saved to "Shared Parent Ambassador Confidential Drive."
3. Dates of packet and clearance documentation added to *Parent Ambassador Volunteer Clearances*, Google Doc

Who Performs this Step:

Jen Brodhag, jbrodhag@pavcsk12.org, Director of Parent Education & Engagement

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Parent Ambassador Volunteer Clearances, Google Doc

Shared Parent Ambassador Confidential Drive

9 Start of Service: Confirmation email sent to Parent Ambassador Volunteer.**What happens:**

Email sent to Parent Ambassador Volunteer confirming that all clearances and paperwork have been received.

Who Performs this Step:

Jen Brodhag, jbrodhag@pavcsk12.org, Director of Parent Education & Engagement

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Email template

Result:

PA Virtual parent has confirmation that all paperwork was received and processed. They are ready to begin their term as an official Parent Ambassador Volunteer.

10 Apparel and marketing items sent to new Parent Ambassador Volunteer.**What happens:**

1. Send email to new volunteer asking for polo shirt size and picture for volunteer ID.
2. Order polo shirt
3. Order tote bag if none are in stock.
3. Email front desk with Volunteer ID and lanyard request. Attach volunteer's picture to email.
4. Create business cards.
5. Once all items have been received distribute them to volunteer in person (Celebrate & Collaborate Volunteer dinner or school outing) or mail them to volunteer. Includes:
 - a. Polo shirt
 - b. Tote bag
 - c. Volunteer ID
 - d. Lanyard for ID

e. Business Cards

Who Performs this Step:

Jen Brodhag, jbrodhag@pavcsk12.org, Director of Parent Education & Engagement
 Front Desk Administrator
 Parent Ambassador Volunteer

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Business Cards
 Polo Shirt
 Tote bag
 Volunteer ID
 Lanyard for ID

Result:

Parent Ambassador Volunteer has all materials necessary to perform his/her roles and responsibilities required by the position.

11 Parent Ambassador Volunteer's information added to databases and to *Volunteer Contact Information* , Google Doc.

What happens:

1. Add Parent Ambassador Volunteer's information to Google spreadsheets, Parent Ambassador Volunteers, Parent Ambassador Volunteer List (for staff), Google Map, and Mentor Match Google spreadsheet.
2. Add Parent Ambassador Volunteer's email to volunteer contact list in Email Address Book.
3. Notify Regional Coordinators and Parent Ambassador Volunteers regarding addition to team.
4. Invite volunteer to upcoming volunteer meeting.
5. Invite volunteer to upcoming Celebrate & Collaborate Volunteer dinner (if appropriate).
6. Provide volunteer with access to Volunteer Organization (Google site).

Who Performs this Step:

Jen Brodhag, jbrodhag@pavcsk12.org, Director of Parent Education & Engagement

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Parent Ambassador Volunteers, Google Spreadsheet

Result:

Parent Ambassador Volunteer's information is able to be easily accessed and referenced so he/she can perform appropriate roles and responsibilities associated with the position.

12 Parent Ambassador Volunteers receive ongoing professional development.**What happens:**

1. Volunteers are invited to monthly volunteer meetings
 - a. Held via Blackboard Collaborate
 - b. Meetings are recorded and notes are taken
 - c. Email sent to volunteers with link to recorded session, copy of notes, and Power Point
3. Volunteers are given access to Parent Volunteer Organization. Resources are posted to support volunteers in their role
4. Volunteers are invited to participate in optional professional development opportunities
 - a. Local face to face sessions in their community
 - b. Participate in pilot Learning Coach Certificate Programs
 - c. Participate in small group learning - book discussion, LinkedIn Learning courses
5. Volunteers are sent articles, websites, etc. that support them in their role as parents, Learning Coaches and mentors.
6. Volunteers are sent information regarding school updates, opportunities, resources and announcements.
 - a. Invitations to Parent Learning Sessions
 - b. Important school reminders

Who Performs this Step:

Jen Brodhag, jbrodhag@pavcsk12.org, Director of Parent Education & Engagement

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Parent Volunteer Organization (Blackboard)

Blackboard Collaborate

LinkedIn Learning

Result:

Parent Ambassador Volunteers have the necessary information and support to best fulfill their role as Learning Coaches and Ambassadors. This helps them also support and educate fellow PA Virtual parents and prospective parents in their community.

13 Parent Ambassador Volunteers receive ongoing acknowledgement of gratitude for their service.

What happens:

Volunteers are provided with ongoing acknowledgements of appreciation via word of mouth, email, and written correspondence.

Development of relationships between volunteers and Parent Ambassador staff is a priority. This helps establish trust and longevity within their service. It also supports them in their role as both Learning Coaches and ambassadors. In addition, it develops and enhances the PA Virtual community.

Relationships are developed by acknowledging the value of each individual ambassador and expressions of gratitude for their service.

1. Hand written thank you cards when a volunteer goes above and beyond to contribute to the PA Virtual community.
2. Birthday card mailed.
3. Graduation card and picture frame sent to volunteer when they have a student graduating from PA Virtual.
4. Thanksgiving card mailed.
5. Volunteer biographies posted to Parent Ambassador Organization
6. Consistent email correspondence between Parent Ambassador staff and individuals to update them, as well as, check in regarding their individual needs and circumstances.
7. Cards sent as life situations occur (health, death in family, birth, etc.)
8. Various tangible items are provided as tokens of gratitude enabling volunteers to better perform their role while marketing PA Virtual

- business cards
- polo shirt
- tote bag
- ID and lanyard
- successive years may include: baseball cap, water bottle, mug, fleece blanket, loaner laptop

9. Celebrate and Collaborate Volunteer dinners - dinners hosted in various locations across Pennsylvania (within an hour's drive of each volunteer) so that volunteers can gather to:

- a. meet and connect with other ambassadors in their region
- b. share feedback, insight, questions, ideas
- c. develop relationships
- d. celebrate the successes of the Parent Ambassador Volunteer

Who Performs this Step:

Jen Brodhag, jbrodhag@pavcsk12.org, Director of Parent Education & Engagement
Regional Coordinators

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Parent Ambassador Volunteers, Google spreadsheet
Parent Ambassador Incentives/Marketing Items

- business cards
- polo shirt
- tote bag
- ID and lanyard
- Marketing Messengers kit
- successive years may include: baseball cap, water bottle, mug, fleece blanket, loaner laptop
- greeting cards: birthday, Thanksgiving, get well, sympathy, graduation
- graduation picture frames

14 Parent Ambassador Volunteers provide support and service to the mission and development of PA Virtual and its families.

What happens:

Parent Ambassador Volunteers

1. Mentor other PA Virtual families
2. Spread the word about PA Virtual (as Marketing Messengers) to
 - a. Prospective families
 - b. Community leaders and legislators
 - c. Community organizations
 - d. Social media
3. Provide hospitality at PSSA and Keystone testing sites
4. Support Parent Ambassador staff at outings and Parent Ambassador Family Activities
5. Support the Parent Ambassador Volunteer team
 - a. Develop relationships with one another - providing support, encouragement, ideas, answers, etc.
 - b. Lead team building activities during Parent Ambassador Volunteer meetings

Who Performs this Step:

Jen Brodhag, jbrodhag@pavcsk12.org, Director of Parent Education & Engagement
Regional Coordinators
Parent Ambassador Volunteers

Result:

PA Virtual and its families are supported. Relationships are developed. Families are retained. Students and families are successful in the virtual model.

15 Parent Ambassador Volunteers provide feedback regarding their experience as parents, Learning Coaches, and mentors at PA Virtual.

What happens:

1. Volunteers submit feedback via a formal yearly survey.
2. Volunteers share feedback when they attend the Celebrate & Collaborate Volunteer dinners.
3. Volunteers have the opportunity to share ongoing feedback as they connect with Parent Ambassador staff.
 - a. Email correspondence
 - b. Phone correspondence
 - c. Face to face - outings, Parent Ambassador Family Activities, testing sites, Celebrate & Collaborate Volunteer Dinners
 - d. Online - Monthly Volunteer meetings, Parent Lunch & Learn Sessions, August Professional Development

Who Performs this Step:

Jen Brodhag, jbrodhag@pavcsk12.org, Director of Parent Education & Engagement
Regional Coordinators

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Parent Ambassador Volunteer End of Year Survey, Google Form

Result:

Feedback is collected from Parent Ambassador Volunteers. Partnership between school and parents is more fully developed. Feedback, ideas, and insight is shared. Questions are posed and answered. Two-way communication established and fulfilled between parents and school staff. Relationships are developed. Families are retained. Students and families are successful in the virtual model.

16 Parent Ambassador Volunteer service term ends with the opportunity for renewal for

the upcoming school year.

What happens:

The Parent Ambassador Volunteer Service term ends on the last day of the school year.

1. In March, volunteers are asked to complete a form to renew or retire their service term for the upcoming school year.
 - a. This information is shared with volunteers at monthly volunteer meetings between March and June.
 - b. This information is emailed to volunteers.
2. Volunteers complete the renewal or retirement form by June 1st.
3. Volunteers who have not completed the form are emailed a reminder.
4. Renewals - Volunteers are sent a confirmation email thanking them for renewing their service term. This email includes information about their clearances and whether or not they need to be updated for the upcoming school year.
5. Retirement - Volunteers are sent a confirmation email thanking them for their service.

Who Performs this Step:

Jen Brodhag, jbrodhag@pavcsk12.org, Director of Parent Education & Engagement
Parent Ambassador Volunteers

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Parent Ambassador Renewal of Service Term, Google form

Parent Ambassador Retirement of Service Term, Google form

Result:

Parent Ambassador Volunteer has communicated their intent to renew or retire their service term for the upcoming school year.

17 Dates of Parent Ambassador Volunteer clearances reviewed yearly.

What happens:

In order to be a current, active Parent Ambassador Volunteer all ambassadors must have their volunteer clearances up to date. Pennsylvania Act 153 requires volunteers to have their state clearances (PA Child Abuse, PA Criminal Record, FBI Fingerprinting) updated every 60 months.

1. Director of Parent Education and Engagement determines when volunteers' clearances need to be updated by reviewing dates recorded in *Parent Ambassador Volunteer Clearances*, Google spreadsheet.

2. Parent Ambassador Volunteer emailed regarding status of clearances and any needed updates for upcoming school year.
3. Volunteer provided with necessary support to update any necessary clearances.

Who Performs this Step:

Jen Brodhag, jbrodhag@pavcsk12.org, Director of Parent Education & Engagement

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Parent Ambassador Volunteer Clearances, Google spreadsheet

Links to online directions for renewal of clearances

Result:

PA Virtual remains compliant in fulfilling Pennsylvania Act 153

Attachments

[Parent Ambassador Volunteer Recruitment, Application, and Start of Service](#)

Related Documents

Other Related Documents:

Categories

Department (List only one):

- Parent Education & Engagement

Categories:

- Parent
- Ambassador
- Volunteer

Responsible / Who Performs:

- Parent Education & Engagement

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/23/2017 10:08 AM	New document	Katie Pomon

Forms

Forms:

Registrar



Incoming Student Process

PA Virtual Processes

General Description

Departments Involved:

- Student Records
- Enrollment

Summary/Purpose:

In compliance with regulations established by FERPA, the Pennsylvania Department of Education as well as the Student Records policy approved by the PA Virtual Board of Trustees; the purpose of the academic record creation process is to ensure that PA Virtual does everything possible to ensure that a student's academic file has been created and is complete.

When Performed:

- When students are enrolled

Responsibilities:

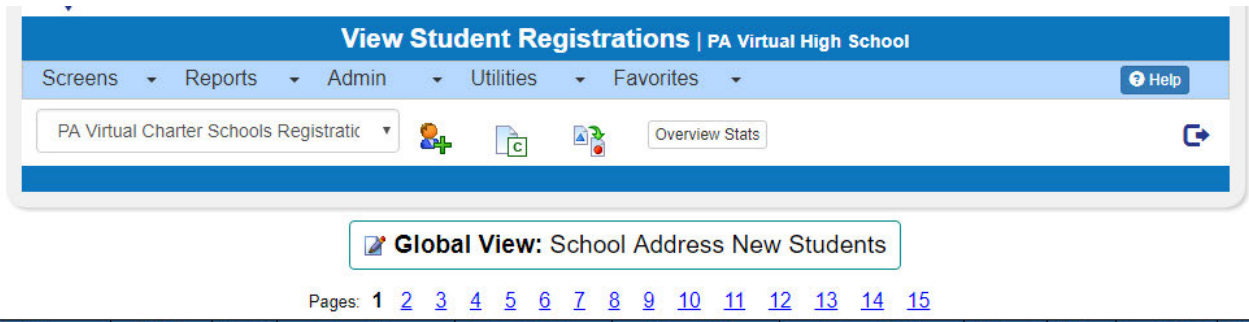
- Creating and sending records request forms to previous schools for new students
- Ensuring documents received during enrollment are uploaded
- Obtaining previous school records
- Uploading incoming academic records into Sapphire

Myla Thomas -Student Records Coordinator

Paige Appler - Student Records Coordinator

Process Stages or Steps

- 1 Students application has been approved by EPT (enrollment)**
- 2 Enrollment sends by fax an initial records request to previous school.**
- 3 Each day go into Sapphire and run registrar new student view report.**



- 3.1. Utilities/Online Registration Maintenance/View Registrations
- 3.2. Should be in Global View: School Address New Students
- 3.3. Click Image shown below (looks like a letter "C" on a piece of paper)
- 3.4. Open the Export Registration document that popped up at the bottom of the screen.

4 Correct/Create New Student View Report

- 4.1. Delete top row of spread sheet that says Column.
- 4.2. Copy & Paste any new students along with the column headers onto new tab in the spread sheet
- 4.3. Delete first tab
- 4.4. Save document on the registrar drive in the folder labeled Records Request Infor (current school year), label with with date report was run. Example: RR 4 9 19

5 Complete New Student View Report

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Daily Rec Report or Sapphire new student report

A	B	C	D	E	F	G	H	I	J	K
ID	Last Name	First Name	D.O.B.	Grade	Start Date	School Name	School Address	School City	School State	School Zip
306843	Piercey	Karen	5/8/2007	7	8/26/2019	Home School				17202
306842	Piercey	Madalyn	10/24/2005	8	8/26/2019	Home School				17202
202258	Clarke	Laura	4/8/2003	10	8/26/2019	Jim Thorpe Area High School	1 Olympian Way	Jim Thorpe	PA	18210

- 5.1. Add tow additional columns to report: ID Column & Starte Date Column (see image below)
- 5.2. Enter student ID's & student srtart dates

5.3. Save document

6 Copy and Paste New Students into current years Google Sheet.

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Google sheets are currently labeled RR and the date of current school year .

Example: RR 2018 2019

7 Go to Sapphire to view new students just entered on Google Sheet.

What happens:

7.1. Enter student ID in Sapphire

7.2. Go to -Screens/Demographics/Student Document Center

8 Documents to review.

What happens:

- Proof of Residence to see if parent ID has been uploaded
- Proof of Age to see if correct name of student and parent
- Most Recent Report Card -make note of what was received and note items that re needed on the google doc. If student is in High School see Transcript Entry Process.
- If there are Custody Documents review and turn on indicator -See Custody Docs Process
- Charter School Entollment Form (ENF) -see that it is signed and dated by both parent and EPT. Check to see if there should/should not be custody docs. Check if there is a residency afficavit if there is that it is uploaded into Sapphire.
- Release of Records Form should be completed and signed.

9 Inital Google Sheet in the corresponding column/Student when all documents are reviewed and correct.

Special Warnings:

If any documents are missing, wrong, not signed etc. Contact EPT regarding document/issue.

10 When review complete those students will now need a records request letter created.

What happens:

Letter is mail merge document.
indicate date of mailing on the google sheet prior to creating the mail merge.

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

RR Google Sheet

List of students who's records have been reviewed

Date of mailing entered on the Google Sheet

- 11 If no records have been received within 10 business days send a second request for records letter**
- 12 If no records have been received in another 10 business days send a third request for records.**
- 13 If no records have been recieved after third request notify Director of Records to assess next steps.**
- 14 When student records are received by previous schools update Google RR Spread Sheet**
- 15 Scan & upload received records into student's file in Sapphire.**
 - 15.1. Go to Screens/Demographics/Document Center/Registrar Documents Center
 - 15.2. Click the upload prior school documents button and click browse. Once you find the document you want uploaded, double click it and hit the save button.
- 16 Repeat steps in 14 and 15 for every new student document that is received.**

Related Documents

Other Related Documents:

Student Records Policy

Categories

Department (List only one):

- Registrar

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.1	5/17/2019 12:37 PM	Entered new process to previous version	Paige Appler
v1.0	5/10/2017 2:51 PM	New document	Vicki Andrews-Gilmore

Forms

Forms:

1. PA Virtual enrollment documents
 2. Previous school academic, special education and health records
 3. PA Virtual grade reports/transcripts
 4. PSSA, Keystone, SAT and ACT exam results-electronic results are not entered by the Student Records department
-

Software Access Needed

List of Software Access Needed:

Sapphire



Student Withdrawal Process

PA Virtual Processes

General Description

Departments Involved:

- Academic K-4
- Academic 5-8
- Academic 9-12
- Student Records - 2900
- Registrar

Summary/Purpose:

To withdraw students during current school year who have notified us that they wish to withdraw or who have stopped attending for 10 or more days.

When Performed:

- Every 24 to 48 hours

Upon receiving a withdraw notice and/or date of actual withdraw.

Responsibilities:

- Damon Key
- Myla Thomas
- Paige Appler

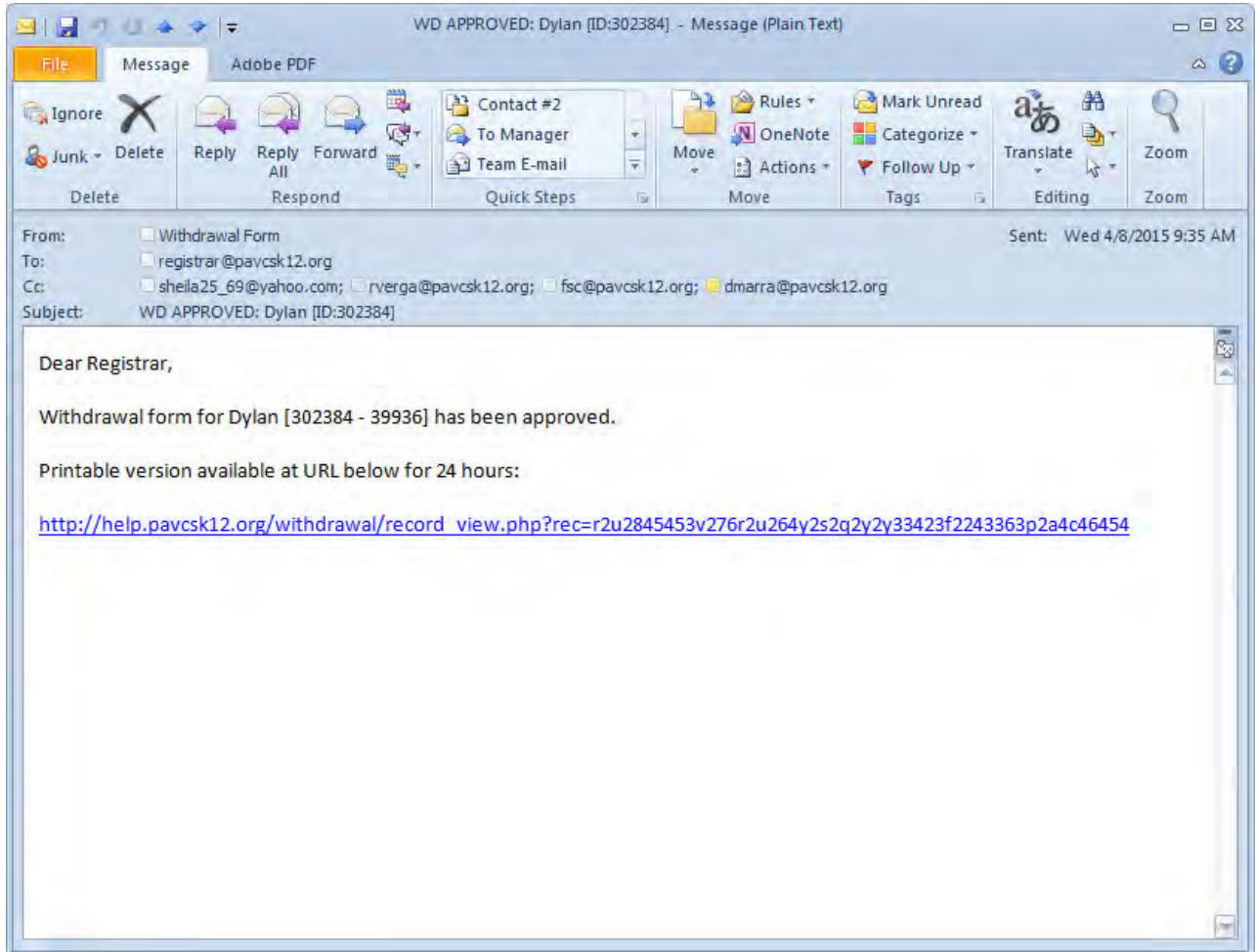
Student Records/Registrar Department

Process Stages or Steps

- 1** Parent/guardian must contact the Principal or Program Specialist of their child's school to withdraw from PA Virtual.
- 2** Principal or Program Specialist conducts an exit phone interview with the parent/guardian and enters withdrawal information into an online form.
- 3** Principal or Program Specialist emails the parent a verification email.
- 4** Parent reviews the withdrawal form and confirms that the information provided is

correct by electronically signing the form.

- 5 The withdrawal form is sent back to the Program Specialist and the Student Records department.



- 6 Now open Sapphire Screens/Enrollment/Enrollment



7 Enter student name or ID

8 Now verify attendance of student

8.1. Screens/Attendance/Attendance by Student

8.2. Verify last present day matches withdraw email. If last date present is prior to withdraw email use that date and correct withdraw form.

9 Enter the correct withdrawl date and code from the drop down

- 10** If student is a newly enrolled student and never attended school put date of withdrawal as the Sunday before their start date and choose "Opt Out" as the reason for withdraw. Also change the Curriculum box drop down to say "Exclude".

PA Virtual High School (HS) Enrollment Information

Homeroom [43] Jennifer Blizman - Jennifer Blizman Grade * 12

Counselor Lombardo, Lauren Team Dana Ciccotti

Curriculum 02 - Exclude

Entry Date * 09/04/2018 Entry Code * R11 - Reenter same schl/loc wit

Withdrawal Date Withdrawal Code 001 - Opt-Out

Votech None ADM AM 9

State Calendar PAVCS Senior Returning ADM PM 9

PIMS Location Code Override

- 11** Now go to District Exit Tab within enrollment screen

- 12** Use District Exit Reason drop down

- 12.1. If transferring to another school in PA and not Private pick transferred to another LEA in PA
- 12.2. If a High School Student and dripping out choose best option then go to Post Dropout Activity and choose best option
- 12.3. If moving or going to private school in PA Choose left PA public school but did not drop out

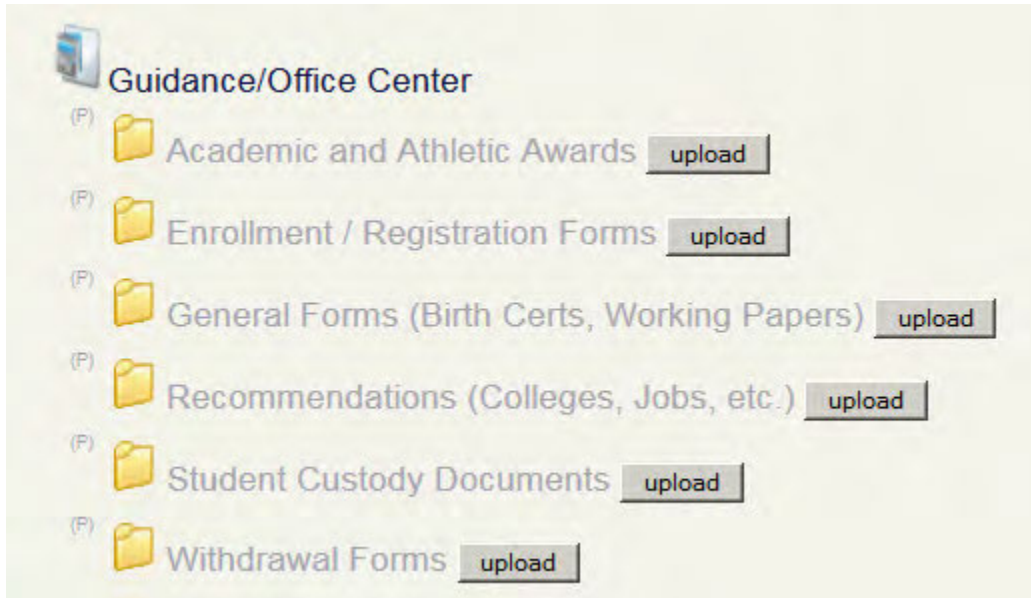
- 13** Click Save disk button at top left

- 14** Now upload the withdrawal form into Sapphire

15 Screens/Demographics/Student Document Center

16 Enter student's name or ID

17 Click on Guidance/Withdraw Forms/Upload



18 Click "Attach File" to find the withdrawal form and attach form

blav: All Categories Views: Tree View Options: All Options

Add New File

Select a File to Upload:

Document Center / Folder: Registrar Documents Center / Other Registrar Documents

File/Report Description:
(This field will default to the uploaded file name, if left blank.)

Document Property Classifications

School: None

School Year: 2018-2019

Marking Period Code:

- 19 Change School drop down menu to none and make sure school year is the same as the year of withdraw.
- 20 Click "Save Changes" button.
- 21 Review the form to make sure it uploaded correctly
- 22 On a weekly basis the Student Record's department creates a withdrawal notification letter that is mailed to the child's local school district and parent/guardian
- 23 Upload this notification letter to the same location. The format to save the letter is Student Last name, First Name, WD SD, Date of Withdraw. Example: Test John WD SD 12 24 14

Categories

Department (List only one):

- Registrar

Responsible / Who Performs:

- Entire department
-

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/21/2019 2:06 PM	New document	Paige Appler

Software Access Needed

List of Software Access Needed:

Sapphire, Adobe pdf, and email.



Transcript Request Process

PA Virtual Processes

General Description

Departments Involved:

- Student Records/Registrar
- Student Records - 2900

Summary/Purpose:

To forward official transcripts to schools, authorized entities, student/families.

When Performed:

- As needed

When valid requests and documentation are received.

Responsibilities:

- Damon Key
- Myla Thomas
- Paige Appler

Process Stages or Steps

1 Receive transcript request

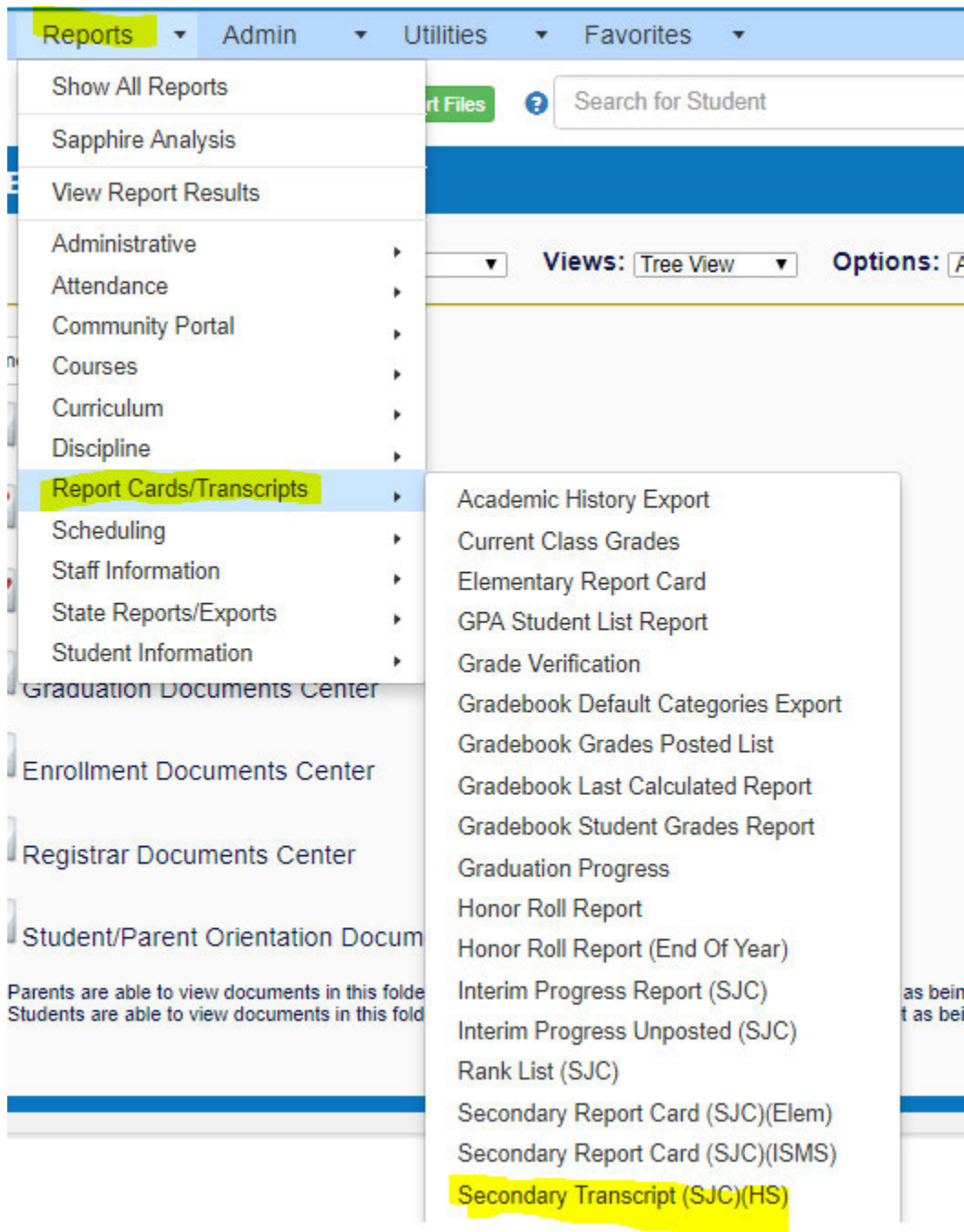
What happens:

You will receive a request from a school, government institution or parent. Parent requests are on a PA Virtual records request forms. Those forms are located on our website or the Registrar's department forwards them to a parent/student to complete.

Who Performs this Step:

Registrar Department

2 Go to Reports/Report Cards/Transcripts/Secondary Transcript (SJC)(HS)



- 3 Enter student's name or id in the Select Student box
- 4 Click on run report for an unofficial transcript
- 5 Click on report setup tab and change unofficial Yes to No and click run report for an official transcript.

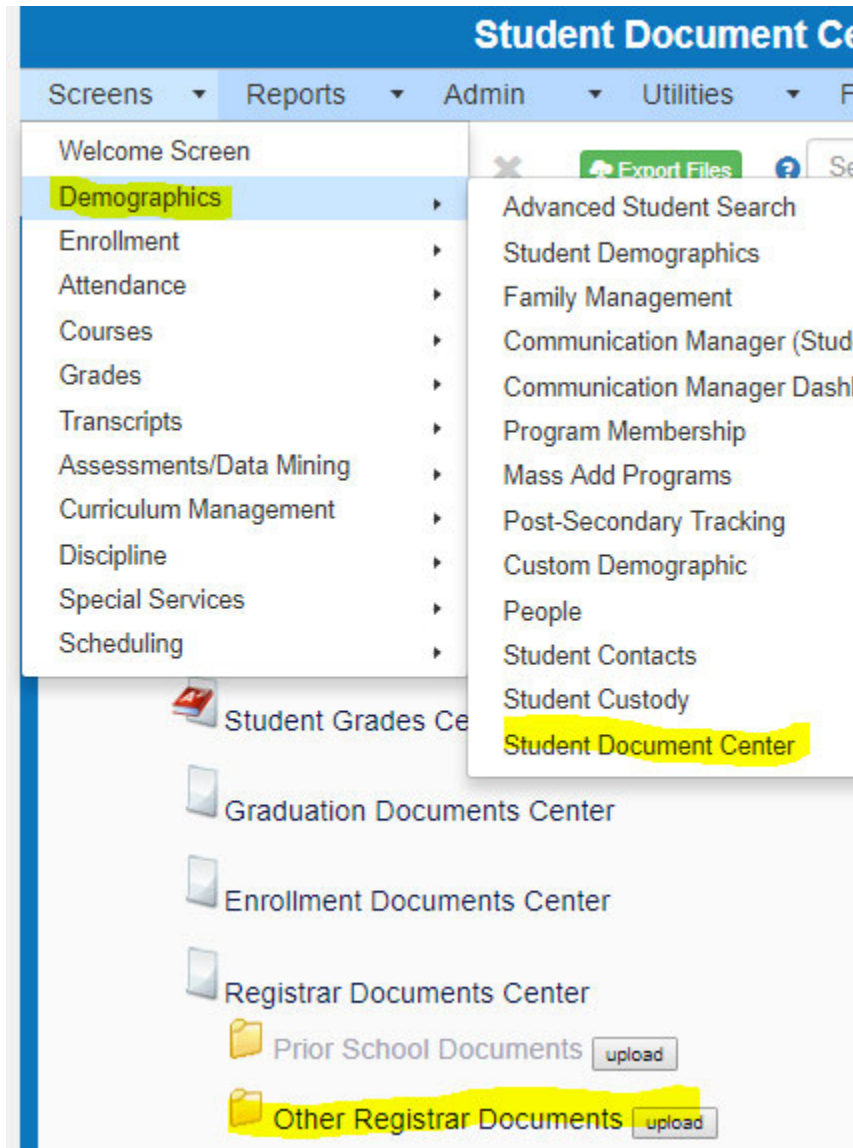


RUN REPORT OPTIONS REPORT SETUP

These options will only take affect if the

Unofficial?: Yes ▾

- 6 Review transcript in Sapphire for accuracy.**
 - 6.1. If there are issues with the transcript review student's academic file for clarity
 - 6.2. Make any corrections to grades in the academic history tab
- 7 Print transcript on extra stock watermarked paper**
- 8 Official raised seal should be placed on transcript. Seal is located in the Student Records office**
- 9 Generate transcript cover letter**
- 10 Mail transcript**
- 11 Update tracking spreadsheet with student information, mailing information and dates.**
- 12 Scan request and upload into Sapphire**
 - 12.1. Go to Demographics/Student Document Center/Registrar Documents Center/Other Registrar Documents.



12.2. Click upload then attach file. In Document Property Classifications School drop down should be changed to none and year should be current school year.

blav: All Categories Views: Tree View Options: All Options

Add New File

Select a File to Upload:

Document Center / Folder: Registrar Documents Center / Other Registrar Documents

File/Report Description:
(This field will default to the uploaded file name, if left blank.)

Document Property Classifications

School: None

School Year: 2018-2019

Marking Period Code:

13 Click Save Changes button.

14 Transcripts are processed within 7-10 business days.

Categories

Department (List only one):

- Registrar

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/22/2019 1:42 PM	New document	Paige Appler

Forms

Forms:

Records Request Form

Software Access Needed

List of Software Access Needed:

Sapphire



Student Transcripts Process

PA Virtual Processes

General Description

Departments Involved:

- Student Records / Registrar

Summary/Purpose:

In compliance with regulations established by FERPA, the Pennsylvania Department of Education as well as the Student Records policy approved by the PA Virtual Board of Trustees; the purpose of the student transcript process is to ensure that PA Virtual student transcripts are 100% accurate and complete.

When Performed:

- As needed

Responsibilities:

- Damon Key
- Myla Thomas
- Paige Appler

Process Stages or Steps

- 1 Student/parent completes a paper transcript request form or requests transcript online through Naviance.**
- 2 The request is submitted via U.S. mail, email, fax or online.**
- 3 Director of Student Records/Record Coordinators review transcript in SIS for accuracy.**
 - 3.1. If transcript is accurate Director of Student Records/Record Coordinators creates transcript and sends it to requested location.
 - 3.2. If transcript is inaccurate, Director of Student Records/Record Coordinators pull academic file to ensure accuracy of transcript errors before moving to next step.
- 4 Student Records department places an official seal on paper transcripts before mailing.**

- 5** Transcripts are processed within 7-10 business days.

Related Documents

Other Related Documents:

Student Records Policy

Categories

Department (List only one):

- Registrar

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/11/2017 11:34 AM	New document	Vicki Andrews-Gilmore

Forms

Forms:

1. Previous school's transcript
2. PA Virtual's grade reports/transcript
3. College/University transcript

Software Access Needed

List of Software Access Needed:

Sapphire and Naviance



Re-registration Process

PA Virtual Processes

General Description

Departments Involved:

- Student Records - 2900
- Family Support Services
- Registrar

Summary/Purpose:

In the spring of each school year, PA Virtual collect registration status and family data information for the upcoming school year to ensure we have accurate enrollment numbers.

When Performed:

- Annually
- Every year in March

Responsibilities:

- Damon Key

Process Stages or Steps

- 1** A registration Save the Date message will be posted in Blackboard, Facebook, and weekly newsletter.
- 2** Registration for the 20XX-2X school year opens
 email will be sent to all families
 registration is open message will be posted in Blackboard, Facebook, newsletter, and Sapphire.

**Registration
A 20XX-2X**
- 3** Families will have 3 options when completing the registration portal; undecided, returning, and not returning.
 registration reminder emails will be sent to families that have not informed us of their intentions for next school year

Bi-weekly re-
- 4** The undecided option will be removed from the registration portal leaving returning, and not returning as the only options

- 5 FSC's will call families that are undecided or unknown to get them to complete the registration process FSC's will complete the re-registration process through MultiPass while the family is on the phone with them FSC's will receive weekly registration status update emails Bi-weekly re-registration reminder emails will be sent to families that have not informed us of their intentions for next school year. Frequency will be changed to weekly as of May XX, 20XX.
- 6 Registration for the 20XX-2X school year closes. Families will no longer have access to the registration portal.
- 7 Students that have selected not returning or who remain undecided or unknown will be withdrawn from PA Virtual with a June withdrawal date for PIMS purposes.
- 8 All not returning, undecided and unknown students will be withdrawn as part of the Mass-withdrawal process.
- 9 Students that have been withdrawn as undecided or unknown that wish to return for the new school year must contact Enrollment to complete the expedited re-enrollment process.
- 10 Director of Student Records will send emails to the LC reminding them that we must be informed of their student's next school. We will hold their ISP check until we receive the information. ISP checks will be forfeited if we do not receive the information by September XX, 20XX.
- 11 Families must confirm that they still intend to return to PA Virtual prior to the first materials shipment Jason Fitzpatrick will use Blackboard Connect for the confirmation process.

Categories

Department (List only one):

- Registrar

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	7/30/2020 10:08 AM	New document	Jason Fitzpatrick

Software Access Needed

List of Software Access Needed:

Registration Portal: <http://help.pavcsk12.org/pass/>



Mass Withdraw Procedure

Procedure

General Description

Description / Scope:

Process to withdraw all students who are not graduates after the re-registration process has ended. The Mass Withdraw consists of all students who did not re-register or indicated that they are not returning for the next school year prior to July 1.

Purpose:

Withdraw all students not returning for the upcoming school year.

Who Performs / Responsible:

- Student Records/Registrar

The entire department helps with this process

When to Perform:

- Yearly - Typically 2nd week in July

Requirements

Approvals:

You must obtain the following approval(s) prior to starting the task:
Director of Student Records

Pre-Knowledge:

- Withdraw Process

When integration process occurs students will automatically be withdrawn from Blackboard and TotalView.

Equipment and Materials

Materials:

Have the following on hand before starting the procedure:

- Obtain the final registration data from the Web Systems Specialist.

Warnings and Precautions

Warnings:

Performing this procedure improperly could result in:

- Incorrect students being withdrawn and incorrect data being reported to school districts and PDE.

Precautions:

To avoid errors and potential problems do the following before starting this procedure:

- Must be sure students who are attending summer school are not withdrawn if they are not returning in the upcoming school year.
- Must not withdraw students that have graduated.

Detailed Steps

1 In Sapphire -Screens/Enrollment/Enrollment



2 Enter students name or ID

3 Select student school, Example: ES, MS , HS

Enroll the Student in School:

- 4 Enter the specified date in June as the withdraw date and select the correct withdraw code in the drop down

Entry Date: 11/03/2014
 Withdrawal Date:
 Entry Code: E01 - Normal Entry
 Withdrawal Code:

Votech: None
 ADM AM %: 50.000
 Total Daily Membership Percentage Claimed: 100%

Tuition / Rank
 Tuition Status:
 Tuition Type:
 Rank Calculation: Include in Rank

Promotion Over
 Retain Student
 Retention Reason
 Primary School
 Promotion

Locker
 Locker # | Location | Combination

Economic
 (det)

Withdrawal Code List:
 X02 - Administrative Withdrawal
 O02 - Did Not Report
 D01 - Dropout - No Reason
 D03 - Dropout - Pursuing Employment
 D02 - Dropout - Pursuing GED
 WD09S - Enrolled but no show - Summer Dropout K-11 Onl
 G01 - Graduate
 L02 - Left - Committed to Healthcare Facility
 L01 - Left - Moving Out of State
 O01 - Opt-Out
 T02 - Transfer - Brick & Mortar Charter
 T01 - Transfer - Brick & Mortar District
 T03 - Transfer - Cyber Charter
 T04 - Transfer - Cyber District
 T06 - Transfer - Home School
 T05 - Transfer - Private School
 X01 - Truancy/Non-Attendance
 U01 - Unknown

- 5 Next Go to District Exit tab

5.1. Choose District Exit Reason from drop down list

Enrollment (HS) | Econ Status 2018-2019 | Alt Programs 2018-2019 | District Exit 2018-2019 | Student 2018-2019

District Exit 2018-2019

District Exit Reason:
 PIMS Mobility Code:
 Post Dropout Activity:



2018-2019 - Enrollment History

Building	Entry Date and Code	Withdrawal Date and Code	Grade	Curriculum Code	ADM AM%	ADM PM%	Votech	Calendar	PLCO	Info
HS	08/27/2018 E2		09		50.000	50.000		HSSecNew		

- 6 Select the correct reason from the district exit reason drop down

Enrollment (HS) | Econ Status 2018-2019 | Alt Programs 2018-2019 | **District Exit 2018-2019** | Student 2018-2019


District Exit 2018-2019

District Exit Reason  

PIMS Mobility Code

Post Dropout Activity

2018-2019 - Enrollment History

Building	Entry Date and Code	Withdrawal Date and Code	Grade	Curriculum Code	ADM AM%	ADM PM%	Votech	Calendar	PLCO	Info
HS	08/27/2018 E2		09		50.000	50.000		HSSecNew		

7 Click the save disk button at top left



8 Repeat the process for the remaining students

Troubleshooting

How to Get Help:

- Contact the Director of Student Records

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/21/2019 11:46 AM	New document	Paige Appler



End of Year Student Graduate Procedure

General Description

Description / Scope:

Process for how to change high school graduates status in Sapphire.

Purpose:

So that high school graduates are no longer appearing as active in Sapphire and marked as graduates.

Who Performs / Responsible:

- Damon Key -Director of Student Records
- Myla Thomas -Assistant Registrar
- Paige Appler -Assistant Registrar

When to Perform:

- Yearly-June

Requirements

Approvals:

You must obtain the following approval(s) prior to starting the task:
Director of Student Records

Pre-Knowledge:

- Sapphire systems

Equipment and Materials

Materials:

Have the following on hand before starting the procedure:

- Student Graduate List

Warnings and Precautions

Warnings:

Performing this procedure improperly could result in:

- High school graduate students showing as currently enrolled
- Incorrect PIMS reporting
- Students not showing as graduated in Sapphire

Precautions:

To avoid errors and potential problems do the following before starting this procedure:

- The procedure must be followed as stated and graduate students cannot just be withdrawn

Detailed Steps

- 1 Process starts once student has graduated from PA Virtual
- 2 Student graduates are not withdrawn from Sapphire
- 3 Data team will update the Post-Secondary Tracking screen in Sapphire over the summer which will make the student show as graduated in Sapphire.

Del	Post-Secondary Institution	Date Applied	Application Status	Attending
<input type="checkbox"/>	KUTZTOWN UNIVERSITY OF PENNSYLVANIA		Accepted	Yes

- 4 Since students do not show as withdrawn in Sapphire you must manually create graduation letters through a mail merge.
- 5 Open a recent daily enrollment report

6 Delete all other students except for the graduates

7 Update spreadsheet rows & columns-See details of what to include

How to Do:

Rows:

FIRST_NAME, LAST_NAME, ADDRESS_1, ADDRESS_2, ADDRESS_CITY, STATE, ADDRESS_ZIP
DOB, GRADE_LEVEL, and RESIDENT_DISTRICT_DESC.

Columns (add following 2):

WITHDRAWL_DESC- which will be Graduated for all students, and WITHDRAWL_DATE-which
will be the graduation date for all students.

8 Mail merge file with New Parent WD Letter



To the parent or guardian of:
Demon Key
630 Park Ave.
King of Prussia, PA 19406

June 19, 2015

To Whom It May Concern:

This letter serves as formal notification that the following student in **Upper Merion SD** has
withdrawn from the Pennsylvania Virtual Charter School.

<u>NAME:</u>	Demon Key
<u>DOB:</u>	12/1/1996
<u>GRADE LEVEL:</u>	12
<u>REASON:</u>	Graduated
<u>WITHDRAWAL DATE:</u>	6/1/2015

Sincerely,
Demon Key
Demon Key
Registrar
PA Virtual Charter School

9 Print two copies of the letter

10 Scan and upload a copy into the students' file

10.1. Mail a copy to the school district

10.2. Mail a copy to the family

Revision Management**Revision History Log:**

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/20/2019 2:35 PM	New document	Paige Appler



High School Transcript Entry

Work Instruction

General Description

Task Description:

Enter new/existing high school students transcript from a previous high school

Purpose:

To ensure student is schedule and is receiving correct credits and classes to graduate

Who Performs:

- Damon Key -Director of Academic Records
- Myla Thomas -Assistant Registrar
- Paige Appler -Assistant Registrar

When to Perform:

- Each time a new transcript for a student is received

Requirements

Pre-Knowledge:

- Our current graduate requirements
- Grading Scale

Warnings and Precautions

Precautions:

To avoid errors and potential problems do the following before starting this task:

- Students coming from different schools particularly out of state sometimes have credits for certain courses that may not correspond to ours. Evaluate transcript and consult with the Director of Academic Records before entering credit values/graduation types if there are discrepancies.

Detailed Steps

- 1** In Sapphire enter Student ID/Name of student

2 Go to Screens/Transcripts/Academic History

3 Make sure students graduation progress track is set to "General Graduation"



Graduation Progress Track:

3.1. Click down arrow next to graduation progress track

3.2. Click save

4 Choose correct school type and school year where course(s) were taken. Click Save when done or after each entry.

<input checked="" type="checkbox"/>	PS	2010	10	Y		CP W History H101	History		D	1.000	1.000	Normal	History	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	PS	2010	10	Y		CP Eng 10	English		D	1.000	1.000	Normal	English	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	PS	2010	10	Y		Geometry	Math		D	1.000	1.000	Normal	Math	<input checked="" type="checkbox"/>

5 Calculate GPA (once courses and credits have been added and saved)

Warnings / If an Error Occurs:

If you do not calculate GPA each time you enter items for the transcript then the items will not appear/update the transcript . This will make them not appear on the transcript or not appear correctly.

5.1. Go to Utilities/GPA Calculations/Calculate GPA

6 Post transcript into Sapphire portal

Result:

This will post the updated transcript so the student and guidance counselor can view it through their Sapphire student portal.

Grade Level(s): {All} 08 09 10 Note: use the CTRL and SHIFT keys to (Reporting all Grade Levels is the default)

Counselor(s): {All} Suzanne Elsherif Lisa Shearn Kimberly McDermott Note: use the CTRL (Reporting all Counselors is the default)

Enrolled?: Yes

Select Student: 308565

Saved Group: {select saved group}

Print Transcript For: {Student Physical Address}

Sort Order: Grade Level

Action: Post to Community Portal (Overwrite)

Output Formats: PDF - Portable Document Format
RTF - Rich Text

- 6.1. Go to Reports/Report Cards/Transcripts/Secondary Transcript (SJC)(HS)
- 6.2. Enter Student ID and change the action dropdown to Post to Community Portal (Overwrite).

Attachments

images

		PS	2010	10	Y		CP W History H101	History		D	1.000	1.000	Normal	History	<input checked="" type="checkbox"/>
		PS	2010	10	Y		CP Eng 10	English		D	1.000	1.000	Normal	English	<input checked="" type="checkbox"/>
		PS	2010	10	Y		Geometry	Math		D	1.000	1.000	Normal	Math	<input checked="" type="checkbox"/>

Categories

Department (List only one):

- Registrar

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.1	5/17/2019 2:57 PM	corrected document	Paige Appler
v1.0	5/17/2019 12:56 PM	New document	Paige Appler



Records Request Process

Work Instruction

General Description

Task Description:

To Forward all academic/health/special education records within 10 business days per PDE regulations.

Purpose:

In compliance with regulations established by FERPA, the Pennsylvania Department of Education as well as the Student Records policy approved by the PA Virtual Board of Trustees; the purpose of the records request process is to ensure that PA Virtual ensures that student academic files or other academic information is transferred to other authorized institutions or persons in a timely manner/within 10 business days

Who Performs:

- Myla Thomas - Student Records Coordinator
- Paige Appler - Student Records Coordinator

When to Perform:

- When received via email
- When received via fax
- When received via snail mail

Requirements

Approvals:

You must obtain the following approval(s) prior to starting the task:

Approvals are only needed from the Director of Student Records when a request is received from a lawyer or a parent asks records be sent directly to a lawyer or other unknown entity.

Pre-Knowledge:

- FERPA Regulations - Student Information/Records

Warnings and Precautions

Precautions:

To avoid errors and potential problems do the following before starting this task:

- All Records must be forwarded within 10 Business days upon receipt of request.
- Parental consent is only needed when an institution or entity other than a school or government institution is requesting records.
- When questionable request for records comes in double check with Director of Student Records or parent of student before sending records.

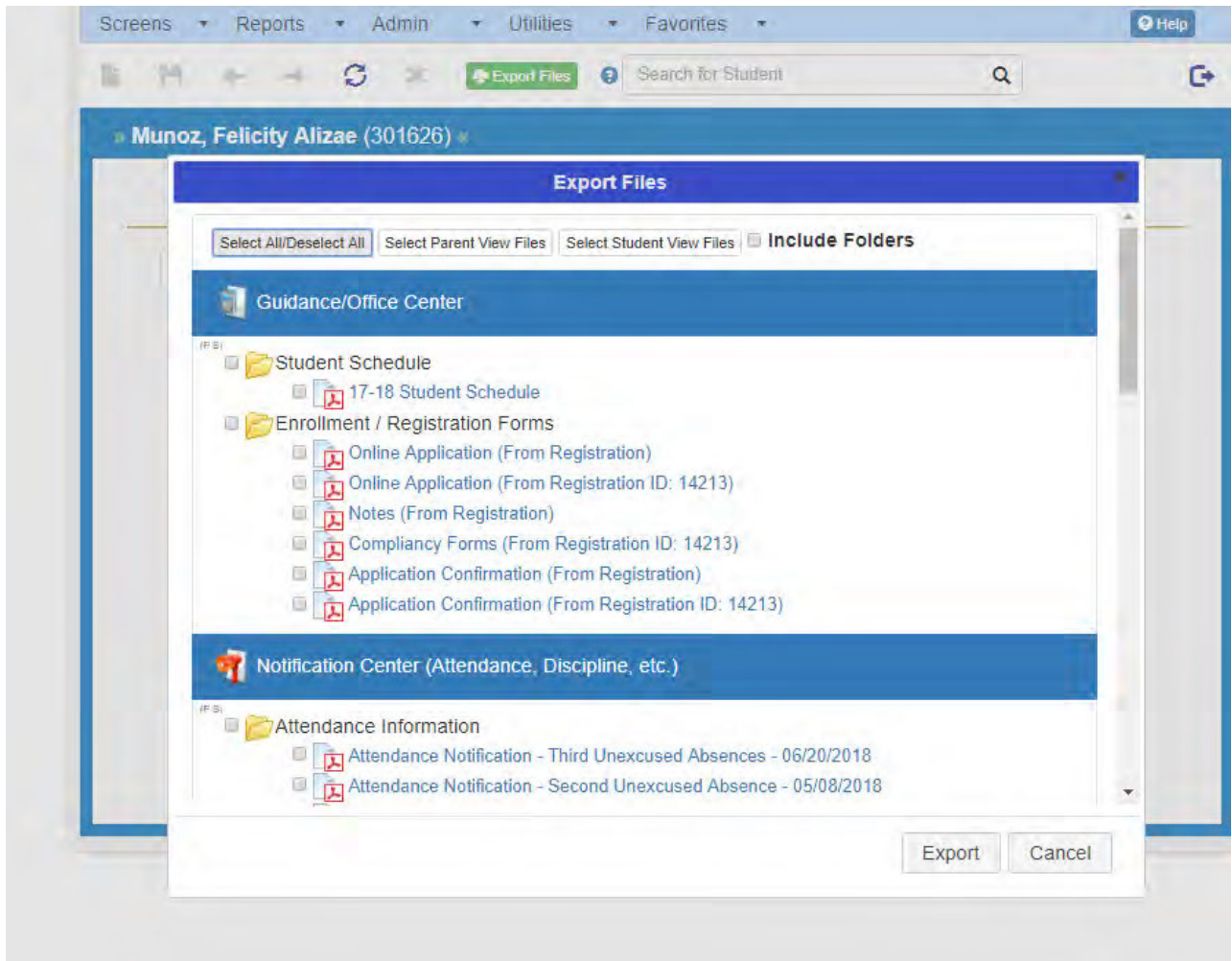
Detailed Steps

- 1** Verify requests received for validity.
- 2** Add record request information to tracking spreadsheet (currently google document).
- 3** If health and special education records are requested the registrar's office sends a copy of the records request to the Sped and Pupil Health departments for processing . (Tip: We typically forward all requests that are received during the day in on PDF document to both departments at the end of the work day.)
- 4** Download/Export the student's academic record from Sapphire.

How to Do:

Documents forwarded are

- Attendance Information
- Discipline Information
- Student Grades
- Enrollment Documents-do not need to include Enrollment form Audit Trail, Immunization records or proff of age/proff of residency.
- Prior School Records



4.1. Screen/Demographics/Student Document Center/Enter Student ID or Name/Choose Student/Click Export Files Button/Choose Documents to export by clicking box next to items needed.

4.2. See details in step 4 for documents typically forwarded

5 When done choosing documents click export button at bottom of screen.

6 Once Exported choose hyperlink with students name to get documents.

How to Do:

Zip File will appear at bottom of your screen. Click to open zip file then highlight and copy all documents that appear and place them in a folder on your computer.

Warnings / If an Error Occurs:

If you choose the hyperlink above one indicated in picture you will not retrieve the documents you need.

Running Task | PA Virtual High School

Screens ▾ Reports ▾ Admin ▾ Utilities ▾ Favorites ▾

 Help


Task Complete

View your results

[JobReport.html](#)
[Munoz_Felicity_301626_201904120918_Batch.zip](#)

 Or, go to the [View Report Results](#) screen.

[Task Processing Information](#)

6.1. Zip file will appear at bottom of your screen.

6.2. Click to open zip file then highlight and copy all documents that appear and place them in a folder on your computer

- 7** Merge the documents that were retrieved from Sapphire together into one PDF File and format to reflect the documents. Example: Student Last Name, Student First Name, RR
- 8** Fax, Mail or email the record to the new school per the records request form
- 9** Update the processing time and date records sent on the tracking spreadsheet (currently a google document)
- 10** Upload PDF copy of records request into Sapphire.

10.1. Go to Registrar Documents Center/Other Registrar Documents. **Format of PDF should be Student Last Name, First Name, RR or some other abbreviate description of document. Ex: *Smith Jane RR or Smith Jane RR Trans***

Troubleshooting

Common Problems:

Below are common issues and how to resolve them:

The request is illegible. Contact the sender to request a legible copy of the request in order to process it.

Attachments

[Records Board Policy](#)

Related Documents

Other Related Documents:

Student Educational Records Policy-2901

Categories

Department (List only one):

- Registrar

Categories:

- Compliance

Regulations:

- FERPA

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.1	5/15/2019 12:30 PM	updated procedures as of 5/15/19	Paige Appler
v1.0	4/23/2017 10:35 AM	New document	Vicki Andrews-Gilmore

IT



RMA Process

PA Virtual Processes

General Description

Departments Involved:

- Information Technology

Summary/Purpose:

To ensure students send back defective laptops and receive replacement equipment (laptops, printers, headsets, or Power Cords) in a timely manner.

Responsibilities:

- Technology

Process Stages or Steps

1 Defective Laptops - when a laptop is unable to be repaired remotely, the ticket is processed for RMA

1.1. The Software Support Specialist will process the ticket for RMA:

1.1.1. Change the subject line of the ticket to include "Laptop" & the student's Blackboard ID

1.1.2. Change the ticket to from HelpDesk to RMA

1.1.3. Add student ID and select the relevant RMA type in the ticket.

1.1.4. Add Parent & student school provided email address, student's Family Support Coordinator, & Student Services Coordinator to ticket

1.1.5. Create the Access Code in UPS Return Label Portal

1.1.6. Use the Labels Sent option in Actions to send return message

1.1.6.1. Use the "Labels_Sent" canned-reply.

1.2. Defective Laptop coming back to Fulfillment Center

1.2.1. Shipping label will be printed for outgoing replacement

- 1.2.1.1. Replacement laptop will be pulled from the shelf and packed to ship out to student
 - 1.2.1.2. Box will include power cord and Returning Student Instruction Packet
 - 1.2.2. When defective laptop is received:
 - 1.2.2.1. Laptop will be checked into Inventory System
 - 1.2.2.2. Inspected for Incident Report, based on ticket information in Request Tracker
 - 1.2.2.2.1. See Also: [IT-32002 - Student Laptop Incident Reporting](#)
 - 1.2.2.3. Ticket updated in Request Tracker and changed to "Closed"
- 1.3. **Expediting Laptops** - Occasionally, the Technology Department will approve, or be requested to requested to ship a replacement laptop before the defective laptop is received.
 - 1.3.1. The ticket will be adjusted in Request Tracker
 - 1.3.1.1. The word "Expedited" added to the subject line
 - 1.3.1.2. Message indicating we are making a one-time exception to expedite the replacement and request the Manager of Technology Support Services print a shipping and return label.
 - 1.3.2. Once the shipping and return label is received by the Technology Department, the Warehouse Worker will:
 - 1.3.2.1. Check the replacement laptop out in inventory system
 - 1.3.2.2. Update the ticket in Request Tracker, changing the status to "Sent"
- 1.4. **Parent coming to office to pickup replacement** - Occasionally, the parent requests to come to the main office to swap out the defective laptop for the replacement laptop.
 - 1.4.1. Technology Department will:
 - 1.4.1.1. Add Front Desk to the ticket in Request Tracker

- 1.4.1.2. Create a message in the ticket indicating the parent will be coming to the Main Office, including the date/time (if applicable).
 - 1.4.2. When the parent arrives, the defective laptop will be swapped with the replacement laptop. The Warehouse Worker will:
 - 1.4.2.1. Create a message in the ticket indicating the defective has been received and the replacement has been provided to the family, changing the status to "Closed"
 - 1.4.2.2. Check the replacement laptop out to the student and the defective laptop in to the Fulfillment Center in inventory system

2 Printer Replacement - when a printer is unable to repaired remotely, a new printer will be shipped

- 2.1. The Software Support Specialist will process the ticket for RMA:
 - 2.1.1. Change the subject line of the ticket to include "Printer", printer type being shipped, and the student's Blackboard ID
 - 2.1.2. Change the ticket to from HelpDesk to RMA
 - 2.1.3. Add Learning Coach and student school-provided email address to ticket.
 - 2.1.4. Use UPS Worldship to print a label to ship a new printer
- 2.2. The Warehouse Worker will:
 - 2.2.1. Check a new printer out to the student in inventory system
 - 2.2.2. Update the ticket in Request Tracker:
 - 2.2.2.1. Create a message indicating a printer is being shipped, including the printer type and UPS tracking#
 - 2.2.2.2. Change the ticket status to "Closed"

3 Headset Replacement - when it has been determined that a replacement needs to be sent to the student

- 3.1. The Software Support Specialist will process the ticket for RMA:
 - 3.1.1. Change the subject line of the ticket to include "Headset", printer type being shipped, and the student's Blackboard ID

3.1.2. Change the ticket to from HelpDesk to RMA

3.1.3. Add Learning Coach and student school-provided email address to ticket.

3.1.4. Use SendPro to print a USPS First Class Mail label to ship a new headset

3.1.5. Update the ticket in Request Tracker, indicating a headset is being shipping and changing the status to "Closed"

3.2. The Warehouse Worker will:

3.2.1. Use the label to ship a new headset out to the student

3.2.2. This package will be placed at the Front Desk for pickup.

Categories

Department (List only one):

- Information Technology

Categories:

- Support

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	10/30/2019 7:40 AM	New document	Kim Cook



New Student Laptop Fulfillment

PA Virtual Processes

General Description

Departments Involved:

- Information Technology
- Family Support Services
- Enrollment
- Human Resources
- Onboarding & Professional Development

Summary/Purpose:

Ensure that all new enrollments receive the proper accounts and equipment to enable them to effectively attend PA Virtual Charter School.

When Performed:

- As needed

Starts before graduation and lasts through the open enrollment season.

Responsibilities:

- Enrollment Department
- Manager of Technology Support Services
- SIS Admin
- Technology

Process Stages or Steps

- 1** Technology Department creates a shared document for the enrollment season and adds new enrolled that require equipment.

- 2** Technology Department will:
 - 2.1. Prepare student image, account and laptop
 - 2.2. Update inventory

- 3** Technology Department will print shipping labels for new student shipments.

4 Technology Department will ship equipment, including: Laptop, Printer, Headset, to newly enrolled students

- 4.1. If enrolled during June-Aug, shipment will leave after designated ship date
- 4.2. All shipments for new students will be processed based on Orientation Schedule sent out at beginning of the school year from HR/ Enrollment department.

5 Technology Department will update the shared document with the tracking information.

Categories

Department (List only one):

- Information Technology

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/16/2017 2:46 PM	New document	Katie Pomon

Forms

Forms:

Share google doc in the naming convention of New Enrollments SY - (new year)

Software Access Needed

List of Software Access Needed:

Google, Sapphire, WASP, UPS World Ship



Student Ink Requests

PA Virtual Processes

General Description

Departments Involved:

- Information Technology

Summary/Purpose:

To provide active students with allotted ink cartridges for PA Virtual provided printers for the School Year.

When Performed:

- Within 2 weeks of request received

Student ink requests will be processed within 2 weeks of completed requests.

Responsibilities:

- Manager of Technology Support Services

Manager of Technology Support Services is responsible for processing, and printing USPS labels for all student ink requests received.

Process Stages or Steps

1 Request Submitted

What happens:

Ink requests are submitted by the Learning Coach through their MultiPass account.

Information on the Ink Program can be found on our PA Virtual Technology Support site.

Who Performs this Step:

Learning Coaches

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

PA Virtual Technology Support Site

Multipass Site

Result:

Once the ticket has been processed, the address and printer type has been verified, ink will be shipped to the Learning Coach via USPS First Class Mail.

Special Warnings:

Ink will be shipped to the address PA Virtual has on file for the active students. Learning Coaches should contact their Family Support Coordinator to update your mailing address, if they recently moved. Ink will be shipped once the Change of Address is no longer "Pending".

If the request includes a printer that is no longer supported by PA Virtual, a new printer will be shipped to the student, along with the ink quantity requested.

2 Request Verified**What happens:**

The mailing address and the printer type will be verified. If the printer listed is no longer supported by PA Virtual, a new printer will be shipped to the student.

Who Performs this Step:

Manager of Technology Support Services

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Sapphire

Request Tracker (RT)

SendPro

3 Request Fulfilled**What happens:**

USPS First Class Mail labels will be printed for each ink request. Ink will be packaged and shipped based on the mailing label printed.

Who Performs this Step:

Manager of Technology Support Services

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

SendPro

4 Delivery Verified

What happens:

Once ink has been shipped, delivery will be verified by PA Virtual through SendPro

Who Performs this Step:

Manager of Technology Support Services

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

SendPro

Result:

If the item is marked as delivered, the Manager of Technology Support Services will mark this request as completed. If not, the shipment will be tracked until delivered.

Special Warnings:

If the shipment is not delivered within 2 weeks, the Manager of Technology Support Services will file a claim with USPS to locate the package and have it returned to the Fulfillment Center, or have the shipment cost refunded. Another ink shipment will be mailed to the Learning Coach.

Categories**Department (List only one):**

- Information Technology

Responsible / Who Performs:

- Manager of Technology Support Services

Revision Management**Revision History Log:**

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	10/28/2019 7:19 AM	New document	Kim Cook



Scheduling 1

PA Virtual Processes

General Description

Departments Involved:

- Academic Administration
- Information Technology

Summary/Purpose:

The purpose of scheduling is to determine how many course sections are needed for an academic course based on the students' course selections and to determine the staffing needs for the next school year. The result is the creation of student and staff schedules in preparation for the new school year.

When Performed:

- At roll over for new School Year creation (High School)
- Continues through the Summer (June / July)
- continues throught the school year as students enroll / withdrawl

Responsibilities:

- Assistant Principals
- Counselors
- Principals
- scheduler

Process Stages or Steps

- 1 Board Approval of the Calander for the next school**
- 2 The Sapphire administrator must create the next school year in Sapphire and transfer the students into the new school year.**
- 3 Information about courses is selected to be copied from the previous school year into the new school year.**
- 4 Request forms need to be created for each student to make their selection. (See procedures on Course Selection).**

- 5 The number of course selections are determined based on the parameters established for class size and staffing availability.
- 6 Courses sections are built under the “Master Schedule Maintenance Rev” and scheduled based on the “Create Sections by Request” tabs on Sapphire.
- 7 Scheduler is run and students are scheduled based on the course selections they requested.
- 8 The scheduling report is analyzed to determine if the number of conflicts can be resolved or to increase the number of students who were not able to be scheduled.
- 9 Run a “Student Schedule (Potential)” report and “Teacher Schedule Report” to verify schedules are correct.
- 10 Course templates can be adjusted to increase the potential of students getting the course, and multiple revisions of the scheduler can be created until a final version is accepted.
- 11 Once satisfied with the run, the schedule is adopted. The students’ schedules are created and made available to the students in the Sapphire Portal.

Categories

Department (List only one):

- Information Technology

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/23/2017 8:56 AM	New document	Katie Pomon



Report Cards & Progress Reports

PA Virtual Processes

General Description

Departments Involved:

- TLFS
- Information Technology

Summary/Purpose:

PA Virtual student report cards and progress reports are made available through the Sapphire Student Information System.

When Performed:

- End of Year (Report Cards)
- Mid Year after First Semester (Progress reports)

Responsibilities:

- Assistant Principal
- Principal
- SIS Admin
- Teachers

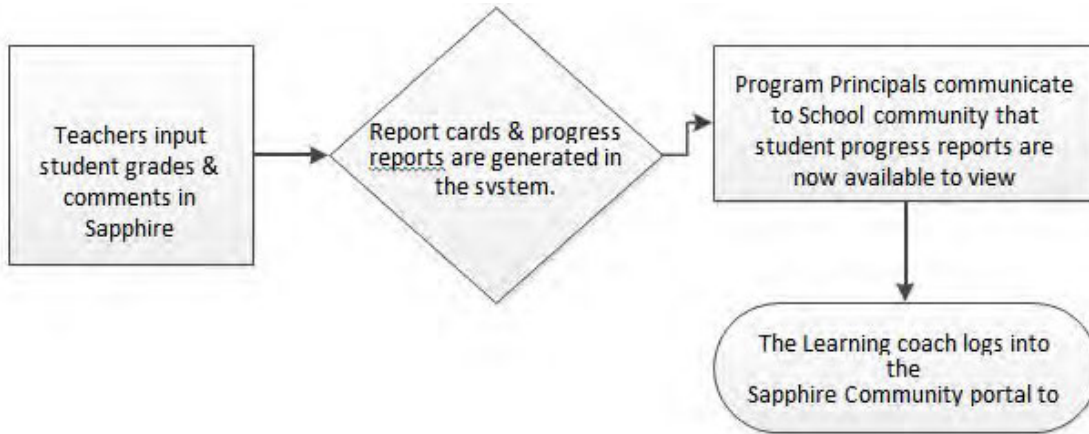
Principals and teachers

Process Stages or Steps

- 1 Teachers must verify that Grades in Blackboard Gradebook match Sapphire Gradebook**
- 2 Teachers input their grades and comments for each student through the Sapphire system.**
- 3 Report cards are generated in the system for each student.**
- 4 Once report cards are loaded into Sapphire, program Principals communicate to students and parents that grades are available to view.**
- 5 The Learning Coach logs into the community portal in Sapphire using the parent login provided to them to view grade.**

Attachments

Flow Chart INS-0026



Related Documents

Other Related Documents:

Admission Policy

Categories

Department (List only one):

- Information Technology

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/10/2017 10:50 AM	New document	Lisa Graham

Forms

Forms:

1. Report Cards
2. Progress Report

Software Access Needed

List of Software Access Needed:

Sapphire



School Safety

PA Virtual Processes

General Description

Departments Involved:

- Information Technology

Summary/Purpose:

To ensure the safety of school staff, students, and families as it pertains to items within the school's control.

When Performed:

- As needed

Responsibilities:

- School Safety & Security

Related Documents

Other Related Documents:

[BOT - 3103 - School Safety & Security Policy](#)

Categories

Department (List only one):

- Information Technology

Categories:

- Facilities

Regulations:

- Pennsylvania Department of Education
- PA Virtual Board ByLaws

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	10/22/2019 2:56 PM	New document	Meredith Regul

Software Access Needed

List of Software Access Needed:

Google Docs, Google, Microsoft Word



Community Portal

PA Virtual Processes

General Description

Departments Involved:

- Academic 5-8
- Academic 9-12
- Academic Administration
- Academic K-4
- Academic Support
- Enrollment
- Family Support Services
- Guidance
- Orientation
- Parent Education & Engagement
- Student Records / Registrar
- Student Support Services
- Teaching and Learning

Summary/Purpose:

All students and parents can access live grades, schedules, report cards and unofficial transcripts (HS Students) and other important school related information through accessing their community portal of the student information system. Each student and parent is provided their own secure account and the portal is accessible at all times.

Responsibilities:

- Molly Dugan
- Nate Achey

Process Stages or Steps

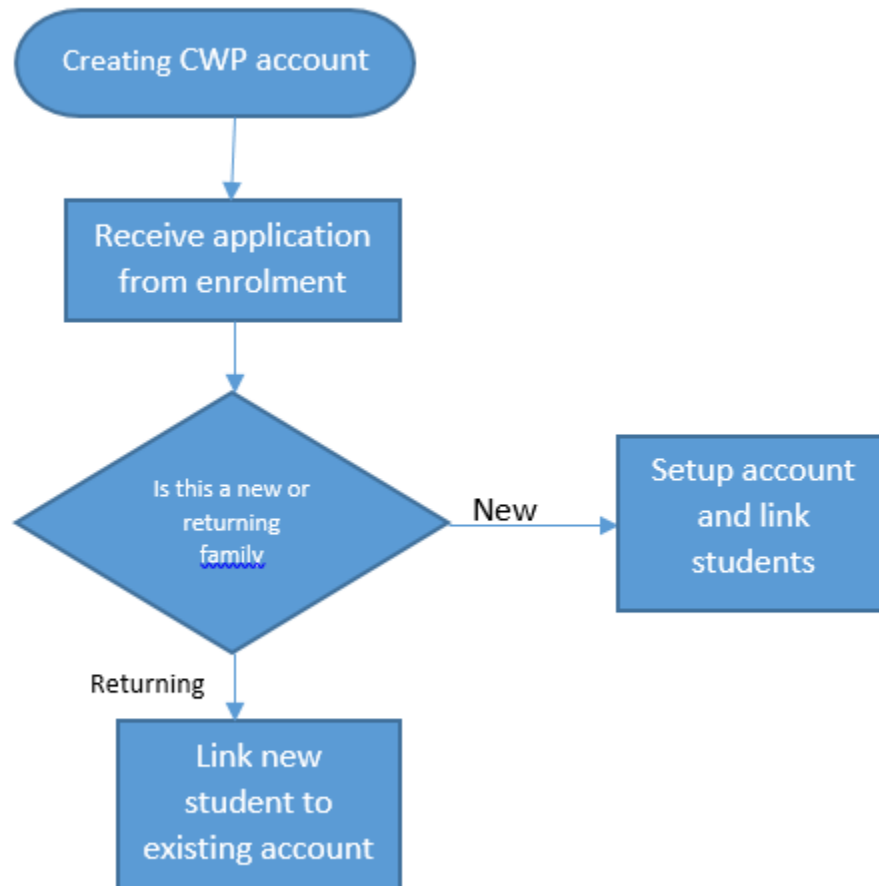
- 1** To access the community portal as a staff member to support a family, log into the student information system in the correct building of the student or parent you are providing assistance.
- 2** Type in the student name or student ID then hit enter. Once on the demographic page of the student, click on the quick look up for the student. Choose the community portal information link. This will show you the last time the student and parent accessed their

portal. Please be mindful that some parents actually use their student's accounts to view information.

- 3** To actually log in to the portal of that student, click on the blue link that says “Click to View the Student's Community Portal Record.”
- 4** You are now inside of the student's community portal account and can see exactly what a student would see.
- 5** The usernames and passwords are generated by IT. All applications are approved by the IT department for the parent portal. If a parent or student cannot log into the CWP (Community Web portal) contact your FSC. Please note that if the student or parent changes their password they will need to click on the “forgot password” link on the login screen to change their password to a new one.

Attachments

creating CWP



Categories

Department (List only one):

- Information Technology

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/20/2017 10:05 AM	New document	Katie Pomon



Blackboard Classroom and Procedures

PA Virtual Processes

General Description

Departments Involved:

- Academic 5-8
- Academic 9-12
- Academic K-4

Summary/Purpose:

Blackboard is the learning management system that functions as our virtual schoolhouse. Logging into Blackboard is equivalent to walking through a school's doors and entering a teacher's homeroom. Blackboard enables PA Virtual to engage students in exciting new ways by keeping them informed and involved. Through this innovative technology, PA Virtual works as a community to build a better educational experience. Blackboard is used as a "one-stop shop" where every member of the PA Virtual educational community can attend classes, receive school news, access educational resources, and coordinate events.

All students, teachers, staff, and parents enter the school using his or her unique username and password. All parents and students are expected to check Blackboard for individual program calendars or listings of events.

Students enter their teacher's Blackboard courses via the student my courses page. Once in a course, students find teacher information, course documents, resources, announcements, and access to the virtual classroom (Jigsaw, or Blackboard Collaborate).

PA Virtual uses Blackboard for:

- Capturing attendance records
- School-wide announcements
- Outing Calendars
- Health Screening Calendars
- Service Learning Projects
- Blackboard Collaborate and Recorded Sessions
- Accessing Family Support Programs
- Contact information for teachers and school staff
- Video and photo galleries
- General School news and calendars

Blackboard Collaborate is the virtual classroom for high school that enables world-class communication, collaboration, and education in the virtual setting. This program is an intuitive, instructor-led environment that delivers real-time, interactive education and encourages real learning and collaboration. All direct instruction by PA Virtual teachers takes place in Blackboard Collaborate. Each teacher has a unique Blackboard Collaborate classroom that can be accessed by the student. Blackboard Collaborate is used by the teacher to instruct, have conferences, hold office hours for individualized help, or give students the chance to get to know each other.

All direct instruction by our K-8 teachers takes place in Jigsaw Interactive. Designed to allow multiple learning styles using a one-size-fits-all approach. Through Jigsaw, teachers can actively engage the student to produce hands-on learning through active whiteboards, small group sessions, collaborating via video, audio, and chat, making the classroom interactive and a fun place to learn.

Office hours are intended for use by parents and students. Learning Coaches or students can enter a teacher's Blackboard Collaborate classroom during the teacher's office hours to ask questions related to subject content, grades, or other general matters related to the student's education and/or procedures for participating in the PA Virtual environment. In addition to the classroom experience, Blackboard Collaborate allows the PA Virtual Community to come together for school-wide assemblies, virtual outings, and other social opportunities.

Responsibilities:

- Director of IT
- Parent/Guardian
- Principal
- Students
- Teachers
- Web Systems Specialist

Process Stages or Steps

- 1 All teachers follow a standard convention as developed by the Senior Leadership Team for creating Blackboard courses. Information to be included in all Blackboard courses is as follows and in the order listed:**

- 1.1. Class Announcements
- 1.2. Teacher Information

- 1.3. Collaborate (link to live class and recordings)
- 1.4. Online School Link
- 1.5. Assignments/Sapphire Link
- 1.6. Class Resources
- 1.7. Getting Started Guide
- 1.8. Learning Coach Resources

Categories

Department (List only one):

- Information Technology

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/23/2017 9:24 AM	New document	Katie Pomon



Software Approval

PA Virtual Processes

General Description

Departments Involved:

- Information Technology

Summary/Purpose:

To ensure that all software that is placed on PA Virtual Equipment is compatible with our systems, and does not break user License Agreement.

When Performed:

- As needed

Responsibilities:

- Kevin Squire
- Nate Achey

After the software request form is filled out NAté and Kevin confer and research the software.

Process Stages or Steps

- 1** Complete the [Request Form](#)
- 2** The Technology Department will evaluate the software.
 - 2.1. Review the software license.
 - 2.2. Test software/service in our environment.
- 3** If it is approved, then goes to the CEO for final approval. Not approved, the Technology Department will notify you as to why it was not approved
- 4** By default, the Technology Department does not consider 'reviewing software' a high-priority ticket. Also note that install and testing can take a minimum of a few days to complete. You must plan accordingly - please allow at least 4 weeks' time.

Categories

Department (List only one):

- Information Technology

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/16/2017 2:02 PM	New document	Katie Pomon

Forms

Forms:

Request Form:

<https://docs.google.com/a/pavcs.us/forms/d/e/1FAIpQLScffjluPOrIovs2C1TuYu4KenCiRqIbJ28ulihHdMBDuMGvg/viewform?formkey=dHhTNFJSVGtMNkVEbGVWSTEydlVLVVE6MQ&pli=1>

Software Access Needed

List of Software Access Needed:

Google, Request Tracker



Student Laptop Incident Reporting

PA Virtual Processes

General Description

Departments Involved:

- Information Technology

Summary/Purpose:

Set up processes and mechanisms of communication to ensure that laptop incidents, specifically improper, negligent or willful damage of laptops, are handled appropriately and expeditiously.

Note: This process is meant to ONLY address how improper, negligent or willful damage of laptops is handled internally. This process is not meant to address the procedures for “normal” laptop damages or issues

When Performed:

- When defective laptop is received at Fulfillment Center

When a defective laptop is received and the physical condition does not match the information entered in the RT ticket, an Incident Report should be filed.

There are different processes for First Time and Second Time (or more) Offenders for the current School Year.

Responsibilities:

- Director of IT
- Hardware Support Specialist
- Manager of Technology Support Services
- Operations Department
- Principal
- Project Manager

Hardware Support Specialist is responsible for verifying laptop damage based on information within ticket in RT. An Incident Report will be filed if the laptop's damage is not mentioned in the ticket.

First time offenders - student never had an incident report filed in the current school year

and the replacement laptop has already been shipped out to the student. This student is not on the Technology Departments' Hold List.

Hardware Support Specialist will:

1. Add student's name to the Technology Department's Hold List
2. Take pictures of the damaged areas of the laptop
3. Complete Incident Report form, inserting pictures directly into the form
4. Add completed Incident Report form to corresponding ticket in RT, as comment, and send to the following staff:
 - Program Principal
 - Program Project Manager
 - Director of Information Technology
 - Manager of Technology Support Services
5. The Program Principal or Program Project Manager will contact the family and inform them of the school equipment policy.
6. The next time this student has a damaged laptop (RMA), the Hardware Support Specialist will not ship the replacement laptop until the defective laptop has been received and inspected at the Fulfillment Center.

Second Time (or more) Offenders - this student has already has a prior Incident Report on file and is on the Technology Department's Hold List for the current School Year. The Hardware Support Specialist will not ship the replacement laptop until the defective laptop has been received and inspected. If the damage on the laptop matches the ticket in RT, the replacement will be shipped. If the damage to the laptop does not match the ticket in RT, the replacement will not be shipped and an Incident Report filed.

Hardware Support Specialist will:

1. Take pictures of the damaged areas of the laptop
2. Complete Incident Report form, inserting pictures directly into the form
3. Add completed Incident Report form to corresponding ticket in RT, as comment, and send to the following staff:
 - Operations Department
 - Director of Information Technology
 - Manager of Technology Support Services
4. The ticket status in RT will be changed to "Hold" until approval is received from the Academic Team.
5. Within 24 hours of receipt, the Operations Department will forward the Incident Report to the following staff:
 - Student's Program Principal
 - Director of Information Technology
 - Direct of Operations

- **Special Education Student** - include Director of Special Education
6. Within 48 hours of notification, the Academic Team is responsible for conducting a preliminary investigation of the incident. The Program Principal is responsible for updating the Technology and Operations Departments on next step, via email:
- Process replacement laptop
 - Hold replacement laptop
 - The Academic Team will be responsible for notifying the parent that there will be a hold on the replacement laptop
7. The Hardware Support Specialist will be responsible for updating the ticket in RT and shipping the replacement laptop upon approval from the Academic Team.

Process Stages or Steps

1 Help Desk and RMA procedures are followed, incident report generated upon receipt of equipment and determined by Technology staff. RMA Procedures can be found in the Staff Toolbox.

- 1.1. Upon receipt of the RMA, the Technology Department will determine if an Incident Report is to be generated and submit an email to the Operations Department, including images of the damage.
- 1.2. Within 24 hours of receipt, the Operations Department will generate an Incident Report and forward to the following individuals or their designee(s):
- 1.2.1. Regular Education Student
 - 1.2.1.1. School Principals
 - 1.2.1.2. Director of Information Technology
 - 1.2.1.3. Director of Operations
 - 1.2.2. Special Education Student – All individuals on the Regular Education Student distribution list and the Director of Special Education or their designee(s).
- 1.3. Within 48 hours of notification, the academic team is responsible for conducting a preliminary investigation of the incident. The Principal is responsible for updating the Incident Report with the Next Step which will be emailed to all of the individuals listed above in step 1.2.
- 1.3.1. Process replacement laptop

1.3.2. Hold replacement laptop

1.3.2.1. The academic team will be responsible for notifying the parent that there will be a hold on the replacement laptop.

2 Consequences:

- 2.1. Upon receipt of the Incident Report, the academic team will determine if the incident is a discipline issue and if a meeting is to take place with the parent. If the student is a Special Education student, the designated member of the Special Education department must be involved in this decision.
- 2.2. If It is determined that this is not a discipline issue, the Program Principal will update the Technology and Operations Departments. The Operations Department will submit a copy of the final Incident Report to the Registrar to be placed in the student record in the SIS. The Technology Department will ship or hold the replacement laptop, based on the Program Principal's instruction.
- 2.3. If it is determined that the incident is a potential discipline issue, the Program Principal will coordinate a meeting with the parent. If the student has a IEP, a representative from the special education department will take part in the parent meeting and will be involved in determining the consequences, if any.
- 2.4. The Student Code of Conduct will be referred to when determining the appropriate discipline, if any.
- 2.5. If the laptop issue is a result of theft, the parent will be asked to provide a copy of the police report.
- 2.6. If the laptop issue is a result of a fire or flood, the parent will be asked to provide a copy of the insurance claim.
- 2.7. If it is determined that there will be financial consequences, the Program Principal will share this information with the parent during the meeting.

- 2.8. The academic department designee will inform the parent of any obligations to pay for the cost of repair or replacement of the damaged equipment.

3 Resolution

- 3.1. The academic team will update the resolution on the Incident Report which will be emailed to all individuals on the distribution list.
- 3.2. Operations Department will submit the final Incident Report to the Registrar Department to be posted in the Student Information System.
- 3.3. If a payment is due, the Finance department will send an Official Letter of Obligation to pay to the parent with a breakdown of the charges. The finance department will monitor and track payments.
- 3.4. If a parent does not pay for the damages, the CFO will escalate the situation to the CEO/Board of Trustees.

4 Communication

- 4.1. All individuals working on this process should also be placing notes in the SIS to include ticket #.
- 4.2. Policies related to improper use of school equipment are communicated to parents through the Student Handbook, Student Code of Conduct, and Board approved policies which are posted in Blackboard (Acceptable Use Policy and the Improper, Negligent or Willful Damage of Laptops Policy).

NOTE: There has been no change to school policy. The procedures above are internal processes to establish effective communication and follow-up to these types of incidents.

5 Laptop Incident Report

- 5.1. The Incident Report will include a summary of the issue, the cost to repair or replace the laptop, an area for the Technology Department to indicate their recommendation,

and a place for the Academic team to report on the action/resolution.

Related Documents

Other Related Documents:

[BOT - 3202 - Improper, Negligent or Willful Damage to Computer, Printer, Monitor and/or Other School Property](#)

[BOT - 3301 - Administrative Record Management, Retention and Destruction Policy](#)

Categories

Department (List only one):

- Information Technology

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v2.0	2/13/2019 1:03 PM	Started new revision	Vicki Andrews-Gilmore
v1.1	2/13/2019 1:02 PM		Vicki Andrews-Gilmore
v1.0	6/13/2017 3:35 PM	New document	Katie Pomon

Forms

Forms:

Laptop Incident Report

Software Access Needed

List of Software Access Needed:

- Request Tracker (RT)
- WASP
- Sapphire
- HelloSign
- Blackboard Connect



Fulfillment Center Process

PA Virtual Processes

General Description

Departments Involved:

- Information Technology

Summary/Purpose:

To ensure the Fulfillment Center processes daily shipments in a timely manner and maintains proper inventory levels.

When Performed:

- Daily

Responsibilities:

- Technology

Process Stages or Steps

1 Receiving

What happens:

Sign for packages received by UPS and FedEx at the Fulfillment Center

Who Performs this Step:

Warehouse Worker

- 1.1. Manager of Technology Support Services will print shipping labels for all incoming defective laptops for the day .
 - 1.1.1. Upon receipt of the shipping labels, the Warehouse Worker will pull the corresponding replacement laptop, update the ticket in RT, check out in the inventory system and ship a replacement laptop to the student.
- 1.2. Upon receipt of delivery, Technology Department will process all incoming shipments according to shipping and receiving process.
- 1.3. Technology Department will ensure all inventory records are up to date.

2 Processing Received Shipments - Technology Department will:

What happens:

Incoming packages are opened and processed. Any items received that are not for the Fulfillment Center will be put in a location for pickup. Receiver will be informed when packages are received. Tech Equipment received will be updated in RT Ticket system, cleaned, tested and repurposed for future use.

Who Performs this Step:

Warehouse Worker

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

RT Ticket System

Staff Messaging System

- 2.1. Process all Reclamation requests
- 2.2. Refer to Student Incident Reporting Process when noticing negligent or improper use of received equipment
- 2.3. Place all laptops from withdrawn students or waivers into the designated testing areas.
- 2.4. Repair all broken equipment
- 2.5. At 12:00 pm process all open RMA tickets, to include but not limited to: printers, headsets, USB cords, printer power cords, laptop power cords, laptop batteries
- 2.6. Clean and inspect for Quality Assurance, all outgoing equipment to staff and students.
- 2.7. Use QA Checklist on all laptops in the testing area.
- 2.8. Received printers - new/unused printers will be checked into the inventory system and placed back on the printer pallet. Used printers will be disposed of in the inventory system and be added to the recycle pallet.

3 Shipping

What happens:

Ship out technology equipment for Staff and Students from the Fulfillment Center

Who Performs this Step:

Warehouse Worker

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

RT Ticket System

- 3.1. All shipments must be placed in the pick up area no later than 2:30 pm each business day.

Categories**Department (List only one):**

- Information Technology

Responsible / Who Performs:

- Information Technology

Revision Management**Revision History Log:**

Revision #:	Date:	Nature of Change:	Recorded By:
v2.0	2/13/2019 1:02 PM	Started new revision	Vicki Andrews-Gilmore
v1.1	2/13/2019 1:01 PM		Vicki Andrews-Gilmore
v1.0	5/22/2017 10:21 AM	New document	Katie Pomon

Forms**Forms:**

QA Checklist

Software Access Needed**List of Software Access Needed:**

UPS WorldShip

Google Drive

Request Tracker Ticket System

Sapphire
Inventory System



Identification (ID) Badges

PA Virtual Processes

General Description

Departments Involved:

- Human Resources
- Operations

Summary/Purpose:

It is PA Virtual's practice to issue ID Badge's to all employees. The badge is to be displayed when employees are attending events to identify that they are an employee of the School. The type of badge issued will be defined by the type of access an employee will require: secured or non-secured.

When Performed:

- As needed
- At time of hire

Responsibilities:

- Facilities
- Gail Bolger
- Human Resources
- Sherri Tate
- Stefanie Solimine

Process Stages or Steps

1 Issuing a Badge Upon Hire

What happens:

1. New Hires will have their picture taken during New Hire Orientation
2. Pictures are uploaded into Assure ID program by the HR Coordinator.
3. The HR Coordinator will print the badge according to building-access need:
 - Secured badges: Employees that work in the King of Prussia office or are required to visit the office on a regular basis will be provided with a badge with an access chip. This secure badge will allow the employee to enter the King of Prussia office. The HR Coordinator will email Facilities to define the access permissions.

- Non-Secured badges: Employees that work remotely are provided with a badge that does not contain the access chip to the King of Prussia office.
4. Badge is issued to the employee.

Who Performs this Step:

Human Resources, Facilities

2 Issuing a Replacement Badge

What happens:

1. If an Employee loses their badge:
 1. Employee should inform Human Resources immediately upon loss of badge
 2. Human Resources notifies Facilities to deactivate lost badge (security access badges only)
 3. Human Resources re-issues badge to employee following dedicated work
2. If an Employee changes positions:
 1. Human Resources will issue a new badge to the employee

Who Performs this Step:

Human Resources, Facilities

3 Security Access Protocol for Badges

What happens:

1. Human Resources issues badges depending on security access:
 1. Employees that have a dedicated work space in the King of Prussia office will receive full building access
 2. Employees that do not have a dedicated work space in the KOP office will have limited access to the KOP building. These employees will have front door/vestibule access only.
 - With advanced notice to the Front Desk Administrative Assistant, the badge will be fully re-activated prior to arrival.
 - Without advanced notice, the employee will be able to use their badge to enter the front vestibule only. The Front Desk Administrative Assistant will grant the employee entry to the lobby. Facilities will be asked to activate the employees badge for the day. If Facilities is not available to activate the employees badge, the Front Desk Administrative Assistant or designee will issue a temporary badge for the day.
 - Once employee leaves for the day, the badge will be activated to the front door/vestibule access only again.

Categories

Department (List only one):

- Human Resources

Categories:

- Facilities
- Personnel
- Records

Regulations:

- PA Virtual Board ByLaws

Responsible / Who Performs:

- Human Resources
-

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/5/2020 10:13 AM	New document	Gail Bolger

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Sherri Tate
 - Stefanie Solimine
-

Software Access Needed

List of Software Access Needed:

JPEG - Pictures
Assure ID
HR Shared Drive



Help Desk

PA Virtual Processes

General Description

Departments Involved:

- Information Technology

Summary/Purpose:

To track, assess, and repair all computer / Peripheral problems that effect staff and students. This process will look at the RT system for both student and Staff in how they create tickets as well as timelines for processing those tickets.

When Performed:

- As needed

Responsibilities:

- Technology Department

Process Stages or Steps

1 Creating a Help Desk Ticket

- 1.1. Students will call 1-877-883-3653 to report all issues concerning their PA Virtual issued Laptop.
- 1.2. Staff will create a ticket by emailing helpdesk@pavcsk12.org. All information including but not limited to error messages time and place of occurrence as well as a detailed explanation of what the issue the staff member is experiencing should be placed in all tickets.

2 Help Desk Staff

- 2.1. All staff tickets are sent via the helpdesk@pavcsk12.org email. Contact will be made for these tickets within 1 business day.
- 2.2. The Technology Department will contact the staff and determine if the issue can be resolved remotely, or a replacement laptop needs to be shipped.
 - 2.2.1. Remote resolution includes phone, email or IM contact with the staff member and possibly remote access to the PA Virtual provided laptop.
 - 2.2.1.1. If the issue is resolved remotely, the ticket will be closed.

2.2.1.2. If the issue cannot be resolved remotely, the Technology Department will build and ship a replacement laptop to the staff member with a return label to send the defective laptop back to the Fulfillment Center.

3 Help Desk Student

- 3.1. When a student has a technical issue with school-provided equipment (laptop, headset or printer), they call the Student Helpline (Tier 1). Tier 1 will determine if the issue can be resolved or escalated to Tier 2 (Request Tracker - RT).
- 3.1.1. If Tier 1 is able to resolve the issue, the ticket will be closed.
- 3.1.1.1. Tier 1 may access the student's school-provided laptop remotely, with the families' permission.
- 3.1.2. If Tier 1 is unable to resolve the issue, the ticket will be escalated to Tier 2 for further investigation.
- 3.1.2.1. Tier 2 (PA Virtual staff) will contact the family within 24 hours and determine if the issue can be resolved via phone or remote access.
- 3.1.2.1.1. Laptop Issues - With the families' permission, Tier 2 may attempt to access the student's school-provided laptop remotely to resolve the issue.
- 3.1.2.1.1.1. If the issue cannot be resolved remotely, this ticket will be processed for RMA (Return Materials Authorization). Refer to RMA process procedures
- 3.2. Printer Issues - with the families' permission, Tier 1 may attempt to access the student's school-provided laptop remotely to resolve the issue.
- 3.2.1. If the issue cannot be resolved remotely, or it is clear that the printer is defective, Tier 1 will escalate the ticket to Tier 2. Refer to RMA process procedures
- 3.3. Headset Issues - with the families' permission, Tier 2 may attempt to access the student's school-provided laptop remotely to resolve any audio/mic issues.
- 3.3.1. If the issue cannot be resolved remotely, or it is clear that the headset is defective, the ticket will be processed as RMA for replacement headset to be shipped. Refer to RMA process procedures

4 Closing tickets

- 4.1. Upon completion of issue or receipt of equipment, the technology department personnel will close the ticket with appropriate notes.

Categories

Department (List only one):

- Information Technology

Categories:

- Support

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v3.0	4/8/2019 9:54 AM	Started new revision	Vicki Andrews-Gilmore
v2.1	4/8/2019 9:53 AM		Vicki Andrews-Gilmore
v2.0	1/9/2019 1:48 PM	Started new revision	Nate Achey
v1.0	5/16/2017 1:01 PM	New document	Katie Pomon

Software Access Needed

List of Software Access Needed:

- Request Tracker
- Sapphire



Facilities Management

Procedure

General Description

Description / Scope:

Regular Facilities Maintenance and preventative measures are managed by the Director of Operations and the Facilities Operations Coordinator.

Purpose:

Facilities Maintenance and Preventative measures are to ensure the function, safety and longevity of PA Virtual Assets.

Who Performs / Responsible:

- Director of Operations
- Operations Coordinator

Richard Costa manages the day to day aspects of Facilities and reports to Meredith Regul

When to Perform:

- As needed

Some tasks have schedule intervals triggered by season change or time based intervals such as annual or bi-annual.

Requirements

Approvals:

You must obtain the following approval(s) prior to starting the task:

Simple repairs that the Operations Coordinator can safely do on their own in the event of a breakdown do not require prior approval. Changes/updates/scheduled repairs to the facility structure/set-up will require Approval from the Director of Operations. If the cost of the change is great and/or will impact the PAVCS community ELT approval may be required.

Pre-Knowledge:

- Email
- Microsoft Office 2013
- Facility systems
- Proposal/Bidding law for Public Schools

The facilitates coordinator must understand and be able to apply their knowledge of the law in regards to obtaining Proposals and Bidding for facilities needs.

Equipment and Materials

Equipment:

Access the following before starting this procedure:

- Email
- Microsoft Office 2013
- HelloSign
- Google Drive
- PDF Program

PA Virtual School Computer from the Tech Department

Materials:

Have the following on hand before starting the procedure:

- Facilities Supplies
- Tools

Related Documents

Other Related Documents:

[BOT - 3103 - School Safety & Security Policy](#)

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	4/30/2019 8:09 AM	New document	Meredith Regul



Laptop Fulfillment

Procedure

General Description

Description / Scope:

Ordering of new enrollment and re-enrollment computer equipment.

Purpose:

To ensure new enrollment and re-enrollment laptop are shipped for their first day of school.

Who Performs / Responsible:

- Operations Coordinator

Jill Tarzwell

When to Perform:

- Daily

By 10:30 AM

Requirements

Pre-Knowledge:

- Email
- Google Drive
- Microsoft Excel
- UPS Worldship
- Wasp

Equipment and Materials

Equipment:

Access the following before starting this procedure:

- Email
- Google Drive
- Microsoft Excel
- UPS Worldship

- Wasp

Materials:

Have the following on hand before starting the procedure:

- Label Printer

Detailed Steps

- 1 Open New Enrollment and Re-enrollment reports
- 2 Open Laptop Orders Google Doc
- 3 Compare reports to Laptop Orders Google Doc
- 4 Add new enrollments to Laptop Orders Google doc
- 5 Create UPS upload with new student information
- 6 Import upload in UPS Worldship to print labels to warehouse

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	4/16/2019 12:29 PM	New document	Jill Tarzwell



Laptop Reclamation Procedure

General Description

Description / Scope:

The Operations Department is responsible for tracking and reclaiming laptops for students who have withdrawn or graduated as well as students who have reported a defective laptop through the RT system.

Purpose:

To reclaim laptops in a timely manner, so that the laptops can be reimaged for other students

Who Performs / Responsible:

- Operations Coordinator

When to Perform:

- On Going

Requirements

Pre-Knowledge:

- Email
- Google Drive
- Microsoft Office 2013
- UPS Worldship
- Wasp
- RT System

Terms and Definitions:

Term:	Definition:
PRL	Print Return Label
ERL	Electronic Return Label

Equipment and Materials

Equipment:

Access the following before starting this procedure:

- Email
- Google Drive
- Microsoft Office 2013
- UPS Worldship
- Wasp
- RT System

Materials:

Have the following on hand before starting the procedure:

- Staff Member School Issued Laptop
- Label Printer & Labels
- Printer & Paper
- Envelopes

Warnings and Precautions

Warnings:

Performing this procedure improperly could result in:

- Families not receiving return labels

Detailed Steps

- 1 Create withdraw tickets from daily emailed withdraw report**
- 2 Add new withdraw tickets to withdraw call sheet and add new defective tickets to the defective call sheet**
- 3 Create and send print and email labels for new tickets**
- 4 Make weekly phone calls to families that have not returned equipment**
- 5 Tracking incoming shipments daily via UPS CampusShip**

5.1. Update call sheets to reflect the laptops that have been reclaimed

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/6/2019 12:02 PM	New document	Jill Tarzwell



Generating UPS Labels in UPS Worldship

Work Instruction

General Description

Task Description:

Using Worldship to print UPS labels for the return of student laptops

Purpose:

Getting return labels out to families helps PAVCS receive damaged or withdraw student laptops back.

Who Performs:

- Technology Department

When to Perform:

- Daily

Requirements

Pre-Knowledge:

- Microsoft Excel
- UPS Worldship
- RT Ticket System

Terms and Definitions:

Term:	Definition:
ERL	Electronic Return Label
PRL	Print Return Label

Equipment and Materials

Equipment:

- Internet Access
- Microsoft Excel
- UPS Worldship

Materials:

- Label Printer & Labels
- Staff Member School Issued Laptop
- Printer & Paper
- Envelopes

Detailed Steps

- 1** Open "UPS Batch File" under Operations/Reclamations
- 2** Add Student ID and Reference 1 & 2, if required.
- 3** Run UPS_Batch_File Macro to get student shipping addresses
- 4** Save and Close
- 5** Open UPS WorldShip
- 6** Select the Import-Export tab, and then hit Batch Import
- 7** Click on "ERL"
- 8** Check boxes, "Process shipments automatically after import" and, "Delete existing records"
- 9** Click Next, then click Yes, then click Next
- 10** After processing, close window by clicking close then Ok
- 11** Repeat steps 11-15 but for import "PRL"
- 12** Click on the Home Tab, and then click "End of Day"
- 13** Answer "No" to the first question and "Yes" to the second question

Categories

Department (List only one):

- Information Technology

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	9/18/2019 12:50 PM	New document	Jill Tarzwell



School Safety Assessments

Work Instruction

General Description

Task Description:

Assess the safety of the school building and related items

Purpose:

To ensure the safety of our staff, students, and families.

Who Performs:

- School Safety & Security

When to Perform:

- As needed
- Twice a year

Detailed Steps

- 1 Walk the building and property and look for signs of problems
- 2 1x per year ask the UMT Police to walk the building and property as well.

Related Documents

Other Related Documents:

[BOT - 3103 - School Safety & Security Policy](#)

Categories

Department (List only one):

- Information Technology

Categories:

- Facilities

Regulations:

- PA Virtual Board ByLaws

Revision Management**Revision History Log:**

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	10/22/2019 3:10 PM	New document	Meredith Regul



Creating a UPS Campus Ship Shipment

Work Instruction

General Description

Task Description:

Using CampusShip to create a label to send out a packages to non-student recipients

Purpose:

To send out packages

Who Performs:

- Any Staff Member with UPS CampusShip Account

When to Perform:

- As needed

When sending out a package

Equipment and Materials

Equipment:

- Internet Access
- UPS CampusShip Account

Detailed Steps

1 Select where the shipment is going

1.1. You can use an address from the **Address Book** or **Enter a New Address**

2 Always use Other Packaging

3 Enter the weight (estimated)

4 Use UPS Ground Service whenever possible

4.1. *If Saturday Delivery is necessary you must check **Deliver on Saturday** and use a*

Saturday Delivery sticker next to the label on the package

4.2. The Saturday Delivery labels are **orange** and are located in the mail rooms

- 5 Fill in the departmental code in **Department to Bill** *only if you are creating the label for a different department*
- 6 Click **Next** and check that all of the information is correct and click **Ship Now**.

Categories

Department (List only one):

- Information Technology

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	10/23/2019 11:23 AM	New document	Jill Tarzwell



Annual Fire Drill

Work Instruction

General Description

Task Description:

Annual Fire Drill as required by law

Purpose:

Ensure staff are aware of emergency exits and have practice in the event of an emergency

Who Performs:

- Director of Operations, School Safety & Security
- Operations Coordinator

When to Perform:

- Annually

within the first 90 days of school

Requirements

Approvals:

You must obtain the following approval(s) prior to starting the task:
CEO Office, HR

Pre-Knowledge:

- Email
- Life Safety Systems

Terms and Definitions:

Term:	Definition:
Life Safety System	Any interior building element designed to protect and evacuate the building population in emergencies, including fires and earthquakes, and less critical events, such as power failures. Fire-detection systems include electronic heat and smoke detectors that can activate audible alarms and automatically notify local fire departments. For fire suppression, hand-operated fire extinguishers and, often, building sprinkler systems are provided.

Detailed Steps

- 1 Email/Call CEO Office and HR to find out if there are any dates to avoid for fire drill
- 2 Email/Call Upper Merion Fire Department to obtain possible dates for fire drill
- 3 Schedule Fire Drill
- 4 Coordinate arrival of Fire Marshall
- 5 Call Monitoring service and make them aware you are completing a test of the system
- 6 initiate Fire Drill
- 7 Fire Marshall will observe and time the exit of staff. He will also check to ensure staff closed doors and exited safely
- 8 Save a copy of the Fire Marshall Report

Related Documents

Other Related Documents:

[BOT - 3203 - School Safety & Security Policy](#)

Categories

Department (List only one):

- Information Technology

Categories:

- Facilities

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	10/22/2019 3:01 PM	New document	Meredith Regul



Generating UPS label List for Withdraw & Defective Laptops

Work Instruction

General Description

Task Description:

RT RMA #'s are received via automatic email daily. This information is used to create UPS label list for withdraw and defective laptops.

Purpose:

To track active tickets and whether or not the laptops have been returned

Who Performs:

- Technology Department

When to Perform:

- Daily

Requirements

Pre-Knowledge:

- Email
- Google Drive
- Microsoft Access
- Microsoft Excel
- UPS Worldship

Equipment and Materials

Equipment:

- Email
- Google Drive
- Microsoft Office 2013
- Rt Ticket System
- UPS Returns Label Portal

Detailed Steps

- 1 Open CSV from "List of UPS Labels Needed" email that is delivered every afternoon
- 2 Create Access Codes in UPS Returns Label Portal - using the RMA Number as the Access Code
- 3 RT Ticket System will send message to Parent Personal, Parent School & Student School Emails for WD & Defective tickets created that day. Providing them with Laptop Return Instructions that includes a link to UPS Returns Label Portal and individual Access Codes to create return label.

Categories

Department (List only one):

- Information Technology

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/8/2019 11:20 AM	New document	Jill Tarzwell



Active Defective Replacement Orders - AM RMA

Work Instruction

General Description

Task Description:

Checking UPS to see which Active Defective laptops are in transit to the Fulfilment Center in order to place orders for replacement laptops to be sent out.

Purpose:

To ensure that students receive replacement laptops in a timely manner once they send their defective laptop back

Who Performs:

- Technology Department

When to Perform:

- Daily

Complete by 10 AM

Requirements

Pre-Knowledge:

- UPS Worldship
- Microsoft Excel
- RT Ticket System

Equipment and Materials

Equipment:

- UPS Worldship
- Microsoft Excel
- RT Ticket System

Materials:

- Label Printer

Detailed Steps

- 1 Log into www.campusship.ups.com and download Quantum View Manage Report
- 2 Add Defective RMAs, whose replacement has not been shipped, to the UPS Batch File. Found in the Operations/Reclamations folder on the server
- 3 Open UPS Worldship
- 4 Click the Import/Export tab and then click Batch Import
- 5 Click Map Name, "RMA Defectives"
- 6 Check boxes, "Process shipments automatically after import" and, "Delete existing records"
- 7 Click Next, then click Yes, then click Next
- 8 After processing, close window by clicking close then Ok
- 9 Use shipping labels to send replacement laptops out to active students. Updating the corresponding tickets in the RT Ticket System.

Troubleshooting

Common Problems:

Below are common issues and how to resolve them:
When processing the uploaded, shipments may fail

Emergency Contact:

In case of an emergency, please contact:
Manager of Technology Support Services

Categories

Department (List only one):

- Information Technology

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	4/24/2019 12:23 PM	New document	Jill Tarzwell



Mercantile License

Work Instruction

General Description

Task Description:

Obtaining Annual Mercantile License

Purpose:

It is required for is to Operate in Upper Merion Township

Who Performs:

- Operations Coordinator

Richard Costa

When to Perform:

- Annually

Equipment and Materials

Equipment:

- Internet Access
- Email

Internet Access to go to Upper Merion Township Website

Email Access to obtain and submit forms

Materials:

- Staff Member School Issued Laptop

Categories

Department (List only one):

- Information Technology

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	4/30/2019 12:09 PM	New document	Meredith Regul

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Operations Coordinator



Expedited Defective Replacement Orders

Work Instruction

General Description

Task Description:

Placing a laptop order for a student who needs a laptop before they send back their defective laptop. This process is generally used for students whose laptop is received broken.

Purpose:

So student gets laptop in a timely manner

Who Performs:

- Technology Department

When to Perform:

- As needed

A student whose laptops is delivered defective; a student with an IEP where the SpEd Team requests a replacement be expedited to the student.

Requirements

Pre-Knowledge:

- UPS Worldship
- Email

Equipment and Materials

Equipment:

- UPS Worldship

Materials:

- Label Printer & Labels
- Staff Member School Issued Laptop

Detailed Steps

- 1** Manager of Technology Support Services will determine when to expedite a replacement laptop to a student.
- 2** Open Worldship, RT and Sapphire
- 3** Take the ticket number from the email and search for it in RT
- 4** Find the Student ID in the RT ticket and paste it into Sapphire to retrieve the student information
- 5** In Worldship, Change printer to 450 Warehouse
 - 5.1. Click "Printing Activities" Tab
 - 5.2. Click "Printing Setup"
 - 5.3. Click 450 Warehouse printer
 - 5.4. Check default printer and click update
- 6** Change the profile in the bottom right hand corner to "Exp LT"
- 7** Use student information from Sapphire to fill out fields in UPS Worldship
 - 7.1. Customer ID should be filled out as the student ID number
 - 7.2. In Reference Number 2 it should say "RMA-" followed by the ticket number
 - 7.3. Hit Process Shipment
- 8** Change the profile to "PRL"
- 9** Repeat step 7

Categories

Department (List only one):

- Information Technology

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/3/2019 12:38 PM	New document	Jill Tarzwell



UPS Investigation/damaged packages

Work Instruction

General Description

Task Description:

What needs to be done when a package is reported damaged and a UPS investigation needs to be opened

Purpose:

To ensure damage issue is properly addressed. To receive claim payment if damage is a result of UPS processing

Who Performs:

- Operations Coordinator

Reclamation staff

When to Perform:

- As needed

When a package is damaged in transit with UPS.

Requirements

Pre-Knowledge:

- Email
- Google Drive
- Microsoft Office 2013
- UPS Worldship

Terms and Definitions:

Term:	Definition:
UPS Worldship	A 3rd party program used by Ops/Tech to complete higher level and large UPS label and account tasks.

Equipment and Materials

Equipment:

- Internet Access
- UPS Worldship
- Google Drive
- Email

Materials:

- Staff Member School Issued Laptop

Warnings and Precautions

Warnings:

Performing this Work Instruction improperly could result in:

- Voided Claim

Detailed Steps

1 When OPS is notified of a UPS damaged in shipment situation they will begin to process the investigation/claim request through Worldship account or through email and create the approval request and ticket for Tech.

2 Investigation/claim request

2.1. Worldship - Steps

2.2. Email Steps

3 Approval Request and Helpdesk Ticket

3.1. Email Helpdesk@pavcsk12.org with the approval request.

3.1.1. Subject: "UPS Damaged – [BBID]" (fill in applicable student Blackboard ID)

3.1.2. Message Body: Include all pertinent information associated with the incident

3.1.2.1. Serial No

3.1.2.2. Situation Description

- 3.2. Tech will provide Approval through RT. The ticket will be assigned to Operations Coordinator - Reclamation and Facilities (unless otherwise specified in ticket request)
- 3.3. Upon approval Operations will Print the label to send out replacement laptop with RMA number in reference field 2
- 3.4. Ticket should be tracked on UPS Investigation list (formerly tracked on WD call list)
- 3.5. When the package arrives back from UPS investigation Tech will check the laptop into WASP and close the ticket

4 If/when UPS Claim payment is received it should be document on the Investigation list and the check should be provided to the Operations Coordinator - Tuition Invoicing & Change of Address

- 4.1. Enter the following details on the check stub: student ID #, UPS claim #, and Laptop Serial #.

Categories

Department (List only one):

- Information Technology

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	8/28/2019 1:30 PM	New document	Meredith Regul



UPS Campusship Set-up

Work Instruction

General Description

Task Description:

Setting up UPS Campusship account for employees and keeping the address book up to date for each employee

Purpose:

This gives each department the freedom to process their own shipments and bill their own department

Who Performs:

- Operations Coordinator

When to Perform:

- As needed

When employees are hired or when employees leave the address book is updated.
When directors approve Campusship accounts for their employees.

Requirements

Pre-Knowledge:

- UPS CampusShip

Equipment and Materials

Equipment:

- Internet Access
- Microsoft Excel

Materials:

- Staff Member School Issued Laptop

Detailed Steps

1 Creating a new user

- 1.1. Click on the **Administration** link at the top right of the page
- 1.2. Under *Manage Users* click on **Create User** and enter the following information:
 - 1.2.1. User name: employee name
 - 1.2.2. User ID: **first initial, last name@pvcs**
 - 1.2.3. Enter email address twice
 - 1.2.4. Company Location: do *not* select PAVCS – E Account, choose either Fulfillment (only for those working at fulfillment center) or PA Virtual
 - 1.2.5. Assigned to Shipping Privilege Set – **All services, All accessories**
 - 1.2.6. Default Service: Select UPS Ground Service
 - 1.2.7. Default Reference Value: Enter **departmental code**:
 - 1.2.7.1. E.g. FI (Finance), SAQ (Student Acquisitions)^[b1]
 - 1.2.7.2. Check box – Do not allow user to change Reference #1 value
 - 1.2.8. Turn on **Traveling User Status & Authority to Order UPS Supplies**
- 1.3. Click **Create**

2 Removing a user

- 2.1. Click on the **Administration** link at the top right of the page
- 2.2. Under *Manage Users* click on **Delete Users**
- 2.3. Find User using Search function
- 2.4. Check the box next to User ID and click on **Delete**
- 2.5. You will be asked to click on **Delete** a second time

3 Resetting a password

- 3.1. Click on the **Administration** link at the top right of the page
- 3.2. Under *Manage Users* click on **Search Users**

- 3.3. Find User using Search function
- 3.4. Click on user to access user information.
- 3.5. At bottom pf page check the **Reset User Password** box and click **Continue**

4 Editing user info

- 4.1. Click on the **Administration** link at the top right of the page
- 4.2. Under *Manage Users* click on **Search Users**
- 4.3. Find User using Search function
- 4.4. Click on user to access user information.
- 4.5. Click **Edit** and make needed updates and Save

5 Updating UPS CampusShip corporate address book

- 5.1. Update the staff information on the **UPS_Corporate Address Book.csv** located in S:\Laptops\UPS Import\UPS Address Book and SAVE
 - 5.1.1. The spreadsheet *must* be in **.csv** format
- 5.2. Once logged into Campusship, click the **Administration** link in upper right hand corner
- 5.3. Under *Import/Export Files* click on **Import Corporate Address Book**
- 5.4. Click **Browse** and choose **UPS_Corporate Address Book.csv**
 - 5.4.1. Drop down the **Original File Format** to **My UPS Address Book**
 - 5.4.2. Click **Write over the current list with imported address book**
 - 5.4.3. Click **Import**
 - 5.4.4. You will be asked to repeat the previous 3 steps before the address book will update
- 5.5. Click **Update** to refresh status of upload – Status should be *Completed / No errors*

Categories

Department (List only one):

- Information Technology

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	10/7/2019 2:14 PM	New document	Jill Tarzwell



Uploading Withdraw Tickets into RT

Work Instruction

General Description

Task Description:

Creating an upload to create RT tickets for withdrawn students.

Purpose:

There must be an open RT ticket in order to track whether or not a withdrawn student's laptop has been returned.

Who Performs:

- Operations Coordinator

When to Perform:

- Daily

Requirements

Pre-Knowledge:

- Email
- Microsoft Excel
- Wasp

Equipment and Materials

Equipment:

- Microsoft Excel
- Wasp
- PA Virtual MultiPass

Materials:

- Staff Member School Issued Laptop

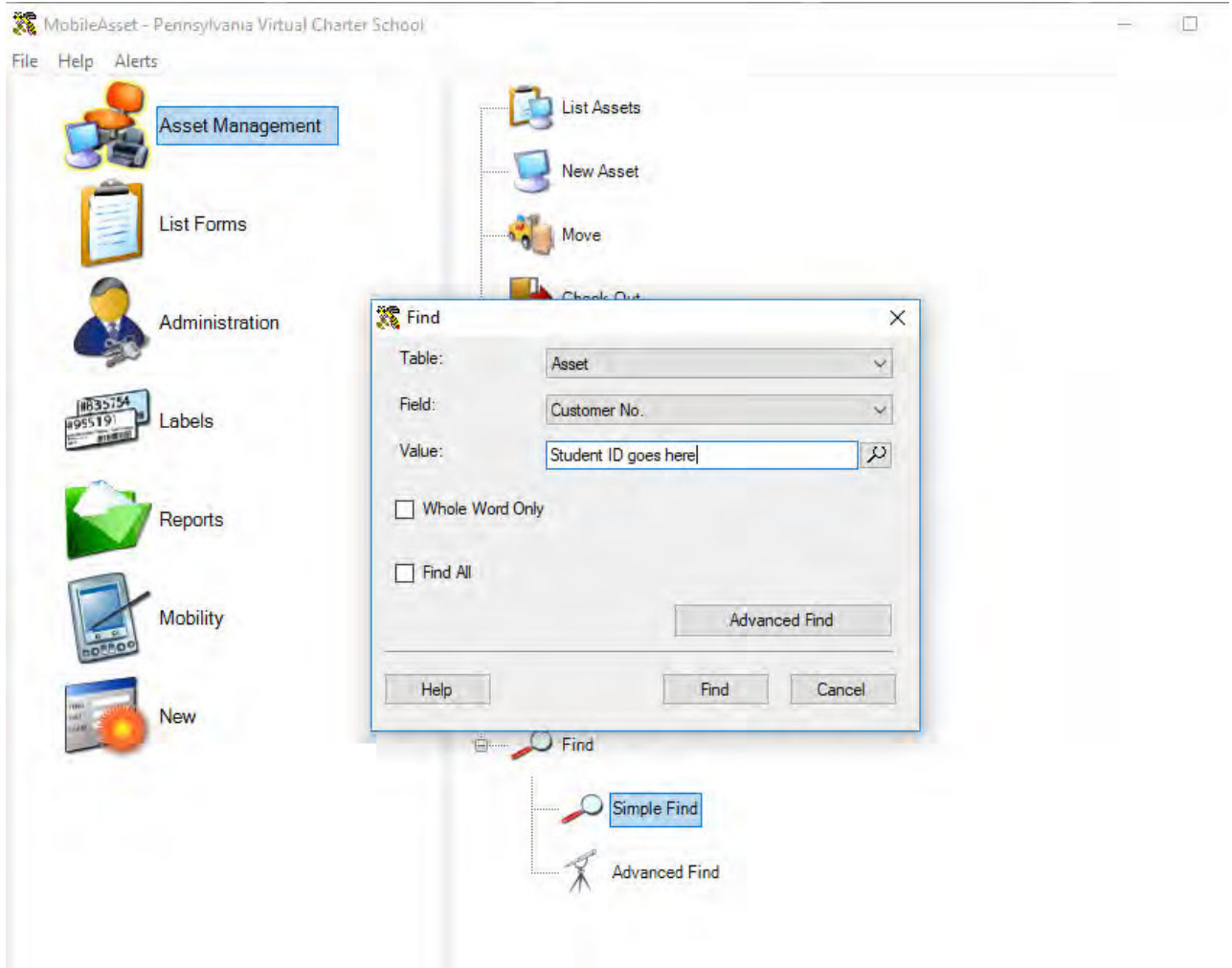
Detailed Steps

- 1** Open Finance_RT_Withdraw_Report, which is emailed daily in the early morning

- 2 Save as Finance_RT_Withdraw_Export_ *today's date* under the folder Operations/Laptops/Daily WDs/Finance_RT_Withdraw_Export**
- 3 Open the previous days Withdraw Export and copy the Student IDs**
- 4 Paste the previous days Student IDs in the current Withdraw Export underneath the current Student IDs**
- 5 Highlight the Student ID column, click Conditional Formatting, Highlight Cell Rules, Duplicate Values**

5.1. The Student IDs that are not highlight are the new withdraws. This information can also be double checked by looking at the Daily Rec Report that gets sent out everyday

- 6 Open Wasp**
- 7 Click on Find and then Simple find**



8 Copy the Asset Tag for the laptop, and paste it into Withdraw Export after the last column

8.1. Repeat this step for each new withdraw on the Withdraw Export

9 Open previous day's WD_RegModDate found under Operations/Laptops/Daily WDs and delete out old information

10 Copy new withdraws from Withdraw Export and paste them into the WD_RegModDate spreadsheet

10.1. Make sure all information lines up with the headers

11 File Save As WD_RegModDate_ *today's date* in folder Operations/Laptops/Daily WDs

- 12 Go to <http://help.pavcsk12.org/pass/> and click **Sign in with Google**
- 13 Click on **Student Reclamations (Withdraw Process)**, and upload the **WD_RegModDate_today'sdate**, click submit

Troubleshooting

Common Problems:

Below are common issues and how to resolve them:
If upload is unsuccessful, contact Kevin Squire

Categories

Department (List only one):

- Information Technology

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/6/2019 3:52 PM	New document	Jill Tarzwell



Security, Fire, and Alarm Systems

Work Instruction

General Description

Task Description:

The PA Virtual Security, Fire, and Alarm systems require routine maintenance as well as annual testing.

Purpose:

Critical life safety systems must be services and maintained in order to ensure their function in the event of an emergency.

Who Performs:

- Operations Coordinator

Facilities Coordinator - Richard Costa

When to Perform:

- Annually
- As needed

Inspections and service must occur annually.

Repairs and maintenance occur on an as needed basis.

Requirements

Approvals:

You must obtain the following approval(s) prior to starting the task:

Approval from the Director of Operations. Notification to office staff of possible effect from service/maintenance.

Pre-Knowledge:

- Life Safety Systems
- Email
- Google Drive
- Security System

Terms and Definitions:

Term:	Definition:
Life Safety System	Any interior building element designed to protect and evacuate the building population in emergencies, including fires and earthquakes, and less critical events, such as power failures. Fire-detection systems include electronic heat and smoke detectors that can activate audible alarms and automatically notify local fire departments. For fire suppression, hand-operated fire extinguishers and, often, building sprinkler systems are provided.

Equipment and Materials**Equipment:**

- S2
- DVR
- Fire Panel
- Security Panel
- Security System Software

S2 Computer is located in the 1st Floor Server Room

Fire and Security Panels are located in the 2nd Floor Server Room

DVR is located in the 2nd Floor Server Room

Security Software is online

Materials:

- S2 & DVR Notes, Instructions, and Passwords
- Fire Panel Notes/Codes breakdown

Due to the nature of the information stored these notes will not be housed in a system for general access. They will only be held by the Operations Facilities Coordinator, the Operations Director, the Director of Technology, and the CFO along with their designee(s) as necessary.

Warnings and Precautions**Warnings:**

Performing this Work Instruction improperly could result in:

- Malfunction or failure of Life Safety and Security Systems or loss of Data

Precautions:

To avoid errors and potential problems do the following before starting this task:

- Current Fire and Security Panels are propriety technology of ESS. Other companies can work on components but not the panels or panel connections.

Troubleshooting**Common Problems:**

Below are common issues and how to resolve them:

ESS is not very responsive and not quick to take action as we do not purchase their service contract and service contract customers are given priority. Meredith Regul has spoken to the Owner for ESS after being specifically told we will not be prioritized because we do not think purchasing their service contract is fiscally responsible as a public school. In the event of further issue with an urgent need or failed response from ESS we should attempt to follow their hierarchy with request/complaint however do not hesitate to contact the owner when needed, he is a supporter of Public School's and understands our decision. He will make sure we receive the appropriate service response.

Emergency Contact:

In case of an emergency, please contact:
Richard Costa or Meredith Regul

Related Documents**Other Related Documents:**

[BOT - 3103 - School Safety & Security Policy](#)

Categories**Department (List only one):**

- Information Technology

Revision Management**Revision History Log:**

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	4/30/2019 8:39 AM	New document	Meredith Regul



New Enrollment & Re-Enrollment Laptop Orders

Work Instruction

General Description

Task Description:

Place computer equipment order with Technology team for new and re-enrolled students.

Purpose:

To get new and re-enrolled students computer equipment for the start of orientation.

Who Performs:

- Operations Coordinator

When to Perform:

- Daily

Complete by 10:30 AM

Requirements

Pre-Knowledge:

- Email
- Google Drive
- Microsoft Excel
- UPS Worldship
- Wasp

Detailed Steps

- 1 Open New Enrollment and Re-enrollment reports from email**
- 2 Open Laptop Orders Google doc**
- 3 Copy Student IDs off of New Students tab**

- 4 Paste the Student IDs at the bottom of the New Enrollment report**
- 5 Highlight Student ID column in New Enrollment report**
 - 5.1. Click "Conditional Formatting" on Home Tab
 - 5.2. Click "Highlight Cells Rules"
 - 5.3. Click "Duplicate Values"
- 6 Scroll to the top of the report and find Student IDs that are not highlighted**
- 7 Add students that are not highlighted on to the bottom of the Laptop Orders Google Doc**
 - 7.1. Enter Student ID, Blackboard ID, Grade, Date Registered, Entry Date, Last Name, First Name, Shipping Address 1 &2, Shipping City, Shipping State, Shipping Zip Code & Phone Number
 - 7.1.1. Ensure students are in ascending order by Student ID
- 8 Complete steps 3-7 for the Re-Enrollers**
- 9 Check WASP to see if re-enrollers have equipment out**
 - 9.1. If student has equipment out, mark it on the notes section of the Laptop Orders Google doc and highlight row
- 10 Open Excel Sheet worldship3, which can be found in folder Operations/UPS_ImpExp/New Student Labels**
 - 10.1. Delete out old information, except headers
- 11 Copy students that do not have equipment from the Laptop Orders Google doc, both New Student and Re-enrollers tabs**
 - 11.1. Copy Student last & first name, shipping address and phone number
- 12 Paste student information into worldship3 Excel sheet**
 - 12.1. Make sure pasted information lines up with headers
 - 12.2. Operations Coordinator fills in their email address for all students

- 13** Open UPS Worldship
- 14** Change printer to 450 Warehouse
 - 14.1. Click "Printing Activities" Tab
 - 14.2. Click "Printing Setup"
 - 14.3. Click 450 Warehouse printer
 - 14.4. Check default printer and click update
- 15** Make sure the Shipper, located in the bottom left corner, is A22002
- 16** Click the Import/Export tab and then click Batch Import
- 17** Click Map Name, "3-New Students 2017"
- 18** Check boxes, "Process shipments automatically after import" and, "Delete existing records"
- 19** Click Next, then click Yes, then click Next
- 20** After processing, close window by clicking close then Ok

Categories

Department (List only one):

- Information Technology

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	4/17/2019 10:38 AM	New document	Jill Tarzwell



Facilities Issues and Emergencies

Work Instruction

General Description

Task Description:

Process to follow when notified of a facilities issue or emergency.

Purpose:

To insure issues/emergencies are addressed properly and necessary staff are notified appropriately.

Who Performs:

- Operations Coordinator

Richard Costa

When to Perform:

- As needed

When and issue or emergency arises

Requirements

Pre-Knowledge:

- Facilities

Knowledge of facilities, normal systems, repairs process, and escalation process.

Equipment and Materials

Materials:

- Staff Member School Issued Laptop
- Lync Phone/Cell Phone Access

Detailed Steps

1 Receive notice of issue/emergency and evaluate urgency level

1.1. If non-urgent follow normal process to address the issue

- 1.2. If urgency assess risk and safety and take any immediate steps necessary to ensure safety
 - 1.2.1. Contact emergency services, if necessary
 - 1.2.2. Contact associated utility company(ies), if necessary
 - 1.2.3. As soon as possible - contact Director of Operations and any other ELT personnel necessary to notify them of the issue/emergency.
 - 1.2.4. Fill out an incident report form, if necessary

Troubleshooting

Emergency Contact:

In case of an emergency, please contact:

Richard Costa

Meredith Regul

Jason Billups

Nate Achey (If related to technology)

John Chandler (If evacuation is/was necessary)

Sherri Tate (If change in staff working location is/was necessary)

Effectuated Department Supervisor/ELT (If change in working location is/was necessary)

Related Documents

Other Related Documents:

[BOT - 3103 - School Safety & Security Policy](#)

Categories

Department (List only one):

- Information Technology

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	4/30/2019 11:52 AM	New document	Meredith Regul

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Operations Coordinator



Defective Laptop Tracking & Call Process

Work Instruction

General Description

Task Description:

Provide families with defective laptops with labels to return the laptop. Follow up with them to make sure that the laptop gets returned in a timely manner.

Purpose:

To make sure that all students have working laptops

Who Performs:

- Operations Coordinator

When to Perform:

- As needed
- Daily

Requirements

Pre-Knowledge:

- RT Ticket System
- UPS Worldship

Equipment and Materials

Equipment:

- Internet Access
- UPS Worldship
- RT Ticket System

Materials:

- Staff Member School Issued Laptop

Detailed Steps

1 How a Help Desk Ticket is Placed

- 1.1. Parent/student calls the Help Desk (877-883-3653) if there is an issue with the school issued laptop
- 1.2. The Help Desk will then generate a ticket
- 1.3. If the Help Desk cannot fix the problem an RMA (Return Merchandise Authorization) is created, and the issue is escalated to the PA Virtual Technology Staff. Parents will be informed of this by the Help Desk.
- 1.4. The FSC will receive a RMA notification of a stalled ticket
- 1.5. Upon receipt, the FSC will forward the RMA notification e-mail to the appropriate principal(s), director of family support.
- 1.6. After submitting a ticket through the Help Desk, the parent should contact the FSC for guidance and assistance with the process. The FSC will ask if the family contacted the help desk and what the ticket number is and they will record it in the SIS.
- 1.7. If the parent calls the FSC before contacting the Help Desk, the FSC will provide guidance and assistance but should also direct the parent to contact the Help Desk to report the issue so that a ticket can be generated.
- 1.8. If the parent does not call the FSC to report the issue, the FSC will reach out to the parent upon receipt of the RMA notification to provide guidance and assistance.
- 1.9. After speaking with the parent, the FSC will contact the appropriate academic team members (including SPED) if there is a problem with computer access as a result of the laptop issue. If the issue impacts siblings, the appropriate academic team members for the sibling will also be contacted.
- 1.10. A member of the academic team will reach out to the parent to ensure continuation of school work by the student. The academic team will notify all appropriate teachers and support staff.

2 Looking up Tickets in RT System

- 2.1. Login to the RT System
- 2.2. In the top right corner there is a search bar. Type "any" followed by a student's Blackboard ID to find all tickets for a student.

3 Tracking Active Defective Returns

- 3.1. On Day 1, the Operations Coordinator sends an email (email is generated through daily label process) to the parent email account with detailed instructions on return of school equipment materials along with an **electronic UPS return shipping label (ground)**.
- 3.2. On Day 2, a letter is mailed through USPS with a printed copy of the return shipping label and detailed return instructions. (Letter is generated through daily label process) Also, a Blackboard Connect call and email message, to the PA Virtual Parent email, is made to the parent to advise them of the steps they need to follow to return the laptop for repair and to confirm receipt of the return shipping label.
- 3.3. Returns are tracked using the shipment tracking numbers listed in the **UPS_CSV_Export_confirmed** spreadsheet.
- 3.4. A follow-up Blackboard Connect call and email is made on Day 8.
- 3.5. If the laptop has not been received after (2) call attempts, a **third** Blackboard Connect follow up call and email is made on Day 15.
- 3.6. On Day 23, an operations coordinator will send a Final Notice Warning to the PA Virtual Parent Email.
 - 3.6.1. FSCs will be notified at this time with a list of students receiving the Final Notice warning.
- 3.7. A **final notice letter**, along with a re-issued return shipping label, is sent on Day 30. This correspondence will be issued via the parent email account, as well as USPS first class and certified mail. An email is also sent to the Program Project Managers with the FSCs, Guidance Counselors, Principals, Assistant Principals and OPS copied informing them that the student has not returned their defective equipment. Lastly, RT will be updated with a Final Notice message.

Categories

Department (List only one):

- Information Technology

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	10/23/2019 4:52 PM	New document	Jill Tarzwell



Upper Merion Emergency Contact Form

Work Instruction

General Description

Task Description:

Submission of the Emergency Contact Form required by Upper Merion Township

Purpose:

In the event of an emergency or issue in our area or directly effecting our business the township will use this information to contact our school.

Who Performs:

- Operations Coordinator

Richard Costa

When to Perform:

- As needed
- Twice a year

When Township requests it, or when contacts change

Equipment and Materials

Equipment:

- Internet Access
- Email
- Microsoft Office 2013

Materials:

- Staff Member School Issued Laptop

Detailed Steps

- 1** When the township submits the request, Operations coordinator will complete the form and provide it for approval.

1.1. A copy of the form will be saved in the Facilities folder under ---

1.2. Once Approved the form is returned to the township

2 If there are changes in the staff listed in the emergency contact form the Operations Coordinator will locate the previously sent form and update it

2.1. The form will be provided for approval and re-saved with current date

2.2. Once Approved the form is returned to the township

Related Documents

Other Related Documents:

[BOT - 3103 - School Safety & Security Policy](#)

Categories

Department (List only one):

- Information Technology

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
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Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Operations Coordinator

Marketing & Communications



Staff Blog Program

PA Virtual Processes

General Description

Departments Involved:

- Marketing & Communications
- Human Resources

Summary/Purpose:

The Staff Blog Program was created to generate more content for the blog on the PA Virtual website. Staff members must attend or watch a recording of the blog training. Staff members may select a blog topic from a list or propose their own. The blog author will draft the blog according to the provided guidelines and work with the Marketing & Communications Department to get it published. Once published, the blog author will receive a stipend in the following pay period. The stipend rate may be adjusted from year to year as the staff become more comfortable.

When Performed:

- As needed

The Staff Blog program runs all year. The writing guidelines and stipend amount are subject to change.

Responsibilities:

- Jennifer Kilpatrick

The Director of Marketing & Communications manages the Staff Blog Program.

Process Stages or Steps

- 1 Staff members that would like to participate in the blog program attend a training on blog writing or watch the recording.**
- 2 Staff participants choose a blog topic from a provided list or propose a topic of their own (to be approved by Marketing & Communications).**
- 3 The Marketing & Communications Department provides a deadline to the staff author to submit a draft.**

3.1. First-time authors will be provided with an outline. All authors will receive writing guidelines including word count and keywords to include.

- 4 The staff blog author submits a draft to the Marketing & Communications Department by the proposed deadline.**
- 5 The Marketing & Communications Department will review, edit, and communicate back to the blog author any questions or provide recommendations for revisions.**
 - 5.1. If revisions are required, the staff blog author will make requested revisions by the agreed upon date and submit a revised draft to the Marketing & Communications Department.
 - 5.2. The Marketing & Communications Department will provide the blog author with a final draft for approval to publish.
- 6 Upon the author's approval, the Marketing & Communications Department will format and publish the blog.**
- 7 The Marketing & Communications Department will notify the author that the blog post has been published and notify Human Resources that the staff member's blog post has been approved for payment.**
- 8 Human Resources will follow up with the staff author to provide payment details.**

Related Documents

Other Related Documents:

Blog Post Sign-Up sheet

Categories

Department (List only one):

- Marketing & Communications

Categories:

- Blog program
- staff blog program
- PA Virtual blog

Responsible / Who Performs:

- Director of Marketing & Communications

Revision Management**Revision History Log:**

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	7/3/2019 12:18 PM	New document	Jennifer Kilpatrick

Author / Owner**Subject Experts / Contributing Authors:**

The following subject experts may be consulted for additional information:

- Jennifer Kilpatrick

Forms**Forms:**

Blog Post Sign-Up sheet

Software Access Needed**List of Software Access Needed:**

Google Docs

Google Sheets



PA Virtual Weekly E-Newsletter

PA Virtual Processes

General Description

Departments Involved:

- Marketing & Communications

Summary/Purpose:

PA Virtual Weekly, the school's e-newsletter, was created to help keep PA Virtual families and staff members informed about happenings in the school community. The newsletter features announcements, upcoming events, and student highlights. Staff members are encouraged to submit announcements, student stories, and information about upcoming events through the "Shout Out" form. A link to the form can be found on the internal communications site. PA Virtual Weekly is emailed to all parents and staff on Mondays during the school year.

When Performed:

- Weekly

PA Virtual Weekly, the school's e-newsletter, is sent out every Monday morning during the school year.

Responsibilities:

- Jennifer Kilpatrick

Director of Marketing & Communications

Process Stages or Steps

- 1 Staff members should submit announcements, information on upcoming events, and student stories through the "Shout Out" form by Friday at noon to appear in PA Virtual Weekly the following Monday.**
 - 1.1. Parents also have the ability to submit information to the weekly newsletter through a separate parent "Shout Out" form. The link can be found in the PA Virtual Proud organization in Blackboard.
- 2 The Director of Marketing & Communications reviews, edits, and formats all submissions in the e-newsletter template.**

- 3** The Director of Marketing & Communications sends the weekly e-newsletter out through Mailchimp every Monday morning during the school year.

Related Documents

Other Related Documents:

Shout Out form
Parent Shout Out form

Categories

Department (List only one):

- Marketing & Communications

Categories:

- PA Virtual Weekly
- e-newsletter
- weekly e-newsletter
- PA Virtual newsletter
- family newsletter

Responsible / Who Performs:

- Director of Marketing & Communications

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	7/5/2019 9:26 AM	New document	Jennifer Kilpatrick

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Jennifer Kilpatrick

Forms

Forms:

Shout Out form

Parent Shout Out form

Software Access Needed

List of Software Access Needed:

Web browser

Mailchimp

Google forms



Family & Staff Referral Program

PA Virtual Processes

General Description

Departments Involved:

- Marketing & Communications

Summary/Purpose:

Family and staff who refer a prospective family to PA Virtual follow the process outlined below and receive a gift for their referral. Referrals must live outside of the referee's household. Deadlines and incentives change throughout the year. Staff and families should check the #PAVirtualProud organization in Blackboard throughout the school year for the most updated information.

When Performed:

- As needed

The referral program is available all year; incentives vary seasonally.

Responsibilities:

- Heather Varalli

The Marketing & Communications Coordinator manages the referral program.

Process Stages or Steps

- 1 Staff or family member gathers information about referral.**
- 2 Staff or family member submits referral's contact information on referral landing page.**
- 3 Referred family is automatically entered into customer relationship manager system.**
 - 3.1. Referee receives email confirmation for their submission.
 - 3.2. Referred family receives communication from Enrollment Department.
- 4 Upon enrollment, referee receives confirmation their contact has enrolled.**

- 5** Once referred student begins school, referee is mailed referral gift.

Related Documents

Other Related Documents:

#PAVirtualProud Referral Form

Categories

Department (List only one):

- Marketing & Communications

Categories:

- Referrals
- Referral Program
- Family Referral Program
- Staff Referral Program
- Referral

Responsible / Who Performs:

- Marketing & Communications Coordinator

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	7/2/2019 3:49 PM	New document	Jennifer Kilpatrick

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Heather Varalli

Forms

Forms:

#PAVirtualProud Referral Form

Software Access Needed

List of Software Access Needed:

Web Browser

Hubspot



Updating Internal Communications Site

PA Virtual Processes

General Description

Departments Involved:

- Marketing & Communications
- Human Resources

Summary/Purpose:

The internal communications site was created to help keep all staff abreast of important announcements and deadlines and promote cross-departmental communication. Staff members are encouraged to submit announcements through the internal form that they feel may be pertinent to other staff members. The site also features other items of interest including personnel announcements, birth/marriage announcements, organizational charts, the staff directory, the school calendars and important upcoming dates. All staff should check the site weekly to ensure they always have the most up-to-date information.

When Performed:

- Weekly

The internal communications site is updated each week. A weekly announcement is distributed to all staff every Friday morning.

Responsibilities:

- Heather Varalli
- Micah Mahon

Marketing & Communications Coordinator

Human Resources Coordinator

Process Stages or Steps

- 1 Staff members should submit an announcement through the All Staff Announcements & Reminders form by close of business on Thursday to appear in the staff announcements on Friday morning.**

1.1. Announcements should be reviewed and approved by the staff member's supervisor prior to submitting.

- 1.2. Staff may also submit an important upcoming date or deadline through the Important Dates to Remember sheet as needed.

2 The Marketing & Communications Coordinator reviews announcements and uploads them to the communications site on Friday mornings.

- 2.1. The Marketing & Communications Coordinator also removes any important dates or deadlines from the spreadsheet that have already passed.
- 2.2. The Human Resources Coordinator updates the Personnel Announcements section of the website if needed and notifies the Marketing & Communications Coordinator once all updates have been made.
- 2.3. All other sections of the website are updated as necessary.

3 The Marketing & Communications Coordinator sends an email preview of the weekly website updates to all staff on Friday morning after all updates have been made as a reminder for staff to check the site.

Related Documents

Other Related Documents:

All Staff Announcements & Reminders form
 Important Dates to Remember Google sheet
 Internal Communications Google site

Categories

Department (List only one):

- Marketing & Communications

Categories:

- Communications site
- Internal communications site
- staff website
- Staff communications site
- staff site

Responsible / Who Performs:

- Marketing & Communications Coordinator
- Human Resources Coordinator

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	7/3/2019 1:41 PM	New document	Jennifer Kilpatrick

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Heather Varalli
 - Jennifer Kilpatrick
 - Sherri Tate
-

Forms

Forms:

All Staff Announcements & Reminders form
Important Dates to Remember sheet

Software Access Needed

List of Software Access Needed:

Internet browser
Google sheets
Google forms

Student Data & Assessment



Benchmark Assessments Administration

PA Virtual Processes

General Description

Departments Involved:

- Data

Summary/Purpose:

Assessment is an integral part of instruction, as it determines whether or not the goals of education are being met. Assessment affects decisions about grades, placement, advancement, instructional needs, and curriculum. PA Virtual believes that our students need to be assessed regularly with assessments that will inform their learning path as well as help determine mastery of the necessary benchmarks.

PA Virtual has determined that all students in K-8 will be a part of an online diagnostic assessment that is administered three times per year, with High School students utilizing assessments that match their particular courses. Students in grades K-2 will be required to participate in the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessment. The DIBELS assessment is offered three times per year as per the school calendar..

The state-mandated PSSA will occur for all students in grades 3,4,5,6,7,and 8. PA Virtual will also courses. The Keystone assessments will cover Biology, Algebra 1 and Literature. All assessments utilized at PA Virtual will be used to inform and drive the instruction for the individual student. Some students will participate in the Pennsylvania Alternate System of Assessment (PASA) test as need indicates in the student's IEP.

Types of Assessment

PSSA: All public-school students must participate in the Pennsylvania System of School Assessment (PSSA) and/or alternative assessments if they are in a grade in which the PSSA or alternative assessment is being administered. The PSSA is a standards-based, criterion-referenced assessment used to measure a student's attainment of the Pennsylvania academic standards in English Language Arts, Math, and Science.

Individual student scores are used to assist teachers in identifying students who may be in need of additional educational support, and school scores provide us with information for curriculum and instruction improvement discussions and planning.

PA Virtual ensures that regional testing sites are available for all students. All Pennsylvania students in grades 3 through 8 are assessed in English Language Arts and Mathematics on the PSSA. In addition, students in grades 4 and 8 are assessed in Science.

Keystone Assessment: All students in grades 9-11 will take the Keystone Assessments in place of the PSSA. The Keystone Exams, developed by the Pennsylvania Department of Education, include Biology, Literary Analysis, and Algebra. All students must complete the three required assessments by the end of their 11th grade year.

Parental Responsibility to the PSSA and Keystone Assessments: All students in Commonwealth of Pennsylvania public schools are required to participate in the state mandated assessments. The Board of Trustees maintains the authority to grant parents or guardians the right to have their child excused from state assessments that conflict with their religious beliefs. A request to be excused from State assessments must be made in writing to the Board of Trustees, and submitted no fewer than thirty (30) calendar days prior to the scheduled administration of the assessments. Parents must also view the test prior to submitting to the Board the request for excusal. No student will be denied participation in the PSSA and/or alternative assessments due to disability, discipline issues, financial difficulty or issues with transportation. Any and all requests for financial assistance to ensure participation in the State assessments shall be made to the Board in writing, and shall be submitted to the Board no fewer than thirty (30) calendar days prior to the scheduled administration of the PSSA, Keystone Assessments and/or alternative assessment.

Process Stages or Steps

- 1 Timelines and frequency of local testing will be established by the SLC and included on the academic calendar for each school year.**
- 2 State testing will be scheduled based on the PDE timeline requirements and published testing administration windows.**

Categories

Department (List only one):

- Student Data & Assessment

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/21/2017 3:33 PM	New document	Katie Pomon



Keystone Testing Procedures

PA Virtual Processes

General Description

Departments Involved:

- Student Data & Assessment

Summary/Purpose:

Keystone testing occurs twice yearly for students in grades 7-12 who have completed the key trigger courses (Algebra, Biology and Literature). Planning and preparation are key when preparing for this task. These procedures would allow anyone to replicate the testing season planning at PA Virtual. This process is incomplete.

Keystone testing occurs in a Winter and Spring window for students who have successfully completed one or more of three trigger courses; Algebra, Literary Analysis and Composition II, and Biology. Preparation for these assessments begins in September and continues through the conclusion of the testing windows prescribed by the Pennsylvania Department of Education. These windows vary from year to year and are available on the Pennsylvania Department of Education's website. Additional critical dates are disseminated through E-direct and attention should be given to these emails as they indicate when tasks must be accomplished in order for pre-coded labels to be generated, materials ordered and materials return.

When Performed:

- Twice a year

Process Stages or Steps

- 1 Identify who the PA Virtual Testing Coordinator will be.**
- 2 Ensure that all contact information is accurate in E-direct so that critical information is not missed.**
- 3 Schedule and facilitate Testing and Logistics meetings on a weekly basis.**
- 4 Maintain minutes of Testing and Logistics meetings.**

- 5** Complete all training related to test security as required by the Commonwealth of Pennsylvania.
- 6** Maintain documentation of training.
- 7** Determine the testing windows provided by the Pennsylvania Department of Education for the upcoming year's tests.
- 8** Request permission from the Pennsylvania Department of Education to flex the testing schedule as may be needed or applicable.
- 9** Include those dates on the PA Virtual academic calendar (be certain to leave time to collect and prepare materials for return).
- 10** Identify dates that are critical from E-direct and ensure that the PA Virtual Data department has those dates so that pre-coded labels are generated.
- 11** Update staff and student contact information in Testing Nirvana to ensure accurate assignment to sites.
- 12** Contact and reserve all sites for testing.
- 13** Gather invoices.
- 14** Send invoices to PA Virtual Accounts Payable to ensure payment.
- 15** Identify students who will need to be partner tested.
- 16** Create a separate testing site in Testing Nirvana for those students.
- 17** Determine process for Opting Out as allowable by the Pennsylvania Department of Education.
- 18** Generate emails for site selection in Testing Nirvana.
- 19** Sending emails to impacted families.
- 20** FSCs contact families who do not respond to email.

- 21** Principals contact families who do not respond to FSC.
- 22** Principals contact families wishing to Opt Out.
- 23** Principals contact Site Coordinators and communicate who will be viewing tests at sites as part of Opt Out procedures.
- 24** Maintain documentation of all families who have exercised their right to opt out.
- 25** Determine Technology needs.
- 26** Communicate technology needs to the PA Virtual technology department.
- 27** Identify students in need of accommodations.
- 28** Prepare materials related to accommodations for distribution to Site Coordinators.
- 29** Assign Site Coordinators to sites (Site Coordinators should hold an administrative certificate).
- 30** Assign Proctors to sites based on geographic proximity where possible.
- 31** Assign partner testing proctors based on proximity where possible.
- 32** Partner proctors communicate with families to arrange mutually agreeable times for testing during the testing window.
- 33** Partner materials can be distributed via UPS signature required, pick up in the King of Prussia office or at the nearest testing site.
- 34** Communicate assignments to proctors at least two weeks prior to testing (sooner is preferable).
- 35** Create informational letters and packets for families (directions to site, medical forms, I Am affidavit (if needed), any relevant policies from both PA Virtual and the Pennsylvania Department of Education).
- 36** Site Coordinators communicate critical information specific to their sites to families and proctors.

- 37** Prepare materials.
- 38** Distribute materials to Site Coordinators in locked bins.
- 39** Maintain accurate and thorough records of testing materials and where they are assigned.
- 40** Site Coordinators maintain accurate accounting of materials during the time in which they are away from the King of Prussia Office.
- 41** Distribute critical IEP Accommodation information to site coordinators.
- 42** Site coordinators meet with proctors to review accommodations and any site specific needs.
- 43** Maintain daily attendance.
- 44** FSCs call students not in attendance and schedule make-ups.
- 45** Students not present and failing to make up testing may be subject to truancy consequences.
- 46** Account for all testing materials upon arrival at King of Prussia from DRC.
- 47** Record materials arrival in E-direct.
- 48** Request electronic copy of materials accountability spreadsheet.
- 49** Create a Google Doc with materials accountability spreadsheet information.
- 50** Record test assignment (site, student, site coordinator and proctor) on Google Doc.
- 51** Ensure proctors and site coordinators traveling extended distances have accommodations.
- 52** Hold daily testing check-in phone calls.
- 53** Maintain minutes of phone calls and distribute via email to all present.

- 54** Return all materials from sites to King of Prussia.
- 55** Account for all materials upon return to King of Prussia.
- 56** Record materials upon return in the Google Spreadsheet.
- 57** Prepare materials for return shipment to DRC per directions from the Pennsylvania Department of Education.
- 58** Notify UPS a week ahead of materials return so they are aware there will be a large pick-up.
- 59** Return testing materials to DRC via UPS.
- 60** Record returned materials in E-direct system.
- 61** Destroy secure materials that are not returned to DRC.
- 62** Disseminate scores to families upon their arrival at King of Prussia.
- 63** Any irregularities that occur during testing are brought to the attention of the Testing Coordinator and incident reports are generated per PA Virtual policy.
- 64** Maintain copies of all incident reports.
- 65** Maintain copies of proctor confidentiality agreements.
- 66** Maintain copies of site attendance.
- 67** Maintain copies of I Am affidavits.
- 68** Provide medical documents to the PA Virtual Pupil Health Department.
- 69** *These steps are followed during both testing windows

Categories

Department (List only one):

- Student Data & Assessment

Revision Management

Revision History Log:

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v1.0	5/10/2017 12:43 PM	New document	Lisa Graham



PSSA Testing Procedures

PA Virtual Processes

General Description

Departments Involved:

- Administration
- TLFS
- Special Education

Summary/Purpose:

PSSA testing occurs yearly for students in grades 3-8. Planning and preparation are key when preparing for this task. These procedures would allow anyone to replicate the testing season planning at PA Virtual.

Process Stages or Steps

- 1** Download list of PSSA eligible students. All students in grades 3-8 participate unless they are PASA students designated by special education.
- 2** Using mapping program, map student location according to county.
- 3** In areas of population density choose a site that can accommodate the number of students.
- 4** Contact sites and secure contracts/return contracts and prepare PO for event.
- 5** Collect list of partner students from special education teachers
- 6** Compile list of sites and disseminate to parents for sign up/monitor list of signups to ensure all families sign up.
- 7** Compile list of sites and disseminate to staff for sign up.

- 8** Compile staffing list for sites.
- 9** Compile site confirmation letters for dissemination to families via site coordinators.
- 10** Contact partner families and assign partner/collect information as to where and when the partnering will take place.
- 11** Compile staffing list and disseminate to staff/collect any hotel needs for traveling staff more than 2 hours away from site.
- 12** Prepare and disseminate trainings for site coordinators.
- 13** Prepare and disseminate training for proctors.
- 14** Account for all tests when they arrive from DRC.
- 15** In tandem with the program principal prepare site tests using numbers per site spreadsheet.
- 16** Check out tests to site coordinator along with their locked box.
- 17** Prepare security document concerning keys for locked box and test security.
- 18** During testing window track attendance of students, ensure all students attend the testing.
- 19** Handle any site issues via incident reports and immediately contact CEO/Dean of T and L. if any incidents.
- 20** Check in all tests once testing is over from site coordinators

- 21 Alphabetize tests by program and subject.
- 22 Label or bubble all tests to be sent to DRC.
- 23 Send all tests to DRC via UPS.
- 24 Disseminate test reports to families when they become available.
- 25 Hold debriefing concerning testing.
- 26 Begin process again for next year in August.

Categories

Department (List only one):

- Student Data & Assessment

Categories:

- Compliance

Regulations:

- Pennsylvania Department of Education

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/10/2017 11:38 AM	New document	Lisa Graham

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Kim Casarella
- Renea Klukaszewski

Forms

Forms:

Site selection form
Staff site selection form
Site Confirmation letters
Partner Letters
PSSA Report Letters

Software Access Needed

List of Software Access Needed:

Testing Nirvana



Internal/Benchmark Procedures and Preparation

PA Virtual Processes

General Description

Departments Involved:

- Academic 5-8
- Academic 9-12
- Academic K-4

Summary/Purpose:

Internal Procedures and Preparation for our supplemental programs which are used for assessment purposes and to reinforce instruction, including DIBELS, iReady, Compass Learning Odyssey, and CDT.

When Performed:

- As needed
- On Going
- When a new or existing student starts

Process Stages or Steps

1 Testing windows established (DIBELS, iReady, CDT)

1.1. Testing windows established when school calendar is created for the next year.

1.1.1. Beginning of year: usually the last week of August

1.1.2. Mid-year: middle of January

1.1.3. End of year: End of May

1.1.4. Teachers provide class time for students to complete assessment

2 Student enrollment/roster (DIBELS, iReady, CDT, CLO)

2.1. Teachers provide class time for students to complete assessment.

- 2.2. Students are enrolled throughout the year daily when the daily reconciliation report is emailed (All programs).
- 2.3. Mass upload in all programs in August before the start of the new school year.
- 2.4. When student withdraws their account is deactivated (All programs).

3 Tests assigned

- 3.1. DIBELs (Grade Level: K-2, Purpose: Assessment/Progress Monitoring, Subject Areas: Math, Reading) are completed one on one with the students in elluminate sometimes by the regular education teacher and/or the Academic Support Teacher.
- 3.2. iReady (Grade Level: 3-8, Purpose: Assessment/Progress Monitoring, Subject Areas: Math, Reading) is assigned prior to the first day of the testing window.
- 3.3. CDT (Grade Level: 6-12, Purpose: Assessment/Progress Monitoring, Subject Areas: Math, Reading, Science) is assigned by the regular education teacher prior to the testing window.
- 3.4. Compass Learning Odyssey (Grade Level: K-12 mostly K-8, Purpose: Supplement Instruction, Subject Areas: Math, Reading)

4 Reports generated

- 4.1. Reports are run year round in all programs.
- 4.2. Data is extracted for tier placement three times a year from the assessments (DIBELs, iReady, and CDT).
- 4.3. Beginning of year report is used to place students in skills groups to work with Academic Support teachers in grade 3-8.

5 Progress monitoring established

- 5.1. Established from assessments given.
- 5.2. Schedule for all students is as follows:
 - 5.2.1. Tier 1: In class supports and intervention; Grades K-8: every 6-8 weeks (BOY, MOY, EOY)If a student receives 3 or more grades below a C in ELA or MTH and or fails to show adequate progress they will move to a cycle of Tier 2 monitoring and additional supports put in place.

5.2.2. Tier 2: Intervention 1- 2x's a week; grades K-3: every 4 weeks Grades 4-8 every 4 weeks; If a student receives 3 or more grades below a C in ELA or MTH and or fails to show adequate progress they will move to a cycle of Tier 3 monitoring and additional supports put in place.

5.2.3. Tier 3: Intervention 3- 4x's a week; grades K-3 every 2 weeks, grades 4-8 every 2 weeks.

5.3. School-wide progress monitoring and assessments will be done utilizing Dibels, iReady, CLO, PSSA and Keystone according to the Academic Calendar for 2016-2017.

6 Professional development/Workshops

6.1. Training sessions and parental workshops will be offered throughout the year to teachers, parents and students.

6.2. Schedule will be created before the start of the new school year and posted in Blackboard.

6.3. Supplemental program organization in Blackboard will be created for staff, parents and students with information regarding all supplemental programs.

Categories

Department (List only one):

- Student Data & Assessment

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/22/2017 8:30 AM	New document	Katie Pomon



PIMS Special Education Transitions and Exits Collection

PA Virtual Processes

General Description

Departments Involved:

- Student Data & Assessment
- Special Education

Summary/Purpose:

District of Residence and Charter Schools submit for only those Special Ed Students 14 years of age or older as of July 1, 2018 or any student who has a transition plan as part of their IEP. If any of the students in this group also exited special education during the school year report the exit date and exit reason.

Categories

Department (List only one):

- Student Data & Assessment

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	7/11/2019 12:33 PM	New document	Chris Gilligan



Basic PIMS Reporting

PA Virtual Processes

General Description

Departments Involved:

- Academic Administration
- Student Data & Assessment

Summary/Purpose:

What is PIMS?

The Pennsylvania Information Management System (PIMS) is a collaborative effort of the Pennsylvania Department of Education (PDE) and local education agencies (LEA) across the commonwealth. PIMS is a statewide, longitudinal data system that efficiently and accurately manages, analyzes, disaggregates, and uses individual data for each student served by Pennsylvania's pre-K through grade 12 public education system.

PIMS serves many purposes, including:

- Meeting current state and federal reporting requirements (including reporting related to School Funding, ESSA and Future Ready PA Index);
- Improving education decision-making through the use of high quality data and decision support tools;
- Providing longitudinal tracking of education progress over time and across LEAs; and
- Reporting timely and accurate education data through standardized and ad hoc reporting capabilities.

All pre-K through grade 12 and Adult Affidavit Program (AAP) students enrolled in a public school and students enrolled in an Approved Private School (APS) or Private Residential Rehabilitation Institution (PRRI) in Pennsylvania are reported in PIMS. At times, staff, courses, and other information related to students is reported.

When Performed:

- On Going

The PIMS Calendar

Begin the process by referring to the annual PIMS calendar. Review upcoming submissions of specific templates, the opening and closing dates of collection windows (including any correction windows and Accuracy Certification Statements (ACS). Note that some items on the calendar are full data submissions while other are updates to previously submitted data.

Updates are often described in the calendar as ongoing preparation for PIMS “snapshots.” Snapshots refer to those dates on which PDE will “grab” template data as it currently is housed in PIMS. In many cases, an ACS, signed by the CEO/Superintendent and the PIMS/Data Administrator is submitted immediately following the data submission. Note which templates are required, whether an ACS will be required, when the collection opens and closes, and any correction windows when they apply.

Responsibilities:

- Director of Student Data & Assessment

Currently, the Director of Data and Assessment and the Data and Assessment Team complete all PIMS specific reporting. The director functions as the PIMS Administrator.

Categories

Department (List only one):

- Student Data & Assessment

Categories:

- Compliance

Regulations:

- Pennsylvania Department of Education

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/25/2019 2:43 PM	New document	Chris Gilligan

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Kim Casarella

Software Access Needed

List of Software Access Needed:

Login Access to MyPDESuite (<https://www.mypdeapps.pa.gov>)

PIMS Reports Collections in the SIS (Sapphire)

Excel (csv.)



Incoming State Assessment

PA Virtual Processes

General Description

Departments Involved:

- Academic Administration

Summary/Purpose:

This procedure outlines the process taken to ensure incoming State assessment exams are checked in and stored in a secure location upon their arrival at the administrative office. This procedure also outlines all the individuals involved in this process

Responsibilities:

- Testing Coordinator

Process Stages or Steps

- 1** Dean of Special Services is notified by Data Recognition Company indicating when exams will be shipped.
- 2** Dean of Special Services notifies Front Desk/Administrative Assistant with approximate delivery date and requests the use of the Training Room for distribution.
- 3** Front Desk/Administrative Assistant ensures Training Room is available and adds the request onto the PA Virtual Room Request Calendar. Front Desk/Administrative Assistant also ensures Room 128 is prepped for delivery.
- 4** UPS delivers the tests.
- 5** Front Desk/Administrative Assistant signs for tests. Logs date received, logs number of boxes delivered onto PSSA Test Log. This ongoing log is kept at the front desk along with the room key.
- 6** Front Desk/Administrative Assistant locks tests in Room 128, located on the first floor. Front Desk/Administrative Assistant keeps key to room 128.
- 7** Front Desk/Administrative Assistant emails Dean of Special Services, Executive Project Manager to the CEO, Governance, Compliance, and External Relations confirming

delivery and status of tests.

- 8 Front Desk/Administrative Assistant keeps sign in/out sheet log for authorized employees who enter room 128.
- 9 Tests will remain locked away until the Dean of Special Services along with Principals unpack, check-in tests, and divide them up by County.
- 10 Principals will distribute tests to site coordinators.
- 11 Once testing is over, the Dean of Special Services along with Principals will check the tests back in ensuring all tests are accounted for.
- 12 The Dean of Special Services along with Principals UPS tests back to Data Recognition Company for scoring purposes.

Categories

Department (List only one):

- Student Data & Assessment

Categories:

- Compliance

Regulations:

- Pennsylvania Department of Education

Revision Management

Revision History Log:

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v1.0	5/11/2017 1:46 PM	New document	Vicki Andrews-Gilmore

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Renea Klukaszewski

Forms

Forms:

1. Incoming test log
2. Room 128 Sign in/out log

Software Access Needed

List of Software Access Needed:

Testing Nirvana



Daily Enrollment Reconciliation

PA Virtual Processes

General Description

Departments Involved:

- Data

Summary/Purpose:

Reporting of enrollment and withdrawal activity is done on a daily basis for PAVCS staff. The report provides demographic and enrollment details of students who are enrolled as of the reporting date and students who have withdrawn during the current school year. This Excel report includes four pages:

- Daily Enrollment Reconciliation” - Records the daily count of returning and new students.
- Daily Enrollment Summary” – Lists the total of current year returning and new students by grade level.
- Daily Enrollment Report” – A record of all currently enrolled students as of the reporting date.
- Daily Withdrawal Report” – A record of all students withdrawn during the current school year.

When Performed:

- Daily

Responsibilities:

- Renea Klukaszewski

Process Stages or Steps

- 1** The “Student Demographics Enrollment Report”, is scheduled to run each morning in Sapphire. Demographic and enrollment information for all students within the current school year is included on the report. This report is downloaded in order to use the data for the daily reconciliation.
- 2** The “Student Demographics Enrollment Report” is filtered by currently enrolled students.

- 3 The records for the currently enrolled students are copied into the “Daily enrollment Report” sheet of the “Daily Enrollment Reconciliation” template.
- 4 The “Student Demographics Enrollment Report” is filtered by students who were enrolled during the current school year, but are now withdrawn and sorted so that the most recently process withdrawals are listed at the top.
- 5 The records for those withdrawals that were processed on the current reporting date are copied and inserted at the top of the “Daily Withdrawal Report” sheet in the “Daily Enrollment Reconciliation” template.
- 6 The pivot table on “Daily Enrollment Summary” sheet of the “Daily Enrollment Reconciliation” template is refreshed to reflect the new data.
- 7 The “Daily Enrollment Reconciliation” sheet of the report is updated with the new withdrawal and new enrollment counts.
- 8 An email is sent out the staff summarizing the activity on the date being reported with the report attached.

Who Performs this Step:

Jason Billups,

Categories

Department (List only one):

- Student Data & Assessment

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/10/2017 10:36 AM	New document	Vicki Andrews-Gilmore

Software Access Needed

List of Software Access Needed:

Sapphire



PSSA Testing Procedures 1

PA Virtual Processes

General Description

Departments Involved:

- Data
- Teaching and Learning

Summary/Purpose:

Outlines the steps to support and facilitate the annual PSSA testing for students in grades 3-8.

When Performed:

- Annually
- On Going

Preparation for these assessments begins in September and continues through the conclusion of the testing windows prescribed by the Pennsylvania Department of Education. These windows vary from year to year and are available on the Pennsylvania Department of Education's website.

Additional critical dates are disseminated through E-direct and attention should be given to these emails as they indicate when tasks must be accomplished in order for pre-coded labels to be generated, materials ordered and materials return.

Process Stages or Steps

- 1 Identify who the PA Virtual Testing Coordinator will be.**
- 2 Ensure that all contact information is accurate in E-direct so that critical information is not missed.**
- 3 Schedule and facilitate Testing and Logistics meetings on a weekly basis.**
 - 3.1. Maintain minutes of Testing and Logistics meetings.
- 4 Complete all training related to test security as required by the Commonwealth of Pennsylvania.**

4.1. Maintain documentation of training.

5 Determine the testing windows provided by the Pennsylvania Department of Education for the upcoming year's tests.

5.1. Request permission from the Pennsylvania Department of Education to flex the testing schedule as may be needed or applicable.

5.2. Include those dates on the PA Virtual academic calendar (be certain to leave time to collect and prepare materials for return).

6 Identify dates that are critical from E-direct and ensure that the PA Virtual Data department has those dates so that pre-coded labels are generated.

7 Update staff and student contact information in Testing Nirvana to ensure accurate assignment to sites.

7.1. All grades participate in a mathematics assessment and an English Language Arts assessment. Students in grades 4 and 8 also participate in a Science assessment.

8 Contact and reserve all sites for testing.

8.1. Gather invoices.

8.2. Send invoices to PA Virtual Accounts Payable to ensure payment.

9 Identify students who will need partner tested.

9.1. Create a separate testing site in Testing Nirvana for those students.

10 Determine process for Opting Out as allowable by the Pennsylvania Department of Education.

10.1. Principals contact Site Coordinators and communicate who will be viewing tests at sites as part of Opt Out procedures.

10.2. Principals contact families wishing to Opt Out.

10.3. Maintain documentation of all families who have exercised their right to opt out.

11 Generate emails for site selection in Testing Nirvana.

11.1. Sending emails to impacted families

11.1.1. FSCs contact families who did not respond to email.

11.1.1.1. Principals contact families who did not respond to FSC.

12 Determine technology needs.

12.1. Communicate technology needs to the PA Virtual technology department.

13 Identify students in need of accommodations.

13.1. Prepare materials related to accommodations for distribution to Site Coordinators.

14 Assign Site Coordinators to sites (Site Coordinators should hold an administrative certificate).

15 Assign Proctors to sites based on geographic proximity where possible.

16 Partner proctors communicate with families to arrange mutually agreeable times for testing during the testing window.

16.1. Partner materials can be distributed via UPS signature required, pick up in the King of Prussia office or at the nearest testing site.

17 Communicate assignments to proctors at least two weeks prior to testing (sooner is preferable).

18 Create informational letters and packets for families (directions to site, medical forms, I Am affidavit (if needed), any relevant policies from both PA Virtual and the Pennsylvania Department of Education).

19 Site Coordinators communicate critical information specific to their sites to families and proctors.

20 Prepare materials.

20.1. Distribute materials to Site Coordinators in locked bins.

20.2. Maintain accurate and thorough records of testing materials and where they are assigned.

20.3. Site Coordinators maintain accurate accounting of materials during the time in which they are away from the King of Prussia Office.

21 Distribute critical IEP Accommodation information to site coordinators.

21.1. Site coordinators meet with proctors to review accommodations and any site specific needs.

22 Maintain daily attendance.

22.1. FSCs call students not in attendance and schedule make-ups.

22.2. Students not present and failing to make up testing may be subject to truancy consequences.

23 Account for all testing materials upon arrival at King of Prussia from DRC.

23.1. Record materials arrival in E-direct.

23.2. Request electronic copy of materials accountability spreadsheet.

24 Create a Google Doc with materials accountability spreadsheet information.

24.1. Record test assignment (site, student, site coordinator and proctor) on Google Doc.

25 Ensure proctors and site coordinators traveling extended distances have accommodations.**26 Hold daily testing check-in phone calls.**

26.1. Maintain minutes of phone calls and distribute via email to all present.

27 Return all materials from sites to King of Prussia.

27.1. Account for all materials upon return to King of Prussia.

27.1.1. Record materials upon return in the Google Spreadsheet.

27.1.2. Prepare materials for return shipment to DRC per directions from the Pennsylvania Department of Education.

27.1.2.1. Notify UPS a week ahead of materials return so they are aware there will be a large pick-up.

27.1.2.1.1. Return testing materials to DRC via UPS.

27.1.2.1.2. Record returned materials in E-direct system.

27.1.2.1.3. Destroy secure materials that are not returned to DRC.

27.1.3. Maintain records as appropriate.

27.1.3.1. Any irregularities that occur during testing are brought to the attention of the Testing Coordinator and incident reports are generated per PA Virtual policy.

27.1.3.1.1. Maintain copies of all incident reports.

27.1.4. Maintain copies of proctor confidentiality agreements.

27.1.5. Maintain copies of site attendance.

27.1.6. Maintain copies of I Am affidavits.

27.2. Provide medical documents to the PA Virtual Pupil Health Department.

28 Disseminate scores to families upon their arrival at King of Prussia.

Categories

Department (List only one):

- Student Data & Assessment

Revision Management

Revision History Log:

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v1.0	6/23/2017 8:24 AM	New document	Katie Pomon



State Required Testing: PSSA and Keystone Exam

PA Virtual Processes

General Description

Departments Involved:

- All Staff
- Student Data & Assessment

Summary/Purpose:

Federal and state law currently requires all students in grades 3-8 to participate in PSSA testing and students in high school to test once in the Algebra, Biology, and English Keystone Exams. This procedure describes the overall state testing process from planning, to ordering materials, to establishing testing sites and calendars, through conclusion of testing. Nirvana, site acquisition, site logistic, staffing, invoicing ordering securing and returning test materials; test security training, etc.

When Performed:

- July through the spring test windows. PSSAs are administered in the spring. Keystones are administered in the winter and the spring. Winter Keystones currently have two "windows." In 2018-19 PA Virtual tested in the December window. A careful evaluation of the winter windows and the school calendar is advised.

State Testing is ongoing and details are performed as required per testing window which is mandated by the Pennsylvania Department of Education. There are numerous tasks to complete in preparation for testing and we recommend starting in the summer particularly with regard to test site acquisition. Some tasks are mandated and monitored by the PDE. Refer to the Handbook for Assessment Coordinators available online through the PDE website.

Responsibilities:

- Assistant Director of Student Data and Assessment
- Director of Student Data and Assessments
- Project Manager - Student Data and Assessment

Renea Klukaszewski (Project Manager) will perform the majority of the test preparation that will be a result of a testing plan approved by Chris Gilligan (Director of Data and Assessment) . The Assistant Director of Data and Assessment works as needed with the Project Manager.

Seek approval from Chris when needed. The Project Manager develops a testing team (tbd) that will assist throughout the testing windows with test preparations, dissemination, and collection/return.

Process Stages or Steps

1 Establish Testing Calendar and Acquire Sites

What happens:

Refer to PDE test windows and establish when PA Virtual will be testing. Revise as necessary as you begin to confirm site availability and number of students per site. Be aware that PDE will request a site list and test calendar/schedule for site monitoring. Acquire permission from PDE if you need to modify the testing schedule.

Who Performs this Step:

Test Team. Currently Renea the project manager. The Director of Data and Assessment or the ELT member approves site contracts. Approved contracts are forwarded to the finance department (currently Janine Moody) for payment.

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Nirvana map tool. Previous year's site attendance from Nirvana; Daily Rec report, list of students required to take Keystones from program principals (in order to know facility capacity and testing locations).

Result:

A sufficient number of sites with appropriate capacity acquired; students preliminarily assigned to sites. Sites assigned specific test dates; PDE notified. Contracts approved and submitted for payment.

Special Warnings:

PDE has specific test security requirements for administering PSSAs and Keystones. Refer to the Handbook for Assessment Coordinators and attend PDE training to ensure you are aware of any compliance needs. Ensure that parents and students have a reasonable travel option. Ensure that you receive PDE permission if testing schedule is modified.

2 DRC Enrollments

What happens:

DRC has required dates to register the school for Keystone and PSSA enrollments on their site. The window to enroll is typically 2-3 days and it is imperative that you complete in a timely manner (These dates will be specific for each assessment window and the district coordinator

will be informed via email when the enrollment will take place). In order to receive materials for the assessments, enrollment is required. Test sessions will need to be entered onto the site after the enrollment is completed on specific dates that will be announced via email from DRC. These sessions are required by PDE to be entered onto the site. When enrolling the school and ordering tests, this is also the time that you should order any large print tests that may be needed for your students. Shipments will be received typically via UPS and the district coordinator is notified of the shipments. Secure items must be placed in the locked testing closet immediately where the district coordinator will inventory. The shipments require a form on the DRC site to be completed stating that you did receive all materials. Once the materials are returned to DRC at the end of testing, there is also a form to complete stating that all materials have been returned.

Who Performs this Step:

District Coordinator, Data and Assessment team

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

DRC site, projected number of tests needed for each subject or grade, DRC calendar, student lists, PIMS updates for labels for all tests, Sapphire, daily rec report, special ed large print needs, scanner, google doc for inventory

Result:

PA Virtual will be properly enrolled for Keystone and PSSA exams and be able to participate. All testing materials will be ordered and there will be sufficient amount of tests, manuals, and other required materials from DRC. PIMS snapshot will ensure that all enrolled students will receive a label to be placed on their tests. The snapshot is different for keystones and PSSA, be sure to know the dates these snapshots will occur. PDE will be informed of dates testing. DRC will be informed of receipt of shipment as well as shipments returned.

Special Warnings:

Play close attention to open enrollment dates and deadlines on DRC calendar as you will not receive materials if you do not enroll. PIMS upload is crucial for snapshots of student list. If you miss the PIMS snapshot and do not enter students, you will need to bubble tests for each and every student testing.

3 Special Education, PASA, 504, Partner, Testing Accommodations

What happens:

Collaborate with Special Ed and pupil health department to ensure all student's with an IEP or a 504 plan are identified and all accommodations are met. Collaborate with Tech to ensure all tech needs are met such as word processors distributed as per IEP accommodations. Provide

Accommodations guideline manual provided by PDE in SAC binder for their review as well as their staff's review. Identify any one to one testing needs and any large print tests needed.

Who Performs this Step:

Director of Special Education, Director of Student Services, Project Manager - Pupil Health, School Nurse, Testing Coordinator, Tech team, Data and Assessment team

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Sapphire, Tech needs (word processor), IEP's, Testing Nlrvana, PDE Accommodations Guidelines, DRC site (large print ordered)

Result:

Special education students as well as 504 students will receive all accommodations as listed in their specific 504 plan or IEP for state testing. All identified students will receive an appropriate, suitable, and positive testing experience for each testing window.

Special Warnings:

The person acting as district assessment coordinator may be required by PDE to attend training for accommodations. Ensure that all accommodations are reviewed and understood by all proctors and site coordinators. Ensure all necessary tech equipment is provided to each site as needed as well as any large print tests ordered via DRC.

4 Test Security Training

What happens:

Refer to the PSSA and Keystone Test Security Handbook; PDE email notifications, and the Handbook for Assessment Coordinators (available online). It is the responsibility of the District assessment coordinator (DAC) to be aware of all required training.

The District Assessment Coordinator Must: Complete PSTAT training, PDE required "Getting Ready" training, and Accommodations training.

Who Performs this Step:

The District Assessment Coordinator (Currently the Director of Data and Assessment), Project Manager of Data and Assessment and School Assessment Coordinators (Site Coordinators). All personnel who handle secure materials in any way must complete PSTAT training.

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Test Security Handbooks; PDE provided training (sometimes required), PSTAT training, PD via Collaborate

Result:

All staff has been trained per PDE requirements in test security mandates and the internal process at PA Virtual.

Special Warnings:

District Assessment Coordinator is responsible for ensuring all test security mandates are fulfilled. Most years PDE conducts surprise visits to ensure PA Virtual is in full compliance.

5 Testing Nirvana Set Up**What happens:**

Testing Nirvana website will be updated with student roster via Sapphire upload prior to each test window to ensure entire student body is current. Ensure all staff is updated with address, employment status and site privileges. Test set up for each window includes building each test in Nirvana with testing window, sites, schedules, subject tests, test codes, roster, attendance codes, family communication, welcome message, confirmation status, special education accommodations upload.

Who Performs this Step:

Currently Renea the Data and Assessment team's project manager.

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Testing Nirvana, staff list, Sapphire, Daily Rec report

Result:

Students will be assigned to their test sites and schedules via automated email that will come directly from Testing Nirvana. Families will be able to confirm their testing location, print their schedule and use the mapping system if needed to get directions to their testing site. Staff will be assigned to a testing site using Testing Nirvana's mapping program and results from report "Proctor distance to site".

Special Warnings:

Ensure that testing locations dates and addresses are correctly listed and verified. Be mindful of accommodating families that may not live within 50 mile radius of a testing site, there will be extenuating circumstances that may require testing to occur in a local library. Do a test run with correspondence to family via Testing Nirvana with a staff member to ensure the messaging is appearing correctly and it is not being blocked by our email server.

6 Parent Communications

What happens:

There are several ways that communications should occur within the school year regarding testing. Program principals should send initial email with testing information and dates the specific testing window will occur near the beginning of the school year for PSSA and Winter Keystones, near January for Spring Keystones. An email with site assignments will be sent via Testing Nirvana, parent info sessions will be held (FSC, Parent Ambassador, program principals, PA Virtual Newsletter all should advertise sessions), SAC's send site specific info email to families (includes all important documentation necessary for testing), FSC assistance with test attendance confirmation via email and phone calls, attendance calls will be made, program principals and guidance will have ongoing communications with families as well as teachers will be a source of support for families. Students that require partner testing will be contacted by their proctor to review testing arrangements.

Who Performs this Step:

program principals & assistants, Parent ambassadors, FSC's, Guidance, Project managers, communications department, SAC's, teachers, Data & Assessment team, Special Ed. dept, academic support.

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Testing Nirvana & TN reports, Sapphire reports, Daily Rec, Collaborate, Tech needs

Result:

Families will be well informed and up to date on all testing throughout the year as well as have resources available to reference. Families will feel supported and prepared when testing occurs.

Special Warnings:

Time is key, ensure that information is relayed to families in a timely matter and that all information sent is accurate.

7 Staff Communications**What happens:**

Staff will receive testing information from the Data and Assessment department regarding each testing window's specific important dates, staff professional development, PSTAT training, CPR training, staffing plan, partner testing needs, Testing Nirvana training. Data and Assessment team will also provide all important documentation for review such as the DFA's, Accommodations manual, Crisis manual, schedules, confirmation letters, master student testing list, site lists, schedules, Emergency forms, etc.

Who Performs this Step:

Data and Assessment team

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

DFA's, PDE Manuals and PPT, School calendar, Testing Nirvana reports, daily rec, Sapphire, Pupil Health, DRC resources, DAC testing manual

Result:

Staff will be well informed and up to date on their responsibilities, expectation, duties, and both school and PDE requirements for each testing window as well as be a valuable resource for our families with the information that they are provided throughout the school year.

Special Warnings:

Be sure to adhere to PDE specific regulations and requirements and ensure all staff involved in the testing process are aware and informed of all necessary items.

8 Secure Materials Ordering, Securing, Distributing, Returning**What happens:**

Maintain Test Security At All Times! Follow DRC guidelines and specific dates to order your testing materials for all Keystone and PSSA testing windows. Ensure PIMS snapshot dates are met in order to receive labels for all students testing. Once secure materials arrive in KOP, inventory each box and scan into Google inventory sheet. Assemble a testing team to inventory, label, count, separate, distribute and account for all secure materials. Using Testing Nirvana report that lists all students testing and their location, the team will place proper amount of tests in each testing site's bin and the bin will be locked. Bin pick up/delivery will be scheduled with SAC. SAC is responsible to inventory their bin and sign off that all is accounted for. SAC will ensure all tests are secure and accounted for at testing site. Bins will be returned to KOP office by SAC or designated staff member in a timely manner. Testing team will then inventory, sort and scan into Google doc to ensure all tests are returned and accounted for. They will follow the DRC guidelines as to how to pack and return all secure items and ensure that they are returned to DRC by required dates.

Who Performs this Step:

Data and Assessment team, Testing Team (team assembled prior to testing windows with ELT approval) project managers for teaching learning and family support.

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Testing Nirvana, PIMS, Sapphire, Daily Rec, Google sheets, Scanner, Training room, Testing closet, testing bins, locks for bins, DRC boxes with plastic bags and zip ties, student labels from DRC. A space with controlled access must be established prior to ordering secure test materials. All test materials must be strictly secured according to PDE/DRC mandates.

Result:

Proper amount of testing materials will be ordered, inventoried and distributed to all testing locations. Labels will be received for all students testing that have enrolled prior to Oct. 1. All secure materials will be accounted for at all times while in possession of PA Virtual. All testing sites will have the proper student's tests labeled or bubbled in a secure locked bin that has been inventoried and accounted for by the SAC.

Special Warnings:

Test Security is the paramount issue - adhere to all PDE/DRC mandates regarding secured test materials. Expect a PDE monitoring visit and be prepared to demonstrate compliance with secure materials handling. Ensure that all dates and deadlines that are required by DRC are met from ordering materials to returning them. Ensure that PIMS upload is completed in order for the snapshot to be taken, this will provide you with labels for all testing students. If you miss this snapshot, you will need to bubble ALL student's tests. Ensure that all tests are accounted for upon arrival until you return them.

9 Non Secure Materials for each testing site**What happens:**

Each testing site will be provided with non secure items that are necessary in order to successfully prepare for testing to take place. They will need a supply box that has such items as pencil sharpener, first aid kit, surge protector, scratch paper, pencils, etc. Each site will also receive DFA's, rulers, formula sheets, protractors, red dots, and scoring guidelines. A binder will also be provided that has all important documentation, signage, security sheets, manuals, etc. They will also receive sign in sheets, completed and extra ER forms, Word processor and printer as needed, accommodations as needed, and medical sheets as needed.

Who Performs this Step:

Data and Assessment team, testing team, pupil health, special ed, tech, project managers
TLFS,

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Testing Nirvana, Sapphire, DRC, Daily Rec, Word processor, printer, binders, all supplies in supply box, WB mason as needed for materials.

Result:

All sites will receive enough materials in order for them to run a successful testing location. Students will have all supplies needed.

Special Warnings:

Be sure that all sites have enough DFA's and supplies provided from DRC prior to testing. Ensure all binders have up to date and current information in order for the SAC to use as a valuable reference.

10 On Site Testing**What happens:**

Maintain test security at all times. Refer to the Handbook for Assessment Coordinators. Students will receive a comfortable, safe, secure, and properly staffed testing environment with appropriate space and well trained proctors. All sites will be staffed appropriately and will receive all testing supplies needed. Families will be well informed of site specific details, schedules and required times their students should attend. All sites will run on a recommended and school approved schedule which includes extended time as needed, instructional time, breaks for both students and staff as well as appropriate space for special education and 504 needs. Families will sign students in/out with a photo ID and provide SAC with ER information. Students will provide ID for Keystone exams or complete an I AM affidavit that verifies their identity. PDE required signs, schedules and other documentation must be displayed according to guidelines. Emergency/evacuation procedure should be reviewed with staff prior to testing (site specific). All site staff should be sure to review crisis manual, accommodations manual and specific student accommodations or other needs per site. Staff should ensure all tests are accounted for and secure at all times and sign the tests in and out with the SAC to ensure all tests are accounted for at all times. Staff should ensure students are accounted for, safe and following test security guidelines throughout the testing window. SAC should provide all supplies needed in each testing room such as pencils, scratch paper, calculators, highlighters, rulers, red dots, protractors, scoring guidelines, DFA's, and formula sheets. All incidents or infractions should be reported immediately to the DAC. Sites will be secured, staff will be trained on site specific items by their SAC, and PDE will be informed of all testing sites and schedules in the event our sites would be monitored for compliancy. SAC should enter attendance into Testing Nirvana for both site and subject. Assigned attendance callers should reach out to all families absent and reschedule. Principals/Admin should be notified of any circumstances that would require administration review. Families wishing to

OPT OUT should be scheduled to come to the site to review their child's assigned tests and sign a confidentiality agreement. All proctors, TA's and SAC's should complete PDE required confidentiality forms. All sign in sheets, confidentiality forms, OPT OUT letters, ER forms, I AM affidavits, incident reports, security sheets should be returned in secure envelopes and returned in the testing bin.

Who Performs this Step:

SAC, TA's, Proctors, FSC, Data and Assessment team, DAC, all staff assigned to a testing site, principals

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Testing Nirvana, Sapphire, Testing Binder, all documentation required, printer, folders for forms returned to KOP, testing bins.

Result:

Students will receive a comfortable, safe, secure testing environment that follows all PDE requirements as well as school specific needs. All sites will be staffed with well trained and informed PA Virtual staff as well as necessary supplies, forms, documentation, binder and manuals.

Special Warnings:

Ensure all PDE guidelines and requirements are met in the event a PDE monitor would visit. Ensure all staff are trained, on time and up to date on all site specific information. Be sure to place all schedule at registration desk, testing in progress outside of each testing room as well as all signage necessary. Ensure special education students have a location to test that is in line with their accommodations. Be sure all staff are aware of their special education students and their accommodations are provided. Ensure all students and staff are provided a proper lunch break.

Categories

Department (List only one):

- Student Data & Assessment

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	7/10/2019 9:56 AM	New document	Chris Gilligan



Basic PIMS Reporting Details

Procedure

General Description

Description / Scope:

Basics of PIMS Reporting

There are numerous required PIMS submissions throughout the year in a series of 6 collections. Refer to the most recent version of ElementarySecondary Data Collection Calendar for timelines for all collections and submissions.

PIMS data is submitted to PIMS via .csv formatted templates. PIMS templates are school-year specific and are formatted with appropriate column headers.

Data is collected by the school's data team and entered into templates per the rules described in PIMS manuals Vol. 1 and 2. Vol. 1 describes the templates, the template columns, and load sequence (related templates); Vol. 2 describes in detail the elements to be entered into template columns.

Collection deadlines may run into the next school year, though all data submissions described on the calendar are for a specific reporting year running July 1 to June 30. School years on templates are defined as the last day of the school year. Thus, for 2018-19 the school year is defined as June 30, 2019. Keep this concept in mind.

Purpose:

The Pennsylvania Information Management System (PIMS) is a collaborative effort of the Pennsylvania Department of Education (PDE) and local education agencies (LEA) across the commonwealth. PIMS is a statewide, longitudinal data system that efficiently and accurately manages, analyzes, disaggregates, and uses individual data for each student served by Pennsylvania's pre-K through grade 12 public education system.

PIMS serves many purposes, including:

- Meeting current state and federal reporting requirements (particularly School Funding, ESSA and Future Ready PA Index);
- Improving education decision-making through the use of high quality data and decision support tools;
- Providing longitudinal tracking of education progress over time and across LEAs; and
- Reporting timely and accurate education data through standardized and ad hoc reporting capabilities.

All pre-K through grade 12 and Adult Affidavit Program (AAP) students enrolled in a public school and students enrolled in an Approved Private School (APS) or Private Residential Rehabilitation Institution (PRRI) in Pennsylvania are reported in PIMS. At times, staff, courses, and other information related to students is reported.

Who Performs / Responsible:

- Chris Gilligan
- Kim Casarella

Currently the Data and Assessment Team

When to Perform:

- On Going

The PIMS Calendar

Obtain the PIMS calendar through the Pennsylvania Department of Education web site. Review upcoming submissions of specific templates, the opening and closing dates of collection windows (including any correction windows and Accuracy Certification Statements (ACS). Note that some items on the calendar are full data submissions while other are updates to previously submitted data. Updates are often described in the calendar as ongoing preparation for PIMS “snapshots.” Snapshots refer to those dates on which PDE will “grab” your data as it currently is housed in PIMS. In many cases, an ACS, signed by the CEO/Superintendent and the PIMS/Data Administrator is submitted immediately following the data submission. Note which templates are required, whether an ACS will be required, when the collection opens and closes, and any correction windows when they apply.

Requirements

Pre-Knowledge:

- Comfortable with Microsoft Excel

Some knowledge of school-related data and its underlying meaning and relevance is helpful.

Equipment and Materials

Equipment:

Access the following before starting this procedure:

- Email
- Internet Access

PIMS templates are nearly always in .csv format.

Detailed Steps

1 PIMS Report Collections in the SIS (Student Information System currently Sapphire at PA Virtual)

How to Do:

Within Sapphire, navigate to Reports > PIMS Reports Collections. You may need to request permission from the Sapphire administrator. Here, you can run processes that will “load” the templates required for any PIMS collection. This presumes, of course, that relevant data has been entered and correctly mapped in the Sapphire SIS. It is suggested that the PIMS administrator work in close concert with the Sapphire administrator to ensure data is entered correctly into the SIS.

Result:

Template data sets can be exported directly from Sapphire into the mandated PIMS .csv formats that a school can then submit to PDE.

Warnings / If an Error Occurs:

Sapphire is updated yearly based on PDE information, including the PIMS Manuals, Volumes 1 and 2. However, Sapphire PIMS reports work to the extent that data has been entered into Sapphire.

2 Sapphire PIMS - Basic Collection Settings

How to Do:

You can run a group of PIMS template settings a single time, or you can save the settings as a **Collection Setting** (which is advised). Doing so allows you to run the collections multiple times, for example, with and without diagnostic data, to troubleshoot, and to identify missing data. You can also load a previous year’s settings (but ensure the current year is selected after, “Use PIMS Format for” when you run the templates.

Check any required template(s) from the **Report Collection** list.

1. The **Individual Template Options** section displays, with a tab for each selected template.
3. Go to each tab to select settings.
4. Click **Back to Top**.

6. Optional but recommended: At the top of the screen click **Save Setup as New Collection** if desired. The **New Collection** window opens. Enter a **Collection Name** and click **Submit**.
7. Click **Run Collection**. After the collection runs, the **Task Complete** window opens with your results. Each item is a hyperlink to open or download the resulting file.

(To reuse a saved collection, select it from the **Load Previous Collection** list and click **Load Collection**.)

Result:

Checking the Template Results

Open the template file from the task window. Compare results to internal data such as the daily reconciliation reports and other Sapphire reports. Compare results to template descriptions in PIMS Manuals Vols. 1 and 2. Make corrections to template data as necessary. The more corrections you can make prior to submission the better.

Warnings / If an Error Occurs:

Template Setup

Details on specific template setups in Sapphire PIMS Reports Collections are too detailed to be described here. Refer to the help files in Sapphire for collection template setup. In Help, search for PIMS – SIS Help Files. Select the appropriate collection for directions on template settings. Remember = Sapphire will only pull data if data has been entered into the SIS. Work with the SIS administrator.

3 Submitting templates to PIMS (MyPDESuite)

How to Do:

In MyPDESuite there are three important elements:

1. PIMS (Submission Tool)
2. PIMS Sandbox (Non-submission template data check)
3. PIMS Reports (Cognos – various PIMS related reports)

An overview of the process for submitting templates is as follows:

1. Submit template(s) to PIMS Sandbox. The sandbox will run through several data checks and, if discovered, will return errors that need to be corrected *before* submitting the template to the main PIMS submission tool.
2. Submit corrected template to PIMS (main submission tool).
3. Review relevant reports and obtain any required ACS through PIMSReports (Cognos).

4. If a correction window is in place, redo the process as necessary.
5. Submit ACS according to submission instructions described in the document.

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/25/2019 3:09 PM	New document	Chris Gilligan



Child Accounting Procedure

General Description

Description / Scope:

Child Accounting data with the School Calendar and Student Calendar Fact templates are generally due in August. Some time is allotted for corrections. The Child Accounting Accuracy Certification Statement (ACS) should be mailed to the Division of Subsidy Data and Administration after PIMS Reports are run and the data is verified for accuracy.

Purpose:

The goal is to 1.) submit accurate information to PDE that results in the school's calculated average daily attendance for students, average daily membership for students, and meeting minimum instructional hours. 2.) ensure that the PIMS submission and internal data (CAD; SDER; Sapphire) are synchronized.

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	7/8/2019 3:34 PM	New document	Chris Gilligan

Enrollment



New Student Enrollment Process

PA Virtual Processes

General Description

Departments Involved:

- Enrollment

Summary/Purpose:

In compliance with all charter school enrollment regulations established by the Pennsylvania Department of Education as well as the Admissions policy approved by the PA Virtual Board of Trustees, PA Virtual Charter School enrolls all eligible students in grades K-12 on a first-come, first-served basis. All students who reside in Pennsylvania are eligible to be admitted. Admission to the school is based on age as well as completion and submission of all state-required enrollment forms and materials. PA Virtual Charter School is a public school open to residents of Pennsylvania and does not discriminate based on race, ethnicity, gender, religion, family income, national origin, or disability.

Responsibilities:

- Jamie Shedd, Becky Bartholomew, Nina Wangler, Andie Byron, Alysia Lynn, Brittany Weyant, Gary Zimmerman, Rachel Makary, Breanna Kendall, Isaac Hallberg, Sarah Cardosi

Process Stages or Steps

- 1 Prospective parent completes interest form and is entered into Customer Relationship Manager (CRM).**
- 2 Prospective parent schedules and completes Application Call with Enrollment and Marketing Specialist.**
 - 2.1. After phone call, prospective parent receives email detailing the paperwork and forms to submit to proceed with enrollment.
- 3 Prospective parent completes and submits both Registration Form and Online Enrollment Forms - Charter School Enrollment Notification Form (ENF)/Release of Records, Home Language Survey, Parental Registration Statement.**
- 4 Prospective parent submits the necessary enrollment documents: Proof of**

Residence, Proof of Age, Proof of Immunizations.

4.1. Pupil Health Department reviews Proof of Immunizations to determine compliancy; contacts family if necessary

- 5 Enrollment and Marketing Coordinators review submitted documents and determine if applicant is Compliant (all required documents submitted) or Ready (all required documents plus requested documents submitted).**
- 6 Assistant Director of Enrollment (ADE) contacts Compliant/Ready applicant for Approval Phone Call to discuss PA Virtual programs and services; requests additional documents if necessary to best support the applicant: school records, transcripts, special educational documentation (if applicable).**
 - 6.1. If applicant receives Special Education Services, Assistant Director of Special Education Enrollment reviews services with family and completes Approval Phone Call.
- 7 If parent determines PA Virtual is most appropriate model and proceeds with enrollment, ADE completes Charter School portion of ENF and finalizes applicant as new student.**
 - 7.1. ADE notifies appropriate departments if student has a 504 Plan, or may qualify with a Temporary Living Situation or for EL services.
- 8 Applicant data is auto-transferred into Student Information System.**
- 9 Newly enrolled student is included on Daily Rec Report to inform all school departments of the enrollment.**

Related Documents

Other Related Documents:

[BOT - Admissions Policy](#)

Categories

Department (List only one):

- Enrollment

Categories:

- Enrollment, Enroll, Registration, Register, Application, Applicant

Regulations:

- Pennsylvania Department of Education

Responsible / Who Performs:

- Director of Enrollment, Assistant Director of Enrollment, Enrollment and Marketing Specialist, Enrollment and Marketing Coordinator
-

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/8/2017 1:45 PM	New document	Vicki Andrews-Gilmore

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Becky Bartholomew, Nina Wangler
-

Forms

Forms:

[Charter School Enrollment Notification Form and Release of Records](#)

[Compliance Forms \(Agreement for Use of Instructional Property, FERPA Acknowledgement Form, Home Language Survey, Release Information Agreement, Parental Registration Statement\)](#)

Software Access Needed

List of Software Access Needed:

CRM - HubSpot

SIS- Sapphire

Online Enrollment Forms - DropBox Sign



Expedited Re-Enrollment Process

PA Virtual Processes

General Description

Departments Involved:

- Enrollment

Summary/Purpose:

Families who proceed through the expedited re-enrollment process are those that were enrolled at the end of the school year, did not re-register, were withdrawn through the summer and have chosen to re-register. These students may have been part of the mass withdrawal and therefore are no longer on the school's roster. The expedited re-enrollment process will begin after the mass withdrawal. Any student utilizing the expedited re-enrollment process must have all forms and documentation submitted by the Tuesday prior to the first day of school for returners to be eligible to enroll through this expedited process.

When Performed:

- During the summer

Students completed the previous school year with PA Virtual and were withdrawn. They have expressed interest in returning prior to the new school year starting.

Responsibilities:

- Jamie Shedd

The Director of Enrollment processes Expedited Re-Enrollments.

Process Stages or Steps

- 1** Family contacts member of PA Virtual staff and expresses interest in returning.
- 2** Staff member forwards call or email from the parent to the Director of Enrollment. Families can expect to hear back within 1 business day.
- 3** Enrollment will confirm home address, phone number, and Learning Coach for the upcoming school year. Enrollment will send an email to the parent requesting updated Enrollment Notification Form (ENF), Residency Questionnaire, and if necessary,

updated Proof of Residency (POR).

3.1. Proof of Residence (POR) if either:

3.1.1. valid POR is not in student file

3.1.2. if address has changed

3.2. Charter School Enrollment Notification Form (ENF), completed through HelloSign.

- 4 Enrollment advises Pupil Health Department (Applicable Nurse) of the student, waits for confirmation before proceeding.**
- 5 Enrollment advises Special Education Department (only if the student was receiving SpEd services), waits for confirmation before proceeding.**
- 6 Enrollment advises Principal/AP and Family Support of the student, waits for confirmation before proceeding.**
- 7 Family submits required documentation.**
- 8 Enrollment reviews documentation, uploads to Sapphire.**
 - 8.1. Verifies demographic information information from ENF on Sapphire student record.
 - 8.2. Updates Sapphire with school year, grade level, and entry date
 - 8.3. Makes active in Sapphire.
- 9 Enrollment notifies Finance Department if there was a change of address.**
- 10 Enrollment send welcome email to the parent, confirms start date**
- 11 Enrollment adds student to the Expedited Re-Enrollment spreadsheet**
- 12 The Data Department lists the student on the next day's Daily Reconciliation Report so all departments are notified of the enrollment.**

Categories

Department (List only one):

- Enrollment

Categories:

- Enrollment, Re-Enrollment, Expedited Re-Enrollment

Regulations:

- Pennsylvania Department of Education
- Residency Requirements

Responsible / Who Performs:

- Enrollment
-

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	4/5/2019 9:43 AM	New document	Jamie Shedd

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Becky Bartholomew, Damon Key
-

Forms

Forms:

Charter School Enrollment Notification Form, Residency Questionnaire

Software Access Needed

List of Software Access Needed:

Sapphire, Dropbox Sign

Finance



Budgeting

PA Virtual Processes

General Description

Departments Involved:

- Finance

Summary/Purpose:

The Budget is a proposed plan of action for school programmatic and administrative initiatives. It identifies the proposed sources of funds to finance programs, as well as the functional nature of the expenditures (for example, instruction, or administration). When approved by the Board of Trustees, this document is the school's authorization to incur expenditures and to collect and apply the revenues to the appropriate activities.

Process Stages or Steps

- 1 Review previous year's financial performance.**
- 2 Review historical student enrollment.**
- 3 Compile request emanating from annual budget & planning.**
 - 3.1. Meet with department heads regarding new department initiatives.
 - 3.2. Meet with CEO regarding system-wide initiatives.
- 4 Meet with HR Director regarding changes to headcount.**
- 5 Review major contracts.**
- 6 Gather information regarding regulatory changes.**
- 7 Compile information in budget template.**
- 8 Forward to department heads for review and accuracy check.**

- 9 Forward to CEO for review and adjustment.
- 10 Forward to Board of Trustees for review and adjustment.
- 11 Post as required by law.
- 12 Transfer to appropriate reporting systems.

Related Documents

Zavanta Related Documents:

Document Type:	Document Name:	Document Number:
PA Virtual Processes	Posting of the Annual Budget	CEO-0004

Other Related Documents:

[Financial Control Policies](#)

Categories

Department (List only one):

- Finance

Categories:

- Compliance

Revision Management

Revision History Log:

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v1.0	5/16/2017 8:27 AM	New document	Vicki Andrews-Gilmore

Forms

Forms:

PDE 2028



Cash Disbursements

PA Virtual Processes

General Description

Departments Involved:

- Finance

Summary/Purpose:

PA Virtual generates checks on a weekly basis from the Operating Account (5586), and typically twice a year (December and June) from the ISP Account (3007), with occasional ISP checks being voided and reissued throughout the year. Unused check stock for both accounts are safeguarded by the Human Resources Department, and signed out to the Accounts Payable Coordinator at the end of each week to process any approved payments to be issued

Process Stages or Steps

- 1 A Purchase Order (PO) is completed and signed by an employee to request the purchase of a good or service and forwarded to their direct supervisor.**
 - 1.1. PO's must include a description, quantity amount, and purchase price
 - 1.2. Three (3) bids shall be obtained and attached to the PO with estimates for any purchase exceeding \$5,000
- 2 An Executive Leadership Team (ELT) supervisor reviews and signs the PO, if approved, and submits it to the Finance Department.**
- 3 The Chief Financial Officer (CFO), or designee, reviews the PO to code with the proper account information and determine if the purchase is within budget.**
- 4 After ELT and Finance approval signatures are obtained, the Accounts Payable (AP) Coordinator enters the PO into the accounting system and forwards the PO to the initial requestor and vendor**
- 5 When the invoice arrives, the AP Coordinator date stamps it received, compares the invoice to the PO, and enters the invoice into the accounting system for payment.**

- 6 The Finance Manager reviews a purchase list along with invoices and PO's, and initials to confirm amounts agree and necessary approvals have been obtained.
- 7 At the end of each week, the AP Coordinator will print checks for approved payments and create a check register for comparison to the purchase list ensuring that the total amounts agree.
- 8 The CFO, or designee, will review the purchase list and check register for the weekly check run to confirm the amounts agree and ensure that an appropriate explanation is documented for any check exceeding \$3,000.
- 9 The approved check register is then emailed to the Chief Executive Officer (CEO) for review and approval to release payments.
- 10 The Staff Accountant reconciles the bank statements at the beginning of each month for the previous month's transactions.

Related Documents

Other Related Documents:

[Financial Control Policies](#)

Categories

Department (List only one):

- Finance

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/16/2017 8:35 AM	New document	Vicki Andrews-Gilmore



Corporate Credit Card

PA Virtual Processes

General Description

Departments Involved:

- Finance

Summary/Purpose:

The TD Bank Commercial Credit Card issued by PA Virtual allows employees to pay vendors directly for expenditures that would otherwise be paid for out-of-pocket and later reimbursed. All employees who have been assigned a corporate credit card will account for credit card transactions and out-of-pocket reimbursable expenditures via TD Bank's eExpense online reporting system.

When Performed:

- As needed

Guidelines

Each employee using a Charter School procurement card shall sign a card usage agreement and receive training on applicable policies and procedures.

Procurement cards shall be used only for authorized Charter School purchases and shall not be used for personal purchases, or other use that is contrary to laws, regulations or internal policies. The Charter School retains the authority to revoke any procurement card used for unauthorized or personal purposes.

Violations of this policy by an employee shall result in disciplinary action, in accordance with Board policy.

The established procedure for processing purchases by employees using procurement cards shall be as follows:

1. Employee deals directly with the authorized vendor, for any disputed transactions including sales tax.
2. Business office receives the consolidated invoice for payment.
3. Cardholder verifies receipt of purchased items, reconciles the billing statement with purchases, attaches receipts, and signs as correct.
4. Supervisor assigns appropriate account code, reviews the reconciled statement and signs for approval, with receipts attached.

5. Business office will conduct random audits of cardholder statements to justify purchases.

Purchases on his/her assigned procurement card by an individual employee shall not exceed the following:

1. Single transaction dollar limit, \$4,000.00.
2. Budget cycle limit established yearly.

The following list includes but is not limited to items authorized for purchase, without obtaining bids or quotes, by employees using procurement cards:

Stationery, office supplies.
Minor repair items.
Computer equipment, parts and accessories.
Food for use in curriculum.
Food and specialty items for cafeteria.
Industrial arts supplies.
Recurring utility bills.
Sheet music.

Process Stages or Steps

1 The steps to record credit card expenses are:

- 1.1. Organize receipts by date
- 1.2. Write description of expense on receipt
- 1.3. Print mapquest both ways

2 Complete eExpense report:

- 2.1. Follow instructions outlined in TD eExpense Report User Guide.

Attachments

[TD eExpense User Guide](#)

Related Documents

Other Related Documents:

[Procurement Card Policy](#)

Categories

Department (List only one):

- Finance

Categories:

- Finances
-

Revision Management

Revision History Log:

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v1.0	5/16/2017 8:46 AM	New document	Vicki Andrews-Gilmore

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- AP Coordinator
-

Software Access Needed

List of Software Access Needed:

TD Commercial Plus Card Account



Bank Account Reconciliation

PA Virtual Processes

General Description

Departments Involved:

- Finance

Summary/Purpose:

Bank accounts are reconciled monthly to compare accounting records against actual bank transactions for the month. The accounts to be reconciled each month are as follows: Concentration Account (3015); Operating Account (5586); ISP Account (3007); Payroll Account (2900); and FSA Account (1321).

When Performed:

- End of the Month

Process Stages or Steps

- 1 On the first business day of each month, download all online bank statements.**
- 2 Starting with the Concentration Account (3015), review all debits/credits.**
- 3 Record a general journal entry to post debit/credit transactions to their respective accounts in the general ledger.**
- 4 For the remaining bank accounts, review debits/credits on the bank statement against the accounting records for the month.**
- 5 Update the outstanding checks list - only for the Operating Account (5586) and ISP Account (3007).**
 - 5.1. Remove checks written in prior month that cleared in the current month.
 - 5.2. Add checks written in the current month that have not yet cleared.
- 6 Post appropriate general journal entries.**

- 7** Ensure ending account balance is in agreement with ending bank balance for the month plus/minus any debit/credit transactions in-transit.

Related Documents

Other Related Documents:

[Financial Control Policies](#)

Categories

Department (List only one):

- Finance

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/14/2017 10:02 AM	New document	Vicki Andrews-Gilmore



Accrued Expenses

PA Virtual Processes

General Description

Departments Involved:

- Finance

Summary/Purpose:

An accrued expense is an accounting expense recognized in the books before it is paid for. If expenses are incurred before cash is paid, then they are recorded and recognized as an accrued expense. Amounts in excess of \$2,500 may be accrued. Accrued expenses are also used to account for a liability more than \$2,500 that can only be approximated. This happens in estimating utility costs, or to record allowances, when the specific person or persons to whom payment will be made is not ascertainable, but the liability is. At the end of the fiscal year, the Chief Financial Officer (CFO) will ensure that expenses incurred, but not yet paid are accrued appropriately.

When Performed:

- End of the Year

Process Stages or Steps

- 1 Review weekly purchase orders to determine if items purchased, fit the definition of an accrued expense.**
- 2 Review bi-weekly check register to determine if payroll items fit the definition of an accrued expense.**
- 3 Determine portion of the contract/payroll amount that will be set-up as an accrued expense.**
- 4 Accrued amount will be recorded on the school's Balance Sheet as a current liability.**
- 5 As expense is paid, liability will be decreased. Accrued expenses will be reconciled annually during the school's year-end financial close process. The following list of items, are examples of payments requiring accrual**

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

- Salaries and wages
 - Includes payroll, vacation pay, and sick pay
- Employee benefits
 - Includes health insurance premiums
- Supplies, services, and equipment
 - Includes unpaid invoices for goods and services, which have been incurred (that is, performed or delivered) but not paid until after month-end or fiscal year-end.
- Interest on Debt.
- Insurance
- Taxes
 - Includes payroll, unrelated business income, and so on.
- Student ISP Costs
- Related Services Costs

Related Documents**Other Related Documents:**

[Financial Control Policies](#)

Categories**Department (List only one):**

- Finance

Revision Management**Revision History Log:**

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/12/2017 2:59 PM	New document	Vicki Andrews-Gilmore

Software Access Needed**List of Software Access Needed:**

PeachTree



Cash Receipts/ Deposit Handling

PA Virtual Processes

General Description

Departments Involved:

- Finance
- Human Resources
- Operations

Summary/Purpose:

The purpose of this standard operating procedure (SOP) is to establish the roles of Human Resources, Operations and the Finance Departments regarding the handling of cash and the processing of deposits to: 1) ensure accountability of a timely cash posting, 2) safeguard PA Virtual's assets, and 3) provide an audit trail in the enterprise system.

PA Virtual uses TD Bank's offsite lockbox address for the remittance of payments, to be deposited by the bank into the Concentration Account (3015). Any payments received at the administrative office, will be placed in a secured location, until forwarded to our TD Bank lockbox for depositing at the end of each week.

Process Stages or Steps

1 The post office delivers the mail to the front desk at the administrative office for the Front Desk Administration Assistant (of Human Resources) to receive.

- 1.1. All mail is received from carrier
- 1.2. Envelopes are stamped with the date stamped.
- 1.3. Mailed is distributed to each applicable department or addressee.

2 Payments are received via postal mail and the Front Desk Administration Assistant records the payment details on the Check Log Google Sheet. The assigned column fields are highlighted in blue include the following:

- 2.1. Name of Payer: Enter payer's name as it appears on check
- 2.2. Date of Receipt: Date monies were received

2.3. Check number: Check number of payer's check stock

2.4. Check Date: Date the check was written

2.5. Dollar Amount: Total amount of payment received

3 Payments are then submitted to the Operations Department.

4 Pamela Graham of the Operations Department receives payment and forwards to our TD Bank Lockbox Deposit Box.

4.1. Endorse the check(s) and complete a deposit slip.

4.2. Photocopy/ Scan the front and back of check(s) and save on the secured network drive.

4.3. Photocopy/ Scan any additional information included with check(s) and save on the secured network drive.

4.4. Verify checks received submitted by the FDAA to the Check Log.

4.5. Complete the assigned columns fields highlighted green on the Check Log:

4.5.1. Date received by Operations: Actual date check was physically received in hand.

4.5.2. Date mailed to Lockbox: Actual date sent to lockbox via USPS

4.5.3. Payment Description: Description of payment in memo line or accompanying documentation.

4.5.4. Deposit Date: Date the payment posted to our bank account/ bank statement.

4.5.5. Recorded in ETIS/ VSIM's: Verification the deposit was entered into the invoicing system.

5 Finance reviews the following documents for accuracy:

5.1. Check log: To confirm total of all deposits received

5.2. Check Deposits: To confirm the deposits to the bank.

5.3. Check Deposit Slips & Check Copies: To verify all deposits were received by the bank.

- 6 Finance records the journal entry in the accounting system.
- 7 Finance performs a monthly bank reconciliation to ensure all transactions have been properly recorded in the appropriate accounts.

Related Documents

Other Related Documents:

[Financial Control Policies](#)

Categories

Department (List only one):

- Finance

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.1	7/3/2019 2:54 PM	Entire SOP Update	Melissa Paris
v1.0	5/16/2017 8:40 AM	New document	Vicki Andrews-Gilmore

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Jill Tarzwell
- Pamela Graham

Software Access Needed

List of Software Access Needed:

Google Sheets



Hotel & Conference Reservation Requests

PA Virtual Processes

General Description

Departments Involved:

- All Staff
- Human Resources

Summary/Purpose:

The Hotel & Conference Reservation Request process has been designed to streamline the reservation process, ensure all requests are aligned with the budget, identify professional development activities within the School, reduce out-of-pocket costs for employees and help assist supervisors with administrative duties.

When Performed:

- As needed

Responsibilities:

- All Employees
- All Supervisors
- Christine Sirianni - Front Desk Administrative Assistant
- Human Resources

Process Stages or Steps

1 Hotel Reservation Requests

What happens:

- 1- The employee completes the form and emails it to the supervisor.
- 2- The supervisor reviews the request, signs and sends the form to the Front Desk Administrative Assistant (FDAA).
- 3- The FDAA will reserve the room for the employee using the corporate account and provide the reservation confirmation details to the employee
- 4 - If the employee needs to cancel the reservation, he/she must email the FDAA as soon as possible.

Who Performs this Step:

Christine Sirianni - Front Desk Administrative Assistant

2 Conference/Workshop Reservation Requests

What happens:

- 1- The employee completes the form and emails it to the supervisor.
- 2- The supervisor reviews the request, signs and sends the form to the Front Desk Administrative Assistant (FDAA).
- 3 - The FDAA will seek budget approval from the CFO. If the employee is presenting at the conference, the FDAA will also notify the CEO.
- 4- Once approved, the FDAA will register the employee for the conference/workshop and make payment using the employee using the corporate account and provide the reservation confirmation details to the employee
- 5- If the employee needs to cancel the reservation, he/she must email the FDAA as soon as possible.

Who Performs this Step:

Christine Sirianni - Front Desk Administrative Assistant

Flow Chart

[Hotel & Conference Request Form](#)

Categories

Department (List only one):

- Human Resources

Categories:

- Professional Development
- Finances

Responsible / Who Performs:

- Front Desk Administrative Assistant

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/12/2020 9:10 PM	New document	Sherri Tate

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Sherri Tate
- Christine Sirianni - Front Desk Administrative Assistant

Forms

Forms:

Hotel & Conference Request Form

Software Access Needed

List of Software Access Needed:

PDF

HelloSign



Employee Time and Attendance

PA Virtual Processes

General Description

Departments Involved:

- Human Resources

Summary/Purpose:

U.S. Department of Labor requires employers to keep accurate records of time worked. All union employees are granted sick and personal time. All non-union members receive vacation and sick time. All time off must be requested and approved in accordance with the correct procedures outlined in the applicable Employee Handbook.

When Performed:

- As needed

Responsibilities:

- Human Resources

HR Coordinator

Assistant Director of Human Resources (as needed)

Chief Human Resources & Marketing Officer (as needed)

Process Stages or Steps

1 Timecard Approvals

What happens:

1. The employee reviews their timecard in the time tracking system on the last working day of the pay period.
 - a. If accurate, the employee approves the timecard. By approving, the employee is confirming that their timecard is 100% accurate according to when they actually worked for that period.
 - b. If inaccurate, the employee contacts their supervisor immediately in writing for any adjustments that need to be made.
 - The supervisor makes any needed adjustments.
 - The employee logs back into the time tracking system to review and approve their timecard.

2. Once the employee has approved their timecard, the supervisor reviews the employees' timecard for accuracy.
 - a. If accurate, the supervisor approves. By approving, the supervisor is confirming that the timecard is verified to be 100% accurate according to when the employee worked for that pay period.
 - b. If inaccurate, the supervisor contacts the employee in writing with any adjustments that should be made.
 - The employee removes their approval; they may approve again once the supervisor and employee agree that the changes are correct.
 - Once reapproved by the employee, the supervisor can repeat step 2a.
3. Once the timecard has approval by both employee and supervisor, Human Resources signs off on timecard and submits the information to payroll.

Who Performs this Step:

All Employees, All Supervisors, Human Resources

2 Time Tracking for Non-Exempt Employees

What happens:

1. Human Resources will input the employees' approved schedules into their timecards. The employees punch (log) in and out through the time tracking system.
2. The information is automatically populated on the employees' timecards.
3. The employee and supervisor monitor the timecard for accuracy.
 - a. If accurate, the employee approves their timecard at the end of the pay period.
 - b. If inaccurate, the employee contacts their supervisor to adjust or make changes to the their timecard.
4. Once the timecard is correct, the employee approves their time worked.
5. The supervisor then re-verifies the accuracy of the timecard by approving.
6. Once the timecard has approval by both employee and supervisor, Human Resources signs off on the timecard and submits information for payroll.

Who Performs this Step:

Human Resources, All Supervisors, All Employees

3 Time Tracking for Exempt Employees

What happens:

1. Human Resources will input the exempt employee into the time tracking system and their approved schedule is populated automatically daily.
2. The employee and supervisor monitor the timecard for accuracy.
 - a. If accurate, the employee approves the timecard at the end of the pay period.
 - b. If inaccurate, the employee contacts their supervisor to adjust or make changes to the timecard.
3. Once the timecard is correct, the employee approves their time worked.
4. The supervisor then re-verifies the accuracy of the timecard by approving.
5. Once the timecard has approval by both employee and supervisor, Human Resources signs off on the timecard and submits the information for payroll.

Who Performs this Step:

All Supervisors, All Employees, Human Resources

4 Requesting Time Off**What happens:**

1. The employee submits a time off request through the time tracking system.
 - a. The supervisor received notice of the time off request via email.
2. The supervisor reviews the request in the time tracking system and determines if the request will be approved.
 - a. If approved, the employee is automatically notified of approval via email and time is logged in the employee's timecard
 - b. If rejected, the employee is automatically notified via email.
3. In the event an employee will be going out on a leave, they are required to fill out a Request for Time Off Form in lieu of completing the time off requests via the time tracking system.
 - a. In that case, the time would be entered into the Time and Attendance system by Human Resources upon approval of the paper form by the employee's supervisor.

Who Performs this Step:

All Employees, All Supervisors, Human Resources

5 Retracting Time Off

What happens:

1. The employee determines the need to change a time off request.
 - a. If the request has been approved by the supervisor in the time tracking system, the employee must send an email to Human Resources and their supervisor to request a retraction of the time.
 - b. If the request has not been approved by the supervisor in the time tracking system, the employee retracts the request directly in the time tracking system.
2. The employee submits a new time off request using the steps above as necessary.

Who Performs this Step:

All Supervisors, All Employees, Human Resources

Flow Chart

[Request for Time Off Form](#)

Categories**Department (List only one):**

- Human Resources

Categories:

- Personnel

Regulations:

- PA Virtual Board ByLaws

Responsible / Who Performs:

- Human Resources

Revision Management**Revision History Log:**

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	4/29/2020 4:15 PM	New document	Stefanie Solimine

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Gail Bolger
- Sherri Tate
- Human Resources

Forms

Forms:

Request for Time Off Form

Software Access Needed

List of Software Access Needed:

Time and Attendance System (Kronos)
Human Resources Information System (ADP)
HR Shared Drive



Payroll Processing

PA Virtual Processes

General Description

Departments Involved:

- Finance
- Human Resources

Summary/Purpose:

As per federal and state law, the school is required to pay all employees salary and wages within specified time periods according to employee contracts and agreements.

When Performed:

- Bi-Weekly (every 2 weeks)

Every pay period

Responsibilities:

- Jason Billups
- Melissa Paris
- Sherri Tate
- Stefanie Solimine

Sherri Tate - prepares personnel calculations, change documentation and confirms accuracy of time records

Stefanie Solimine - prepares benefit premium calculations and change documentation

Melissa Paris - data enters information, creates batches and loads information into payroll system

Jason Billups - reviews payroll register before submission

Process Stages or Steps

- 1 Compile all personnel actions for the current pay period & record totals/changes (payroll prep)**

What happens:

Payroll Prep:

1 - Organize all Personnel Action Forms (PAF's) that were approved and effective during the pay period (new hires, changes, separations, extra duty, etc.)

- 2 - Organize all other payroll worksheets for pay actions that are effective during the pay period (leave of absence payroll worksheet, salary adjustment pay details (due to in-year hires)
- 3 - Organize wage attachment and garnishment requests for the pay period
- 4 - Document all actions and complete the payroll report (this is a report that outlines employees, departments, file numbers, wages, retirement contributions, and headcount, etc.) in HR Shared Drive, Payroll Reconciliation folder

Benefit Prep:

- 1 - Organize all benefit changes (leaves, new hires, separations, etc.)

Who Performs this Step:

Payroll Prep:

Sherri Tate, state@pavcsc12.org, Chief Human Resources & Marketing Officer

Benefit Prep:

Stefanie Solimine, ssolimine@pavcsc12.org, Assistant Director of Human Resources

2 Review Kronos and submit time and attendance files to Payroll Administrator

What happens:

Kronos Review:

Review all time off requests to ensure all are resolved for the appropriate pay period.
Review all timecards for employee and supervisor approvals.

Kronos Sign-Off:

Sign-off on all timecards for appropriate pay period. This ensures that no further changes can be made.

Log Hours Worked:

Log hours worked on payroll file in the HR Shared Drive, Payroll Reconciliation folder.

Kronos File Upload:

Log into Kronos and download the Kronos CSV files for payroll. These files are saved in the HR Shared Drive, Payroll folder

- 1 - Supplemental
- 2 - Part Time Hourly
- 3 - Full Time Hourly

3 Submit all personnel actions, payroll worksheets and benefit actions to Payroll Administrator

What happens:

Submit the supporting documentation of all changes , hours worked and the checklists to Payroll Administrator by 1pm on the Monday of the pay week. Include union dues, headcount and Local Services Tax totals on the payroll reconciliation report.

The checklists and payroll reconciliation report are saved in the HR Shared Drive, Payroll Reconciliation folder.

Who Performs this Step:

Payroll Prep:

Sherri Tate, state@pavcsk12.org, Chief Human Resources & Marketing Officer

Benefit Prep:

Stefanie Solimine, ssolimine@pavcsk12.org, Assistant Director of Human Resources

4 Start a new pay cycle in ADP for payroll processing.**What happens:**

The pay period runs from Saturday to Friday on a bi-weekly basis and is processed according to the payroll schedule/calendar.

Who Performs this Step:

Melissa Paris, mparis@pavcsk12.org, Assistant Director of Finance (AKA: Payroll Administrator)

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

ADP payroll administrator access

5 Create payroll batches**What happens:**

Create batches and ensure all personnel actions are adjusted properly in the batch
Pull Kronos files into ADP

Who Performs this Step:

Melissa Paris, mparis@pavcsk12.org, Assistant Director of Finance (AKA: Payroll Administrator)

6 Upload all expense report payments into ADP

Who Performs this Step:

Melissa Paris, mparis@pavcsk12.org, Assistant Director of Finance (AKA: Payroll Administrator)

7 Run payroll preview to review totals**What happens:**

The preview will show you all totals for benefits, salaries and taxes. Ensure all totals match Payroll Reconciliation. If any changes are necessary, make appropriate changes to the batches and/or contact the CHRMO (payroll prep) or ADHR (benefit prep) to discuss errors. CHRMO & ADHR should make appropriate adjustments. Payroll Administrator repeats the payroll preview until all totals match.

Who Performs this Step:

Payroll Administrator:

Melissa Paris, mparis@pavcsk12.org, Assistant Director of Finance

Payroll Prep:

Sherri Tate, state@pavcsk12.org, Chief Human Resources & Marketing Officer

Benefit Prep:

Stefanie Solimine, ssolimine@pavcsk12.org, Assistant Director of Human Resources

8 Submit payroll preview and supporting documentation to CFO for review**What happens:**

CFO reviews to ensure all totals from ADP batches matches payroll reconciliation prep report totals. CFO signs checklist to indicate approval of payroll preview.

Who Performs this Step:

Jason Billups, Chief Financial Officer

Melissa Paris, Assistant Director of Finance

9 Submit payroll**What happens:**

Submit payroll for processing in ADP. This must be done by 4pm on Wednesday of the pay week to ensure employees are paid on time.

Who Performs this Step:

Payroll Administrator:
Melissa, Paris, Assistant Director of Finance

10 Package arrives, Mail checks**What happens:**

ADP will send a courier with the payroll package usually the day after payroll is submitted.
The ADHR pulls vendor checks to mail to benefit vendors.
The ADHR also mails any live checks for employees.
The ADHR notifies employee of date checks were mailed.

Who Performs this Step:

Stefanie Solimine, Assistant Director of Human Resources

11 Scan payroll file**What happens:**

The Assistant Director of Finance returns all checklists and paperwork back to HR after payroll is submitted.
The CHRMO will organize all papers and return to the HR Coordinator.
The HR Coordinator will scan all supporting documentation for the pay period and save on the HR Shared Drive, PAYROLL.
Additionally, the HR Coordinator will pull the payroll reports from ADP and save in the PAYROLL folder as well.
This will help ensure that we maintain accurate electronic records for all pay dates.

Who Performs this Step:

Sherry Tate, Chief Human Resources & Marketing Officer
Gail Bolger, Human Resources Coordinator

Flow Chart

[Pay Calendar - Admin/Support \(Sample\)](#)

[Pay Calendar - Teachers/Counselors \(Sample\)](#)

Categories**Department (List only one):**

- Human Resources

Categories:

- Finances
- Personnel

Regulations:

- PA Virtual Board ByLaws

Responsible / Who Performs:

- Human Resources
- Finance

Revision Management**Revision History Log:**

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	4/23/2020 4:27 PM	New document	Sherri Tate

Author / Owner**Subject Experts / Contributing Authors:**

The following subject experts may be consulted for additional information:

- Sherri Tate
- Melissa Paris
- Stefanie Solimine

Forms**Forms:**

Pay Calendar (changes each year - see Blackboard)

Software Access Needed**List of Software Access Needed:**

ADP
Kronos
HR Shared Drive



PSERS Reporting

PA Virtual Processes

General Description

Departments Involved:

- Finance
- Human Resources

Summary/Purpose:

PA Virtual is required to report demographic and contract record information to PSERS (Public School Employees' Retirement System) for all employees.

When Performed:

- Annually
- Monthly
- On Going

This reporting is done at time of hire, when employment status changes, upon separation of employment, annually and monthly.

Responsibilities:

- Human Resources

The Human Resources department is responsible for ensuring that the demographic and contract record information is up-to-date and accurate. Additionally, the Human Resources department is responsible for ensuring that the right contributions are being withheld on each payroll.

Process Stages or Steps

- 1 New Hires: HR enters employee demographic and contract record upon hire. HR prints contract record and inputs appropriate contribution rate into payroll system.**

What happens:

Contract record = employment related information (position, status, dates)

Demographic record = address, name, email, phone

- 2 Change of Status: HR plugs in an end date on current contract record and creates a new contract record. (new position title, salaried vs. hourly, full-time vs. part-time, etc.)**

- 3 **Leave of Absence:** HR plugs in an end date on current contract record and creates a new contract record. (new position title, salaried vs. hourly, full-time vs. part-time, etc.)
- 4 **Additional Responsibilities:** HR creates a new contract record with start and end dates for per-diem or hourly additional responsibilities. (tutor, substitute, mentor, etc.)
- 5 **Termination:** HR creates a new contract record with the start date of the termination (the date of termination.)
- 6 **Change of Address/Name/Contact Information:** HR updates the demographic record.
- 7 **Work Report:** HR exports the Q92 file from payroll system after the last check dated in that month. The report is then imported into PSERS as a work report. All work report errors are reviewed and corrected. Then, HR submits the work report for the previous month before the 20th of the current month. To align with billing purposes, it is ideal to submit the report around the 10th of the month though.
- 8 **Annual Review:** HR reviews all staff data and ensures that days worked and hours worked are populated and accurate as of June 30th (which is the end of the fiscal year.) This review process is usually completed in late July/early August. PSERS will email HR with reminders and timelines.

Flow Chart

[PSERS Enrollment Application/Form](#)

Categories

Department (List only one):

- Human Resources

Categories:

- Compliance

Responsible / Who Performs:

- Human Resources

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	4/23/2020 1:57 PM	New document	Sherri Tate

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Chief Financial Officer
- Chief Human Resources & Marketing Officer

Forms

Forms:

PSERS Enrollment Application/Form

Software Access Needed

List of Software Access Needed:

ADP (Payroll System), PSERS

Guidance



College and Career Awareness and Planning

PA Virtual Processes

General Description

Departments Involved:

- Guidance

Summary/Purpose:

The guidance department's goal is to provide students with comprehensive information about college and career opportunities and procedures. We aim to give student the resources they need to make decisions about their post-secondary plans and how to achieve those plans. The guidance department meets with students in groups as well as individually to guarantee that each student has the information they need to make an informative decision.

Process Stages or Steps

1 Letters of Recommendation

2 Guidance Presentations – presentation geared to provide student with information regarding:

- 2.1. college applications
- 2.2. post-secondary options- vocational schools, military, and workforce
- 2.3. Naviance procedures
- 2.4. Senior Review Process (individual student-counselor meetings)
- 2.5. Financial aid and Scholarships

3 Students are given Initial Post-Secondary Survey which is used to categorize students based on plans.

4 Senior Review with college bound students (15 reviews scheduled weekly)

- 4.1. Review Applications and Process

4.2. Update Naviance

4.3. Common Application Forms and Transcripts

5 Senior Review with Vo-Tech, Military and Workforce students:

5.1. Vo- Tech: Research programs and complete application

5.2. Workforce: Resume and Interview Skills

5.3. Military: Research various branches and contact recruiter

6 Monitor student applications through surveys, emails, and Naviance.

7 Request documentation for acceptances and scholarships.

Categories

Department (List only one):

- Guidance

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/23/2017 9:44 AM	New document	Katie Pomon



Section 504

PA Virtual Processes

General Description

Departments Involved:

- Academic 5-8
- Academic 9-12
- Academic Administration
- Academic K-4
- Guidance
- Pupil Health
- Special Education

Summary/Purpose:

Section 504 is a part of the Rehabilitation Act of 1973 that prohibits discrimination based upon disability. Section 504 is an anti-discrimination, civil rights statute that requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled are met. Section 504 states that: “No otherwise qualified individual with a disability in the United States, as defined in section 706(8) of this title, shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance...” [29 U.S.C. §794(a), 34 C.F.R. §104.4(a)].

When Performed:

- As needed

The student renewal date is cotangent upon plan creation date

Responsibilities:

- Guidance
- Principal

The counselor schedules the meeting and the principal and counselor attend.

Process Stages or Steps

- 1 **Newly enrolled students with 504 plan - Enrollment contacts Assistant Director of Guidance**
 - 1.1. The previous 504 agreement is found in enrollment docs. Guidance adopts this 504 until a meeting is held to write a new plan.
- 2 **Special Education referral – MDE meeting shows student is not eligible for IEP but the student is eligible for certain services**
 - 2.1. PT, OT, Social Skills are serviceable through 504 plans.
- 3 **Special Ed - the student exited from their IEP but still need some level support**
- 4 **Teacher or parent referral – RTII**
- 5 **Family completes Physicians Planning Form and a 504 meeting is scheduled**
- 6 **Once the 504 plan is written, it is put into Sapphire for teachers to view**

Categories

Department (List only one):

- Guidance

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	10/22/2019 1:42 PM	New document	Danielle Adornetto

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Guidance

Forms

Forms:

Physicians Planning Form

Software Access Needed

List of Software Access Needed:

Sapphire



Youth Suicide Awareness and Prevention

PA Virtual Processes

General Description

Departments Involved:

- Academic 5-8
- Academic 9-12
- Academic K-12
- Academic K-4
- Academic Administration
- Guidance

Summary/Purpose:

Pennsylvania Virtual Charter School is committed to maintaining a safe school environment; to protect the health, safety, and welfare of its students; to promote healthy development; and to safeguard against the threat or attempt of suicide among school-aged youth. The impact of students' behavioral health on their academic performance and the effect of behavioral health issues and suicide on students and the entire school community are significant. Therefore, in order to ensure the safety and welfare of students, PA Virtual will work to educate school personnel, contracted and other staff and students on the actions and resources necessary to promote well-being and prevent suicide.

When Performed:

- Annually

One hour of Professional Development Annually

Responsibilities:

- Director of Onboarding & Professional Development

Director of Onboarding and Professional Development includes this topic annually during August PD.

Process Stages or Steps

- 1 Director of Onboarding and Professional Development includes this topic annually during August PD.**

- 2** This topic is a required professional development topic for Grades 6-12 for 4 hours every 5 years.

Related Documents

Zavanta Related Documents:

Document Type:	Document Name:	Document Number:
PA Virtual Processes	Crisis Manual	2002

Categories

Department (List only one):

- Guidance

Categories:

- Professional Development

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	10/30/2019 2:23 PM	New document	Danielle Adornetto

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Director of Onboarding & Professional Development
- Guidance



PSAT Exam

PA Virtual Processes

General Description

Departments Involved:

- Guidance

Summary/Purpose:

The PSAT is a practice test designed to help students prepare for the SAT exam and the PSAT/NMSQT is also used as a National Merit Scholarship Qualifying Test and to identify students as eligible for a wide range of scholarships.

When Performed:

- As needed

Process Stages or Steps

- 1 Submit approved testing plan to Collegeboard.**
- 2 Generate report to find out which students reside within a 60 mile radius of the King of Prussia office.**
 - 2.1. Confirm which students will be attending.
- 3 Order tests for October exam.**

Categories

Department (List only one):

- Guidance

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/21/2017 1:31 PM	New document	Katie Pomon



Transcript Verification

PA Virtual Processes

General Description

Departments Involved:

- Academic 9-12
- Guidance

Summary/Purpose:

In order to ensure that all students successfully complete the requirements for earning a high school diploma from The Pennsylvania Virtual Charter School, it is necessary to have a process in place that provides regularly scheduled, ongoing review of each student's credits earned. This review needs to be completed at each marking period to ensure that support can be given, and corrective action taken in time to avoid negative impact on a student's graduation track. This is of critical importance for newly enrolling high school students who may not have successfully earned the appropriate number of credits while attending their sending school.

Process Stages or Steps

- 1** Upon enrollment, enrollment/placement teacher reviews incoming students' previous school records to verify credits and grade placement.
 - 0 - 9th grade
 - 5.25 - 10th grade
 - 10.5 - 11th grade
 - 15.75 - 12th grade
- 2** Principal and Guidance review and approve grade level and course placement.
- 3** Guidance completes credit audit through the use of transcripts for every student after every marking period.
- 4** Principal/designee reviews and confirms credit audit through the use of transcripts after every marking period.

- 5** Based on credit audit, students schedules are adjusted/ assigned credit recovery depending on student need.

Categories

Department (List only one):

- Guidance

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/23/2017 9:42 AM	New document	Katie Pomon



Anti-Bullying

PA Virtual Processes

General Description

Departments Involved:

- All Staff

Summary/Purpose:

Pennsylvania Virtual Charter School recognizes the importance of providing all students and employees with a safe school and learning environment in order to promote the educational process. We have determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Bullying and cyber-bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and PA Virtual's ability to safely educate its students in a safe environment. Therefore, in order to ensure and promote a safe learning environment, it shall be the policy of PA Virtual to maintain an educational environment that is intolerant of bullying and cyber-bullying in any form.

When Performed:

- As needed

Process Stages or Steps

- 1** Complaints should be reported to the program Principal.
- 2** If the Principal is not available, complaints can also be reported to a teacher, guidance counselor, or other school administrator.
- 3** The Principal will investigate promptly and thoroughly the complaint.
- 4** The investigation is to be commenced within three (3) school days after a report is received.
- 5** The Principal will determine whether the alleged act constitutes any form of a violation of the anti-bullying policy.

- 6** If the investigation results in a substantiated charge of bullying, PA Virtual shall take prompt corrective action.

Related Documents

Other Related Documents:

[Anti-Bullying Policy](#)

Categories

Department (List only one):

- Guidance
-

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/11/2017 10:21 AM	New document	Vicki Andrews-Gilmore



Class Add/Drop

PA Virtual Processes

General Description

Departments Involved:

- Guidance
- Academic 9-12

Summary/Purpose:

Students may add/drop courses during the time period specified by the Guidance Department.

Process Stages or Steps

- 1** Students are sent their schedules for the following school year during the summer. Instructions on how to request necessary courses to be added or dropped from their schedule are included. Extended guidance office hours are offered in order to support families.
- 2** Once a student request to add/drop is made the counselor makes the change in Sapphire and emails the student to confirm the new schedule.
- 3** The counselor then contacts the teacher of both the added and dropped course for gradebook and Blackboard purposes. The principal is also included in this email. The counselor completes the materials Google doc as well.

Categories

Department (List only one):

- Guidance

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/20/2017 3:42 PM	New document	Katie Pomon



Student Assistance Program (SAP)

PA Virtual Processes

General Description

Departments Involved:

- Guidance

Summary/Purpose:

The Commonwealth of Pennsylvania's Student Assistance Program (SAP) is designed to assist school personnel in identifying issues including alcohol, tobacco, other drugs, and mental health issues which pose a barrier to a student's success and then helping students overcome these barriers in order that they may achieve, remain in school, and advance.

When Performed:

- As needed

Process Stages or Steps

- 1 Referral – Anyone can refer a student to SAP when they are concerned; for example a student, teacher, or guidance counselor. You make referral for all mental health hospitalization, substance abuse and homelessness.**
- 2 Team Planning – The SAP team gathers objective information about the student's performance in school from all school personnel who have contact with the student. Information is also collected from the parent. Director of Guidance and counselor completes the SAP tracker form.**
 - 2.1. The team meets to discuss the data collected and also meets with the student. Together, a plan is developed that includes strategies for removing the learning barriers and promoting the student's academic and personal success to include in-school and/or community-based services and activities.
- 3 Intervention and Recommendations – The plan is put into action.**
 - 3.1. The team assists in linking the student to in-school and/or community-based services and activities. The team might recommend a drug and alcohol or mental health assessment.

4 Support and Follow-Up – The SAP team continues to work with and support the student and their family.

4.1. Follow-up includes monitoring, mentoring, and motivating for academic success.

Categories

Department (List only one):

- Guidance

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	5/16/2019 8:40 AM	Save As from document	Vicki Andrews-Gilmore



Early Graduation

PA Virtual Processes

General Description

Departments Involved:

- Academic 9-12
- Academic Administration
- Guidance

Summary/Purpose:

The PA Virtual Charter School Early Graduation program allows current high performing 10th grade students the opportunity to pursue a high school diploma in three years. This pathway of early graduation maintains all of the graduation requirements as set forth by the Pennsylvania Department of Education and PA Virtual Charter School Early Graduation Program. This includes 21 approved course work credits and the completion of a graduation project.

When Performed:

- Annually

Student applications are due in late April. Approved students are notified before the end of the school year.

Responsibilities:

- Assistant Director of Guidance
- Assistant Principal
- Guidance
- Principal

Process Stages or Steps

- 1 Student applications are due late April**
- 2 Assistant Director of Guidance and HS Principal meet with HS counselors to review applications**
- 3 Students are notified of decision before the school year ends**

- 4** Approved students are scheduled for necessary courses to meet PDE requirements

Categories

Department (List only one):

- Guidance

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	11/6/2019 12:40 PM	New document	Danielle Adornetto

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Principal



Naviance

PA Virtual Processes

General Description

Departments Involved:

- Teaching and Learning
- Registrar
- Guidance

Summary/Purpose:

Naviance is an online platform used to help compile information about students, colleges, college applications, career assessment, and personality inventory. This tool allows the guidance department and registrar the ability to electronically submit transcripts, the school profile, letters of recommendations, and required counselor college forms.

Process Stages or Steps

- 1 Registration – students and staff is given registration and account information via email.**
- 2 Teachers- Attended Guidance department Naviance training session and given reference guides.**
 - 2.1. Training included: registration process, letters of recommendations, and teacher forms that need to be completed per student request. This session was held during the Friday HS meeting.
 - 2.1.1. Letters of Recommendation- student submits request, teacher drafts and upload letter to student account, completes common application teacher forms and sends electronically to each college/university.
- 3 Registrar- transcript request manager. Registrar was trained by the Director of Guidance on requesting and sending transcripts.**
 - 3.1. Student submits request
 - 3.2. Upload and send initial transcript, mid-year and final transcript electronically.
- 4 Guidance related responsibilities- transcript management, letters of recommendations,**

and counselor forms sent electronically. Also, the Director of Guidance enrolls new students. Currently all students in grades 7-12 have accounts.

Categories

Department (List only one):

- Guidance

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/23/2017 9:47 AM	New document	Katie Pomon



NCAA Clearinghouse

PA Virtual Processes

General Description

Departments Involved:

- Guidance

Summary/Purpose:

The process of ensuring a student can register and be cleared to become eligible to play NCAA college sports and receive a scholarship at the DI or DII level.

Process Stages or Steps

- 1** Director of Guidance and Assistant Dean of Teaching and Learning are the contact staff members.
- 2** Submit core course changes (new titles, old titles, title changes) for our school.
- 3** Run reports on students who have registered with the Eligibility Center.
 - 3.1. Submit fee waiver verification for eligible students.
 - 3.2. Upload transcripts.

Categories

Department (List only one):

- Guidance

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/21/2017 1:29 PM	New document	Katie Pomon



Homeless

PA Virtual Processes

General Description

Departments Involved:

- Academic 5-8
- Academic 9-12
- Academic Administration
- Academic K-12
- Academic K-4
- Enrollment
- Family Support Services
- Guidance
- Operations

Summary/Purpose:

McKinney-Vento Homeless Assistance Act was created to aid homeless persons. The Act defines the term “homeless children and youths” as individuals who lack a fixed, regular, and adequate nighttime residence.

When Performed:

- As needed

Children and youth in homeless situations are identified by school personnel through outreach and coordination with other entities and agencies.

Responsibilities:

- Assistant Director of Guidance
- Guidance

Process Stages or Steps

1 Homeless students are identified through teaching staff

1.1. Teachers notify Assistant Director of Guidance or Counselor

2 Enrollment notifies Assistant Director of Guidance when a new student enrolls

- 3 Counselor contacts family to offer support
- 4 Counselor adds student to Homeless Spreadsheet in Google
- 5 Assistant Director of Guidance adds student to Education for Children and Youth Experiencing Homlessness Portal
- 6 Operations is notified for billing purposes

Attachments

[Flow chart](#)

Categories

Department (List only one):

- Guidance

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	10/30/2019 12:00 PM	New document	Danielle Adornetto

Author / Owner

Subject Experts / Contributing Authors:

The following subject experts may be consulted for additional information:

- Guidance



Gender Identity Information Change Request Form

PA Virtual Processes

General Description

Departments Involved:

- Guidance
- Data
- Family Support Services
- Student Records/Registrar
- Information Technology

When Performed:

- As needed

Each step in this process will be completed within **two to three school days**, or as soon as is possible, absent unforeseen changes in the school calendar, before proceeding to the next step

Responsibilities:

- Chief Academic Officer

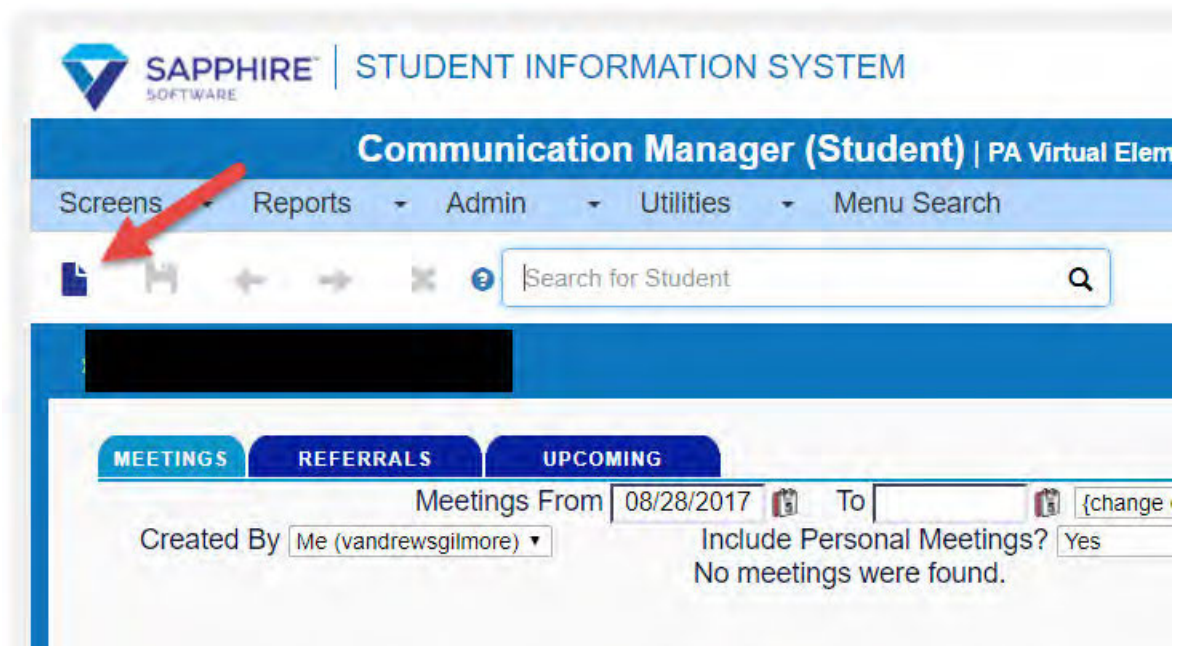
Process Stages or Steps

- 1** Parent/Student communicates to staff member request for first name/middle name/gender change.
- 2** Staff member takes contact and relevant info and advises parent/student that the student's counselor will contact for next steps.
 - a.** Staff member records communication in a student log (Sapphire's Communication Manager module).
 - 2.1. Staff member records communication in a student log (Sapphire's Communication Manager module)

What happens:

- Access the Student Information System (Sapphire)

- Select your student by using the "Student Demographics" screen
- Go to "Screens>Demographics>Communication Manager (Student)
- Select the "New Record" and enter the communication verbiage



- 3** Staff member notifies appropriate Principal and Counselor
Staff member records the communication in a student log. a.

What happens:

Staff sends an email to:
Steve Schutt - K-4
Rick Verga - 5-8
Cheryl Clothier - 9-12

- 4** Counselor calls family and records the communication in a student log
- Provides “Gender Identity Information Change Request Form.”
 - Reviews process (providing Principal email for form return).
 - Advises this is not a legal change.
- 5** Student/Parent returns form to appropriate Principal
- If form is returned to staff member other than Principal, it should be directly forwarded to appropriate Principal.
- 6** Principal routes form as follows:
- Director of Student Records.
Director of Student Records will (1) add form to student record; update PA

Secure ID, (2) forward information to Web Systems Specialist to update relevant information systems to reflect name/gender change, and (3) forward information to Director of Student Data & Assessment to ensure appropriate testing accommodations and to update PIMS.

- 7** Counselor will hold meeting with appropriate Principals, Teachers, and FSC to advise of the requested name/gender change and to review necessary protocol (i.e., confidentiality and privacy, pronoun usage, reminder that this is not a legal name change, student access and participation at school and school related activities and functions, student's rights, reporting of discrimination, harassment or violence, the importance of compliance, and other questions/concerns).
- 8** Counselor will monitor for changes to take place in school systems.
- 9** Counselor will send confirmation email to parent/student once changes are reflected in school systems
- 10** Each step in this process will be completed within two to three school days, or as soon as is possible, absent unforeseen changes in the school calendar, before proceeding to the next step.

Related Documents

Other Related Documents:

[Registration Policy.pdf](#)

[PA Virtual Transgender Process and Name Change Form.DOCX](#)

Board Policy 2903

Categories

Department (List only one):

- Guidance

Categories:

- Compliance

Regulations:

- Title IX - Federal Civil Rights Law

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	10/20/2017 11:03 AM	New document	Kiel Parker

Forms

Forms:

Gender Identity Information Change Request Form

As the person completing this form, I am (Check **one** box below):

The parent/legal guardian of a minor student (required if student is under 18 years old)

The student who is 18 years old or older

I am requesting that the first name and/or middle name and/or gender be changed for the student identified below. I understand that by making this request the information will be changed in PA Virtual's internal information systems, therefore affecting school generated documents and reporting such as but not limited to transcripts and report cards.

Please note: While this information will also be changed in the Pennsylvania Information Management System (PIMS) and the PaSecureID system, this change does not constitute a legal name change.

Student's **current** information at PA Virtual is the following:

First Name:

DOB: ___/___/_____

Last Name: Current Gender Designation:

I am requesting, and authorizing, PA Virtual to change the following information (check boxes as applicable):

Change **first** name to: _____

Change **middle** name to: _____

Change gender to: _____ (Personal pronouns will reflect gender change)

PA Virtual cannot change last name or date of birth without appropriate legal documentation.

At its sole discretion, and in accordance with applicable state and/or federal laws and other regulations, the PA Virtual Board of Trustees may develop or change board policy that prohibits future name and/or gender change requests.

Parent/Guardian Signature¹

Date

Student Signature²

Date

Return this form to the student's Principal.

¹Parent signature is required if the student is a minor. It is encouraged for all change requests.

²Student signature is required if the student is at least 18 years old. It is encouraged for all students.

-----OFFICE USE ONLY-----

----- Route to:
_____(initial/date)

Director of Student Records



Student Assistance Program (SAP)

PA Virtual Processes

General Description

Departments Involved:

- Academic 9-12
- Guidance

Summary/Purpose:

The Commonwealth of Pennsylvania's Student Assistance Program (SAP) is designed to assist school personnel in identifying issues including alcohol, tobacco, other drugs, and mental health issues which pose a barrier to a student's success and then helping students overcome these barriers in order that they may achieve, remain in school, and advance.

When Performed:

- As needed

Process Stages or Steps

- 1 Referral – Anyone can refer a student to SAP when they are concerned; for example a student, teacher, or guidance counselor. You make referral for all mental health hospitalization, substance abuse and homelessness.**
- 2 Team Planning – The SAP team gathers objective information about the student's performance in school from all school personnel who have contact with the student. Information is also collected from the parent. Director of Guidance and counselor completes the SAP tracker form.**
 - 2.1. The team meets to discuss the data collected and also meets with the student. Together, a plan is developed that includes strategies for removing the learning barriers and promoting the student's academic and personal success to include in-school and/or community-based services and activities.
- 3 Intervention and Recommendations – The plan is put into action.**
 - 3.1. The team assists in linking the student to in-school and/or community-based services and activities. The team might recommend a drug and alcohol or mental health assessment.

4 Support and Follow-Up – The SAP team continues to work with and support the student and their family.

4.1. Follow-up includes monitoring, mentoring, and motivating for academic success.

Categories

Department (List only one):

- Guidance

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/21/2017 1:33 PM	New document	Katie Pomon



Course Selection

PA Virtual Processes

General Description

Departments Involved:

- Guidance
- Academic Administration
- Registrar

Summary/Purpose:

The course selection process gives students the opportunity to review the High School course catalog/planning guide and select appropriate courses for the upcoming school year. Students are provided a copy of the catalog, course sequence maps and course request form to make their selections.

Process Stages or Steps

- 1 Update High School Course Catalog/Planning Guide.**
- 2 Guidance holds sessions to review the course catalog and course sequence maps with students.**
- 3 A letter is emailed to students and learning coaches with directions to complete course request form in sapphire. Attached to email is the catalog, sequence maps and request form directions.**
- 4 Guidance counselors hold extended scheduling office hours for students and parents to ask questions.**
- 5 Once the course request form is closed for student access, requests are reviewed by the counselors using updated credit audits. Changes are made to selections to reflect correct sequence.**
- 6 Copy requests to the Student Information System and total the amount of requests per course.**
- 7 Determine the number of sections and teachers needed.**

- 8 Run master schedule.
- 9 Update credit audit forms after final grades are submitted.
- 10 Review student schedule for requests, credits and balance.
- 11 Send students a copy of schedule with ADD/DROP procedures.

Categories

Department (List only one):

- Guidance

Revision Management

Revision History Log:

Revision #:	Date:	Nature of Change:	Recorded By:
v1.0	6/23/2017 9:52 AM	New document	Katie Pomon



2024 -2029 Charter Renewal Application

PA Virtual Board Policies

CEO's Office/Board of Trustees

1000 CEO's Office

Table of Contents

Policies: Section 1000

CEO's Office/Board of Trustees

Policy Number	Name of Policy	Purpose
1101	Code of Ethics for Trustees & Officers	The purpose of this policy is to ensure that all members of the Board of Trustees and Officers maintain high ethical standards and conduct.
1102	Conflict of Interest Policy	The purpose of this Conflict of Interest Policy, which provides guidance and a general standard of conduct with respect to actual or apparent conflicts, is in keeping with the Pennsylvania Public Official and Employee Ethics Act (the "Ethics Act") and the State Legislature's declaration that the people have the right to be assured that the financial interests of public officials and employees do not 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
1103	Board of Trustees Background Checks & Clearances	The purpose of this policy is to ensure the safety of students, families, and staff of PA Virtual Charter School (PA Virtual) by ensuring that members of the Board of Trustees have completed all necessary and appropriate background checks and clearances.
1105	Confidentiality Policy for the Board of Trustees	The purpose of this policy is to protect students, families, and PA Virtual staff from unauthorized release of information, by members of the PA Virtual Board of Trustees.
1112	Board Response	The purpose of this policy is to establish the protocol for responses to complaints by PA Virtual staff, students, families, and members of the public at large.
1110	Public Participation	The Pennsylvania Virtual Charter School (PA Virtual) Board of Trustees (Board) recognizes the value to school governance of public comment on matters of concern, official action, or deliberation, which are or may be before the Board prior to taking official action.
1113	Right to Know	The purpose of this policy is to inform the public of their right to access certain types of public documents and the process for accessing said documents. In addition, it functions as a guide for the Pennsylvania Virtual Charter School ("Charter School") staff throughout this process.



Book	BOT Policies
Section	1000 CEO's Office/Board of Trustees
Title	Code of Ethics for Trustees & Officers
Code	1101
Status	Active
Adopted	August 26, 2019
Last Reviewed	October 23, 2021
Prior Revised Dates	9/28/2019

PURPOSE

The purpose of this policy is to ensure that all members of the Board of Trustees and Officers maintain high ethical standards and conduct.

POLICY

I. Introduction General Policies and Guidelines on Legal and Ethical Standards

The maintenance of extremely high standards of honesty, integrity, impartiality, and conduct is essential to ensure the retention of the students' and the public's trust in Pennsylvania Virtual Charter School. The preservation of that trust requires close observance of these standards on the part of its Trustees and Officers.

The Charter School requires that its Trustees, Officers and other representatives avoid possible misconduct and conflicts of interest through informed judgment and careful regard for the standards of conduct and responsibilities as set forth in this Code. In all situations, including those where there are no applicable legal principles or the law is unclear or in conflict, the Pennsylvania Virtual Charter School's Trustees and Officers are expected to conduct themselves in such a manner that can be supported by the Charter School and to exercise reasonable judgment in the discharge of their responsibilities. Compliance with the Code of Ethics will be the responsibility of every representative of the Pennsylvania Virtual Charter School including but not limited to Trustees and Officers.

II. Confidential Information

In accordance with the Confidentiality Policy for the Board of Trustees the use of confidential information obtained through or as a consequence of employment with or acting as a Trustee or Officer for the Pennsylvania Virtual Charter School must be limited to the proper conduct of the charter school's operations. Neither the charter school nor any of its Trustees or Officers may use or permit others to use such confidential information for the purpose of furthering a private interest or as a means of obtaining a private pecuniary benefit.

III. Conflict of Interest

It is the policy of the Pennsylvania Virtual Charter School that all Trustees, Officers, and other representatives must avoid potential conflicts of interest. A potential conflict exists whenever a Trustee, Officer or other representative has an outside interest, direct or indirect, which conflicts with the individual's duty to the Pennsylvania Virtual Charter School or adversely affects the individual's judgment in the discharge of his/her duties with the charter school. The appearance of a conflict of interest may be just as damaging to the charter school's reputation as a real conflict.

The Charter School's name is not to be used as leverage by Trustees or Officers to enhance their own opportunities when dealing with others in their political, investment, or retail purchasing activities.

In the event that a potential conflict of interest does arise involving an Officer or Trustee, its nature and extent should be fully disclosed immediately to the President of the Board of the Pennsylvania Virtual Charter School who, after making a thorough review of the circumstances, will report to the Governance Committee of the charter school's Board of Trustees who will determine appropriate action to be taken in a manner consistent with the Bylaws and the Public Official and Employee Ethics Act, 65 Pa.C.S.A. § 1101 et seq. (the "Ethics Act").

A. Transactions with Trustees and Officers

No contract or transaction between the Pennsylvania Virtual Charter School and a Trustee or Officer, or any organization in which the Trustee or Officer has a financial or beneficial interest or is serving as a trustee or officer shall be authorized unless it has been adopted and approved in accordance with the Public School Code of 1949, 24 P.S. § 1-101 et seq., the Non-profit Corporation Law at 15 Pa. C.S.A. 5725(a) and the Ethics Act.

B. Employment

Trustees and Officers should carefully scrutinize outside employment to avoid potential conflicts of interest.

C. Participation in Public Affairs

It is the philosophy of the Pennsylvania Virtual Charter School to encourage a full awareness and interest in civic and community responsibility. The Trustees and Officers shall have the opportunity to support civil or community activities as they desire.

D. Corporate and Community Directorships, Public Offices, and Commissions

Trustees and Officers must be constantly aware when considering the election or appointment to corporate or community boards, public offices, or commissions that serving in such capacity will not place them in a position where a potential conflict of interest may exist.

Unless specifically approved by the Board, or designee committee of the Board, a Trustee or Officer shall not serve on the board of trustees or trustees of any entity which is direct competition with the Pennsylvania Virtual Charter School. Should a conflict develop, the charter school reserves the right to request the Trustee or Officer involved to divest himself or herself of one of the conflicting interests.

IV. Improper Use of Corporate Position or Property

A. Gifts Received by Trustees and Officers

The Pennsylvania Virtual Charter School expects all Trustees and Officers to render efficient and courteous service to the students of the charter school at all times without expectation of reward. To avoid even the implication of any impropriety, it is important that any cash or gifts be declined or redirected to the charter school as a contribution.

B. Preferential Treatment

A Trustee or Officer shall not acquire or appropriate to his/her own personal use any Pennsylvania Virtual Charter School property, service, or revenue opportunity on the basis of or under situations not available to members of the public.

C. Political Involvement

A Trustee or Officer shall not use Pennsylvania Virtual Charter School funds for the purpose of making contributions or expenditures in connection with the support of any candidate for any election to any local, state, or federal office.

D. Improper Transactions and Payments

It is commonly recognized there is a direct correlation between illegal or improper payments and inaccurate records. To guarantee the accuracy of the Pennsylvania Virtual Charter School's books and records, the following principles shall be observed:

1. All transactions or conduct of charter school business shall be properly reflected in the Pennsylvania Virtual Charter School's books;
2. Unrecorded funds, money or other assets of the Pennsylvania Virtual Charter School shall not be established or maintained;
3. Any payment is prohibited if no record of its disbursement is entered in the Pennsylvania Virtual Charter School's accounting records; and
4. False and/or fictitious entries in the books or records of the Pennsylvania Virtual Charter School or issuing false or misleading documents shall be prohibited.

V. Administration of the Code of Ethics

The Board of Trustees has adopted this Code of Ethics and delegated to the President and Governance Committee the responsibility for its administration throughout the Pennsylvania Virtual Charter School.

It is the responsibility of all Trustees, Officers and representatives of the Pennsylvania Virtual Charter School to be familiar with this Code of Ethics and to abide by the letter and spirit of its provisions at all times.

VI. Statement of Financial Interest

The Board of Trustees of Pennsylvania Virtual Charter School recognizes the Public Official and Employee Ethics Act and will take every action to remain in full compliance with said Act. The Ethics Act provides that public officials, public employees, solicitors, candidates and nominees, as those terms are defined by the Ethics Act, must file the Statement of Financial Interest form. Public officials and public employees are specifically required to file the Statement of Financial Interest form by May 1 for each preceding year in which the position was held.

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

Legal

Non-profit Corporation Law at 15 Pa. C.S.A. 5725(a)

Public School Code of 1949, 24 P.S. § 1-101 1 et seq

Public Official and Employee Ethics Act, 65 Pa.C.S.A. § 1101 et seq.

Cross References

Conflict of Interest Disclosure Form

Statement of Financial Interests Form

Confidentiality Policy for the Board of Trustees

Last Modified by Kiel Parker on January 14, 2023



Book	BOT Policies
Section	1000 CEO's Office/Board of Trustees
Title	Conflict of Interest Policy
Code	1102
Status	Active
Adopted	August 26, 2019
Last Revised	June 26, 2023
Last Reviewed	June 26, 2023
Prior Revised Dates	9/28/2019, 8/23/21,6/27/22
Primary	CEO's Office

PURPOSE

Board members, Officers, and employees of the Pennsylvania Virtual Charter School (PA Virtual) have a duty of loyalty to PA Virtual and to the public whose interest they are sworn to serve. The purpose of this Conflict of Interest Policy, which provides guidance and a general standard of conduct with respect to actual or apparent conflicts, is in keeping with the Pennsylvania Public Official and Employee Ethics Act (the "Ethics Act") and the State Legislature's declaration that the people have the right to be assured that the financial interests of public officials and employees do not 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.

POLICY

The appearance of conflict of interest undermines the public confidence in the integrity of PA Virtual, its Board Members and/or employees, and

should be scrupulously avoided.

I. 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/her office or employment of any confidential information received through his/her position for the private pecuniary benefit of himself, a member of his/her immediate family, or a business with which the Board Member or employee or a member of his/her immediate family is associated.
- a. "Authority of office or employment" is defined to mean the actual power provided by law, the exercise of which is necessary to the performance of duties and responsibilities unique to a particular public office or position of public employment.
 - b. "Business" is defined to mean any corporation, partnership, sole proprietorship, firm, enterprise, franchise, association, organization, self-employed individual, holding company, joint stock company, receivership, trust or any legal entity organized for profit.
 - c. "Business with which he is associated" is defined to mean any business in which the person or a member of the person's immediate family is a director, officer, owner, employee or has a financial interest.
 - d. "Confidential information" is defined to mean information not obtainable from reviewing a public document or from making inquiry to a publicly available source of information.
 - e. "Conflict" or "conflict of interest" is defined to mean use by a Board Member or employee of the authority of his office or employment or any confidential information received through his holding public office or employment for the private pecuniary benefit of himself, a member of his immediate family or a business with which he or a member of his immediate family is associated. The term does not include an action having a de minimis economic impact or which affects to the same degree a class consisting of the general public or a subclass consisting of an industry, occupation or other group which includes the Board Member or employee, a member of his immediate family or a business with which he or a member of his immediate family is associated.
 - f. "Employee" is defined to mean any individual employed by PA Virtual who is responsible for taking or recommending official action of a non ministerial nature with regard to:
 - i. contracting or procurement;
 - ii. administering or monitoring grants or subsidies;
 - iii. planning or zoning;
 - iv. inspecting, licensing, regulating or auditing any person; or
 - v. any other activity where the official action has an economic impact of greater than a de minimis nature on the interests of any person.
 - vi. The term shall not include individuals who are employed by PA Virtual in teaching as distinguished from administrative duties.
 - g. "Immediate family" 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 PA Virtual.
- C. Accept an honorarium, which represents a payment in recognition of published works, appearances, speeches, and presentations and which is not intended as consideration of the value of such services that are non-public, occupational or professional in nature.

- D. Recommend or otherwise participate in the decision to make any contract of any value between PA Virtual, any school or Student Activity Fund, and any business or entity in which the Board Member or employee or a member of his/her immediate family, has a personal or financial interest or act to implement or administer any such contract.
- E. Participate in the selection, award, or administration of the contract, regardless of the value of the contract, if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee or Board Member or any member of his/her immediate family, his/her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.
- F. Advertise business or professional activities on PA Virtual property or use work hours, property or services to perform or promote personal or commercial enterprises or to campaign or raise money for any candidates for political office.
- G. Use confidential information, as defined by the Ethics Act or the Board of Trustees, concerning property, personnel matters, or affairs of PA Virtual or its employees to advance the financial or other private interests of the Board Member, employee or others; nor shall Board Members and employees disclose confidential information except as directed by the Board of Trustees or a court of law. Nothing in this provision shall be interpreted as prohibiting the practice of "whistle-blowing."
- H. Accept anything of value as defined by the Ethics Act including, but not limited to, a gift, loan, political contribution, reward promise of future employment, favor, gratuity, entertainment, transportation or lodging based on any implied or actual understanding that the judgment of the Board Member or employee would be influenced thereby. The officers, employees, and agents of PA Virtual may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts, unless the gift is an unsolicited item of nominal value. Example gifts of nominal value are t-shirts, calendars, pencils, branded inexpensive pens and other inexpensive promotional items. Examples of gifts of more than nominal value may include, but are not limited to, money, service, loan, travel, lodging, meals, refreshments, entertainment, discount, or promise to do or not do something having a monetary value.
- I. Solicit directly from other Board Members or employees, students or their parents, anything of value for the Board Member's or employee's personal benefit.
- J. Purchase property of any kind from PA Virtual, either directly or indirectly, except in a manner approved by the Board for the particular sale involved, unless (1) there is an open and public bid process, including public notice and subsequent public disclosures of all bids considered and contracts awarded, and (2) the Board Member or employee did not act in an official capacity in connection with the sale, and (3) the Board Member or employee was not privy to non-public information received in the course of his/her office or employment.
- K. Participate in the review and approval of publications or materials for PA Virtual purchase if the Board Member or employee is the author/editor of or has any financial interest in the sale of such publications or materials.
- L. Tutor or counsel as a private enterprise, for compensation, pupils assigned to any class or course of PA Virtual to which the employee is assigned. Employees may tutor or counsel pupils enrolled in other schools unless such private enterprise conflicts with or impairs the proper discharge of official duties for PA Virtual.
- M. Refer a PA Virtual parent or student to a service, service provider or product in return for anything of value. Employees making referrals as part of their official duties shall make referrals to more than one provider of any non-unique service or product. For example, PA Virtual counselors shall refer parents or students to more than one counselor or provider of medical services where comparably qualified persons are available.
- N. Upon separation from PA Virtual service or employment, represent any individual or business entity on any matter before PA Virtual for a period of one year after such separation.

A Board Member or Employee shall:

- A. Report the nature of his/her or her interest in a potential PA Virtual contract to his/her superior. Where a Board Member or employee or a member of his/her immediate family has a personal or financial interest in a contract, he or she shall disclose it publicly and abstain from deliberating on the contract. Formal approval of the contract by a majority of all members of the Board of Trustees, other than the abstaining member, shall be required. The foregoing would apply to any business in which the Board Member's or employee's spouse or child is associated.

I. Administration

A. Statement of Financial Interest

In accordance with Pennsylvania's Public Official and Employee Ethics Law, PA Virtual requires each Board Member and employee as defined above to file a Statement of Financial Interest with the Secretary of the Board of Trustees by May 1 st of each year for the immediate prior year.

The Board of Trustees may require any employee whose duties require the exercise of discretion or judgment to file a Statement of Financial Interest.

B. Conflict of Interest Resolution

In the event that a question of conflict of interest or the appearance of conflict of interest arises, a Board Member or employee must apprise his/her superior and the Board President who will investigate and report the fact of the inquiry and results of his/her investigation to the CEO/ and the Finance Committee of the Board of Trustees for resolution. A Board Member having a conflict question shall take it to the President of the Board of Trustees who, if he/she cannot resolve it, with counsel, will refer the question to the Finance Committee of the Board of Trustees for resolution.

All violations of the foregoing policy are subject to appropriate censure or disciplinary action, including removal from the Board or termination of employment and any other penalties as prescribed by law.

Any contract or subcontract made in violation of this policy shall be voidable by the Board of Trustees and subject to termination for the Board's convenience.

The CEO or designee shall report in writing to the federal awarding agency or pass-through entity any potential conflict of interest related to a federal award, in accordance with federal awarding agency policy.

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

Legal Public Official and Employee Ethics Act. 65c1101.1s. § 1101.1.

Cross References
Procurement- Uniform Grant Guidance
Cash Management- Uniform Grant Guidance
Allowability of Costs- Uniform Grant Guidance
Travel Reimbursement- Uniform Grant Guidance
Federal Fiscal Compliance- Uniform Grant Guidance

Last Modified by Julie Pufko on July 18, 2023



Book	BOT Policies
Section	1000 CEO's Office/Board of Trustees
Title	Board of Trustees Background Checks & Clearances
Code	1103
Status	Active
Adopted	October 23, 2021
Last Revised	August 22, 2022
Last Reviewed	August 22, 2022
Prior Revised Dates	6/22/20, 10/23/21

PURPOSE

The purpose of this policy is to ensure the safety of students, families, and staff of PA Virtual Charter School (PA Virtual) by ensuring that members of the Board of Trustees have completed all necessary and appropriate background checks and clearances.

POLICY

All members of the PA Virtual Board of Trustees shall adhere to Policy #4103 - Volunteer Clearance Policy

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

Cross References Policy 4103
 FBO Waiver Form
 Volunteer Clearance Policy

[FBI Waiver form.pdf \(83 KB\)](#)

[Arrest.Conviction Report and Certification Form \(9\).pdf \(114 KB\)](#)

[Child Abuse Clearance Instructions Form.pdf \(688 KB\)](#)

[Pennsylvania Criminal History Record Check Instructions 2021.pdf \(603 KB\)](#)

Last Modified by Julie Pufko on September 7, 2022



Book	BOT Policies
Section	1000 CEO's Office/Board of Trustees
Title	Confidentiality Policy for the Board of Trustees
Code	1105
Status	Active
Adopted	August 26, 2019
Last Revised	October 23, 2021
Last Reviewed	October 23, 2021
Prior Revised Dates	9/28/2019

PURPOSE

The purpose of this policy is to protect students, families, and PA Virtual staff from unauthorized release of information, by members of the PA Virtual Board of Trustees.

POLICY

Any and all information received by members of the Board of Trustees concerning the affairs or operations of Pennsylvania Virtual Charter School, such as inducing personnel, personnel records and evaluations, special education needs and programs, student records, school performance evaluations, legal matters, including but not limited to, recommendations and opinions of the School's solicitor, and any other information deemed confidential by the Pennsylvania Public School Code of 1949, 22 Pa Code Chapter 12 of the State Board of Education Regulations, the Health Insurance Portability and Accountability Act (HIPAA), the Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities Education Act (IDEA), the Individuals with Disabilities Education Improvement Act (IDEA), and any other applicable state and/ or federal law. The "Confidential Information" shall not be published/ communicated, disseminated, directly or indirectly used, or otherwise disclosed to any person, firm, or entity for any purpose whatsoever except on an "as needed" basis to the extent required to conduct Board of Trustees' business between other trustees, attorneys, accountants, insurers, auditors, lenders, brokers, consultants or other such parties authorized by the Board.

Confidential Information shall not include information generally known to the public (other than as a result of any unauthorized disclosure in violation of this statement) or any information that must be disclosed according to law or court proceedings.

This policy is in accordance with the Code of Ethics for Trustees and Officers Policy. Any breach of this Confidentiality Policy may result in removal from the Board of Trustees in accordance with the Pennsylvania Virtual Charter School Bylaws.

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

Legal	Individuals with Disabilities Education Improvement Act (IDEIA) Individuals with Disabilities Education Act (IDEA) Family Educational Rights and Privacy Act (FERPA) Health Insurance Portability and Accountability Act (HIPAA) Pennsylvania Public School Code of 1949, Title 22 Chapter 12 of the State Board of Education Regulations
Cross References	Code of Ethics for Trustees and Officers Policy Board Bylaws

Last Modified by Kiel Parker on January 14, 2023



Book	BOT Policies
Section	1000 CEO's Office/Board of Trustees
Title	Qualifications & Appointment of Hearing Officers
Code	1107
Status	Active
Adopted	August 26, 2019
Last Revised	August 21, 2023
Last Reviewed	August 21, 2023
Prior Revised Dates	08/26/2019/28/2019, 10/23/21
Primary	CEO's Office

PURPOSE

The Board of Trustees (Board) of Pennsylvania Virtual Charter School (PA Virtual) recognizes the necessity of ensuring that all students subjected to disciplinary proceedings in the form of a formal hearing be afforded due process. To make certain that any member of the Board who is appointed to preside over a formal hearing is qualified to do so, the Board sets forth the following minimum standards for qualification.

POLICY

A member of the Board of PA Virtual who is appointed to preside over any formal disciplinary hearing shall:

- Be impartial, disinterested and objective, including but not limited to,
 - Having no financial or personal interest in the outcome of the hearing; and
 - Having no prior involvement with the child, whether personally or professionally.
- Have the ability to communicate effectively;
- Understand the role of the hearing examiner in formal disciplinary proceedings;
- Be familiar with Federal and Pennsylvania law regarding discipline of both regular education students and special education students;
- Understand school policies and the Student Handbook & Code of Conduct as they relate to discipline;
- Have the ability to listen to and impartially analyze the evidence presented by all parties to the hearing;
- Have the ability to objectively analyze the evidence presented by all parties in accordance with Federal and Pennsylvania law, as well as relevant policies, to develop a recommendation for discipline that will be presented to the Board.

- Recite an Oath of Office reflecting their acceptance of the responsibilities of their role.

When a committee of the board or a hearing officer appointed by the board conducts a hearing, a majority vote of the entire governing board is required to expel a student.

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

Cross References Student Handbook & Code of Conduct

Last Modified by Julie Pufko on September 20, 2023



Book	BOT Policies
Section	1000 CEO's Office/Board of Trustees
Title	Public Participation in Board Meetings
Code	1110
Status	Active
Adopted	August 26, 2019
Last Revised	August 23, 2021
Last Reviewed	August 22, 2022
Prior Revised Dates	8/26/2019

PURPOSE

The Pennsylvania Virtual Charter School (PA Virtual) Board of Trustees (Board) recognizes the value to school governance of public comment on matters of concern, official action, or deliberation which are or may be before the Board prior to taking official action.-

POLICY

In order to permit fair and orderly expression of such comment, the Board will provide two (2) periods for public participation at every public meeting of the Board. The Board has formulated the following guidelines to govern such participation at Board meetings.

Members of the audience will be allowed two (2) comment periods. The first occurs after the adoption of the agenda. This comment period will be limited to agenda items only. The second public comment period is at the conclusion of the business meeting. Public comment at this time may be on any topic related to the operation of the school-that is substantially different than previous agenda items.

I. Public Comment Regarding Agenda Items

A. Members of the audience who wish to address the Board shall be residents/taxpayers (including students) from a school district in which students attend Pennsylvania Virtual Charter School, a parent/guardian of a student, an employee of Pennsylvania Virtual Charter School, or a firm eligible to do business with the school.

B. Time allotted for this public comment period shall be limited to a total of thirty (30) minutes.

C. Time allotted to an individual or party/representative of a group to address the Board of Trustees is limited to two (2) minutes. However, additional written information may be presented and considered by the Board.

D. For each Board meeting agenda item a maximum of five (5) individuals or parties/representatives of a group may address the Board of Trustees members.

E. Individuals wishing to make comments must be recognized, state their name and place of residence prior to making their comments.

F. All comments are to be directed to the President of the Board of Trustees.

G. The Board may choose to waive, by a two-thirds majority vote of those trustees present, any of the above regulations at a particular time in order to receive adequate information, or allow for clarification on a topic/issue. In determining the length of this extension, the Board President or designee shall take into consideration the length and complexity of the agenda, the normal and usual length of meetings, the probable length of the current meeting, the availability of Board members, the hour of the day, the number of proposed participants and other factors relevant to the conduct of an orderly meeting.

II. General Public Comment

The second public comment period is the last agenda item prior the conclusion of the Board of Trustees business meeting. Public comment may be on any topic related to the operation of Pennsylvania Virtual Charter School that are substantially different than previous agenda items.

A. Members of the audience who wish to address the Board shall be residents/taxpayers from a school district in which students attend Pennsylvania Virtual Charter School, a parent/guardian of a student, an employee of Pennsylvania Virtual Charter School, or a firm eligible to do business with the school.

B. Time allotted for this public comment period shall be limited to a total of thirty (30) minutes.

C. Time allotted to an individual or party/representative of a group to address the Board of Trustees is limited to two (2) minutes. However, additional written information may be presented and considered by the board.

D. An individual or party/representative of a group may address the Board one (1) time per meeting and may speak during that time on one or multiple topics.

E. Individuals wishing to make comments must be recognized, state their name and place of residence and identify the topic they wish to address before making their comment.

F. All comments are to be directed to the President of the Board of Trustees.

G. The Board may choose to waive, by a two-thirds majority vote-of the trustees present, any of the above regulations at a particular time in order to receive adequate information, or allow for clarification on a topic/issue. In determining the length of this extension, the President shall take into consideration the length and complexity of the agenda, the normal and usual length of meetings, the probable length of the current meeting, the availability of Board members, the hour of the day, the number of proposed participants and other factors relevant to the conduct of an orderly meeting.

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

Last Modified by Julie Pufko on September 7, 2022



Book	BOT Policies
Section	1000 CEO's Office/Board of Trustees
Title	Board Response & Complaint Policy
Code	1112
Status	Active
Adopted	August 26, 2019
Last Revised	October 23, 2021
Prior Revised Dates	9/28/2019

PURPOSE

The purpose of this policy is to establish the protocol for responses to complaints by PA Virtual staff, students, families and members of the public at-large.

INTRODUCTION

In accordance with the Pennsylvania Sunshine Act, 65 Pa.C.S. §§ 701-716 the Board of Trustees of Pennsylvania Virtual Charter School recognizes the value of and encourages the public to attend public Board meetings and to offer comment during the scheduled time(s) designated within the Board agenda in accordance with the Board's Public Participation In Board Meetings Policy. The Board of Trustees recognizes that from time to time issues may be made known to individual members of the Board or to the full Board within a forum other than at a public Board meeting. The Board of Trustees similarly welcomes the opportunity to consider complaints by any student, staff member, parent or member of the applicable public within the parameters of the Pennsylvania Sunshine Act or other applicable laws and this policy.

The Board directs that a chain of review be followed prior to bringing criticisms or individual issues to the Board of Trustees. At all stages in the chain of review, it is expressly understood that all staff members, parents, members of the public, and Board members will respect and maintain the confidentiality of protected and/or sensitive matters (including but not limited to confidential student and personnel information) as required by applicable laws. Unless expressly authorized by the Board of Trustees, arguably confidential/protected and/or sensitive matters must not be discussed and/or revealed to those who do not have an immediate, direct and necessary interest in the matter. In matters that do not reach the Board of Trustees level, the Chief Executive Officer has the authority to establish procedures to maintain the confidentiality of protected and/or sensitive matters.

POLICY

I. Delegation of Authority

A. Matters Regarding a Staff Member

First Level: A matter specifically directed toward a staff member shall be addressed, initially, to the concerned staff member who shall discuss it with the complainant and make every effort to provide a reasoned explanation or take appropriate action within his/her authority.

Second Level: If the matter cannot be satisfactorily resolved at the first level, it shall be discussed by the complainant and staff member with the staff member's direct Supervisor.

Third Level: If a satisfactory solution is not achieved by discussion with the direct Supervisor, the matter shall be discussed with the Chief Executive Officer. If the Chief Executive Officer is the direct supervisor, the matter shall be referred to the Board of Trustees."

Fourth Level: If a satisfactory solution cannot be reached with the Chief Executive Officer, the matter shall be referred by the Chief Executive Officer or the complainant to the Board of Trustees. The Board of Trustees has the discretion to remand to the Chief Executive Officer, complaints or criticisms pertaining to individual staff members without specific documentation of attempts to resolve the issue in accordance with this policy. The Board of Trustees of Pennsylvania Virtual Charter School also reserves the right to decline to publicly discuss and/or comment on matters as prescribed in the Open Meetings Law and/or if constrained from doing so by applicable laws.

At each of the above levels, the complainant shall be informed of his/her right to bring the issues to the next level if not resolved. Review of any decision made by a subordinate shall be on the basis of the facts of the matter and their appropriate disposition within the constraints of laws, rules, regulations, established procedures and Board policy. Whenever necessary, the Chief Executive Officer is directed to establish additional procedures to carry out this policy.

Any matter brought to the Board of Trustees shall be in writing and sent to the Board President or other Board Member designated. If a person is not able to register an issue in writing, then an audiotape or advocate may be used. The person may express the issue in his/her primary language. An interpreter may be requested and to the extent possible the Board will seek to provide access to this resource. The designated Board President or designated Board Member will ensure that the entire Board is made aware of the issue in accordance with applicable laws.

In the event that no Board Member is designated by the Board at Board discretion, the Board President is to receive the complaint or issue. In the event that a Board Member is designated by the Board, the Board will make the designated Board Member known to the public by announcing such at a public Board meeting and reflecting that decision in the meeting minutes.

When practical, matters will be acknowledged by the Board as received within thirty (30) days of receipt of the issue by the designated Board Member. The party bringing the issue before the Board will provide a reasonably detailed background of the matter, with information such as the responses of individuals with whom the individual met in the Charter School. The Board may request additional documentation, including but not limited to requesting documentation through the Chief Executive Officer.

A decision of the Board will be rendered in writing, or through other means of communication as the Board deems appropriate, within five (5) business days of the meeting at which the issue is considered. A decision of the Board of Trustees shall be the final decision of Pennsylvania Virtual Charter School. A decision of the Board of Trustees not to comment on a matter is considered to be a decision of the Board of Trustees.

Please be advised:

The Board of Trustees recognizes that official action by the Board may only be made by a quorum of the Board of Trustees in accordance with Pennsylvania's Sunshine Act and other applicable laws. Individual Board Members do not have the authority to speak for the entire Board on specific subjects. Therefore, in the event that a specific issue is made known to an individual Board Member, whether verbally or through writing, the individual Board Member will share that information with the Board within the parameters of the Pennsylvania Sunshine Act or other applicable laws and this policy.

The individual Board Member will respond to the issue or criticism presented only in order to convey to the individual that the Board Member cannot respond for the full board of Trustees unless or until authorized by the full board of Trustees to do so. The Board Member will make a copy of this policy available to the individual/complainant and will immediately notify either the Board Member designated to accept complaints and issues or the full Board of Trustees. In the event that the Board determines that the delegation of authority process has been followed, the Board has the authority to determine whether and how to address the issue/complaint.

B. Other Matters

A request, suggestion, or issue relating to a matter of school policy, procedures, program, operation, pupil progress, pupil well-being, pupil issues, extra-curricular activities, instructional materials, etc., should be addressed, initially, to the Principal or the Head of the Department who is most directly concerned, and then, in turn to the progressive levels of authority in the manner prescribed in section A. The Board has the discretion to remand matters to the Chief Executive Officer if, in the Board's opinion, the chain of review has not been followed. Responses and decisions of the Board will be made in accordance with the parameters of section

C. Matters Regarding an Individual Board Member or Board Policy

A request, suggestion, or issue relating to an individual Board Member shall first be made known to the individual Board Member. The Board Member may consider the issue within the parameters of this policy, the Pennsylvania Sunshine Act and other applicable laws. If the issue cannot be resolved between the individual Board Member and the individual, the full Board of Trustees shall be informed in writing. The full Board of Trustees shall consider this issue in accordance with the provisions of section A and in accordance with the Pennsylvania Sunshine Act and other applicable laws. Responses and decisions will be made in accordance with the parameters of section A, the Pennsylvania Sunshine Act and other applicable laws.

A request, suggestion, or complaint relating to a Board policy shall be made known to the full Board of Trustees. The full Board of Trustees shall consider this issue in accordance with the provisions of section A and in accordance with the Pennsylvania Sunshine Act and other applicable laws. Responses and decision will be made in accordance with the parameters of section A, the Pennsylvania Sunshine Act and other applicable laws.

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

Legal

Pennsylvania Sunshine Act, 65 Pa. C.S. §§ 701-716

Last Modified by Julie Pufko on September 7, 2022



Book	BOT Policies
Section	1000 CEO's Office/Board of Trustees
Title	Right to Know Policy
Code	1113
Status	Active
Adopted	September 28, 2019
Last Revised	June 27, 2022
Last Reviewed	June 27, 2022
Prior Revised Dates	8/26/19, 06/22/20, 02/22/21,

PURPOSE

The purpose of this policy is to inform the public of their right to access certain types of public documents and the process for accessing said documents. In addition, it functions as a guide for the Pennsylvania Virtual Charter School ("Charter School") staff throughout this process.

POLICY

In accordance with the Right-to-Know Law, Act 3 of 2008, the Board of Trustees of the Charter School hereby establishes the following:

1. Right-to-Know Law Policy,
2. Right-to-Know Law Request for Access to Records Form, and
3. Right-to-Know Law Request Fee Structure.

The Board of Trustees hereby directs that the Right-to-Know Law Policy, Right-to-Know Request for Access to Records Form and Right-to-Know Law Request Fee Structure be posted at the Charter School's main administrative office and, if the Charter School maintains an Internet website, on the Charter School's Internet website together with the following:

1. Contact information for the Open Records Officer (may be included in the Right-to-Know Law Policy);
2. Contact information for the Office of Open Records or other applicable appeals officer (may be included in the Right-to-Know Law Policy); and
3. Any additional Administrative Procedures or regulations that may be developed consistent with this Policy and the Right-to-Know Law.

The Board further appoints the Charter School's Special Assistant to the Sr. EVP as the Open Records Officer.

This Policy, Form and Fee Structure included herein, hereby replace and supersede all prior Policies, Forms and/or Fee Structures related to the Right-to-Know Law in effect at the Charter School.

In accordance with the Right-to-Know Law, Requesters may elect to access the Official Records Request Form available through the Office of Open Records.

The Board of Trustees of the Charter School directs the appointed Open Records Officer to implement procedures necessary to effectuate this Policy and to adhere to the requirements of the Right-to-Know Law.

I. Definitions

The following **bolded** terms are defined within the Right-To-Know Law as to requests for records submitted to the Charter School:

Record - information, regardless of physical form or character, that both:

1. documents a school transaction or activity; and
2. is created, received, or retained either:
 - a. pursuant to law; or
 - b. in connection with a Charter School transaction, business, or activity of the agency

A record may include: a document; paper; letter; map; book; tape; photograph; film or sound recording; information stored or maintained electronically; and a data-processed or image-processed document.

Financial Record - any account, voucher, or contract dealing with (a) the receipt or disbursement of funds or (b) the acquisition, use, or disposal of services, supplies, materials, equipment, or property; or the salary or other payments or expenses paid to an officer or employee, including the individual's name and title; and a financial audit report, excluding the audit's underlying work papers.

Public Record - a record, including a Financial Record, that is not protected by a privilege or is not exempt from being disclosed under one of the exemptions in Pennsylvania's Right-to-Know Law or under other federal or state law or regulation, or judicial decree or order.

Response - the Charter School's notice informing a requester that access has been granted to a record or the Charter School's written notice to a requester granting, denying, or partially granting and partially denying access to a requested record.

Requester - A person that is a legal resident of the United States, who requests access to a record pursuant to this Act. This term includes an agency.

II. Delegation of Responsibility

The Board shall designate an Open Records Officer. That individual shall be responsible for various tasks, including:

1. Receive, review, and respond to requests submitted to the Charter School in accordance with law, Board policy, and administrative regulations.
2. Direct requests to other appropriate individuals in the Charter School or in another agency.
3. Track the Charter School progress in responding to requests.
4. Issue interim and final responses to submitted requests.
5. Maintain a log of all record requests and their disposition.
6. Ensure Charter School staff are trained to perform assigned job functions relative to requests for access to records.
7. Maintain a list of non-school entities performing governmental functions on behalf of the Charter School.

Upon receiving a request for access to a record, the Open Records Officer shall:

1. Note on the written request both:
 - a. the date of the Open Records Officer's receipt of the request, and
 - b. the date five business-days later, at which point the time to provide an interim or final response expires.
2. Maintain an electronic or paper copy of the written request, including all documents submitted with the request, along with the Charter School's communications to the requestor, until the time for an appeal to the Office of Open Records has expired or a Final Determination has been issued by the Office of Open Records regarding the request.
3. Make a good faith effort to determine if the record requested is a Public Record and if the Charter School has possession, custody, or control of the record.

III. Guidelines

Requesters may only access and procure copies of the public records of the Charter School during the regular office hours of the Charter School business office (8 am to 4 pm) except on days when the Charter School is closed due to a holiday, severe weather, natural, or other disaster or due to direction of local, state, or federal law enforcement officers.

Any Open Records Request received by the Open Records Officer after the close of its regular business hours shall be deemed received by that office on the following business day. For purposes of determining the end of the five (5) business day period (when a final or interim response is due from the Charter School), the day that an Open Records Request is received (or deemed received) is not counted. The first day of the five (5) business day period (when a final or interim response is due from the Charter School) is the Charter School's next business day.

In accordance with Section 701 of the Right-to-Know Law, unless otherwise provided by law, a public record shall be accessible for inspection and duplication in accordance with this policy and the Right-to-Know Law. A record being provided to a requester shall be provided in the medium requested if it exists in that medium; otherwise, it shall be provided in the medium in which it exists. Public records shall be available for access during the regular business hours of the Charter School. Nothing in the Right-to-Know Law shall be construed to require access to any computer either of the Charter School or an individual employee of the Charter School. The Charter School prohibits a requester from removing a record from the control or supervision of the Open Records Officer.

Pursuant to Section 506 of the Right-to-Know Law, the Charter School may deny a requester access to a record if the requester has made repeated requests for that same record and the repeated requests have placed an unreasonable burden on the agency. A denial under this subsection shall not restrict the ability to request a different record.

When responding to a request for access, the Charter School is not required to create a record that does not exist nor to compile, maintain, format, or organize a record in a manner which the Charter School does not currently utilize.

The Charter School shall post at the administration office and on the Charter School website, the following information:

1. Contact information for the Open Records Officer.
2. Contact information for the state's Office of Open Records or other applicable appeals officers.
3. The form to be used to file a request, with a notation that the state Office of Open Records form may also be used if the school decides to create its own form.
4. Board policy, administrative regulations, and procedures governing requests for access to the Charter School public records.

IV. Request for Access

Written requests may be submitted to the Open Records Officer in person, by mail, or to either the Open Records Officer's designated fax number, or designated e-mail address.

Requests received in the Charter School by some other Charter School employee or through a facsimile or e-mail address other than designated will be forwarded without unnecessary delay to the Open Records Officer. Such forwarded requests will not be deemed received until they are actually received by the Open Records Officer during normal business hours.

Each request must include the following information:

1. Identification or description of the requested record, in sufficient detail that the identity of the specific individual records may be determined.
2. Medium in which the record is requested.
3. Name and address of the individual to receive the Charter School response.

The Right-to-Know Law does not require the Charter School to accept any oral or anonymous requests for access or records.

Appropriate accommodations shall be made available for individuals with disabilities upon request and with sufficient advance notice, in accordance with applicable state and federal law.

V. Fees

Attached is the Board approved Fee Structure for requests in accordance with the Act.

Fees may be charged by the Charter School in response to a request for access to records for duplication by photocopying, printing from electronic media or microfilm, copying onto electronic media, transmission by facsimile, or other electronic means and other means of duplication. No fee may be imposed for a review of a record to determine whether the record is a Public Record, subject to access. No fee may be charged for searching **for** or retrieval of documents and the Charter School may not charge staff time or salary for complying with a Right-to-Know request.

Duplication fees shall be set in accordance with the directive of the Pennsylvania Office of Open Records.

For every request where the various fees are expected to exceed \$100, the requestor shall pre-pay the expected fees in advance of any steps to gather or duplicate the requested records.

VI. Forms

The Charter School may create or adopt forms for use by Requesters in preparing written requests. In the absence of a form created by the Charter School, the Office of Open Records's official Form must be used.

VII. Identification

As the Right-to-Know Law states that the Charter School provide a Requester with access to a Public Record if the Requester is a legal resident of the United States, the Charter School may require the Requester to produce photographic identification, to the extent allowed by the Right-to-Know Law.

Address all Open Records Requests to:

Right-to-Know Officer
PA Virtual Charter School
630 Park Ave.
King of Prussia, PA 19406

The Charter School shall post this information to its website and shall post it at a location that is publicly accessible.

VI. Response to Request

Charter School employees shall be directed to forward requests for access to Public Records to the Open Records Officer immediately upon receipt.

Upon receipt of a written request for access to a record during regular business hours, the Open Records Officer shall determine if the requested record is a public record and if the Charter School has possession, custody, or control of that record.

The Open Records Officer shall evaluate the request and the records necessary to fulfill the request to determine if the specified records are Public Records and whether they are – in whole or in part – privileged, protected by any statute, regulation, order, or decree, or qualify for any of the exceptions within the Pennsylvania Right-to-Know law.

In those instances where the Open Records Officer receives a request for an allegedly Public Record relating to a Charter School governmental function performed by a third party and where the alleged Public Record is held by the third party, the Open Records Officer shall attempt to ascertain whether the record – in whole or in part – is a Public Record prior to incurring costs related to the request.

The Open Records Officer shall respond as promptly as possible under the existing circumstances, and the initial response time shall not exceed five (5) business days from the date the written request is received by the Open Records Officer.

The initial response shall grant access to the requested record, deny access to the requested record, partially grant and partially deny access to the requested record, or notify the requester of the need for an extension of time to fully respond.

If the Charter School fails to respond to a request within five (5) business days of receipt, the request for access shall be deemed denied.

VII. Extension of Time

If the Open Records Officer determines that an extension of time is required to respond to a request, in accordance with the Right-to-Know Law, written notice shall be sent within five (5) business days of receipt of request. The notice shall indicate that the request for access is being reviewed, the reason that the review requires an extension, a reasonable date when the response is expected, and an estimate of applicable fees owed when the record becomes available.

With only notice to but without permission of the requestor, and for any one of the reasons listed below, the Open Records Officer may impose a cumulative total of up to a thirty (30) day extension for a final response from the Charter School. Such notice must occur within the initial five (5) business days from receipt of the request by the Open Records Officer and shall both indicate that the request is under review and set the new date the response will be due. Failure to respond by that newly set date for response will be deemed a denial.

Permitted reasons for which the Open Records Officer may impose an extension, as above, are limited to:

1. The request requires redaction of a record;
2. The request requires retrieval of a record stored in a remote location;
3. A timely response is impossible due to real and specific staffing limitations;
4. Legal review of the request is necessary to determine if any resulting documents will be deemed Public Records subject to access;
5. The requester has not complied with this board policy governing access;
6. The requester refuses to pay applicable established fees authorized by the Right-to-Know Law; or
7. The extent or nature of the request precludes a response within the required time period.

A requester may also consent in writing to an extension that exceeds thirty (30) days. Where a requester has consented to a greater than thirty (30) day extension, the Open Records Officer may fulfill the request up to the agreed date. Failure to fulfill the request by that agreed date will be deemed a denial on the date immediately following.

VIII. Granting of Request

If the Open Records Officer determines that the request will be granted, the response shall inform the requester that access is granted and either include information on the regular business hours of the Charter School business office, provide electronic access, or state where the requester may go to inspect the records or information electronically at a publicly accessible site. The response shall include a copy of the fee schedule in effect, a statement that prepayment of fees is required and the amount of the required prepayment where access to the records will cost in excess of one hundred dollars (\$100.00), and the medium in which the records will be provided. Where the requester owes the Charter School fees for past requests, and such delinquent fees combined with the estimate of the fees to fulfill the current request exceed \$100, such delinquent fees shall be added to any present request and shall be required to be prepaid prior to gathering documents to comply with the request.

A Public Record shall be provided to the requester in the medium requested if it exists in that form; otherwise, it shall be provided in its existing medium. However, where a document is retained in electronic format, the Charter School shall not permit use of its computers for access to the record. The Open Records Officer may respond to a records request by notifying the requester that the record is available through publicly accessible electronic means or that the Charter School shall provide access to inspect the record electronically. If the requester, within thirty (30) days following receipt of the Charter School notice, submits a written request to have the record converted to paper, the Charter School shall provide access in printed form within five (5) business days of receipt of the request for conversion to paper.

If the Open Records Officer determines that a Public Record contains information both subject to and not subject to access, the Open Records Officer shall grant access to the information subject to access and deny access to the information not subject to access. The Open Records Officer shall redact from the record the information that is not subject to access. The Open Records Officer shall not deny access to an entire record if the specific denied information is able to be redacted.

The Open Records Officer may dispose of copies made for requester if the response notifies the requester of the availability of the copies but the copies remain at the Charter School business office for sixty (60) calendar days thereafter. The Charter School will retain any fees paid to date and will invoice the requester for any fees which have not been paid to date. No credit for payments previously made shall be applied to any further requests from requester.

IX. Notification to Third Parties

When the Charter School produces a record that is not a Public Record in response to a request, the Open Records Officer shall notify any third party that provided the record to the Charter School, the person that is the subject of the record, and the requester. The Open Records Officer shall notify a third party of a record request if the requested record contains a trade secret or confidential proprietary information, in accordance with law and administrative regulations.

X. Denial of Request

If the Open Records Officer denies a request for access to a record, whether in whole or in part, a written response shall be sent within the specified time for response. The response denying the request shall include the following:

1. Description of the record requested.
2. Specific reasons for denial, including a citation of supporting legal authority.
3. Name, title, business address, business telephone number, and signature of the Open Records Officer on whose authority the denial is issued.
4. Date of the response.
5. Procedure for the requester to appeal a denial of access.

Information that is not subject to access and is redacted from a Public Record shall be deemed a denial. The above procedure required for "Denial of Request" shall be followed as it relates to the redacted information.

If a written request for access to a record is denied or deemed denied, the requester may file an appeal with the state's Office of Open Records within fifteen (15) business days of the mailing date of the Open Records Officer's response or deemed denial.

XI. Reasons for Denial

The Open Records Officer will deny a record request (a) in accordance with exceptions found in the Right-to-Know Law; (b) in accordance with Federal or State law or regulation or judicial order or decree; and/or (c) if the record requested is protected by privilege.

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

Legal

65 Pa.C.S. §§ 701-716

65 P.S. § 67.708(b)

[PA Virtual Charter School RTK Fee Structure 2021.docx \(19 KB\)](#)

[PA VIRTUAL CHARTER SCHOOL RTK Request form revised 27Jun22.pdf \(61 KB\)](#)

Last Modified by Julie Pufko on September 7, 2022



2024 -2029 Charter Renewal Application

PA Virtual Board Policies

CEO's Office/Board of Trustees

2000 Teaching, Learning, & Family Support

Table of Contents

Policies: Section 2000

Teaching, Learning, & Family Support

Policy Number	Name of Policy	Purpose
2001	Confidentiality Policy for the Board of Trustees	The purpose of this policy is to protect students, families, and PA Virtual staff from unauthorized release of information, by members of the PA Virtual Board of Trustees.
2002	School Safety, Security and Crisis Response Plan	The Board of Trustees of the Pennsylvania Virtual Charter School ("PA Virtual") recognizes that all facilities utilized by students and staff must be maintained and operated in a condition that is safe and promotes the general welfare of all individuals.
2003	Attendance Policy	<p>The Board of Trustees (Board) of Pennsylvania Virtual Charter School (PA Virtual) recognizes that attendance is an important factor in educational success, and the Board supports a comprehensive approach to identify and address attendance issues.</p> <p>The Board shall establish and enforce attendance requirements, in accordance with applicable laws and state administrative regulations.</p>
2004	Anti-Bullying and Anti-Hazing Policy	The Board of Trustees (Board) of Pennsylvania Virtual Charter School (PA Virtual) recognizes the importance of providing all students and employees with a safe school and learning environment in order to promote the educational process. The Board has determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards.
2005	Anti-Weapons Policy	The Board of Trustees (Board) of Pennsylvania Virtual Charter School (PA Virtual) recognizes the importance of a safe school environment relative to the educational process. This policy serves to give students, parents, staff, and the community at large a clear statement that possession of weapons in the school setting is a threat to the safety of students and staff and is prohibited by law.
2006	Controlled Substances Policy	The Board of Trustees (Board) of Pennsylvania Virtual Charter School (PA Virtual) recognizes that the abuse of controlled substances by students is a serious problem with legal, physical and social implications for the whole school community. This policy endeavors to mitigate controlled substance abuse by PA Virtual students.

2007	Youth Suicide Awareness & Prevention Policy	Pennsylvania Virtual Charter School (PA Virtual) is committed to maintaining a safe school environment; to protect the health, safety, and welfare of its students; to promote healthy development; and to safeguard against the threat or attempt of suicide among school-aged youth. In order to ensure the safety and welfare of students, PA Virtual will work to educate school personnel, contracted and other staff and students on the actions and resources necessary to promote well-being and prevent suicide.
2008	Wellness Policy on Physical Activity & Nutrition	The Board of Trustees (Board) of Pennsylvania Virtual Charter School (PA Virtual) is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education, health education, and regular physical activity as part of the total learning experience.
2009	Wellness Policy on Physical Activity & Nutrition	The Board of Trustees (Board) of Pennsylvania Virtual Charter School (PA Virtual) is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education, health education, and regular physical activity as part of the total learning experience.
2010	Wellness Policy on Physical Activity & Nutrition	The Board of Trustees (Board) of Pennsylvania Virtual Charter School (PA Virtual) is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education, health education, and regular physical activity as part of the total learning experience. In a healthy school environment, students will learn about and participate in positive dietary and lifestyle practices that can improve student achievement.
2101	Student Services Policy	The Board of Trustees (Board) of the Pennsylvania Virtual Charter School (PA Virtual) recognizes that the provision of an educational program to its students may require services and supports in addition to academic instruction
2145	Consequences for Students Convicted or Adjudicated Delinquent of Sexual Assault Policy	The Pennsylvania Legislature enacted Act 110 in an effort to protect student sexual assault victims. PA Virtual has complied with the requirements of Act 110 since its passage.
2301	Teaching, Learning, & Family Support	The early graduation policy for the Pennsylvania Virtual Charter School is founded on the premise that some students do not need to attend high school for four years in order to graduate.
2302	Graduation & Dropout Rates Policy	The Board of Directors (Board) of PA Virtual Charter School (PA Virtual) recognizes the problem of school dropouts and the resulting negative impact of school dropouts on students as well as the community and directs the organization, through the CEO, and implementation of procedures aimed at reducing dropout rates and increasing graduation rates for all student subgroups.

2401	Special Education Policy	Pennsylvania Virtual Charter School (PA Virtual) shall offer each student with a disability education programs and services that appropriately meet the student's needs for educational, instructional, and transitional and related services
2402	Free Appropriate Public Education (FAPE) Policy	The purpose of this policy shall be to ensure that FAPE is provided to all IDEA eligible students.
2403	Evaluation & Reevaluation Policy	In accordance with applicable Federal, State and Local regulations, the Board of Trustees (Board) of the Pennsylvania Virtual Charter School (PA Virtual) recognizes that in order to properly identify a student as a child with a disability who is eligible for Special Education, the school must have certain processes and procedures in place.
2404	Independent Educational Evaluations Policy	The Board of Trustees (Board) of Pennsylvania Virtual Charter School (PA Virtual) recognizes that in accordance with applicable state and federal laws and regulations, a parent has the right to obtain an Independent Educational Evaluation (IEE) of his/her child if the parent disagrees with an educational evaluation provided by PA Virtual to the extent permitted by law, including the right of PA Virtual, to file a due process complaint to show that its evaluation is appropriate and to contest the need for an independent evaluation.
2405	Dispute Resolution & Alternative Dispute Resolution Policy	It is the policy of Pennsylvania Virtual Charter School (PA Virtual) to ensure that disputes between parents and the school regarding the identification, evaluation, programming and services available to eligible students are addressed effectively and in accordance with applicable state and federal laws.
2406	Disciplinary Exclusions of Special Education Students Policy	The purpose of this policy shall be to ensure that any IDEA-identified student's rights are protected if that student is subject to discipline for school-related offenses.
2407	Participation by Students with Disabilities in High School Graduation Ceremonies	The Board of Trustees (Board) of Pennsylvania Virtual Charter School (PA Virtual) recognizes that there may be students with disabilities, whose IEPs prescribe continued special education programs beyond the fourth year of high school, who may want to participate in graduation ceremonies with their graduating class..
2408	Positive Behavioral Support Policy & Procedures	The Board of Trustees (Board) of Pennsylvania Virtual Charter School (PA Virtual) recognizes its responsibility under law to provide positive behavior support to students enrolled at the school.

2409	Alternate Assessment of Students Policy	The Chief Academic Officer of Pennsylvania Virtual Charter School ("PA Virtual") or his/her designee shall ensure that all children with disabilities are included in all general State and district-wide assessment programs, including the PSSA and Keystone Exams, with appropriate accommodations and alternate assessments where necessary and as indicated in their respective Individualized Education Plans (IEPs) for such alternate assessments as the PASA.
2410	Access to Instructional Materials in Alternate or Specialized Formats Policy	Pursuant to the state regulations which incorporate the IDEA, Pennsylvania Virtual Charter School ("PA Virtual") will adopt NIMAS to ensure the timely provision of high quality, accessible instructional materials to children who are blind or other persons with print disabilities.
2411	Assistive Technology (AT) Policy	The purpose of this policy is to direct PA Virtual staff in providing assistive technology devices and/or assistive technology services in order to provide FAPE to IDEA eligible students.
2412	Early Intervention Policy	The purpose of this policy is to direct the transition process from early intervention to the Charter School.
2413	Surrogate Parent Policy	Pennsylvania Virtual Charter School (PA Virtual) must identify eligible students in need of surrogate parents and must recruit, select, train and assign surrogate parents in a timely manner in accordance with applicable state and federal laws and regulations.
2414	Child Find Policy	The purpose of this policy is to inform the PA Virtual community of the rights of students and parents and the responsibilities of PA Virtual staff as it relates to "child find" and providing a free and appropriate education ("FAPE") to IDEA eligible students.
2415	Special Education Related Services Personnel Policy	The purpose of this policy is to guide the selection and use of various "related service" providers in order to provide FAPE to students in safe and effective manners.
2520	Dual Enrollment Policy	The Board of Trustees (Board) of Pennsylvania Virtual Charter School (PA Virtual) recognizes that, pursuant to current School Code, students enrolled at the charter school shall not be enrolled in any other public school or nonpublic school subject to the exceptions set forth below.

2601	Educational Assessment Policy	The Board of Trustees of Pennsylvania Virtual Charter School ("PA Virtual") recognizes its responsibility to develop and implement an assessment system as required by federal and state laws including Chapter 4 of the Pennsylvania Administrative Code, for improving the education program of PA Virtual
2602	Educational Assessment Policy	The Board of Trustees of Pennsylvania Virtual Charter School ("PA Virtual") recognizes its responsibility to develop and implement an assessment system as required by federal and state laws including Chapter 4 of the Pennsylvania Administrative Code, for improving the education program of PA Virtual.
2701	Educational Assessment Policy	The Board of Trustees of Pennsylvania Virtual Charter School ("PA Virtual") recognizes its responsibility to develop and implement an assessment system as required by federal and state laws including Chapter 4 of the Pennsylvania Administrative Code, for improving the education program of PA Virtual.
2702	Section 504 Policy	The Board of Trustees (Board) recognizes that all qualified persons with disabilities at Pennsylvania Virtual Charter School (PA Virtual) are entitled to a free and appropriate public education under Section 504 of the Rehabilitation Act (Section 504).
2703	Homeless Student Policy	It is the policy of the Board of Trustees (Board) of Pennsylvania Virtual Charter School (PA Virtual) that each homeless student has equal access to the same free, appropriate public education, as provided to other students in accordance with the McKinney-Vento Homeless Assistance Act (42 U.S.C. § 11431 <i>et seq.</i>), which provides authority for the McKinney-Vento Education for Homeless Children and Youth ("EHCY") program.
2704	Translation and Interpretation Services Policy	The Board of Trustees (Board) of the Pennsylvania Virtual Charter School (PA Virtual) recognizes the importance of effective communication and ensuring access to information for all students, parents, guardians, and learning coaches, including individuals with limited English proficiency (LEP) or those who are non-English speakers.
2801	Learning Coach Policy	PA Virtual Charter School (PA Virtual) utilizes the Diamond Model of Partnership with the PA Virtual Student at the center to ensure student success. The Diamond Model is a partnership between learning coaches, academics (teachers, guidance counselors, and administration), the family support department, and our curriculum and technology

2802	Title IX Policy	The Board of Trustees (Board) of the Pennsylvania Virtual Charter School (PA Virtual) declares it to be the policy of the school to provide an equal opportunity for all students to achieve their maximum potential through the programs offered without discrimination on the basis of race, color, age, creed, religion, gender, gender identification, sex, sexual orientation, ancestry, national origin, marital status, pregnancy, or handicap/disability.
2803	Anti-Discrimination and Complaint Policy	The Board of Trustees (Board) of Pennsylvania Virtual Charter School (PA Virtual) declares that the school shall not discriminate against any person on the basis of race, sex, color, creed, religion, sexual orientation, ancestry, national origin, disability, marital status, pregnancy, genetic information or any other classification otherwise protected by applicable state and/or federal laws.
2821	Student Clubs & Activities Policy	The Board of Trustees ("Board") encourages and provides equal access to the formation of student clubs and activities that promote the educational mission of the Pennsylvania Virtual Charter School ("PA Virtual") and enhance the social and educational experience of its students
2831	Bloodborne Pathogens/Exposure Policy	The purpose of this policy is to promote a safe learning environment for students and families and to promote a safe work environment for staff, vendors, and visitors to Pennsylvania Virtual Charter School (PA Virtual) by adhering to legal and "best practices" regarding exposure to blood, body fluids, and infectious materials.
2832	Medication Administration Policy	The purpose of this policy is to guide the safe administration of medication to students who require emergency medication during face to face events.
2833	School Health Screening	The Board of Trustees of Pennsylvania Virtual Charter School (PA Virtual) recognizes that all resident children in Pennsylvania qualify for School Health Screenings, and the purpose of this policy is to ensure that students are being provided said screenings consistent with all applicable federal, state, and local laws
2834	Immunization Policy	The Board of Trustees (Board) of the Pennsylvania Virtual Charter School ("PA Virtual") recognizes the need for school children to be immunized against communicable diseases, as such diseases spread easily and interrupt school life and learning for students at PA Virtual.

2901	Student Educational Records Policy	The Board of Trustees (Board) of PA Virtual Charter School (PA Virtual) recognizes the need to protect the privacy rights of students and their parents.
2902	Maintenance of Student Educational Records/ Retention Policy	It is the Board of Trustees (Board) of PA Virtual Charter School's (PA Virtual) policy that its student academic records, including both paper and electronic, be retained only as long as determined necessary to meet legal, audit, and management requirements.
2904	Family Educational Rights & Privacy Act (FERPA) Policy	The Board of Trustees (Board) of the Pennsylvania Virtual Charter School (PA Virtual) recognizes that The Family Educational Rights and Privacy Act (FERPA), a federal law, affords parents, legally emancipated students, and students over eighteen (18) years of age (eligible students) certain rights with respect to the student's educational records.
2910	Collection of Records and Information Through a Survey, Analysis or Evaluation	The Board of Trustees (Board) of PA Virtual Charter School (PA Virtual) recognizes the need to protect the privacy rights of students and their parents. This policy sets forth the rules for the collection of records and information through survey, analysis, or evaluations pursuant to FERPA and IDEA.
2912	Access to Student Educational Records	The Board of Trustees (Board) of PA Virtual Charter School (PA Virtual) recognizes the need to protect the privacy rights of students and their parents. This policy sets forth the rules for access to student educational records, pursuant to FERPA and IDEA.
2914	Visitor Policy	The Board of Trustees (Board) of Pennsylvania Virtual Charter School (PA Virtual) recognizes-potential vendors, business management professionals, building owners, and members from the community may visit the school property to conduct meetings/ trainings, deliver school materials, etc.



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	Student Handbook & Code of Conduct Policy
Code	2001
Status	Active
Adopted	August 26, 2019
Last Revised	June 22, 2020
Last Reviewed	June 27, 2022

PURPOSE

The Board of the Pennsylvania Virtual Charter School (PA Virtual) desires to create and maintain an “atmosphere” which is conducive to uninterrupted learning and free from harm for students and employees, and which preserves the integrity of the school. The Student Handbook and Code of Conduct is necessary for an effective educational environment. Each student is expected to develop his/her talents, to have respect for authority, and to display responsible citizenship, self-discipline, concern for others, and a sense of courtesy and sportsmanship. PA Virtual students are expected to exhibit appropriate behavior and to be accountable for the consequences of their actions.

POLICY

I. Delegation of Authority

The Board shall establish fair, reasonable and nondiscriminatory rules and regulations regarding the conduct of all students during the time they are under the supervision of the school directors and teachers, including while present at school-sponsored activities, and including the time necessarily spent in coming to and returning from school and school-sponsored activities.

The Board shall adopt a Student Handbook and Code of Conduct, published annually, to govern student discipline. Amendments to the Handbook may occur during the school year. Any such amendments shall be communicated to parents and students. Students shall not be subject to disciplinary action because of race, color, age, creed, religion, gender, gender identification, sex, sexual orientation, ancestry, national origin, marital status, pregnancy, or handicap/disability, and any other class afforded protections by applicable law.

Each student must adhere to Board policies and the Student Handbook and Code of Conduct governing student discipline.

The Board prohibits the use of corporal punishment by district staff for any reason(s).

Any student disciplined by a school employee shall have the right to notice of the infraction.

Suspensions and expulsions shall be carried out in accordance with Board policy and all state and federal legal requirements.



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	School Safety, Security and Crisis Response Plan
Code	2002
Status	Active
Adopted	August 26, 2019
Last Revised	December 9, 2019
Last Reviewed	June 16, 2023
Prior Revised Dates	08/26/2019

PURPOSE

The Board of Trustees of the Pennsylvania Virtual Charter School (“PA Virtual”) recognizes that all facilities utilized by students and staff must be maintained and operated in a condition that is safe and promotes the general welfare of all individuals.

POLICY

I. Delegation of Authority

The Board directs that a school-wide Crisis Manual be developed, reviewed and maintained to ensure a safe and secure environment for all students and staff as well as to protect buildings, equipment and property. The CEO, or their designee, will ensure all procedures are properly address and designation of authority is updated.

Administrators and supervisors shall inform all staff and provide training as necessary regarding proper procedures outlined within the Crisis Manual under their respective authority annually.

The CEO, or designee, shall inform the Board of all procedures and rules dealing with the safety of students and staff, and the safe operation of school facilities.

The CEO or designee shall prepare rules governing school safety and prevention of accidents and fire, which shall include the requirements of law and applicable regulations of various departments of state government, if applicable.

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

Last Modified by Kiel Parker on June 16, 2023



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	Attendance Policy
Code	2003
Status	Active
Adopted	August 26, 2019
Last Revised	June 26, 2023
Last Reviewed	June 26, 2023
Prior Revised Dates	8/26/19, 06/27/22

PURPOSE

The Board of Trustees (Board) of Pennsylvania Virtual Charter School (PA Virtual) recognizes that attendance is an important factor in educational success, and the Board supports a comprehensive approach to identify and address attendance issues.

The Board shall establish and enforce attendance requirements, in accordance with applicable laws and state administrative regulations.

POLICY

I. Definitions

Compulsory school age - the period of a child's life from the time the child's parents/guardians elect to have the child enter school, and which shall be no later than six (6) years of age until the child reaches eighteen (18) years of age. The term does not include a child who holds a certificate of graduation from a regularly accredited, licensed, registered or approved high school.

Truant - having incurred three (3) or more non-consecutive school days of unexcused absences during the current school year by a child subject to compulsory school attendance.

Habitually truant - six (6) or more non-consecutive school days of unexcused absences during the current school year by a child subject to compulsory school attendance.

Person in parental relation - a custodial biological or adoptive parent, a noncustodial biological or adoptive parent, guardian of the person of a child, and/or person with whom a child lives and who is acting in a parental role of a child. "Person in parental relation" shall not include any county agency or person acting as an agent of the county agency in the jurisdiction of a dependent child as defined by law.

School attendance improvement conference - a conference where the child's absence and reasons for the absences are examined in an effort to improve attendance, which may or may not conclude with additional services.

School-based or community-based attendance improvement program - a program designed to improve school attendance by seeking to identify and address the underlying reasons for a child's absences. The term may include an educational assignment in an alternative education program, provided the program does not include a program for disruptive youth established pursuant to Article XIX-C of the Pennsylvania Public School Code.

Learning Management System - the software application utilized by the school for the administration, documentation, tracking, reporting, and delivery of educational courses.

II. General Guidelines

PA Virtual is responsible for enforcing the compulsory school attendance laws of the Commonwealth of Pennsylvania and for properly recording student attendance and maintaining student records. The PA Virtual Attendance Policy is designed to promote maximum academic achievement, develop time management skills, and foster success in the online environment. To be considered "in attendance" at PA Virtual parents (learning coaches) have to ensure that students log-in daily to Blackboard (daily attendance). In addition students attending synchronous classes also have to attend their scheduled, teacher-led instructional classes (class attendance).

The term "compulsory attendance" refers to the mandate that all children of compulsory school age having a legal residence in Pennsylvania must attend a day school in which the subjects and activities prescribed by the standards of the State Board of Education are taught in the English language, except in the following situations found in sections 1327, 1327.1, and 1330 of Pennsylvania's Public School Code (School Code):

1. Attendance at a private trade school or private business school continuously through the entire term congruent with the school term of the resident school district and that meets the requirements set forth by the State Board of Education or the State Board of Vocational Education when:
 - a. The child is 15 and has approval from the district superintendent and the Secretary of Education, or
 - b. The child is 16 and has approval from the district superintendent.

2. Attendance at a school operated by a bona fide church or other religious body which 1. Attendance at a school operated by a bona fide church or other religious body which provides a minimum of 180 days of instruction or 900 hours of instruction per year at the elementary level or 990 hours per year of instruction at the secondary level.
3. Privately tutored or home-schooled students provided a minimum of 180 days of instruction or 900 hours of instruction per year at the elementary level or 990 hours per year of instruction at the secondary level.
4. Enrollment in a day or boarding school which is accredited by an accrediting association approved by the State Board of Education.
5. Children who are 16 and regularly engaged in useful and lawful employment during the school session with a valid employment certificate. Regularly engaged means 35 or more hours per week of employment.
6. Children who have been examined by an approved psychological professional and identified to be unable to profit from further public school attendance and excused by the school board.
7. Children who are 15 who hold a permit approved by the school district to engage in farm work or domestic service in a private home.
8. Children who are 14 and satisfactorily completed the equivalent of the highest grade of elementary school in their district who hold a permit recommended by the district and approved by the Secretary of Education to engage in farm work or domestic service in a private home.

III. Daily Attendance

Daily attendance at PA Virtual is required. Parents/ legal guardians are to ensure that the attendance of the student(s) is recorded daily and that absences are communicated to school personnel within three (3) days of the absence. Three or more unexcused absences will result in the student being placed on a School Attendance Improvement Plan. Students are required to log into Blackboard daily for attendance and attend all synchronous virtual class(es) for which they may be scheduled.

A. Virtual Class Attendance

To be marked present in a class students who are required to be in a virtual class session are required to attend for the entire class period. Students who accumulate unexcused class absences may be required to enter into an Attendance Improvement Agreement. The Attendance Improvement Agreement is intended to help students improve their class attendance.

B. Excused/Lawful Absence

For purposes of this policy, the following conditions or situations constitute reasonable cause for absence from school:

1. Illness or health-related reasons.

2. Obtaining professional health care or therapy service rendered by a licensed practitioner of the healing arts in any state, commonwealth or territory.
3. Quarantine.
4. Family emergency.
5. Recovery from accident.
6. Required court attendance.
7. As a result of the death of an immediate family member (parent/guardian, sibling, grandparent).
8. Observance of a religious holiday observed by bona fide religious group, upon prior written parental request.
9. Non-school sponsored educational tours or trips, if the following conditions are met:
 - a. The parent/guardian submits a written request for excusal prior to the absence.
 - b. The student's participation has been approved by the school principal or designee.
10. College or postsecondary institution visit, with prior approval.
11. Other urgent reasons. Urgent reasons shall be strictly construed and do not permit irregular attendance.
12. Participation in a project sponsored by an organization that is eligible to apply for a grant under the Pennsylvania Agricultural Fair Act.

PA Virtual may limit the number and duration of non-school sponsored educational tours or trips and college or postsecondary institution visits for which excused absences may be granted to a student during the school year.

C. Parental Notice of Absence

Absences shall be treated as unlawful until PA Virtual receives a written excuse explaining the absence, which must be submitted within three (3) school days of the absence, except in the case of obtaining a preapproval from administration for planned absences; such administration pre approvals must be obtained at least one week in advance of departure date.

PA Virtual attendance policy allows for a maximum of ten (10) days of cumulative lawful absences in a school year verified by parental notification. All absences beyond ten (10) cumulative days may require an excuse from a licensed medical practitioner, student medical plan or administrative approval.

D. Unexcused/Unlawful Absence

For purposes of this policy, absences which do not meet the criteria indicated above shall be considered an unexcused/unlawful absence.

An out-of-school suspension may not be considered an unexcused absence.

E. Notification from School to Parent

School staff shall provide notice to the person in parental relation upon each incident of unexcused absence.

IV. Enforcement of Compulsory Attendance Requirements

A. Truant Student

When a student has been absent for three (3) cumulative days during the current school year without a lawful excuse, school staff shall provide notice to the person in parental relation who resides in the same household as the student within ten (10) school days of the student's third unexcused absence.

The notice shall:

1. Be in the mode and language of communication preferred by the person in parental relation;
2. Include a description of the consequences if the student becomes habitually truant; and
3. When transmitted to a person who is not the biological or adoptive parent, also be provided to the child's biological or adoptive parent, if the parent's mailing address is on file with the school and the parent is not precluded from receiving the information by court order.

The notice may include the offer of a School Attendance Improvement Conference.

If the student incurs additional unexcused absences after issuance of the notice and a School Attendance Improvement Conference was not previously held, school staff shall offer a School Attendance Improvement Conference.

A child is not considered truant if they are absent from school due to not meeting the immunization, exemption or provisional admission requirements of the Department of Health, at 28 Pa. Code Chapter 23, Subchapter C (relating to immunization), or the student has not received from the CEO or their designee a medical or religious exemption from immunization under 28 Pa. Code § 23.84 (relating to exemption from immunization). 22 Pa. Code. Chapter 11.20.

B. School Attendance Improvement Conference

PA Virtual school staff shall notify the person in parental relation in writing and by telephone of the date and time of the School Attendance Improvement Conference.

The purpose of the School Attendance Improvement Conference is to examine the student's absences and reasons for the absences in an effort to improve attendance with or without additional services.

The following individuals shall be invited to the School Attendance Improvement Conference:

1. The student.
2. The student's person in parental relation.
3. Other individuals identified by the person in parental relation who may be a resource.
4. Appropriate school personnel.
5. Recommended service providers.

Neither the student nor the person in parental relation shall be required to participate, and the School Attendance Improvement Conference shall occur even if the person in parental relation declines to participate or fails to attend the scheduled conference.

The outcome of the School Attendance Improvement Conference shall be documented in a written School Attendance Improvement Plan. The Plan shall be retained in the student's file. A copy of the Plan shall be provided to the person in parental relation, and the student.

C. Student is Habitually Truant

When a student under fifteen (15) years of age is habitually truant, school staff:

1. Shall refer the student to:
 - a. A school-based or community-based attendance improvement program; or
 - b. The local Children and Youth Services agency (CYS)
2. 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 residence of the child.

When a student fifteen (15) years of age or older is habitually truant, school staff shall:

1. Refer the student to a school-based or community-based attendance improvement program; or
2. File a citation in the office of the appropriate judge against the student or the person in parental relation who resides in the same household as the student.

School staff may refer a student who is fifteen (15) years of age or older to the local CYS, if the student continues to incur additional unexcused absences after being referred to a school-based or community-based attendance improvement program, or if the student refuses to participate in such a program.

Regardless of age, when school staff refer a habitually truant student to the local CYS or collaborate with CYS to file a citation with the appropriate judge, school staff shall provide verification that the school held a School Attendance Improvement Conference.

Students that are absent from school for ten (10) or more consecutive days without appropriate documentation will be removed from PA Virtual's active rolls unless one of the following occurred:

1. PA Virtual has been provided with evidence that absence may be legally excused;
2. Compulsory attendance prosecution has been or is being pursued.

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 local CYS for assessment as possibly needing services until after PA Virtual has made a formal effort to involve the family and child in resolving the cause of the truant behavior.

A student who is eligible under the Individuals with Disabilities Education Act shall be afforded all due process rights before being removed from active roles at PA Virtual.

D. Special Needs and Accommodations

If a truant or habitually truant student may qualify as a student with a disability, and require special education services or accommodations, the Director of Special Education or designee shall be notified and shall take action to address the student's needs in accordance with applicable law, regulations and Board policy.

For students with disabilities who are truant or habitually truant, the student's Principal and the Director of Special Education or designee shall be notified and shall address the student's needs in accordance with applicable law, regulations and Board policy.

If a student with a disability is truant or chronically absent, the school should convene the student's IEP team to determine whether revisions to the student's IEP are necessary or appropriate. In those instances, the administrator responsible for handling truancy-related matters should be a participating member of the IEP team process. A student with a disability who is truant or chronically absent for health-related reasons must still produce a valid excuse for any absence, which may include a written excuse from a physician.

However, schools must recognize that students' disabilities may present unique circumstances that might require consideration of other statutory or regulatory provisions or attendance policies. That is, students' federal and state law rights, such as those provided under IDEA, Section 504, or the ADA, may require the school to otherwise diverge from its general attendance policy in order to ensure that all students with a disability are provided a free and appropriate public education (FAPE).

E. Pregnant & Parenting Students

No student, whether married or unmarried, who is otherwise eligible to attend PA Virtual, shall be denied an educational program solely because of pregnancy, childbirth, pregnancy related disabilities, or actual or potential parenthood; nor shall a pregnant student under the age of 18 be excused from the requirements of the Compulsory Attendance Statute solely for reasons of her pregnancy or maternity.

A student who requests that she not participate in a regular or extracurricular program of PA Virtual because of her pregnancy shall be excused from such program upon providing a report from a qualified physician that outlines the reason for the excusal, the recommendation for excusal, and the anticipated duration for the excusal.

A student who is absent from School due to pregnancy or parenting should be allowed to reenter the School in the same manner as any other student whose non-attendance is a result of an excused absence or a temporary disability. A student over compulsory school age who leaves school due to pregnancy or parenting demands without achieving a high school diploma shall be allowed to reenter school up until the age of 21, as any other student is permitted.

F. Discipline

PA Virtual shall not expel or impose out-of-school suspension, disciplinary reassignment, or transfer for truant behavior.

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

Legal 24 P.S. 1326
 24 P.S. 1329(b)
 Act 138 of 2016
 42 Pa. C.S.A. 6302
 22 PA Code Chapter 12
 22 PA Code Chapter 11
 Chapter 711 PA Code
 Individuals with Disabilities Education Act (IDEA)

Cross References [10 Day Truancy Process](#)

Last Modified by Julie Pufko on July 18, 2023



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	Anti-Bullying and Anti-Hazing Policy
Code	2004
Status	Active
Adopted	August 26, 2019
Last Revised	February 27, 2023
Last Reviewed	February 27, 2023
Prior Revised Dates	8/26/2019, 6/22/2020

PURPOSE

The Board of Trustees (Board) of Pennsylvania Virtual Charter School (PA Virtual) recognizes the importance of providing all students and employees with a safe school and learning environment in order to promote the educational process. The Board has determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards.

Bullying and cyberbullying, and hazing, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and PA Virtual's ability to safely educate its students in a safe environment. Therefore, it shall be the policy of PA Virtual to maintain an educational environment that is intolerant of bullying and cyberbullying, or hazing in any form.

Since students learn by example, school administrators, faculty, staff and volunteers are directed to demonstrate appropriate behavior, treat others with civility and respect, and to refuse to tolerate bullying, cyberbullying or hazing. This policy pertains to all students and staff, regardless of their status. This policy also applies to all students and staff whose conduct out of school materially and substantially interferes with the educational process at PA Virtual.

POLICY

I. Definitions

Bullying and Cyberbullying - intentional electronic, written, verbal, or physical act, or a series of acts:

1. directed at another student or students;
2. which occurs in a "school setting," or occurs outside of school and the Charter School reasonably forecasted that the outside-of-school conduct would materially interfere with or substantially disrupt the educational process or program in the school, and the outside-of-school conduct does in fact materially interfere with or substantially disrupt the educational process or program in the school;
3. that is severe, persistent or pervasive; and
4. that has the effect of doing any of the following:
 - a. substantially interfering with a student's education;
 - b. creating a threatening environment; or
 - c. substantially disrupting the orderly operation of the school.

Bullying and Cyberbullying shall encompass acts that occur outside a school setting if those acts meet the requirements found in (1), (3) and (4) listed above.

School Setting - shall mean in PA Virtual, on School grounds, on School property, using School equipment and technology, on School's server or School's electronic, web-based, Internet or online programs, in School vehicles, or at any activity sponsored, supervised or sanctioned by PA Virtual and any time spent necessarily traveling to and from these locations. Additionally, any student whose out of school conduct materially interferes with or substantially disrupts the educational process in the school is also subject to this policy.

Cyberbullying - Cyberbullying is often seen by sending harmful or cruel material, text messages and/or images or engaging in other forms of social aggression and bullying using the Internet, cell phones, personal digital assistants ("PDAs") or other technology resources.

All students, staff, volunteers, and contractors shall comply with PA Virtual's Acceptable Use and Internet Safety Policy, which is required under the Children's Internet Protection Act ("CIPA").

Cyberbullying via the Internet is seen through the use of any one or more of a number of methods, including, but not limited to:

- Email sent to the intended victim;
- Blog entries regarding the intended victim;
- Posts on social networking websites, including, but not limited to, Snapchat, Facebook, Twitter, Instagram, etc.;
- Posting victim's pictures on the Internet or networking websites with derogatory phrases or questions attached to them;
- Using instant messaging tools to harass victims;
- Creating an Internet parody of the intended victim;
- Creating fake Internet profiles for the victim on a public website;
- Creating or accessing an unauthorized website which harasses or bullies the victim;
- Using camera phones and/or digital cameras to take embarrassing photographs of students and/or staff and posting them online;

- Excluding others from an online group by falsely reporting them for inappropriate language to Internet service providers.

Cell phones are also often used for cyberbullying for things such as calling or text messaging the victim and/or using a victims' cell phone to text or call another victim using harassing language.

The use of the Internet or PA Virtual email does not necessarily have to involve the creation of the offensive materials. Rather, the person creating the offensive material may do it on a home computer and then use PA Virtual's computers to take such actions as accessing it, viewing it, displaying it for others to see, disseminating copies of it to others or otherwise publicizing the contents.

PA Virtual strictly prohibits the above conduct and any conduct by any student or staff that creates or intends to create an intimidating, threatening, offensive or hostile learning environment.

Hazing

Title 18 - Chapter 28 was added October 19, 2018, P.L.535, No.80, also known as the "Timothy J. Piazza Antihazing Law." Chapter 28 defines the following:

- **§ 2802. Hazing.**

(a) Offense defined.--A person commits the offense of hazing if the person intentionally, knowingly or recklessly, for the purpose of initiating, admitting or affiliating a minor or student into or with an organization, or for the purpose of continuing or enhancing a minor or student's membership or status in an organization, causes, coerces or forces a minor or student to do any of the following:

(1) Violate Federal or State criminal law.

(2) Consume any food, liquid, alcoholic liquid, drug or other substance which subjects the minor or student to a risk of emotional or physical harm.

(3) Endure brutality of a physical nature, including whipping, beating, branding, calisthenics or exposure to the elements.

(4) Endure brutality of a mental nature, including activity adversely affecting the mental health or dignity of the individual, sleep deprivation, exclusion from social contact or conduct that could result in extreme embarrassment.

(5) Endure brutality of a sexual nature.

(6) Endure any other activity that creates a reasonable likelihood of bodily injury to the minor or student.

(b) Grading.--

(1) Except as provided under paragraph (2), hazing is a summary offense.

(2) Hazing shall be a misdemeanor of the third degree if it results in or creates a reasonable likelihood of bodily injury to the minor or student.

(c) Limitation.--Hazing shall not include reasonable and customary athletic, law enforcement or military training, contests, competitions or events.

- Secondary school: Any public or private school within this Commonwealth providing instruction in grades 7 through 12 or any combination of those grades.

The CEO or designee shall ensure that students are informed of the secondary school's policy, including the secondary school's rules, penalties and programs of enforcement. This policy must be posted on the PA Virtual's publicly accessible Internet website.

The CEO or designee will provide a program for the enforcement of this policy required under 18 Pa. C. S.A. 2801 et seq. and shall adopt appropriate penalties for violations of the policy to be administered by PA Virtual's Principals or their designees responsible for the sanctioning or recognition of the organizations covered by this policy.

As a policy adopted under 18 Pa. C.S. § 2808, this policy shall apply to each act conducted on or off campus or school property if the acts are deemed to constitute hazing or any offense under Chapter 28, the Timothy J. Piazza Anti-Hazing Law.

II. Guidelines

Students shall conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

The Board believes that standards for student behavior must be set cooperatively through interaction among the students, parents and guardians, staff, and community members of PA Virtual, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school and community property on the part of students, staff, and community members.

Since bystander support of bullying and cyberbullying, and hazing can bolster these types of behaviors, PA Virtual prohibits both active and passive support for acts of bullying, cyberbullying, and hazing. The staff should encourage all students to refuse to engage in these acts and to report them immediately to their academic program Principal.

III. Reporting Bullying/ Cyberbullying

Any student who feels he or she has been bullied or cyberbullied shall have the right to file a complaint of such bullying. Complaints should be reported to the academic program Principal. Complaints may also be reported directly to a teacher, guidance counselor, or other administrator who shall immediately report the incident to the academic program Principal in order to protect an alleged victim and for prompt investigation.

Any staff who sees any incidents of bullying or cyberbullying must immediately report the incident(s) to the academic program Principal. All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. It shall be the responsibility of the academic program Principal to investigate promptly and thoroughly any and all bullying and cyberbullying complaints received or referred by other individuals and to make recommendations based upon the investigation. If the investigation results in a substantiated charge of the bullying, PA Virtual shall take prompt corrective action to ensure the bullying and/or cyberbullying ceases and will not reoccur.

The Board requires the CEO or their designee to be responsible for determining whether an alleged act constitutes a violation of this policy. In determining whether alleged conduct constitutes bullying or cyberbullying or hazing, the totality of circumstances, nature of the conduct, and context in which the alleged conduct occurred shall be investigated. If the investigation results in a substantiated charge, PA Virtual shall take prompt corrective action to ensure the bullying, cyberbullying and/or hazing ceases and will not reoccur.

Reports to the CEO or their designee may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

Upon receipt of a report of an alleged act in violation of this policy, the CEO or their designee shall immediately notify the parent or guardian of the perpetrator of the bullying, cyberbullying and/or hazing and the parent or guardian of the victim of the alleged incident(s).

IV. Consequences for Violations

Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of bullying or cyberbullying may range from positive behavioral interventions up to and including in school or out of school suspension from PA Virtual or expulsion or other disciplinary removal from PA

Virtual, in the case of a student, or suspension or termination in the case of an employee, as set forth in the Student Handbook and Code of Conduct, Bargaining Unit Member Handbook, or Employee Handbook.

In some cases, bullying and/or cyberbullying may constitute criminal activity and the Police Department will be notified in accordance with PA Virtual's Memorandum of Understanding with local law enforcement. This may lead to a criminal investigation and criminal charges against the student or staff.

Consequences for a student who commits an act of bullying and/or cyberbullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and must be consistent with the Student Handbook and Code of Conduct. Remedial measures shall be designed to:

- correct the problem behavior;
- prevent another occurrence of the behavior; and
- protect the victim of the act.

V. Confidentiality

PA Virtual recognizes that all parties in a reported bullying incident have strong interest in maintaining the confidentiality of the allegations and related information. The privacy of the student(s) filing a complaint, the individual(s) against whom the complaint is filed, and the witnesses to the event(s) will be respected as much as possible, consistent with legal obligations to investigate, to take appropriate action, and to comply with the Family Educational Rights and Privacy Act (FERPA) and any discovery or disclosure obligations. As limited by FERPA protections, the principal or his/her designee may inform the alleged victim/student and his/her parent(s) or guardian(s) of the outcome of the investigation.

VI. Retaliation Prohibited

The Board of Trustees strictly prohibits retaliation or reprisal against any person who reports bullying and/or cyberbullying incidents. Retaliation includes, but it is not limited to, any form of intimidation, reprisal or harassment used against a person who reports, in good faith, incident(s) of bullying and/or cyberbullying.

Disciplinary action against any person who retaliates or engages in reprisals for reporting such behavior(s) may include sanctions up to and including expulsion or suspension for students and termination for staff engaging in such prohibited conduct. The consequences and appropriate remedial action shall be determined after consideration of the nature, severity, and circumstances of the act.

VII. False Accusations

The Board of Trustees prohibits any person from falsely accusing another of bullying and/or cyberbullying. The consequences and appropriate remedial action for a student found to have falsely accused another of bullying and/or cyberbullying may range from positive behavioral interventions up to and including suspension or expulsion. Consequences and appropriate remedial action for an employee found to have falsely accused another of bullying and/or cyberbullying shall be disciplined in accordance with School policies, procedures, and agreements.

VIII. Compliance

The Board of Trustees directs the Administration at PA Virtual to develop any procedures necessary to implement this policy and to develop appropriate prevention, intervention and education strategies related to bullying and cyberbullying.

Acts of bullying and cyberbullying are prohibited by and a violation of PA Virtual's Acceptable Use and Internet Safety Policy.

PA Virtual will comply with all applicable federal and state laws relating to bullying, cyberbullying, and hazing including, but not limited to, the requirements delineated in the Pennsylvania Charter School Law, 24 P.S. § 1701-A, et seq., 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) and any applicable implementing regulations.

PA Virtual will also comply with Chapter 711 of Title 22 of the Pennsylvania Code, the Public School Code, the applicable House Bill 1067 Public School Code amendments relating to safe schools and bullying, and applicable provisions of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) and its applicable implementing regulations regarding the discipline of special education students and thought-to-be eligible students who engage in an act of bullying.

As required by the Federal Broadband Data Improvement Act of 2008, the Charter School shall educate elementary and secondary school aged students with computer access to the Internet about appropriate online behavior, including online interaction with other individuals on social networking websites, such as Facebook, and in chat rooms and educate them regarding cyberbullying awareness and response.

Specifically, with regard to the PA Safe Schools Act, Charter School administration shall annually provide the following information with the Safe School Report:

1. Board's Anti-Bullying & Anti-Hazing Policy.
2. Report of bullying incidents.
3. Information on the development and implementation of any bullying prevention, intervention or education programs.

IX. Disabled Students

For those students who meet the disability definitions of IDEA and/or Section 504 of the Rehabilitation Act of 1973 (Section 504), both Section 504 and Title II protect these disabled students from bullying or hazing by teachers, other school employees, and third parties. Such prohibited behavior can trigger a school's obligation to address disability-based harassment, remedy a denial of a free and appropriate public education ("FAPE"), or both. The U.S. Department of Education's Office of Civil Rights ("OCR") would find a disability-based harassment violation under Section 504 and Title II when: (1) a student is bullied or hazed based on a disability; (2) the bullying or hazing is sufficiently serious to create a hostile environment; (3) school officials know or should know about the bullying or hazing; and (4) the school does not respond appropriately.

X. Annual Distribution of Information

The Board requires Charter School officials to annually disseminate the policy to all school staff, students, volunteers, independent contractors and parents along with a statement explaining that it applies to all applicable acts of bullying, cyberbullying, and hazing that occur in the Charter School, on Charter School grounds, on Charter School property, using Charter School equipment and/or technology, on Charter School servers or Charter School electronic, web-based, Internet or online programs, in Charter School vehicles, at designated bus stops or at any activity or organization sponsored, supervised or sanctioned by the Charter School and any time spent necessarily traveling to and from these locations. Additionally, any student or employee's out of school conduct that materially and substantially interferes with the educational process in the Charter School is also subject to this policy.

The Charter School is required to post this policy on its website and make the policy available in every classroom. This policy shall also be posted at a prominent location within every Charter School building where such notices are usually posted. The Charter School shall ensure this policy and its procedures for reporting bullying, cyberbullying, and hazing incidents are reviewed with students and staff within ninety (90) days after its adoption and, thereafter, a minimum of one (1) time per school year.

XI. Training

To ensure bullying does not occur on school campuses, PA Virtual will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build each school's capacity to maintain a safe and healthy learning environment.

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

Legal

[Individuals with Disabilities Education Improvement Act of 2004 \(IDEA 2004\).](#)

[House Bill 1067 Public School Code amendments](#)

[Chapter 711 of Title 22 of the Pennsylvania Code](#)

[Neighborhood Children's Internet Protection Act \(N-CIPA\).](#)

[Child Internet Protection Act \(CIPA\).](#)

[47 U.S.C. § 254\(h\) and \(l\).](#)

[24 P.S. § 1701-A, et seq](#)

[Title 24 P.S. Education Article XIII-A. Safe Schools](#)

Cross References

[Acceptable Use and Internet Safety Policy #3201](#)

Last Modified by Kiel Parker on March 17, 2023



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	Anti-Weapons Policy
Code	2005
Status	Active
Adopted	August 26, 2019
Last Revised	June 27, 2022
Prior Revised Dates	3/28/2020

PURPOSE

The Board of Trustees (Board) of Pennsylvania Virtual Charter School (PA Virtual) recognizes the importance of a safe school environment relative to the educational process. This policy serves to give students, parents, staff, and the community at large a clear statement that possession of weapons in the school setting is a threat to the safety of students and staff and is prohibited by law.

POLICY

I. Objectives & Authority

1. To ensure the safety of students and staff, their property, and the property of PA Virtual.
2. To maintain a safe, supportive, nurturing, non-punitive school environment highly conducive to learning. The Board of Trustees shall expel for a period of not less than one (1) year any student who violates this weapons policy. Such expulsion shall be given in conformance with formal due process proceedings required by law and Board Policy. The CEO or designee may recommend modifications of such expulsion requirement on a case-by-case basis.
3. In the case of a student with a disability, including a student for whom an evaluation is pending, the Charter School shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.

II. Definitions

Weapon - A weapon is defined as any object that, by design, use, intended use, or brandishing could cause bodily harm or property damage or could intimidate other persons. Weapons include, but are not limited to, firearms (whether loaded or unloaded, operational or not, and genuine or not), stun guns and BB guns, as well as knives and knife look-alikes, razors or other cutting instruments, chains, martial arts equipment, dangerous chemicals, explosives or devices which may cause a fire or any other tool, instrument or implement capable of inflicting serious bodily injury. In addition, any look-alikes, toys, fakes, play or "pretend" weapons will be in violation of this rule and will be subject to similar consequences.

Items not designed as weapons will be regarded as weapons under this policy if their use causes another person bodily harm or damage, and/or if the items are used with the intent of causing bodily harm or property damage, and/or they are used to intimidate others. Such items include, but are not limited to belts, sprays, pens and pencils, scissors, laser pointers and other sharp objects.

Possession - a student is in possession of a weapon when the weapon is found on the person of the student; in the student's locker; in a vehicle used by the student; under the student's control while s/he is on school property, on property being used by the school, at any school function or activity, at any school event held away from the school; or while the student is on his/her way to or from school.

Students are not permitted to brandish a weapon on camera virtually and/or in virtual posts connected with PA Virtual classes and/or PA Virtual events.

The three exceptions to this policy are:

- A weapon under the control of a law enforcement officer or designated safety officer acting in an official capacity.
- A weapon handled legally for the purpose of education approved by the CEO or designee.
- A prop used to represent a weapon used by an individual as part of a program in PA Virtual or at a PA Virtual activity approved by the CEO or designee.

III. Statement of Policy:

No one shall use, threaten to use, possess, sell, distribute, or store any weapon or weapon look-alike at a PA Virtual facility, on a PA Virtual virtual platform, in a PA Virtual vehicle, in or on any other PA Virtual property, or at any PA Virtual-sponsored function at any other location.

IV. Consequences of Violating this Policy:

The consequences for violating this policy are in accordance with PA Virtual's Student Handbook and Code of Conduct and may include any or all of the following:

- Administering approved disciplinary practices and procedures. or designee
- 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 to the Board of Trustees for expulsion of students,
- Consequences for employees, and individuals on school property other than students or employees, may include either or both of the following:
 - Notification of law enforcement officials.
 - For employees: disciplinary action in accordance with current employment agreements, collective bargaining agreements, and/or the employee manual.

V. Guidelines

The CEO or designee shall immediately report incidents involving weapons on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the Memorandum of Understanding with local law enforcement and Board policies.

The CEO or designee shall notify the parent/guardian of any student directly involved in an incident involving weapons as a victim or suspect immediately, as soon as practicable. The CEO or designee shall inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The CEO or designee shall document attempts made to reach the parent/guardian.

- In accordance with state law, the CEO shall annually report all incidents involving possession of a weapon to the Office for Safe Schools on the required form.

The Principal shall annually inform staff, students and parents/guardians about the Board Policy prohibiting weapons and about their personal responsibility for the health, safety and welfare of the school community.

VI. Transfer Students

The CEO or designee, shall require upon registration a sworn statement or affirmation from a parent, guardian or other person having control or charge of a student, stating whether or not the student was previously suspended or expelled from any public or private school in Pennsylvania or any other state for an offense involving weapons, alcohol or drugs or other violent acts.

In the case of student transfers to the Charter School, the Charter School shall request the sending district to transmit a certified copy of the pupil's disciplinary record. The sending district has ten (10) days from receipt of the request to supply this record.

In the case of student transfers from the Charter School, the Charter School shall send to the receiving district, upon request, a certified copy of the student's disciplinary record within ten (10) days from receipt of the request to supply this record.

PA Virtual shall not enroll a student during a period of expulsion for an offense involving a weapon (See Enrollment Policy for additional expulsion information).

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

Legal

Section 1317.2- 1949 Act 14
22 PA Code 10

Last Modified by Julie Pufko on September 8, 2022



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	Controlled Substances Policy
Code	2006
Status	Active
Adopted	August 26, 2019
Last Revised	June 27, 2022
Prior Revised Dates	12/14/2020

PURPOSE

The Board of Trustees (Board) of Pennsylvania Virtual Charter School (PA Virtual) recognizes that the abuse of controlled substances by students is a serious problem with legal, physical and social implications for the whole school community. This policy endeavors to mitigate controlled substance abuse by PA Virtual students.

POLICY

I. Definitions

For purposes of this policy, **controlled substances** shall mean all of the following:

1. Controlled substances prohibited by federal and state law,
2. Counterfeit or Look-alike drugs,
3. Alcoholic beverages,
4. Anabolic steroids,
5. Drug devices /paraphernalia,
6. Any volatile solvents or inhalants, such as but not limited to glue and aerosol products,
7. Any inappropriate use of a substance that could pose a health risk,
8. Designer drugs/Substances that when ingested cause a physiological effect that is similar to the effect of a controlled substance as defined by state or federal law,
9. Prescription or patent drugs, except those for which permission for use in school has been granted pursuant to Board policy

Under the influence means noticeable impairment of ability to ambulate, converse, comprehend or perform motor tasks as a result of consumption of prohibited items shall include any consumption or ingestion of controlled substances by a student.

Look-alike drugs shall include any pill, capsule, tablet, powder, plant matter or other item or substance that is designed or intended to resemble a controlled substance prohibited by this policy, or is used in a manner likely to induce others to believe the material is a controlled substance.

II. Authority

The Board prohibits students from using, possessing, distributing, and being under the influence of any controlled substances during school hours, at any time while on school property, at any school sponsored activity, and during the time spent traveling to and from school and to and from school sponsored activities.

No student, employee, visitor, guest or any other person may manufacture, use, abuse, possess, be under the influence of, distribute or attempt to distribute controlled substances as defined above while on school premises, at any school-sponsored activity anywhere, or while traveling to and from school or school-related activities.

Students, employees, visitors, and guests who conspire, aid, or abet the use, abuse, possession, constructive possession, or distribution of controlled substances as defined above are similarly in violation of this Board Policy.

The Board may require participation in drug counseling, rehabilitation, testing or other programs as a condition of reinstatement into the school's educational and/or extracurricular activities resulting from violations of this policy.

In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.

III. Off-Campus Activities

This policy shall also apply to student conduct that occurs off school property and would otherwise violate the Student Handbook and Code of Conduct if any of the following circumstances exist:

1. There is a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.
2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.
3. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.
4. The conduct has a direct nexus to attendance at school or a school-sponsored activity, such as an agreement to complete a transaction outside of school that would violate the Student Handbook and Code of Conduct.
5. The conduct involves the theft or vandalism of school property.
6. The conduct occurs during the time the student is traveling to and from school or traveling to and from school-sponsored activities, whether or not via charter school furnished transportation.

IV. Confidentiality

The privileged confidentiality between students and guidance counselors, school nurses, school psychologists, home and school visitors and other school employees shall be respected; and no confidential communication made to such employee shall be required to be revealed without the consent of the student, if 18 years old and a regular education student or parent, if the student is regular education and under 18 years old or if the student is an identified IDEA eligible student unless the "information received in confidence from a student" to school personnel jeopardizes the "health, welfare or safety of the student or other persons" the information may be disclosed to the student's parents, guardians or "other appropriate authority."

V. Delegation of Responsibility

The Chief Executive Officer (CEO) or designee shall develop administrative regulations to identify and control substance abuse in the schools which:

- Establish procedures to appropriately manage situations involving students suspected of using, possessing, being under the influence, or distributing controlled substances.
- Provide education concerning the dangers of abusing controlled substances.



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	Youth Suicide Awareness & Prevention Policy
Code	2007
Status	Active
Adopted	August 26, 2019
Last Revised	June 27, 2022
Prior Revised Dates	10/17/2020

PURPOSE

Pennsylvania Virtual Charter School (PA Virtual) is committed to maintaining a safe school environment; to protect the health, safety, and welfare of its students; to promote healthy development; and to safeguard against the threat or attempt of suicide among school-aged youth. In order to ensure the safety and welfare of students, PA Virtual will work to educate school personnel, contracted and other staff and students on the actions and resources necessary to promote well-being and prevent suicide. This policy incorporates the procedures set forth in PA Virtual's Crisis Response Plan.

POLICY

I. Authority

This policy shall apply in any situation where a student is expressing suicidal thoughts or intentions of self-harm on PA Virtual property, on a PA Virtual virtual platform, at any PA Virtual sponsored activity, or on any PA Virtual provided vehicle transporting to or from a school, or portal to portal, or PA Virtual sponsored activity. This policy shall also apply following a suicide threat or attempt that does not occur on PA Virtual property or during a PA Virtual sponsored activity, but that is reported to any school personnel.

This 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").

In compliance with state law and regulations, and in support of the School's suicide prevention measures, information received in confidence from a student may be revealed to the student's parents/guardians, CAO, CEO or designee, Principal or other appropriate authority when the health, welfare or safety of the student or any other person is deemed to be at risk.

II. Publication

The school entity will notify its employees, students and parents/guardians of this policy and will post the policy on the school entity's website.

III. Definitions

At-Risk for Suicide - any youth with risk factors or warning signs that increase the likelihood of suicidal behavior.

Chief School Administrator - the chief executive officer of a charter school, regional charter school or cyber charter school.

Crisis Response Team - shall include but may not be limited to the administrators, school counselors, school nurses, school psychologists, school social workers, school resource officers, and/or other members of the Student Assistance Program (SAP) and may include other members as deemed appropriate by the chief school administrator. 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.

Postvention - activities which reduce risk of suicide and suicide contagion and promote healing among survivors and whole school community after a suicide death and address social stigma associated with suicide.

Prevention - refers to efforts that seek to reduce the factors that increase the risk for suicidal thoughts and behaviors and increase the factors that help strengthen, support, and protect individuals from suicide.

Protective Factors - refers to characteristics associated with a lower likelihood of negative outcomes or that reduces a risk factor's impact. Protective factors may be seen as positive countering events.

Resilience - is the process of adapting well in the face of adversity, trauma, tragedy, threats, or significant sources of stress or "bouncing back" from difficult experiences.

Risk Factors - refers to characteristics at the biological, psychological, family, community, or cultural level that precede and are associated with a higher likelihood of negative outcomes, including suicide.

School and School Entity - shall mean, charter school, regional charter school, and cyber charter school.

School Connectedness - shall mean the belief by students that adults and peers in the school care about their learning as well as about them as individuals.

School Personnel - shall include, but may not be limited to, administrators, teachers, school-based mental health professionals (e.g., school counselor, school psychologist, school social worker), paraprofessionals, support staff, coaches, bus drivers, custodians and cafeteria workers.

Suicide - shall refer to death caused by self-directed injurious behavior with intent to die as a result of the behavior.

- 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.

Suicidal Act or Suicide Attempt - shall mean a potentially self-injurious behavior for which there is evidence that the person intended to kill him/herself; a suicidal act may result in death, injuries, or no injuries.

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.

Suicide Threat - shall mean a verbal or nonverbal communication that an individual intends to harm him/herself with the intention to die but has not acted on the behavior.

Warning Signs - are evidence-based indicators, often observable, that someone may be in danger of suicide, either immediately or in the very near future.

IV. Suicide Awareness and Prevention

The Crisis Response Team(s), as defined above, will help in identifying risk factors for suicide:

1. Major depression (feeling down in a way that impacts your daily life) or bipolar disorder (severe mood swings)
2. Problems with alcohol or drugs
3. Unusual thoughts and behavior or confusion about reality
4. Personality traits that create a pattern of intense, unstable relationships or trouble with the law
5. Impulsivity and aggression, especially along with a mental disorder
6. Previous suicide attempt or family history of a suicide attempt or mental disorder
7. Serious medical condition and/or pain
8. Sudden deterioration in academic performance
9. 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

10. 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.
11. Difficulty in adjusting to gender identity – there is a higher rate of suicide among gay, lesbian, bisexual and transgendered teens than heterosexual peers.
12. 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.

The school entity shall utilize a multifaceted approach to suicide awareness and prevention, which includes the following:

V. Staff Development

Youth suicide awareness and prevention education will be provided for all school personnel about the importance of suicide prevention, the recognition of suicide risk factors and warning signs, and how to respond. Staff education should also include strategies to enhance protective factors, resilience, and school connectedness.

All PA Virtual Staff serving grades 6-12 shall participate in four (4) hours of youth suicide awareness and prevention training every five (5) years.

VI. Prevention Education for Students

Students shall receive age-appropriate lessons in their classrooms through health education or other appropriate curricula on the importance of safe and healthy choices, as well as help seeking strategies for self and/or others. Lessons shall contain information on comprehensive health and wellness, including emotional, behavioral and social skills development. These lessons may be taught by health and physical education teachers, classroom teachers, student services staff, or community service providers. Students shall be taught not to make promises of confidence when they are concerned about a peer or significant other. Students who are in need of intervention shall be referred in accordance with the school entity's referral procedures for screening and recommendations.

VII. Intervention/Prevention

In compliance with state regulations and in support of the school's suicide prevention protocols, information received in confidence from a student may be revealed to the student's parents or guardians, the principal or other appropriate authority when the health, welfare or safety of the student or other persons is clearly in jeopardy.

Any school personnel who observes a student exhibiting a warning sign for suicide, or who has another indication that a student may be contemplating suicide, shall follow the protocols and procedures outlined in PA Virtual's Crisis Manual related to Potential and Threatened Suicide.

If a student is identified as being at risk for suicide, or attempts suicide and the student does or may require special education services or accommodations, the Director of Special Education shall be notified and shall take action to address the student's needs in accordance with applicable law, regulations and Board policy.

VIII. Procedures for Parental Involvement

Parents or guardians of a student identified as being at risk of suicide must be immediately notified by the school and must be involved in consequent actions and provided with crisis and community resources. If any mandated reporter suspects that a student's risk status is the result of abuse or neglect, that individual must comply with the reporting requirements of the Child Protective Services Law in accordance with the School's Mandatory Reporter Policy.

If the parents or guardians refuse to cooperate or the student is over 14 years old and unable to understand treatment offered or is uncooperative, and there is any doubt regarding the child's safety, the school personnel who directly witnessed the expressed suicidal thought or intention may pursue a section 302 involuntary behavioral health assessment by calling County Emergency Services for the student's county of residence and ask for a delegate. The delegate will listen to concerns and advise on the course of action. If a 302 involuntary behavioral health assessment is granted, the first-hand witness will need to be the petitioner, with support from the principal or other School administrator.

IX. Response to Suicide Attempt

If a suicide attempt occurs off campus, PA Virtual will follow the following reentry procedures upon the student's return to school.

- A student's excusal from school attendance after a behavioral health crisis and the student's return to school shall be consistent with state and federal laws and regulations.
- The principal or designee and School employed mental health professional shall meet with the parents/guardians of a student returning to school after a behavioral health crisis, and, if appropriate, meet with the student to discuss re-entry and applicable next steps to ensure the student's readiness to return to school which shall include a Crisis Plan.
- When authorized by the student's parent/guardian, a designated school employee shall coordinate with the appropriate outside behavioral health care providers. A request of the parent or guardian through a Release of Records/Exchange of Information will be made for documentation from a mental health care and any other health care provider(s) for records of diagnosis, treatment and prognosis.
- A designated school employee will regularly check in, in accordance with the Student's Section 504 Plan or Individual Education Plan, with the student to facilitate the transition back into the school community and address any student concerns during the school day or as a result of assignments, tests, projects and interaction with peers and School staff.

X. Response to Suicide (Postvention)

Upon confirmation of death, the school entity will immediately implement established postvention procedures, which shall include methods for verifying the death, informing the school community, identifying and monitoring at risk youth, and providing resources and supports for students, staff, and families. If a suicide occurs off school property, the school will obtain confirmation of the death prior to initiating postvention procedures.

XI. Resources for Youth Suicide Awareness and Prevention

A comprehensive set of resources for youth suicide awareness and prevention is accessible at: PDE Suicide Prevention & Awareness

[Suicide Prevention Online Learning Center](#)

Suicide Prevention Resource Center - <http://www.sprc.org/>

For additional information about suicide prevention efforts in Pennsylvania, visit Prevent Suicide PA's [website](#).

American Foundation for Suicide Prevention - <http://www.afsp.org/>

Services for Teens at Risk (STAR-Center) – <http://www.starcenter.pitt.edu/>

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

Legal	23 Pa.C.S. Chapter 63
	22 Pa Code. Chapter 12
	Section 1526 of the School Code, 24 P.S. §15-1526

Last Modified by Julie Pufko on September 8, 2022



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	Wellness Policy on Physical Activity & Nutrition
Code	2008
Status	Active
Adopted	August 26, 2019
Last Revised	June 27, 2022
Prior Revised Dates	3/28/2020

PURPOSE

The Board of Trustees (Board) of Pennsylvania Virtual Charter School (PA Virtual) is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education, health education, and regular physical activity as part of the total learning experience. In a healthy school environment, students will learn about and participate in positive dietary and lifestyle practices that can improve student achievement.

POLICY

To promote the health and well-being of all students, the Board establishes that PA Virtual shall provide the students, in accordance with State Board of Education curriculum regulations and academic standards:

- Nutrition education will be provided within the sequential, comprehensive health education program in accordance with the State Board of Education curriculum regulations and the academic standards for Health, Safety and Physical Education.
- Physical education courses and opportunities for developmentally appropriate physical activity during the school day.
- Curriculum and programs that are designed to educate students about proper nutrition and lifelong physical activity.

PA Virtual's Chief Executive Officer or his/her designee shall be responsible to monitor PA Virtual's programs and curriculum to ensure compliance with this policy, related policies and established guidelines or administrative regulations to Charter School wellness.

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

Last Modified by Julie Pufko on September 8, 2022



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	Religious Beliefs and Customs and Exemption From Instruction Policy
Code	2009
Status	Active
Adopted	August 26, 2019
Last Revised	February 27, 2023
Last Reviewed	February 27, 2023
Prior Revised Dates	08/26/2019, 03/28/2020

PURPOSE

The purpose of this policy is to protect an individual's right with regard to religious beliefs and customs in accordance with applicable law.

POLICY

The Board of Trustees (Board) of the Pa Virtual Charter School (PA Virtual) recognizes that no religious belief or non-belief should be promoted by PA Virtual or its employees, and none should be disparaged. Instead, PA Virtual should encourage all students and staff members to appreciate and be tolerant of each other's religious views and customs. PA Virtual should foster understanding and mutual respect among diverse students and parents. Furthermore, the Board adopts this policy to ensure that parents/guardians have the right to have their children excused from specific instruction, course materials, or assignments that conflict with their own religious beliefs. This policy does not pertain to a student being excused from an entire course.

The rights granted by this policy are granted to parents/guardians of students enrolled in PA Virtual programs when the students are under the age of eighteen (18) and to the students themselves when the student is eighteen (18) or over, unless the student is incapable of making the decision due to a disability. Pursuant to 22 PA Code §§4.4(c) and 11.7, PA Virtual shall excuse any student from specific instruction, subject to the following conditions:

1. To assist PA Virtual in ensuring that the student is excused from the correct specific instruction, the request must be made in writing and must detail the specific instruction from which the student is to be excused. The written form that is to be used will be provided to the requester by the course

instructor.

2. The written request to be excused, from specific instruction, course materials, or assignments shall be completed by way of the Objectionable Materials and Substitution form and sent by the parent/guardian or student to the course instructor. One (1) copy of the request shall be retained in the student's permanent school record, one (1) copy kept by the Principal or Administrator, and one (1) copy submitted to the teacher from whose instruction the student is to be excused.

3. It shall not be the responsibility of PA Virtual or its employees to ensure that the student exercises his/her right to be excused in accordance with a parental request. It shall be the responsibility of the student to request permission to leave class when the specific instruction objected to is presented. When the student seeks to be excused, the teacher shall excuse the student if the teacher or administrator has a copy of the written request and the written request adequately describes the specific instruction

4. The written request must contain a statement that the specific instruction described conflicts with the religious beliefs of the student or of the parents/guardians.

5. The parent/guardian and/or student may request suggested replacement educational activities. The only permissible educational activity for this purpose shall be in the nature of replacement instruction that is consistent with the goals set for the course and that does not require the provision of any extra resources by PA Virtual.

6. The Principal or other Administrator shall determine where the student shall report during the time the student is excused. All students excused from specific instruction shall be required to achieve the academic standards established by PA Virtual as necessary for completion of the program.

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

Legal [22 PA Code §§4.4\(c\) and 11.7](#)

Cross References [Educational Assessment Policy #2601](#)

Last Modified by Kiel Parker on March 17, 2023



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	Service Animal Policy
Code	2010
Status	Active
Adopted	August 26, 2019
Last Revised	June 26, 2023
Last Reviewed	June 26, 2023
Prior Revised Dates	08/26/2019, 8/26/22
Primary	Academic Administration

PURPOSE

The Board of Trustees (Board) of Pennsylvania Virtual Charter School (PA Virtual) adopts this Policy regarding Service Animals in School in accordance with applicable provisions of: Title II of the Americans with Disabilities Act (ADA), 42 U.S.C. § 12101, and its implementing regulations at Section 28 C.F.R. Part 35. Additionally, this Policy addresses requirements and considerations regarding service animals under applicable provisions and implementing regulations of Section 504 of the Rehabilitation Act (Section 504), 29 U.S.C. § 794; and applicable provisions and implementing regulations of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), 20 U.S.C. § 1400.

The Board adopts this policy to ensure that individuals with disabilities are permitted to participate in and benefit from PA Virtual programs, activities and services, and to ensure that PA Virtual does not discriminate on the basis of disability.

POLICY

Service Animals Defined under the ADA:

Pursuant to Section 28 C.F.R. § 35.104, a Service Animal is defined as: any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the handler's disability. Examples of work or tasks include, but are not limited to:

- assisting individuals who are blind or have low vision with navigation and other tasks,

- alerting individuals who are deaf or hard of hearing to the presence of people or sounds,
- providing non-violent protection or rescue work,
- pulling a wheelchair,
- assisting an individual during a seizure,
- alerting individuals to the presence of allergens,
- retrieving items such as medicine or the telephone,
- providing physical support and assistance with balance and stability to individuals with mobility disabilities, and
- helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

Emotional Support/Therapy/Comfort Animals:

Emotional support, therapy, comfort, or companion animals are NOT considered service animals under the ADA. Rather these terms are used to describe animals that provide comfort just by being with a person. Because they have not been trained to perform a specific job or task, they do not qualify as service animals under the ADA.

However, the use of an emotional support animal, sometimes referred to as a comfort animal, may be considered a request for a reasonable accommodation under the ADA. Such a request for the use of an emotional support animal must be supported by recent, reliable, objective, medical documentation. Documentation regarding an emotional support animal may be required to address legitimate safety requirements necessary for the safe operation of PA Virtual programs, services, or activities.

The ADA requires that a service animal be individually trained to do work or perform tasks for the benefit of an individual with a disability “, which means that the animal must be trained to take a specific action when needed to assist the person with a disability. For example, a person with diabetes may have a dog that is trained to alert when the person’s blood sugar reaches high or low levels. A person with depression may have a dog that is trained to remind the person to take medication. Alternatively, a person who has epilepsy may have a dog that is trained to detect the onset of a seizure and then help the person remain safe during the seizure.

The provision of emotional support, well-being, comfort, or companionship does not constitute work or tasks for the purpose of this definition.

The ADA makes a distinction between psychiatric service animals and emotional support animals. If the animal has been trained to sense that an anxiety attack is about to happen and take a specific action to help avoid the attack or lessen its impact, that would qualify as a service animal. However, if the animal's mere presence provides comfort, that would not be considered a service animal under the ADA. More specifically, while emotional support animals provide comfort or companionship, psychiatric service animals may perform tasks such as reminding an individual with a disability to take medication, performing safety checks or room searches for individuals with PTSD, interrupting self-mutilation, and removing disoriented individuals from dangerous situations.

The Department of Justice has stated that other federal or state laws may permit an emotional support animal to qualify as a reasonable accommodation if necessary for a student's receipt of FAPE, even though it would not meet the definition of a service animal under Title II. Such requests by students or

their parents will be reviewed on a case-by-case basis consistent with applicable federal and state laws and regulations. Only domesticated animals will be considered as a support animal. If a student or parent of a student requests that a student be permitted to use an emotional support animal, comfort animal or therapy dog, the school may request the following documentation:

1. Signed medical release allowing the school to review any and all records pertaining to reasons for which the student requests the support animal;
2. Whether the animal is required because of a disability and the work or task the animal has been trained to perform unless it is readily apparent that the animal is trained to do work or perform tasks for the student's disability, eg. dog seen guiding student with visual impairment or pulling student's wheelchair;
3. Proof of current vaccinations and immunizations of the service animal.

All sections of this policy governing the use/duties/safety requirements of service animals and vaccinations/immunizations/licensing apply to support animals on school grounds, transport or school sponsored activities or testing sites.

If, at time of request to have a support animal at school, a student already has a Section 504 Plan or IEP, a meeting of the requisite Team, including Parent(s) and Student, will be convened to consider information and documentation supplied to the School by Parent(s) and Student to determine if the support animal is necessary to provide FAPE to the Student.

At the Meeting, the School shall request the following documentation:

1. Signed medical release allowing the school to review any and all records pertaining to reasons for which the student requests the support animal.
2. Any training/certifications that the animal has received in respect to the functions it will carry out for the student.
3. Any information regarding the type of animal/breed.
4. Proof of current vaccinations and immunizations of the animal.

Service Animals in School:

Parents/Guardians of students with disabilities who believe the student needs to bring a service animal to school in order to receive a free and appropriate public education shall notify the CEO or designee. In accordance with PA Virtual's Childfind duties under the Individuals with Disabilities in Education Act (IDEA), the appropriate School Team shall evaluate the request to use the service animal in school, gather necessary information and determine when the student requires the service animal, during the school day and/or at school activities. This may include a request for parental permission to formally evaluate the student's education-based needs to determine if an Individualized Educational Plan (IEP) is necessary. Any service animal accompanying a student with a disability to school or school activities shall be handled and cared for in a manner detailed in the student's IEP or Section 504 Service Agreement.

Pursuant to Section 28 C.F.R. § 35.106: a public entity shall make information regarding services, programs or activities applicable to applicants, participants, beneficiaries and other interested persons, in such a manner as to apprise such persons of the protections against discrimination assured them.

Generally, PA Virtual will modify its policies, practices, or procedures to permit the use of a service animal by an individual with a disability. The term “disability” is defined under Section 28 C.F.R. § 35.104.

If PA Virtual properly excludes a service animal under § 35.136(b), the CEO shall give the individual with a disability the opportunity to obtain services and accommodations without having the service animal on the premises. 28 C.F.R. § 35.136(c).

A service animal **must** be under the control of its handler. A service animal shall have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal **must be otherwise under the handler's control** (e.g., voice control, signals, or other effective means). 28 C.F.R. § 35.136(d).

PA Virtual is not responsible for the care or supervision of a service animal nor to provide a handler for a student's service animal. 28 C.F.R. § 35.136(e).

PA Virtual shall not ask about the nature or extent of a person's disability, but may require the following information in order to determine whether an animal qualifies as a service animal and before a service animal shall be allowed in a PA Virtual building, or on PA Virtual property or vehicles. The owner or handler of the animal shall submit to the CEO or designee a written request and the following documentation from a certified professional:

1. Verification of the need for a service animal.
2. What work or task the animal has been trained to perform in relation to the individual's disability.
3. Proof of current vaccinations and immunizations of the service animal.

Generally, PA Virtual may not make these inquiries about a service animal when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability (e.g., the dog is observed guiding an individual who is blind or has low vision, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability). 28 C.F.R. § 35.136(f).

Direct and Immediate Threats:

PA Virtual reserves the right to exclude an individual if that individual presents a direct and immediate threat to others in the building or school. 28 C.F.R. § 35.139(a). To make this determination, PA Virtual will make an individualized assessment, based on reasonable judgment that relies on current medical knowledge or on the best available objective evidence, to ascertain: the nature, duration, and severity of the risk; the probability that the potential injury will actually occur; and whether reasonable modifications of policies, practices, or procedures or the provision of auxiliary aids or services will mitigate the risk. 28 C.F.R. § 35.139(b). PA Virtual will not rely solely on speculation, stereotypes or generalizations about individuals with disabilities. 28 C.F.R. § 35.130(h).

PA Virtual may exclude a service animal from District buildings, property and vehicles under the following circumstances:

- Presence of the animal poses a direct threat to the health and safety of others.
- Owner or handler is unable to control the animal.
- Presence of the animal would require a fundamental alteration to the program.

- Animal is not housebroken. 28 C.F.R. § 35.136(b).

Use of Service Animals by Parents And Other Visitors

The obligation to make reasonable modifications to district policies, practices, and procedures applies to parents and other individuals with service animals as well as students. Schools must afford parents with disabilities the same opportunities to participate in School programs and activities that nondisabled parents have. This means that a School can't require parents with service animals to meet additional participation requirements. Under Title II, public entities must allow individuals with disabilities to be accompanied by their service animals in all areas of the facilities that are open to the public; participants in services, programs, or activities; or invitees, as relevant.

PA Virtual shall not ask or require an individual with a disability to pay a surcharge, even if people accompanied by pets are required to pay fees, or to comply with other requirements generally not applicable to people without pets. If PA Virtual normally charges individuals for the damage they cause, an individual with a disability may be charged for damage caused by the service animal. 28 C.F.R. § 35.136(h).

Rights of Individuals Involved in Training Service Animals

The ADA does not address the rights of nondisabled individuals who are training dogs to be service animals. This means Schools will need to look to state law for guidance on whether nondisabled students have the right to bring service animals in training on school grounds.

Delegation of Responsibility

The owner or handler of a service animal shall be solely responsible for:

1. Supervision and care of the animal, including any feeding, exercising, clean up and stain removal.
2. Control of the animal at all times through the use of a harness, leash, tether or by other effective means.
3. Damages to PA Virtual buildings, property and vehicles caused by the animal.
4. Injuries to students, employees, volunteers and visitors caused by the animal.
5. Annual submission of documentation of vaccinations and immunizations.

Miniature horses:

PA Virtual shall make reasonable modifications in policies, practices, or procedures to permit the use of a miniature horse by an individual with a disability only if the miniature horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability.

In determining whether reasonable modifications in policies, practices, or procedures can be made to allow a miniature horse into a specific facility, PA Virtual shall consider--

- A. The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
- B. Whether the handler has sufficient control of the miniature horse;

- C. Whether the miniature horse is housebroken; and
- D. Whether the miniature horse's presence in a specific facility compromises legitimate safety and/or health requirements that are necessary for safe operation.

Other requirements which apply to service animals pursuant to this policy and applicable federal regulations shall also apply to miniature horses. 28 C.F.R. § 35.136(i).

The CEO or designee is directed to inform the Board of any new requirements regarding service animals and to develop and implement any procedures that may be necessary to effectuate this policy.

The CEO will seek and obtain any necessary or required trainings relative to effectuating this policy and that address issues with regard to service animals and safety including any training regarding the proper way to interact with service animal in the school setting.

Students with Disabilities:

In addition to the requirements and parameters regarding service animals above, the decision as to whether to allow an animal in school for a student with a disability under Section 504 or IDEA, even if that animal does not meet the definition of a "service animal" shall be made on a case by case basis in accordance with applicable state and/or federal laws and regulations, including applicable sections of Section 504 and/or IDEA and ADA.

The parent or guardian of a student with a disability, who believes that an animal is necessary to ensure a free and appropriate public education to the student, is directed to notify the CEO or the Student's IEP team or Section 504 team in accordance with applicable state and federal laws and regulations and in accordance with this policy.

Such a request for an animal in school shall be evaluated and made in accordance with applicable state and federal laws and regulations, including: ADA, Section 504, IDEA and/or Chapter 711 of Title 22 of the Pennsylvania Code.

In an effort to fully understand the scope of the request and need, PA Virtual reserves all rights applicable under Section 504 and/or IDEA to request documentation and/or relevant information regarding such requests, to the extent those rights are not specifically precluded by other applicable regulations.

Notice and Appeal

The designated Administrator shall ensure that all individuals involved in a situation where a service animal will regularly accompany an owner or handler in PA Virtual buildings or vehicles or at School-sponsored events or test sites are informed of the Board Policy and any procedures governing this issue. Involved individuals can include administrators, appropriate employees, student and parent/guardian.

Any individual with a service animal who is aggrieved by a decision to exclude, limit or remove a service animal may appeal the decision in accordance with applicable Student Complaint Policy.

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.

Legal

Title II of the Americans with Disabilities Act (ADA)

42 U.S.C. 12101 et seq

28 CFR Part 35

Section 504 of the Rehabilitation Act (Section 504)

29 U.S.C. 794

Individuals with Disabilities Education Improvement Act of 2004 (IDEA)

20 U.S.C. § 1400

Cross References

Special Education Policy #2401

Free Appropriate Public Education (FAPE) Policy #2402

Child Find Policy #2414

Section 504 Policy #2702

Last Modified by Julie Pufko on July 18, 2023



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	Student Services Policy
Code	2101
Status	Active
Adopted	December 13, 2021
Last Revised	April 29, 2023
Last Reviewed	October 23, 2021
Prior Revised Dates	12/13/2021

Purpose

The Board of Trustees (Board) of the Pennsylvania Virtual Charter School (PA Virtual) recognizes that the provision of an educational program to its students may require services and supports in addition to academic instruction. Therefore, the Board, through this policy, directs the Administration to implement a comprehensive student services program in accordance with applicable law, implementing regulations and best practices. PA Virtual, through its Student Assistance Program Team, will not diagnose, treat or refer for treatment but a referral for assessment may be made in the appropriate circumstances for community-based supports.

Assessment may be made in the appropriate circumstances for community-based supports.

Guidelines

Pursuant to 22 Pa. Code §12.41, entitled “Student Services”, PA Virtual Administration is directed to:

- Prepare a written plan for the implementation of a comprehensive and integrated K-12 program of the student services based on the needs of its students. The plan shall be prepared and revised in accordance with the timeframes and procedures described in 22 Pa. Code §§4.13(a), (b), (d), (e) and (f) (relating to strategic plans). Services offered by community agencies in public schools shall be coordinated by and under the general direction of Charter School. The plan shall include policies and procedures for emergency care and administration of medication and treatment under the Controlled Substance, Drug, Device and Cosmetic Act (35 P.S. sections 780-101 – 780-144) and guidelines issued by the Department of Health. The Department of Health guidelines are

available from the Division of School Health, Department of Health, P. O. Box 90, Harrisburg, PA 17108.

The following categories of services shall be provided in planning student services:

- Developmental services for students that address their developmental needs throughout their enrollment in school. Developmental services include guidance counseling, psychological services, health services, home and school visitor services and social work services that support students in addressing their academic, behavioral, health, personal and social development issues.
- Diagnostic, intervention and referral services for students who are experiencing problems attaining educational achievement appropriate to their learning potential. Diagnostic services are used by student services staff to identify barriers that limit a student's success in school. Intervention services actively engage student services staff in activities planned to reduce or eliminate specific barriers to student success. Student services staff may arrange for referrals to other school-based or school-linked professionals or may refer parents and guardians to appropriate community-based services for assistance.
- Consultation and coordination services for students who are experiencing chronic problems that require multiple services by teams or specialists. Consultation services are used by student services staff, in partnership with parents or guardians, to obtain assistance to address barriers and issues that are outside the scope of the student services professional. Consultation and coordination services may be used to assist in the diagnosis, intervention or referral of students who face barriers to success. Coordination services connect school resources with other available resources to assist students in meeting their educational objectives.
- Student services shall:
 - Be an integral part of all levels of PA Virtual's instructional program.
 - Provide information to students and parents or guardians about educational opportunities of Charter School's instructional program and how to access these opportunities.
 - Provide career information and assessments so that students and parents or guardians might become aware of the world of work and of a variety of career options available to individual students.
 - Provide basic health services outlined in Article XIV of the Public School Code for students and information to parents or guardians about the health needs of their children.
- When student assessments using individual surveys are administered, parents or guardians shall be informed of the nature and scope of the surveys and of their relationship to the educational program of their child, consistent with the requirements of the Protection of Pupil Rights Amendment (20 U. S. C. section 1232h). Parents or guardians, or the student if they are 18 years or older, shall have the right to refuse to participate in the survey via procedures established by PA Virtual.
- All Charter School employees delivering student services shall be specifically licensed or certified as required by applicable Pennsylvania statute or regulation.
- PA Virtual will refer to the Pennsylvania Department of Education for guidelines and technical assistance in planning student services.

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

Legal

[29 CFR Part 1630](#)

[28 CFR Part 35](#)

[3 P.S. 455.1 et seq](#)

[42 U.S.C. 12101 et seq](#)

[43 P.S. 953](#)

[29 U.S.C. 794](#)

Cross References

Youth Suicide Awareness & Prevention Policy #2007

Controlled Substances Policy #2006

Anti-Weapons Policy #2005

Anti-Bullying and Anti-Hazing Policy #2004

Collection of Records and Information Through Survey, Analysis, or Evaluation Policy #2910

Last Modified by Julie Pufko on June 8, 2023



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	Consequences for Students Convicted or Adjudicated Delinquent of Sexual Assault Policy
Code	2145
Status	Active
Adopted	October 22, 2022
Primary	Academic Administration

Purpose:

The Pennsylvania Legislature enacted Act 110 in an effort to protect student sexual assault victims. PA Virtual has complied with the requirements of Act 110 since its passage. In a manner consistent with state law, this Consequences for Students Convicted or Adjudicated Delinquent of Sexual Assault Policy requires the imposition of disciplinary consequences for a student convicted or adjudicated delinquent of sexual assault upon another student enrolled in the PA Virtual. If a student enrolled in PA Virtual is convicted or adjudicated delinquent of committing a sexual assault upon another student enrolled in PA Virtual, PA Virtual shall, pursuant to applicable laws and regulations, take one of the following actions:

- (i) Expel the convicted or adjudicated student.
- (ii) Transfer the convicted or adjudicated student to an alternative education program.
- (iii) Reassign the convicted or adjudicated student to another educational program within PA Virtual.

The CEO or designee shall ensure that the convicted or adjudicated student is not educated in the same virtual classroom (or have access to the same virtual space), transported on the same vehicle or allowed to participate in the same school-sponsored activities at the same time as the victim.

The Charter School may not expel, transfer or reassign the convicted or adjudicated delinquent student if:

- (i) PA Virtual has already expelled, transferred or reassigned the convicted or adjudicated delinquent student for the same sexual assault.
- (ii) The convicted or adjudicated student does not attend the same school as the victim.

PA Virtual is not prohibited from taking action under this policy for convictions or adjudications for sexual assaults that occur outside a school setting if the assault:

(1) was against another student enrolled in PA Virtual; and (2) has the effect of:

(i) substantially interfering with the victim's education;

(ii) creating a threatening or hostile educational environment; or

(iii) substantially disrupting the orderly operation of the school.

A student expelled, transferred or reassigned pursuant to this policy may return to the student's originally assigned educational placement within PA Virtual only if:

(1) the victim ceases to be enrolled in PA Virtual; or

(2) the conviction or delinquency adjudication on which the expulsion, transfer or reassignment was based is reversed and no appeal is pending.

Nothing in this policy shall be construed as limiting the authority or duty of PA Virtual to make an alternative assignment or provide alternative educational services during or after the period of expulsion.

A student convicted of sexual assault upon another student enrolled in PA Virtual shall notify PA Virtual of the conviction no later than 72 hours after the conviction.

Upon receipt of a student who transfers from a public or nonpublic school during or after the period of expulsion for an act or offense involving a sexual assault conviction or adjudication of delinquency, PA Virtual may assign that student to an alternative assignment or provide alternative education services.

Prior to admission to PA Virtual, the parent, guardian or other person having control or charge of a student shall, upon registration, provide a sworn statement or affirmation stating whether the student was previously or is presently expelled under the provisions of this policy. The registration shall include the name of the school from which the student was expelled with the dates of expulsion and shall be maintained as part of the student's disciplinary record. Any willful false statement made pursuant to this requirement shall be subject to 18 Pa.C.S. § 4904 (relating to unsworn falsification to authorities).

PA Virtual shall, in the case of students with disabilities, take all steps necessary to comply with the Individuals with Disabilities Education Act.

Definitions

"Adjudicated delinquent" means a youth who has been found guilty by a judge of committing a delinquent act.

"Alternative education program" means any program approved by the Pennsylvania Department of Education and implemented by a school district, an area career and technical school, a charter school, cyber charter school, a group of school districts or an intermediate unit, which removes disruptive students from regular school programs in order to provide those students with a sound educational course of study and counseling designed to modify disruptive behavior and return the students to a regular school curriculum.

"Convicted" means a finding of guilty by a judge or a jury or the entry of a plea of guilty or nolo contendere for sexual assault whether or not judgment of sentence has been imposed.



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	Early Graduation Policy
Code	2301
Status	Active
Adopted	August 26, 2019
Last Revised	March 28, 2020
Last Reviewed	August 22, 2022

PURPOSE

The early graduation policy for the Pennsylvania Virtual Charter School is founded on the premise that some students do not need to attend high school for four years in order to graduate. Individual student goals, talents, and needs may make it appropriate for some students to complete their high school education in less than the traditional four year structure. The process of earning graduation in less than four years does not represent a lessening of the credit requirements but rather, provides a means for the student to obtain the required credit totals in a shortened period of time, increased course loads, or other approved alternatives.

POLICY

All students who wish to graduate from the Pennsylvania Virtual Charter School will be held to the same high levels of accountability and meet the graduation requirements established by the Pennsylvania Virtual Charter School and the Pennsylvania Department of Education.

The early graduation option is intended to permit students to complete their high school education in less than four years. This is not to be misinterpreted as a college preparatory program as it is open and available to all PA Virtual pupils who meet the criteria for participation. Students interested in the requirements for early graduation should contact the High School Principal or Guidance Counselor.

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

Cross References Early Graduation Program Application Form

Last Modified by Julie Pufko on September 8, 2022



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	Graduation & Dropout Rates Policy
Code	2302
Status	Active
Adopted	August 26, 2019
Last Revised	October 17, 2020
Last Reviewed	August 22, 2022

PURPOSE

The Board of Directors (Board) of PA Virtual Charter School (PA Virtual) recognizes the problem of school dropouts and the resulting negative impact of school dropouts on students as well as the community and directs the organization, through the CEO, and implementation of procedures aimed at reducing dropout rates and increasing graduation rates for all student subgroups.

POLICY

The Board directs the CEO or his/her designee to implement procedures aimed to:

- Result in a dropout rate of PA Virtual's students that is comparable to the State dropout rate;
- Monitor and track the attendance rates of all PA Virtual students;
- Verify the accuracy of graduation and dropout data;
- Develop, maintain, implement and participate in effective dropout prevention programs;
- Ensure that highly mobile, migrant students receive comparable education services, credit and partial credit for courses completed in other schools, in accordance with law;
- Use data collected and maintained to improve graduation rates and drop-out prevention efforts at PA Virtual;
- Result in a dropout rate for PA Virtual students with disabilities that is comparable to the State dropout rate;
- Have in effect established goals for performance of students with disabilities that address graduation rates and dropout rates, as well as such other factors as the State may determine and are consistent, to the extent appropriate, with any other goals and academic standards for children established by the State;
- Report to the Board information regarding graduation and dropout rates and any programs that may be available to assist Administration in fulfilling Administration's responsibilities under this policy and promoting effective graduation efforts.

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

Last Modified by Julie Pufko on September 8, 2022



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	Special Education Policy
Code	2401
Status	Active
Adopted	August 26, 2019
Last Revised	August 21, 2023
Last Reviewed	August 21, 2023
Prior Revised Dates	8/26/19, 06/22/20

PURPOSE

Pennsylvania Virtual Charter School (PA Virtual) shall offer each student with a disability education programs and services that appropriately meet the student’s needs for educational, instructional, and transitional and related services. A student who requires special education shall receive programs and services according to an individualized education plan (IEP). The IEP shall provide access to the district’s general curriculum and participation in state and local assessments, including supplemental aids and services that permit the student to be educated, to the maximum extent appropriate, with their nondisabled peers. PA Virtual will provide a continuum of placement options to appropriately meet the needs of students with disabilities.

The Board of Trustees (Board) of PA Virtual recognizes that charter schools must comply with Chapter 711 of Title 22 of the Pennsylvania Code, Charter School and Cyber Charter School Services and Programs for Children with Disabilities.

The Board also recognizes that charter schools are not exempt from federal special education laws or regulations included in Chapter 711. These include but are not limited to the Individuals with Disabilities Education Improvement Act (2004) (“IDEA”) and Section 504 of the Rehabilitation Act of 1973.

POLICY

I. Child Find

PA Virtual shall ensure that all children with disabilities enrolled in the charter school, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.

PA Virtual will document that children with disabilities, who are in need of special education programs and services, are identified and evaluated through child find activities. Child find includes public awareness activities that are sufficient to inform parents of the special education programs and services that are available and how to request those services.

PA Virtual will conduct systematic screening activities that lead to the identification and evaluation of children with disabilities. Basic screening procedures might include but are not limited to hearing and vision tests as well as grade level tests of academic performance.

PA Virtual will have a system to evaluate the overall success and effectiveness of public awareness and child find activities.

PA Virtual recognizes that:

1. Children with disabilities must be admitted on the same basis as children without disabilities.
2. Upon admitting a child with a disability, the school must provide services to address the child's specific needs.
3. When a student with a disability transfers to the school, the school is responsible to ensure that the student receives services that are described in an Individualized Education Program (IEP), either by adopting the old IEP or by developing a new IEP, within applicable time frames pursuant to the IDEA.
4. PA Virtual will use the most current and appropriate versions of Special Education Formats for documents pursuant to the IDEA.
5. To meet the requirements of federal law, PA Virtual may provide the services itself, or contract with another entity, such as an intermediate unit, school district, or third party, to provide the services, in accordance with applicable federal and state guidelines, including least restrictive environment requirements.

II. Least Restrictive Environment (LRE):

The Board directs the Director of Special Education or their designee to ensure that, in accordance with applicable state and federal laws and regulations, to the maximum extent appropriate, children with disabilities are educated with children who are nondisabled and that special classes, separate schooling, or other removal of children with disabilities from the regular education environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

The Director of Special Education or their designee is directed to ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. The continuum of alternative placements may include but is not limited to: instruction in regular classes with or without supplementary aids and services, special classes, special schools, approved private schools, home instruction and instruction in hospitals and institutions to the extent the IEP team determines such placements are appropriate.

The Director of Special Education or their designee is directed to support participation of students with disabilities in nonacademic and extracurricular activities where appropriate (including transportation) and to make opportunities available for students to interact with

nondisabled peers when they need to be removed for any amount of time from the regular education environment, in accordance with federal and state law.

The Director of Special Education or their designee is directed to provide training opportunities and professional development for PA Virtual staff regarding optimizing inclusion practices, in accordance with federal and state law.

III. Related Services

Pursuant to 34 CFR § 300.34, related services are transportation and those developmental, corrective and other supportive services that are required to assist a child with a disability to benefit from special education.

PA Virtual will provide related services to include those services which the IEP team determines are necessary for a student after a comprehensive evaluation and the development of an IEP.

Related services are provided to students during normal school hours during the regular school year as dictated by the student's IEP or during times and hours as otherwise agreed upon by the student's IEP team. Related services are provided during the extended school year to the extent extended school year services are applicable for a particular student pursuant to state regulations and the student's IEP.

IV. Transition Services

For students who are 14 years of age or older, Pennsylvania Virtual Charter School shall include a transition plan in the student's IEP, which includes appropriate measurable postsecondary goals related to training, education, employment and, when appropriate, independent living skills. If determined appropriate by the IEP team, transition planning may begin prior to 14 years of age.

The student will be invited to the IEP team meeting where transition planning is being considered, as is required by law. If the student does not attend the IEP meeting, the School must take other steps to ensure that the student's preferences and interests are considered.

The Director of Special Education or their designee is directed to inform the Board of Trustees of any new requirements regarding Transition Planning and any need to obtain additional services, training and/or assessment tools related to Transition Planning.

V. Extended School Year (ESY)

The Board directs PA Virtual to comply with the requirements incorporated by reference in 34 CFR 300.106 (relating to extended school year services).

The Director of Special Education or their designee is directed to ensure that PA Virtual uses appropriate standards, **among other things**, for determining annually whether a student with disabilities requires ESY as part of the student's program.

VI. Disproportionate Representation of Racial/Ethnic Groups in Special Education:

It is the policy of PA Virtual that there shall not be disproportionate representation of racial and/or ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification. Disproportionality is the over-representation of minority students with a disability category under the IDEA. It is the policy of the Board to comply with Chapter 711.23 of Title 22 of the Pennsylvania Code regarding student screening and disproportionality.

It is the policy of PA Virtual that there shall be no disproportionality in regard to any of the following areas per 34 CFR 300.646:

1. The identification of children as children with disabilities, including the identification of children as children with disabilities in accordance with a particular impairment described in section 602(3) of IDEA;
2. The placement in particular educational settings of these children; and
3. The incidence, duration, and type of disciplinary actions, including suspensions and expulsions.

In accordance with 34 CFR 300.646(b)(2) (relating to disproportionality), as adopted by the Pennsylvania Department of Education, should disproportionality be found to exist, PA Virtual would ensure:

1. A verification that the student was provided with appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of the Elementary and Secondary Education Act (ESEA) (20 U.S.C.A. § 6368(3)), and appropriate instruction in math.
2. For students with academic and/or behavioral concerns, assessment or evaluation, such as, of the student's performance in relation to State-approved grade level standards., a systematic observation of the student's behavior in the school environment where the student is displaying difficulty.
3. A research-based intervention to increase the student's rate of learning or behavior change based on the results of the assessments.
4. Repeated assessments of achievement or behavior, or both, conducted at reasonable intervals, reflecting formal monitoring of student progress during the interventions.

5. A determination whether the student's assessed difficulties are the result of a lack of instruction or limited English proficiency.
6. A determination whether the student's needs exceed the functional ability of the regular education program to maintain the student at an appropriate instructional level.
7. Documentation that information about the student's progress as identified in paragraph (5) was periodically provided to the student's parents.

The Director of Special Education or their designee is directed to develop procedures consistent with this policy, the School's Charter, and applicable laws.

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

Legal

20 USC Chapter 33

Chapter 711 PA Code

Individuals with Disabilities Education Act (IDEA)

Last Modified by Julie Pufko on September 20, 2023



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	Free Appropriate Public Education (FAPE) Policy
Code	2402
Status	Active
Adopted	August 26, 2019
Last Reviewed	August 21, 2023

PURPOSE

The purpose of this policy shall be to ensure that FAPE is provided to all IDEA eligible students.

POLICY

Pennsylvania Virtual Charter School (PA Virtual) must ensure that FAPE is available to any individual child with a disability who needs special education and related services, even though the child has not failed or been retained in a course or grade, and is advancing from grade to grade.

The determination that a child described above is eligible, must be made on an individual basis by the group responsible within PA Virtual for making eligibility determinations.

The Board directs the CEO or designee(s) to develop processes and procedures to ensure that PA Virtual is meeting its obligations to provide FAPE to IDEA eligible students.

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

Legal	20 USC Chapter 33 Chapter 711 PA Code Individuals with Disabilities Education Act (IDEA)
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Last Modified by Kiel Parker on September 9, 2023



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	Evaluation & Reevaluation Policy
Code	2403
Status	Active
Adopted	August 26, 2019
Last Revised	December 4, 2023
Last Reviewed	June 22, 2020

PURPOSE

In accordance with applicable Federal, State and Local regulations, the Board of Trustees (Board) of the Pennsylvania Virtual Charter School (PA Virtual) recognizes that in order to properly identify a student as a child with a disability who is eligible for Special Education, the school must have certain processes and procedures in place. As such, this policy directs the CEO or designee to create and document such processes and procedures, in accordance with all relevant Federal, State and Local mandates.

DEFINITIONS

Child with a disability means a child evaluated in accordance with §§300.304 through 300.311 as having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as “emotional disturbance”), an orthopedic impairment, autism, traumatic brain injury, an “other health impairment,” a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services. (Sec. 300.8 Child with a disability). For children aged three through nine experiencing developmental delays, see §300.8(b) and for definitions of disability terms noted herein, see §300.8(c). Determinations for identification of students with a specific learning disability are subject to sec. 300.309(a).

POLICY

The aforementioned processes and procedures will govern the evaluation process used to determine that a child has a specific learning disability, after having been provided with learning experiences and scientifically based instruction appropriate for the child’s age or State-approved grade-level standards, in one or more of the following areas:

1. Oral expression,
2. Listening comprehension,
3. Written expression,

4. Basic reading skills,
5. Reading fluency skills,
6. Reading comprehension,
7. Mathematics calculation,
8. Mathematics problem solving.

One of the following procedures will be used to determine that a child has a specific learning disability in accordance with its application for charter:

1. a process based on the child's response to scientific, research-based intervention, which includes documentation that: (A) the student received high quality instruction in the general education setting, (B) research-based interventions, and (C) student progress was regularly monitored; or
2. a process that examines whether a child exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade.

PA Virtual will give consideration that its findings under this section are not primarily the result of visual, hearing, or orthopedic disability, intellectual disability, emotional disturbance, cultural factors, environmental or economic disadvantage, or limited English proficiency. In addition, PA Virtual will ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or mathematics by considering documentation of type of scientific-based instruction, delivered by qualified personnel, as indicated by observations of routine classroom instruction, and repeated assessments of achievement conducted at reasonable intervals, reflecting formal assessments of student progress during instruction, which was provided to the child's parents.

I. Multidisciplinary Evaluation (MDE) Team

The MDE Team, which consists of a group of qualified professionals and the student's parents, will review all evaluation materials to determine whether the child is a child with a disability. The MDE Team shall include a certified school psychologist when evaluating a child for autism, emotional disturbance, intellectual disability, multiple disabilities, other health impairments, specific learning disability or traumatic brain injury. Other professionals, such as the student's General Education Teacher(s) and LEA Representative, as well as hearing or visual specialists, a medical doctor, and occupational, physical or speech and language therapists. The evaluation must include information from the child's teacher(s), such as the results of informal tests and narrative statements describing the student's strengths and needs and also verbal and written input from the parent(s) as to the student's medical, social and academic history and observations from the home environment.

II. Initial Evaluations

The initial evaluation can be at the request of either the parent or the school. Parents may request an evaluation at any time. If a request is made orally to any professional employee or administrator of PA Virtual, that individual shall notify the Principal or their designee, who will then provide the parent with a Permission to Evaluate/ Evaluation Request Form within 10 calendar days of the request. Once the parent has completed the Permission to Evaluate/Evaluation Request Form or has submitted their request for evaluation in writing, the parents will then be issued a Permission to Evaluate Form or a Prior Written Notice/ Notice of Recommended Educational Placement.

If the parents complete the Permission to Evaluate form granting consent for the evaluation to occur, PA Virtual will have 60 calendar days to complete the evaluation report. The only exception to the 60-day timeline, is when the school is closed for summer break (starting with the last day the teachers work at the end of the previous school year and ending with the first day the teachers return for the new school year).

III. Initial Evaluation Report

The assigned evaluator shall prepare and sign the full report of the evaluation containing information such as: a clear explanation of the testing and assessment results; a complete summary of all test scores, including, for all standardized testing administered, all applicable full scale or battery scores, domain or composite scores, and subtest scores reported in standard, scaled, or T-score format; a complete summary of all information obtained or reviewed from sources other than testing conducted by the evaluator; and specified recommendations for educational programming and/or placement, if necessary.

Copies of the Initial Evaluation Report shall be disseminated to the parents at least 10 school days prior to the meeting of the IEP Team, unless this requirement is waived by a parent in writing.

IV. Reevaluations

Once the child has been identified as being eligible for special education, the child must be reevaluated to determine whether the child's needs have changed. A Reevaluation must be conducted every three years. Reevaluations for children identified as intellectually disabled must be completed every two years

The Reevaluation process begins with a review of existing evaluation data by the IEP Team, which once more includes the parents. The IEP Team shall also include a certified school psychologist when evaluating a child for autism, emotional disturbance, intellectual disability, multiple disabilities, other health impairment, specific learning disability and traumatic brain injury.

The information the IEP Team must review includes, but is not limited to, existing evaluation data, evaluations and information provided by the parents, current classroom-based assessments and observations, observations by teachers and service providers, and whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals in the IEP and to participate as appropriate in the general curriculum.

At the end of the review, the IEP Team concludes either that no additional data are needed to determine continued eligibility for special education and related services, or that there is a need for additional data.

When additional data is needed to complete a Reevaluation to determine whether the child continues to be a child with a disability and still in need of special education, PA Virtual officials must also obtain written permission through a formal Permission to Re-Evaluate form.

If the parents complete the Permission to Reevaluate form granting consent for the reevaluation to occur, PA Virtual will have 60 calendar days to complete the reevaluation report. The only exception to the 60-day timeline, is when the school is closed for the summer break (starting with the last day the teachers work at the end of the previous school year and ending with the first day the teachers return for the new school year). PA Virtual may proceed with the Reevaluation if it made "reasonable attempts" to get permission and has failed to get a response. Reasonable attempts must consist of documented telephone calls, both registered (return receipt required) and First Class Mail letters to parents, and visits to the home or parent(s)' place of business.

Copies of the reevaluation report shall be disseminated to the parents at least 10 school days prior to the meeting of the IEP team, unless this requirement is waived by a parent in writing.

All evaluations (whether an initial evaluation or a reevaluation) needed to determine a child's eligibility for special education services must be provided by PA Virtual at no charge to the parents. If a child needs special education, the special programs and related services as determined by the IEP Team will be provided free by PA Virtual.

For a copy of the Procedural Safeguards Notice, contact the Director of Special Education. For questions about the evaluation/reevaluation process, including forms for the Permission to Evaluate ("PTE") and Reevaluate ("PTRE"), and for the Parents Procedural Safeguards regarding consent for the evaluation and



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	Independent Educational Evaluations Policy
Code	2404
Status	Active
Adopted	August 26, 2019
Last Revised	December 14, 2020
Last Reviewed	December 14, 2020

PURPOSE

The Board of Trustees (Board) of Pennsylvania Virtual Charter School (PA Virtual) recognizes that in accordance with applicable state and federal laws and regulations, a parent has the right to obtain an Independent Educational Evaluation (IEE) of his/her child if the parent disagrees with an educational evaluation provided by PA Virtual to the extent permitted by law, including the right of PA Virtual, to file a due process complaint to show that its evaluation is appropriate and to contest the need for an independent evaluation. This policy establishes the requirements for obtaining an Independent Educational Evaluation.

POLICY

If a parent requests an IEE, the Chief Executive Officer (CEO) or his/her designee is directed to provide the parent with information about where the parent may obtain an IEE and about PA Virtual's criteria that apply to IEEs. As this policy contains information about PA Virtual's criteria, this policy should be provided to parents upon request.

I. Definitions

Independent Educational Evaluation (IEE) - An Independent Educational Evaluation or IEE is defined under applicable requirements as an evaluation conducted by a qualified examiner who is not employed by PA Virtual.

Public Expense - PA Virtual either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent, consistent with the provisions of Part B of IDEA 2004.

II. Right to an IEE

A parent has the right to an IEE of his/her child at public expense if the parent disagrees with an evaluation of the child obtained by PA Virtual, SUBJECT TO THE FOLLOWING CONDITIONS:

If a parent requests an IEE at public expense, PA Virtual must without unnecessary delay either: (1) File a due process complaint to request a hearing to show that its evaluation of the child is appropriate; or (2) Provide an IEE at public expense, unless PA Virtual demonstrates in a hearing that the evaluation obtained did not meet

the school's criteria.

III. Guidelines

The CEO or his/her designee is directed to notify parents when declining the parent's request for an IEE at public expense and the reason for denial of the IEE via a Prior Written Notice/Notice Of Recommended Educational Placement (PWN/NOREP) accompanied by a Procedural Safeguards Notice within a reasonable amount of time as required by law after receipt of the request.

Within ten (10) school days of receipt of the request for an IEE in writing from a parent, the CEO or his/her designee shall issue a NOREP and Procedural Safeguards Notice to the Parent to provide notice of whether the CEO approves or denies the request for the IEE.

The CEO or his/her designee must not unreasonably delay either providing the IEE at public expense or initiating due process to defend PA Virtual's Evaluation/ Reevaluation Report.

The CEO or his/her designee is directed to maintain a list of qualified independent evaluators in each of the various disciplines commonly relied upon to provide education-related evaluations and assessments and shall make that list reasonably available to any parent who requests it. PA Virtual must provide parents, upon request for an IEE, information about where an IEE may be obtained, and the agency criteria applicable for IEEs.

If PA Virtual initiates a due process hearing and the final decision is that PA Virtual's evaluation/reevaluation is appropriate, the parent still has the right to an independent evaluation, but not at public expense and therefore PA Virtual is not responsible for the cost nor any other public source.

If a parent requests an evaluation/reevaluation at public expense, PA Virtual shall ask in writing for the parent's reason why he or she objects to the public evaluation/reevaluation. However, it must be made clear that the explanation by the parent may not be required and the school may not unreasonably delay either providing the IEE at public expense or initiating a hearing to defend its evaluation.

A parent is entitled to only one IEE at public expense each time the public agency conducts an evaluation with which the parent disagrees.

If a parent obtains an IEE at public expense or if the parent shares with the LEA an evaluation of a child obtained at private expense, PA Virtual must consider the results of the evaluation (if it meets PA Virtual's criteria for IEEs) in any decision made with respect to the provision of FAPE to the child; and the parent or PA Virtual may present the evaluation/reevaluation as evidence at a due process hearing regarding the child.

If an IEE is at public expense, the criteria under which the evaluation is obtained including the location of the evaluation and qualifications of the examiner must be the same as the criteria that PA Virtual uses when it initiates an evaluation to the extent that those criteria are consistent with the parent's right to an IEE. This criteria must be made known to the parent.

PA Virtual may not impose conditions or timelines related to obtaining an evaluation at public expense.

All evaluations performed must take into account the child's English language skills and ethnicity to ensure that the testing and evaluation will not be unfair or discriminatory. Tests must be given in the child's native language or mode of communication (such as Braille or sign language) of the child, unless it is clearly not feasible to do so.

Evaluations must also take into account the child's disability to be sure the test measures what it is supposed to measure.

The specific tests used in the evaluation process depend upon the problems the child is experiencing.

In most cases, the child will be given several tests to help find strengths and PA Virtual's teachers and other School IEP team member input must be considered.

Information that parents provide must also be included in the evaluation. Evaluators must be properly certified and qualified to administer the tests, assessments and evaluation techniques used. Such certification and qualification requirements must meet those mandated in Pennsylvania.



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	Dispute Resolution & Alternative Dispute Resolution Policy
Code	2405
Status	Active
Adopted	August 26, 2019
Last Revised	December 14, 2020
Last Reviewed	December 14, 2020

PURPOSE

It is the policy of Pennsylvania Virtual Charter School (PA Virtual) to ensure that disputes between parents and the school regarding the identification, evaluation, programming and services available to eligible students are addressed effectively and in accordance with applicable state and federal laws.

POLICY

Every effort should be made to address and resolve disputes at the IEP team level if possible. When efforts to address and resolve disputes at the IEP team level have failed, it is the policy of PA Virtual to engage in alternative dispute resolution.

When alternative dispute resolution is not practical or otherwise appropriate, or when a due process complaint is filed, the Director of Special Education or his/her designee is directed to follow applicable state procedures regarding the filing and answering of a due process complaint, including requirements relating to dissemination of procedural safeguards.

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

Legal	34 C.F.R. 300.510 Individuals with Disabilities Education Act (IDEA) 20 USC Chapter 33 (IDEA) Chapter 711 PA Code
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Last Modified by Kiel Parker on March 7, 2023



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	Disciplinary Exclusions of Special Education Students Policy
Code	2406
Status	Active
Adopted	August 26, 2019
Last Revised	December 4, 2023
Last Reviewed	June 22, 2020

PURPOSE

The purpose of this policy shall be to ensure that any IDEA-identified student's rights are protected if that student is subject to discipline for school-related offenses.

POLICY

There are special rules in Pennsylvania for excluding children with disabilities for disciplinary reasons as set forth in Chapter 711 of Title 22 of the Pennsylvania Code as well as the Procedural Safeguards Notice available through PaTTAN.

I. Definitions

Controlled substance - a drug or other substance identified under schedules I, II, III, IV, or V in section 202 (c) of the Controlled Substances Act (21 U.S.C. 812(c)).

Illegal drug - a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.

Serious bodily injury - has the meaning given the term "serious bodily injury" under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.

Weapon - has the meaning given the term "dangerous weapon" under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code.

The Board of Trustees (Board) directs compliance with these requirements and directs the Director of Special Education for Pennsylvania Virtual Charter School (PA Virtual) or his/her designee to implement procedures necessary to effectuate the following:

II. Authority of School Personnel (34 CFR §300.530)

A. Case-by-Case Determination

Pennsylvania Virtual Charter School (PA Virtual) personnel may consider any unique circumstances on a case-by-case basis when determining whether a change of placement made in accordance with the following requirements related to discipline is appropriate for a child with a disability who violates a school code of student conduct.

B. General

To the extent that school personnel also take such action for children without disabilities school personnel may, for no more than 10 consecutive school days, remove a child with a disability (other than a child with intellectual disability) who violates a code of student conduct from their current placement to an appropriate interim alternative educational setting, another setting, or suspension. School personnel may also impose additional removals of the child of no more than 10 consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement (see **Change of Placement Because of Disciplinary Removals** below) or exceed 15 cumulative school days in a school year. Once a child with a disability has been removed from their current placement for a total of more than 10 school days in the same school year, PA Virtual must, during any subsequent days of removal in that school year, provide services to the extent required below under the sub-heading **Services**.

C. Additional Authority

If the behavior that violated the student code of conduct was not a manifestation of the child's disability (see **Manifestation Determination** below) and the disciplinary change of placement would exceed 10 consecutive school days, school personnel may apply the disciplinary procedures to that child with a disability in the same manner and for the same duration as it would to children without disabilities, except that the school must provide services to that child as described below under **Services**. The child's IEP Team determines the interim alternative educational setting for such services. Under Pennsylvania special education regulations, a disciplinary exclusion of a student with a disability for more than 15 cumulative school days in a school year will be considered a pattern so as to be deemed a change in educational placement (explained under **Change of Placement Because of Disciplinary Removals**). PA Virtual is required to issue a Notice of Recommended Educational Placement/Prior Written Notice (NOREP/PWN) to parents prior to a removal that constitutes a change in placement (removal for more than 10 consecutive days or 15 cumulative days).

D. Services

The services that must be provided to a child with a disability who has been removed from the child's current placement may be provided in an interim alternative educational setting. PA Virtual is only required to provide services to a child with a disability who has been removed from their current placement for 10 school days or less in that school year, if it provides services to a child without disabilities who has been similarly removed. Students may have the responsibility to make up exams and work missed while being disciplined by suspension and may be permitted to complete these assignments within guidelines established by PA Virtual.

A child with a disability who is removed from the child's current placement for more than 10 consecutive school days must:

1. Continue to receive educational services, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward

- meeting the goals set out in the child's IEP; and
2. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not happen again.

After a child with a disability has been removed from his/her current placement for 10 school days during one school year, or if current removal is for 10 consecutive school days or less, and if the removal is not a change of placement (see definition below), then school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

If the removal is a change of placement (see definition below), the child's IEP Team determines the appropriate services to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

E. Manifestation Determination

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct (except for a removal that does not constitute a change in educational placement i.e., is for 10 consecutive school days or less and not a change of placement), PA Virtual, the parent, and relevant members of the IEP Team (as determined by the parent and PA Virtual) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
2. If the conduct in question was the direct result of PA Virtual's failure to implement the child's IEP.

If PA Virtual, the parent, and relevant members of the child's IEP Team determine that either of those conditions were met, the conduct must be determined to be a manifestation of the child's disability. If PA Virtual, the parent, and relevant members of the child's IEP Team determine that the conduct in question was the direct result of PA Virtual's failure to implement the IEP, PA Virtual must take immediate action to remedy those deficiencies.

F. Determination that Behavior Was A Manifestation of the Child's Disability

If PA Virtual, the parent, and relevant members of the IEP Team determine that the conduct was a manifestation of the child's disability, the IEP Team must either:

1. Conduct a functional behavioral assessment, unless PA Virtual had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a positive behavior support plan for the child; or
2. Review the positive behavior support plan, if a positive behavior support plan already has been developed, and modify it, as necessary, to address the behavior.

Except as described below under the sub-heading **Special circumstances**, PA Virtual must return the child to the placement from which the child was removed, unless the parent and PA Virtual agree to a change of placement as part of the modification of the behavioral intervention plan.

G. Special Circumstances

Whether the behavior was a manifestation of the child's disability, school personnel may remove a student to an interim alternative educational setting (determined by the child's IEP Team) for up to 45 school days, if the child:

1. Carries a weapon (see the Definitions below) to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of PA Virtual;
2. Knowingly has or uses illegal drugs (see the Definitions below), or sells or solicits the sale of a controlled substance, (see the Definitions below), while at school, on school premises, or at a school function under the jurisdiction of PA Virtual; or
3. Has inflicted serious bodily injury (see the Definitions below) upon another person while at school, on school premises, or at a school function under the jurisdiction of PA Virtual.

H. Notification

On the date it makes the decision to make a removal that is a change of placement of the child because of a violation of a code of student conduct, PA Virtual must notify the parents of that decision, and provide the parents with a procedural safeguards notice.

III. Change Of Placement Because Of Disciplinary Removals

A removal of a child with a disability from the child's current educational placement is a change of placement requiring a NOREP/PWN if:

1. The removal is for more than 10 consecutive school days; or
2. The removal is for 15 cumulative school days total in any one school year;
3. The child has been subjected to a series of removals that constitute a pattern because:
 - a. The series of removals total more than 10 school days in a school year;
 - b. The child's behavior is substantially similar to the child's behavior in previous incidents that resulted in a series of removals;
 - c. Of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another; and
 - d. Whether a pattern of removals constitutes a change of placement is determined on a case-by-case basis by PA Virtual and, if challenged, is subject to review through due process and judicial proceedings.

IV. Determination of Setting

The IEP team must determine the interim alternative educational setting for removals that are changes of placement, and removals under the headings **Additional Authority** and **Special Circumstances**, above.

A. General

The parent of a child with a disability may file a due process complaint (see above) to request a due process hearing if they disagree with:

1. Any decision regarding placement made under these discipline provisions; or
2. The manifestation determination described above.

PA Virtual may file a due process complaint (see above) to request a due process hearing if it believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

B. Authority of Hearing Officer

A hearing officer that meets the requirements described under the sub-heading **Impartial Hearing Officer** must conduct the due process hearing and make a decision.

The hearing officer may:

1. Return the child with a disability to the placement from which the child was removed if the hearing officer determines that the removal was a violation of the requirements described under the heading **Authority of School Personnel**, or that the child's behavior was a manifestation of the child's disability; or
2. Order a change of placement of the child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

These hearing procedures may be repeated, if PA Virtual believes that returning the child to the original placement is substantially likely to result in injury to the child or to others.

Whenever a parent or PA Virtual files a due process complaint to request such a hearing, a hearing must be held that meets the requirements described under the headings **Due Process Complaint Procedures, Hearings on Due Process Complaints**, except as follows:

1. The State Educational Agency (SEA) must arrange for an expedited due process hearing, which must occur within 20 school days of the date the hearing is filed and must result in a determination within 10 school days after the hearing.
2. Unless the parents and PA Virtual agree in writing to waive the meeting, or agree to use mediation, a resolution meeting must occur within 7 calendar days of receiving notice of the due process complaint. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 calendar days of receipt of the due process complaint.

A party may appeal the decision in an expedited due process hearing in the same way as they may for decisions in other due process hearings.

When, as described above, the parent or PA Virtual has filed a due process complaint related to disciplinary matters, the child must (unless the parent and the SEA or PA Virtual agree otherwise) remain in the interim alternative educational setting pending the decision of the hearing officer, or until the expiration of the time period of removal as provided for and described under the heading **Authority of School Personnel**, whichever occurs first.

V. Special Rules for Students with Intellectual Disability

The disciplinary removal of a child with intellectual disability attending a charter school for any amount of time is considered a change in placement and requires a NOREP/PWN (if the disciplinary event does not involve drugs, weapons and/or serious bodily injury). A removal from school is not a change in placement for a child who is identified with intellectual disability when the disciplinary event involves weapons, drugs, and/or serious bodily injury.

According to certain assurances the Commonwealth entered into related to the PARC consent decree, a charter school may suspend on a limited basis a student with intellectual disability who presents a danger to himself or others upon application and approval by the Bureau of Special Education and only to the extent that a student with a disability other than intellectual disability could be suspended.

VI. Protections For Children Not Yet Eligible For Special Education and Related Services

A. General

If a child has not been determined eligible for special education and related services and violates a code of student conduct, but PA Virtual had knowledge (as determined below) before the behavior that brought about the disciplinary action occurred, that the child was a child with a disability, then the child may assert any of the protections described in this notice.

B. Basis of Knowledge for Disciplinary Matters

A charter school must be deemed to have knowledge that a child is a child with a disability if, before the behavior that brought about the disciplinary action occurred:

1. The parent of the child expressed concern in writing that the child is in need of special education and related services to supervisory or administrative personnel, or a teacher of the child;
2. The parent requested an evaluation related to eligibility for special education and related services under Part B of the IDEA; or
3. The child's teacher, or other PA Virtual personnel expressed specific concerns about a pattern of behavior demonstrated by the child directly to PA Virtual's Director of Special Education or to other supervisory personnel of PA Virtual.

C. Exception

A charter school would not be deemed to have such knowledge if:

1. The child's parent has not allowed an evaluation of the child or refused special education services; or
2. The child has been evaluated and determined to not be a child with a disability under Part B of the IDEA.

D. Conditions That Apply If There Is No Basis of Knowledge

If prior to taking disciplinary measures against the child, PA Virtual does not have knowledge that a child is a child with a disability, as described above under the sub-headings Basis of knowledge for disciplinary matters and Exception, the child may be subjected to the disciplinary measures that are applied to children without disabilities who engaged in comparable behaviors. However, if a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, then the evaluation must be conducted in an expedited manner.

Until the evaluation is completed, the child shall remain in the educational placement determined by school authorities, which can include suspension or expulsion without educational services. If the child is determined to be a child with a disability, based upon the evaluation conducted by PA Virtual and information provided by the parents, PA Virtual must provide special education and related services in accordance with Part B of the IDEA, including the disciplinary requirements described above.

VII. Referral To and Action By Law Enforcement and Judicial Authorities

A. The state and federal regulations do not:

1. Prohibit an agency from reporting a crime committed by a child with a disability to appropriate authorities; or
2. Prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a child with a disability

B. Transmittal of Records

If a charter school reports a crime committed by a child with a disability the charter school shall do the following: (1) ensure that copies of the child's special education and disciplinary records are transmitted for consideration by the authorities to whom the agency reports the crime; and (2) transmit copies of the child's special education and disciplinary records only to the extent permitted by FERPA.

Following a referral to law enforcement, for students with IEPs both an updated functional behavior assessment and positive behavior support plan are required.

VIII. Non-Discrimination

Pennsylvania Virtual Charter School shall not discriminate in its discipline policies or practices on the basis of intellectual ability, status as a person with a disability, proficiency in the English language, or any other basis that would be illegal under applicable state and/or federal laws.

The Director of Special Education or his/her designee is directed to develop procedures and practices related to the use of positive behavioral interventions and supports and procedural safeguards and to ensure that those policies and procedures are implemented.

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

Legal

Chapter 711 of Title 22

Individuals with Disabilities Education Act (IDEA)

Paragraph (3) of subsection (h) of section 1365 of title 18, United States Code

Paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code

34 CFR §300.530

PARC consent decree

Last Modified by Julie Pufko on December 11, 2023



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	Participation by Students with Disabilities in High School Graduation Ceremonies
Code	2407
Status	Active
Adopted	August 26, 2019
Last Revised	December 14, 2020
Last Reviewed	December 14, 2020

PURPOSE

The Board of Trustees (Board) of Pennsylvania Virtual Charter School (PA Virtual) recognizes that there may be students with disabilities, whose IEPs prescribe continued special education programs beyond the fourth year of high school, who may want to participate in graduation ceremonies with their graduating class..

POLICY

Therefore, in accordance with the Public School Code of 1949, the PA Virtual shall allow a student with a disability, whose individualized education program prescribes continued special education programs beyond the fourth year of High School, to participate in commencement ceremonies with the student's graduating class and receive a Certificate of Attendance, provided that the student has attended four (4) years of High School regardless of whether the student has completed the Individualized Education Program.

Nothing in this policy shall be construed to preclude a student with a disability from receiving a High School diploma when the student satisfactorily completes an individualized education program as required.

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

Legal	Individuals with Disabilities Education Act (IDEA) Chapter 711 PA Code 20 USC Chapter 33
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Last Modified by Julie Pufko on January 4, 2021



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	Positive Behavioral Support Policy & Procedures
Code	2408
Status	Active
Adopted	August 26, 2019
Last Revised	December 14, 2020
Last Reviewed	December 14, 2020

PURPOSE

The Board of Trustees (Board) of Pennsylvania Virtual Charter School (PA Virtual) recognizes its responsibility under law to provide positive behavior support to students enrolled at the school. This policy establishes the basis for positive behavior support programs in accordance with applicable laws and state administrative regulations.

POLICY

I. DEFINITIONS

Aversive techniques - Deliberate activities designed to establish a negative association with a specific behavior.

Positive behavior support plan - A plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A positive behavior support plan shall be developed by the Individualized Education Plan (IEP) team, be based on a functional behavior assessment and become part of the student's IEP. These plans include methods that utilize positive reinforcement and other positive techniques to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards.

Restraints - The application of physical force, with or without the use of a device, for the purpose of restraining the free movement of a student's body. The term does not include briefly holding, without force, a student to calm or comfort him, guiding a student to an appropriate activity, or holding a student's hand to safely escort him from one area to another.

Excluded from this definition are hand-over-hand assistance with feeding or task completion and techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents and specified in the IEP. Devices used for physical or occupational therapy, seatbelts in wheel chairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices are examples of mechanical restraints which are excluded from this definition.

II. Positive Behavior Support

Positive rather than negative measures shall form the basis of positive behavior support programs to ensure that all of PA Virtual's students shall be free from demeaning treatment, the use of aversive techniques and the unreasonable use of restraints.

Positive techniques required for the development, change and maintenance of behavior shall be the least intrusive necessary.

III. Research-Based Practices

Behavior support programs must include research based practices and techniques to develop and maintain skills that will enhance an individual student's opportunity for learning and self-fulfillment.

IV. Functional Behavior Assessment

Behavior support programs and plans shall be based on a functional assessment of behavior (FBA) and utilize positive behavior techniques. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student must be the least intrusive necessary.

V. Restraints

The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques.

Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to himself, to other students or to employees, and only when less restrictive measures and techniques have proven to be or are less effective.

VI. Notification of Use of Restraint and Procedures

The use of restraints to control the aggressive behavior of an individual student shall cause PA Virtual to notify the parent of the use of restraint and shall cause a meeting of the IEP team within 10 school days of the inappropriate behavior causing the use of restraints order to review the effectiveness and appropriateness of the current IEP, unless the parent, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs the following: FBA reevaluation, a new or revised positive behavior support plan, or a change of placement to address the inappropriate behavior.

VII. Inclusion of Use of Restraints in a Student's IEP

The use of restraints may only be included in a student's IEP when:

1. Utilized with specific component elements of positive behavior support.
2. Used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior.
3. Staff are authorized to use the procedure and have received the staff training required.
4. There is a plan in place for eliminating the use of restraint through application of positive behavior support.

The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program or employed as punishment.

VIII. Prohibition Against Prone Restraints

The use of prone restraints is **prohibited** in educational programs. Prone restraints are those in which a student is held face down on the floor.

IX. Restraint Reporting and Procedures

PA Virtual shall maintain and report data on the use of restraints as prescribed by the Secretary of the Department of Education. The report is subject to review during cyclical compliance monitoring conducted by the Department.

X. Mechanical Restraints

Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents. Mechanical restraints must prevent a student from injuring himself or others or promote normative body positioning and physical functioning.

XI. Prohibition Against Aversive Techniques

The following aversive techniques of handling behavior are considered inappropriate and **shall not** be used in educational programs:

1. Corporal punishment.
2. Punishment for a manifestation of a student's disability.
3. Locked rooms, locked boxes or other locked structures or spaces from which the student cannot readily exit.
4. Noxious substances.
5. Deprivation of basic human rights, such as withholding meals, water or fresh air.
6. Suspensions constituting a pattern.
7. Treatment of a demeaning nature.
8. Electric shock.

XII. Training of Personnel

The Board of Trustees hereby directs that school personnel be trained on the general use of positive behavior support, de-escalation techniques, and emergency responses.

In addition to general positive behavior support training, when students are identified as in need of these supports, individual teachers and teacher groups are notified and trained accordingly so that they can act in accordance with the student's specific Positive Behavior Support Plan and de-escalation techniques, and respond appropriately in emergencies.

XIII. Reporting

Administration is directed to write internal procedures that detail who is responsible for reporting restraints, who is responsible for notifying key administrators regarding the use of a restraint, and who is responsible for entering restraints in any PDE system to reporting on the use of restraints. Administration is further directed to comply with PDE guidelines regarding the reporting of the use of restraints.

Staff trained and/or certified in a program of positive behavioral supports and de-escalation techniques, and safe physical management techniques will be designated as the individuals to intervene in crisis management situations that might require restraint of a student. Physical interventions should only be undertaken by staff persons who have successfully completed a comprehensive crisis management course that covers: crisis definition and theory; the use of de-escalation techniques; crisis communication; anger management; passive physical intervention techniques; the legal, ethical, and policy aspects of physical intervention use; decision-making related to physical interventions and debriefing strategies.

Parental notification should occur as soon as practical after a restraint incident unless other procedures are written in the student's IEP.

Any restraint that results in an injury to a student and/or staff person must be reported to the Director of Special Education who will comply with any Federal and Bureau of Special Education reporting requirements.

XIV. Additional Requirements and Administrative Procedures

The Director of Special Education or their designee is directed to ensure that behavior support programs administered at PA Virtual are in accordance with Title 22 Pa. Code Chapter 711, including the training of personnel for the use of specific procedures, methods and techniques, and for having written procedures on the use of behavior support techniques and obtaining parental consent prior to the use of restrictive or intrusive procedures or restraints.

The Director of Special Education or their designee may convene a review, upon Board approval, including the use of human rights committees, to oversee the use of restrictive or intrusive procedures or restraints; only to the extent the use of such procedures is allowed by law and this policy.

The Director of Special Education or their designee is further directed to make professional development opportunities provided by the Bureau of Special Education available to train staff regarding Positive Behavior Support.

The Director of Special Education or their designee is charged with using the most updated forms available through the Bureau of Special Education related to positive behavior support, including the use of any forms promulgated for functional behavior assessments and behavior support plans.

XV. Referrals to Law Enforcement

Subsequent to a referral to law enforcement, for a student with a disability who has a positive behavior support plan, an updated functional behavior assessment and positive behavior support plan shall be required.

For a student with a disability who does not have a behavior support plan, subsequent to notification to law enforcement, PA Virtual shall convene the student's IEP Team to consider whether a behavior support plan should be developed to address the student's behavior, in accordance with law, regulations and Board policy.

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

Legal

22 PA Code Chapter 711

Individuals with Disabilities Education Improvement Act (IDEA)22 Pa Code

Last Modified by Julie Pufko on January 4, 2021



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	Alternate Assessment of Students Policy
Code	2409
Status	Active
Adopted	August 26, 2019
Last Revised	February 24, 2020

PURPOSE

The Chief Academic Officer of Pennsylvania Virtual Charter School (“PA Virtual”) or his/her designee shall ensure that all children with disabilities are included in all general State and district-wide assessment programs, including the PSSA and Keystone Exams, with appropriate accommodations and alternate assessments where necessary and as indicated in their respective Individualized Education Plans (IEPs) for such alternate assessments as the PASA.

POLICY

Alternate assessments such as the PASA must be aligned with the State’s academic content standards and student academic achievement standards or if the State has adopted alternate academic achievement standards, measure the achievement of children with disabilities against those standards.

PA Virtual must maintain information regarding the number of children who:

1. participate in regular assessments;
2. provided accommodations in order to participate in those assessments; and
3. participate in alternate assessments.

The Chief Academic Officer or his/her designee is directed to:

1. develop procedures to ensure that students with disabilities participate in the PSSA or PASA to the extent consistent with applicable law; to monitor student participation in statewide assessment to foster participation;
2. to provide training opportunities to personnel regarding statewide assessment participation and PSSA and PASA requirements;
3. to make Pennsylvania’s guidelines regarding statewide assessments available to personnel;
4. to inform applicable students and parents regarding state-approved alternate test-taking;
5. to report to the Board of Trustees what changes are recommended needed; and
6. maintain information regarding the performance of children with disabilities on regular assessments and on alternate assessments.

IEPs must include a description of benchmarks or short-term objectives for children who take alternate assessments aligned to alternate achievement standards.

IEPs must include a statement of any accommodations that are necessary to measure the academic achievement and functional performance of the child on statewide and district-wide assessments consistent with law.

IEPs must, if the IEP team determines that the child shall take an alternate assessment on a particular statewide or school-wide assessment of student achievement, provide a statement of why the child cannot participate in the regular assessment, and why the particular alternate assessment selected is appropriate for the child.

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

Legal	Individuals with Disabilities Education Act (IDEA) 20 U.S. Code § 6311 22 PA Code Chapter 12 22 PA Code Chapter 4
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Cross References	State Assessment Policy
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Last Modified by Katie Capers on March 3, 2020



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	Access to Instructional Materials in Alternate or Specialized Formats Policy
Code	2410
Status	Active
Adopted	August 26, 2019
Last Revised	October 17, 2020
Last Reviewed	October 17, 2020

PURPOSE

Pursuant to the state regulations which incorporate the IDEA, Pennsylvania Virtual Charter School (“PA Virtual”) will adopt NIMAS to ensure the timely provision of high quality, accessible instructional materials to children who are blind or other persons with print disabilities. The NIMAS refers to a standard for source files of print instructional materials created by publishers that may be converted into accessible instructional materials.

National Instructional Materials Accessibility Standard (NIMAS)

The Pennsylvania State Board of Education adopted the National Instructional Materials Accessibility Standard (NIMAS) as defined in the Education of Individuals with Disabilities Education Improvement Act of 2004 (IDEA), for the purpose of providing print instructional materials in alternate accessible formats or specialized formats to blind persons or other persons with print disabilities in a timely manner.

POLICY

In accordance with 22 Pa. Code §711.45, PA Virtual shall, in a timely manner, provide print instructional materials in specialized, accessible formats (that is, Braille, audio, digital, large-print, and the like) to children who are blind or other persons with print disabilities, as defined in 2 U.S.C. § 135a (regarding books and sound-reproduction records for blind and other physically handicapped residents; annual appropriations; and purchases).

Receipt of a portion of the instructional materials in alternate accessible or specialized format will be considered receipt in a timely manner if the materials received cover the chapters that are currently being taught in the student’s class.

If a child who is blind or other person with a print disability enrolls in PA Virtual after the start of the school year, PA Virtual shall take steps to ensure that the student has access to accessible format instructional materials, in a timely manner to ensure all provisions of FAPE are met, from the time it is determined that the child requires printed instructional materials in an alternate accessible or specialized format.



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	Assistive Technology (AT) Policy
Code	2411
Status	Active
Adopted	August 26, 2019
Last Revised	December 14, 2020
Last Reviewed	December 14, 2020

PURPOSE

The purpose of this policy is to direct PA Virtual staff in providing assistive technology devices and/or assistive technology services in order to provide FAPE to IDEA eligible students.

POLICY

I. Definitions

As defined in federal and state law, **assistive technology device** means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities. Assistive technology devices range from a simple switch for a child with particular physical limitations to a sophisticated vocal output augmentative communication device for a child with severe speech impairment.

Assistive technology service means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.

The list of what constitutes assistive technology devices and/or services is expansive.

By way of example:

1. Hearing aids worn in school by children with hearing impairments, including deafness, must be functioning properly.
2. External components of surgically implanted medical devices must be functioning properly.

II. Guidelines

The Board of Trustees (Board) of Pennsylvania Virtual Charter School (PA Virtual) recognizes that assistive technology devices and/or services may be essential factors in meeting the educational needs of children with disabilities. Both federal and state special education laws explicitly include assistive technology devices and/or services among those services which must be provided for a child with a disability, at no cost to parents, if determined by the Individualized Education Program (IEP) team to be necessary for the student to receive a free appropriate public education (FAPE). Such services may be required as part of special education, related services, or supplementary aids and services required to enable a child to be educated in the least restrictive environment.

The Board further recognizes that, as with every other special education service, the IEP team is responsible for determining if an assistive technology device and/or service is necessary for a child with a disability to receive FAPE. It is important to remember that assistive technology devices and/or services are not ends in themselves. The IEP team should focus on whether or not assistive technology devices and/or services are necessary for the eligible child to meet educational demands and therefore receive FAPE.

To the extent that assistive technology devices and/or services may be required as part of special education, related services, or supplementary aids or services, a child's IEP must include a statement describing the full extent of devices (e.g., no, low, and high technology and back-up strategies), service(s), as well as the amount of such service(s). The provision of assistive technology devices and/or services may not be made conditional on subsequent approval by entities outside the IEP process, such as availability from the Intermediate Unit or Medical Access Reimbursement.

All procedural safeguards and time lines set forth in federal and state laws for completing multidisciplinary evaluations, reevaluations, and developing and implementing IEPs are fully applicable to assistive technology devices and/or services when they are necessary to ensure eligible children receive FAPE. Assistive technology devices should be secured on loan or leased if manufacturer delay is anticipated.

It is PA Virtual's responsibility to provide assistive technology devices and services when included as part of a student's IEP. PA Virtual is responsible for the maintenance, repair, and replacement of assistive technology devices used to implement a child's IEP, unless other provisions are made by contract or arrangement with other educational, medical or health-care providers.

The Director of Special Education or his/her designee is directed to seek any necessary assistance from the Commonwealth regarding the purchase and payment for Assistive Technology. According to PDE, the Director of Special Education or his/her designee should inform the family not to assume the device will be billed to Medical Assistance (MA), even if a child's MA number is provided on an equipment acquisition form. If the device is billed to MA, the Director of Special Education or his/her designee will notify the parents by sending a transfer of ownership letter. When the parents are in receipt of the transfer of ownership letter, the billing process has begun. If the billing is ultimately rejected by MA, the parents will be informed by letter. The Director of Special Education or his/her designee may not delay or deny a student's receipt of assistive technology while it attempts to secure MA funding and is directed to comply with any applicable procedures as modified by PDE.

III. Additional Administrative Procedures

The Director of Special Education or his/her designee is charged with implementing procedures to ensure that devices are properly maintained and functioning, including hearing aids and surgically implanted medical devices, unless the device is under contract or agreement with another educational, medical or health care provider with the parent or the Charter School.

Routine checks and tests of those devices will be administered and results logged or otherwise noted when necessary. The Director of Special Education or his/her designee is directed to implement a process to address: the need for AT, effective maintenance of all AT devices, the selection of age and developmentally appropriate AT devices, review of recommendations from qualified personnel including speech language pathologists regarding AT, and the maintenance of AT by PA Virtual. All AT devices are to be maintained in a manner deemed appropriate for their intended use and purpose as directed by the manufacturer to the maximum extent possible.

The need for AT services and devices are to be identified with specificity in students' IEPs; and, AT services and devices are to be reviewed at least annually in the course of an IEP team meeting, or as requested by the IEP team and/or parent.

The Director of Special Education or his/her designee is directed to have AT devices promptly repaired when needed and in the interim a device or back up plan is to be in place while the device is being repaired or maintained.

The Director of Special Education or his/her designee is further directed to have a plan in place to provide AT services without interruption.



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	Early Intervention Policy
Code	2412
Status	Active
Adopted	August 26, 2019
Last Revised	October 17, 2020
Last Reviewed	October 17, 2020

PURPOSE

The purpose of this policy is to direct the transition process from early intervention to the Charter School.

POLICY

Pennsylvania Virtual Charter School (PA Virtual) follows the standardized procedures and forms developed by the Pennsylvania Department of Education ("PDE") and the Bureau of Early Intervention Services ("BEIS") to assist in the transition process from early intervention to the Charter School.

PA Virtual administration must contact the Mutually Agreed Upon Written Arrangement ("MAWA") holder in their area to make arrangements for the delivery of early intervention services if a child below school age is admitted. At a transition meeting, parents and PA Virtual can agree to adopt and implement the child's preschool Early Intervention Individualized Education Program by issuing a Notice of Recommended Educational Placement /Prior Written Notice ("NOREP/PWN"), indicating this recommendation. For the next period of sixty (60) days, the Charter School, as the LEA, decides on whether to accept, in part or in whole, the entire recommended special education program. PA Virtual can decide, among other things, whether to issue a Permission to Evaluate ("PTE") to conduct an evaluation using necessary school-age instruments, whether to revise the IEP or reevaluate, if necessary.

PA Virtual will ensure that special education services are interrupted from early intervention to the Charter School.

All children currently eligible for special education in preschool Early Intervention and registered with the Charter School will remain eligible for special education in the Charter School unless the Charter School or the Early Intervention program completes a reevaluation that determines the child is no longer eligible for special education. If necessary, pending completion of dispute resolution options of mediation or due process hearings, the transitioning child must continue to receive special education services required to provide FAPE.

The CEO or his/her designee shall ensure that this transition process is carried out in accordance with federal and state laws and regulations through the Director of Special Student Services/Special Education Coordinator.

PA Virtual administration must contact the Pennsylvania Department of Education for information on the local MAWA agency, if that information is not otherwise available.

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

Legal

Chapter 711 of the Pennsylvania State Code

Act 212 of 1990

Individuals with Disabilities Education Act (IDEA)

Last Modified by Julie Pufko on December 2, 2020



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	Surrogate Parent Policy
Code	2413
Status	Active
Adopted	August 26, 2019
Last Revised	December 14, 2020
Last Reviewed	December 14, 2020

PURPOSE

Pennsylvania Virtual Charter School (PA Virtual) must identify eligible students in need of surrogate parents and must recruit, select, train and assign surrogate parents in a timely manner in accordance with applicable state and federal laws and regulations. The Board of Trustees (Board) directs the CEO, or designee, to establish processes and procedures to fulfill the requirements of this policy.

POLICY

In accordance with federal regulations, PA Virtual must ensure that the rights of the child are protected when:

- No parent as defined in the regulations can be identified;
- PA Virtual, after reasonable efforts, cannot locate a parent;
- The child is Ward of the State as identified by the State's laws; or
- The child is an unaccompanied homeless youth as defined by the McKinney-Vento Homeless Assistance Act: 42 U.S.C. Sec. 11434 a(6).

PA Virtual may select a surrogate parent in any way permitted under applicable state and federal law, but must ensure that a person selected as a surrogate is not an employee of the State Educational Agency ("SEA"), PA Virtual, or any other agency that is involved in the education or care of the child, such as the child welfare agency, adoption agency, etc. This means that a "house parent," or other employee of a public child welfare agency or private child welfare provider agency, school district, charter school, state educational agency, or a facility where the child lives is not eligible. Whenever possible, a surrogate parent should be someone who already knows and has a trusting relationship with the youth and must have knowledge and skills that ensure that he or she will adequately represent the child.

For a child who is a ward of the State (in Pennsylvania this would be a foster child or a child in the custody of a public child welfare agency, as Pennsylvania does not have a definition of a "ward of the state"), a surrogate may be appointed by a judge overseeing the child's care or by PA Virtual. The surrogate must have no personal or professional interest that conflicts with the interest of the child the surrogate parent represents. The surrogate parent must have knowledge and skills that ensure adequate representation of the child. The surrogate parent may represent the child in all matters relating to the identification, evaluation, educational placement and provisions of a free and public education (FAPE) to the child.

If a child is or may be eligible for special education or early intervention services, the Individuals with Disabilities Education Act (IDEA) requires the child's school district, charter school, cyber charter school or early intervention agency to ensure that the child has an active birth or adoptive parent or other person authorized by the IDEA or a court to make decisions for him or her. The person who is designated to act as the "parent" under the IDEA is entitled to participate in all of the meetings and make all relevant decisions.

PA Virtual must make all reasonable efforts to appoint a surrogate parent within 30 calendar days after discovering the need for a surrogate parent.

PA Virtual is directed to try to maintain a pool of qualified surrogate parents or it may enter into interagency agreements with its local child welfare agency to identify potential candidates to fill this role so it can meet this obligation.

PA Virtual must comply with Bureau of Special Education requirements to send a report of students in need of a surrogate parent (including students whose parents are unknown or unavailable and all students who are wards of the State) to the Bureau of Special Education or make it available onsite for verification as directed by the BSE Chairperson. PA Virtual must make available evidence of recruitment, selection, training and assignment of surrogate parents.

If PA Virtual cannot locate a biological or adoptive parent or other IDEA Parent as defined in the regulations from the list below, then it must appoint a "surrogate parent" not more than 30 calendar days after determining the need for a surrogate parent. In some cases, a child may appear to have more than one IDEA parent from the list below and PA Virtual will need to determine which person is the legally-authorized decision maker.

Under the IDEA, potential IDEA Parents include:

1. A biological or adoptive parent;
2. A foster parent;
3. An individual who has the authority to act as the child's parent or who has the authority to make education decisions for the child (such as an Educational Decision Maker);
4. A family member with whom the child lives who is acting as a parent (such as a grandparent or stepparent);
5. A guardian who is legally responsible for the child's welfare (but not any employee of a child welfare agency); or
6. A surrogate parent assigned by the local educational agency (such as the school district or charter school).

If a court has not limited the biological/ adoptive parent's authority to make education decisions, PA Virtual must recognize that parent as the person authorized to make education decisions for the child so long as he or she is "attempting to act as the parent." If the parent is not "attempting to act as the parent" (for example, is not responding to notices or attending meetings), and the child has a foster parent or one of the other potential "IDEA parents" listed above, PA Virtual must then treat that person as the child's IDEA Parent and allow that person to participate in meetings, give or deny consent, and make early intervention or special education decisions for the child. The "IDEA Parent" can challenge PA Virtual's proposals through the mediation and due process hearing procedures.

If the child has a "parent" under the IDEA (see list above), PA Virtual does not need to "appoint" that person as the child's surrogate parent. Unlike a juvenile court judge, who can appoint another person as Educational Decision Maker ("EDM") to act in the best interest of the child even if the child has a parent, a Charter School cannot appoint another person to make decisions for the child if the child has a "parent." Any court orders appointing an Educational Decision Maker in a juvenile dependency or delinquency matter involving a student should be carefully reviewed to understand the extent of this individual's ability to make educational decisions for the student.

PA Virtual must take steps to ensure that the child's rights are protected if:

1. PA Virtual does not know who the parent is;
2. PA Virtual cannot locate the parent after making reasonable efforts to get in touch with them, such as calling and sending letters on multiple occasions;
3. The child has no "parent" under the IDEA (see above); or
4. The child is an "unaccompanied homeless youth" as defined by the federal McKinney-Vento Act and is eligible for special education.



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	Child Find Policy
Code	2414
Status	Active
Adopted	August 26, 2019
Last Revised	June 22, 2020
Last Reviewed	June 27, 2022

PURPOSE

The purpose of this policy is to inform the PA Virtual community of the rights of students and parents and the responsibilities of PA Virtual staff as it relates to "child find" and providing a free and appropriate education ("FAPE") to IDEA eligible students.

POLICY

I. Services for School-Age Students with Disabilities

PA Virtual Charter School ("Charter School") shall provide FAPE to eligible students. To qualify as an eligible student, the child must be of school age, in need of specially-designed instruction, and meet eligibility criteria for one or more disabilities, including those related to health, learning, or developmental issues, as early as possible, as set forth in the federal Individuals with Disabilities Education Act ("IDEA") and Chapter 711 of the Pennsylvania State Regulations.

The Charter School uses identification procedures to determine eligibility of students and provide an appropriate educational program consisting of special education and related services, individualized to meet student needs at no cost to the parents. To identify students who may be eligible for special education, various screening activities are conducted on an on-going basis. These screening activities include: review of group-based data (cumulative records, enrollment records, health records, report cards, ability, and achievement test scores); hearing, vision, physical, and speech/language screening; and review of data by applicable Charter School Teams.

When screening results suggest that the student may be eligible for special education services, the Charter School seeks written parental consent to conduct a multidisciplinary evaluation because the Charter School cannot conduct an evaluation or provide an initial provision of special education services without this written permission. For additional information related to consent, please refer to the Procedural Safeguards Notice which can be found at the PaTTAN website, www.Pattan.net.

However, parents who suspect that their child is eligible for special education services may request a multidisciplinary evaluation at any time through a verbal or written request to any employee of PA Virtual, who will then ensure the request is processed by the School Principals. If the parent disagrees with the Evaluation Report, the parent may request an Independent Education Evaluation (IEE) at public expense.

Once the evaluation process determines eligibility, an IEP Team of Charter School professionals and Parents meet to discuss and determine services to meet the needs of the student and include the annual development of an Individualized Education Program (IEP), bi-annual or tri-annual multidisciplinary re-evaluation (depending upon the student's disability categories), and a full continuum of services, which include Itinerant, Supplemental, or Full-Time Levels of Intervention. The extent of special education services and the location for the delivery of such services are determined by the IEP team and are based on the student's identified needs and abilities, chronological age, and the level of intensity of the specified intervention. The Charter School also provides related services, such as transportation, speech and language therapy, physical therapy, and occupational therapy, as required for the student to benefit from the special education program.

II. Services for Protected Handicapped Students

In compliance with state and federal law, the Charter School will provide to protected handicapped students services or accommodations that are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extra-curricular activities to the maximum extent appropriate to the student's abilities. These related services or accommodations are provided without discrimination or cost to the student or family. In order to qualify as a protected handicapped student, the child must be of school age with a physical or mental disability, which substantially limits or prohibits participation in or access to an aspect of the school program. Services and safeguards for protected handicapped students are distinct from those applicable to exceptional students enrolled or seeking enrollment in special education programs.

III. Confidentiality of Student Records

The Charter School protects the confidentiality of personally identifiable information for all students in accordance with the Family Educational Rights and Privacy Act ("FERPA"), state law and the Charter School's student records policy.

IV. Child Find Public Awareness Activities

Child Find Public Awareness Activities include annual publication to notify parents/guardians of child identification activities and posting of the Child Find Notice on the Charter School's website.

V. Contacts

For additional information regarding any special education or Section 504 issues, please contact the Director of Special Education at:

630 Park Avenue
King of Prussia, PA 19406
(610) 275-8500

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

Legal	Chapter 711 of the Pennsylvania Code Individuals with Disabilities Education Act Family Educational Rights and Privacy Act Section 504 of the Rehabilitation Act of 1973
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Cross References	Procedural Safeguards Notice Independent Evaluations Policy Evaluation and Reevaluation Policy
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Last Modified by Julie Pufko on September 8, 2022



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	Special Education Related Services Personnel Policy
Code	2415
Status	Active
Adopted	August 26, 2019
Last Revised	March 28, 2020

PURPOSE

The purpose of this policy is to guide the selection and use of various "related service" providers in order to provide FAPE to students in safe and effective manners.

POLICY

The Board of Trustees (Board) of Pennsylvania Virtual Charter School (PA Virtual) recognizes the need to employ or contract appropriately qualified and certified individuals to in order to guarantee the safe, professional provision of special education/related services/support and/or supplementary aids to Charter School students pursuant to students' respective IEPs or Section 504 Plans.

A. Requirements

PA Virtual Charter School is required to comply with the following laws and regulations by ensuring all appropriate credentials and paperwork are completed by employees and independent contractors prior to them having direct contact with students.

- Chapter 711.5- Charter School and Cyber Charter School Services and Programs for Children with Disabilities- Personnel- describes appropriate certifications and training necessary for educational professionals to work with students in Pennsylvania Public Schools
- 24 P.S. Education 24 P.S. §1-111- Criminal history of employees and prospective employees; conviction of certain offenses
- 23 PA C.S.A. Sec 6301 et. seq.- Child Protective Services Law
- Act 15 of 2015- Domestic Relations Code- establishes various screening and background check requirements for those persons who are "responsible for a child's welfare or have direct and routine contact with children
- Act 168 of 2014- Sexual Misconduct/Abuse Disclosure regulations and forms

B. Obligation to Report

The Charter School Board of Trustees also requires and independent contractors, as described above, 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.

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 SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.

Legal

20 USC Chapter 33

Chapter 711 PA Code

Individuals with Disabilities Education Act (IDEA)

Sign Language Interpreter/Transliterators State Registration Act 63 P. S. §§ 1725.1—1725.12

Title 24 P.S. Education § 17-1724-A § 17-1724-A

Last Modified by Katie Capers on March 30, 2020



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	Dual Enrollment Policy
Code	2520
Status	Active
Adopted	August 26, 2019
Last Revised	October 17, 2020
Last Reviewed	October 17, 2020

PURPOSE

The Board of Trustees (Board) of Pennsylvania Virtual Charter School (PA Virtual) recognizes that, pursuant to current School Code, students enrolled at the charter school shall not be enrolled in any other public school or nonpublic school subject to the exceptions set forth below. To prevent dual enrollment of its students, the Board of Trustees (Board) of Pennsylvania Virtual Charter School (PA Virtual) adopts the following policies regarding students enrolled in PA Virtual receiving instruction from other institutions:

POLICY

I. Definitions

Public School - The term “public school” means a school operated by a joint board, board of directors or school board where pupils are enrolled in compliance with Article XIII of the act of March 10, 1949 (P.L. 30, No. 14), known as the “Public School Code of 1949.” The term includes elementary schools, secondary schools, area vocational-technical schools and intermediate units.

Nonpublic School - The term “nonpublic school” means a school which meets the definition of a “private academic school” as that term is defined by the act of January 28, 1988 (P.L. 24, No. 11”), known as the “Private Academic Schools Act.” The term includes religious schools that are not subject to licensure under the Private Academic Schools Act.

II. Dual Enrollment in PA Virtual and a Public School

Students enrolled in PA Virtual shall not be enrolled in any other public school unless such enrollment is pursuant to a valid Notice of Recommended Educational Placement (NOREP) for a student in need of special services. Any student enrolled in PA Virtual who is also enrolled in any other public school where such enrollment is not pursuant to a valid NOREP shall be subject to withdrawal from PA Virtual.

As per 24 P.S. §§ 17-1701-A - 17-1732-A - Amended for Act 70, when a student chooses to attend a charter school, the student chooses the charter school’s educational offerings. PA Virtual does not contract with any career or technical schools to provide a career and technical education option for its students.

III. Dual Enrollment in PA Virtual and a Nonpublic School

Students enrolled in PA Virtual shall not be enrolled in any other nonpublic school unless such enrollment is pursuant to a valid NOREP for a student in need of special services.

Any student enrolled in PA Virtual who is also enrolled in any other nonpublic school where such enrollment is not pursuant to a valid NOREP shall be subject to withdrawal from PA Virtual.

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

Legal

Private Academic Schools Act of January 28, 1988 (P.L. 24, No. 11")

Public School Code of 1949- Article XIII of the act of March 10, 1949 (P.L. 30, No. 14)

Last Modified by Julie Pufko on December 17, 2020



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	Educational Assessment Policy
Code	2601
Status	Active
Adopted	August 26, 2019
Last Reviewed	February 24, 2020

PURPOSE

The Board of Trustees of Pennsylvania Virtual Charter School (“PA Virtual”) recognizes its responsibility to develop and implement an assessment system as required by federal and state laws including Chapter 4 of the Pennsylvania Administrative Code, for improving the education program of PA Virtual. This assessment system will also provide assessment of the degree to which students are achieving and progressing toward educational goals and academic standards.

POLICY

It shall be the policy of the PA Virtual Board of Trustees to expect and encourage parents/guardians/learning coaches to have their student(s) participate in mandated state testing, subject to the following.

I. Authority

The Board requires the participation of students mandated by state and federal law, except as outlined below, to participate in the annual Pennsylvania System of School Assessment (“PSSA”) and/or Keystone assessments as appropriate.

The Board reserves the right to review assessment measures and to approve those that serve a legitimate purpose without infringing upon the personal rights of the students or parents.

The Board shall provide for a process and time period in which requests by parents or guardians may be made to review the State assessments, consistent with applicable law, to determine whether the state assessments conflict with the parents'/guardians' religious beliefs.

The Board shall ensure compliance with state law regarding the right of parents or guardians to excuse their student(s) from State assessment requirements for reasons specified by state law and upon receipt of a written request to the Chief Executive Officer or his/her designee. The Board directs the CEO or designee, at a minimum, to annually inform parents of the consequences to PA Virtual when less than 95% of its students test.

II. Guidelines

Parents shall receive information regarding their child's state assessment scores and may obtain an explanation of assessment results from qualified school personnel and how to access assistance for students not attaining academic standards at the proficient level.

PA Virtual will adhere to state and federal special education laws in providing appropriate supports to students taking standardized assessments

The CEO or designee shall annually disseminate to parents and the public information regarding student assessment results, as required by federal and state law and regulations.

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

Legal Chapter 4 of the Pennsylvania Administrative Code

Cross References Alternative Assessment of Students Policy

Last Modified by Julie Pufko on December 11, 2023



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	State Assessment Policy
Code	2602
Status	Active
Adopted	August 26, 2019
Last Revised	February 24, 2020

PURPOSE

The Board of Trustees of Pennsylvania Virtual Charter School (PA Virtual) recognizes PA Virtual's responsibility to implement procedures for standardized testing in accordance with state and federal law. The virtual nature of the school requires that locations throughout the Commonwealth be identified and made available to all students who are required to participate in the Pennsylvania System of School Assessment (PSSA) and/or alternative assessments. Therefore, PA Virtual will establish and implement procedures in accordance with this policy to ensure that students are properly supervised and that all safety precautions are observed.

POLICY

In addition to occasional assessments that are part of the instructional program or curriculum of PA Virtual, the school is required to administer the PSSA, PASA, Keystone, and/or alternative assessments to students as designated by state law. At the beginning of each school year, parents of students enrolled in PA Virtual will be notified of the testing window on which these assessments will be administered.

PA Virtual is responsible for ensuring that the PSSA, PASA, Keystones and/or alternative assessments are conducted in accordance with state mandates, regulations and procedures and will ensure that all test administration security precautions are followed. Any breaches in test security must be investigated and addressed in accordance with state and federal laws.

PA Virtual will further ensure that appropriate accommodations are made for English Learners, students with Individual Education Plans and students with Section 504 plans who require accommodations. In ensuring the provision of appropriate accommodations, PA Virtual will follow the accommodation guidelines set forth by the Pennsylvania Department of Education or any other overseeing authority.

No student will be denied participation in the PSSA, PASA, Keystone, and/or alternative assessments due to disability or discipline issues.

Ensuring their student is present at testing centers is the responsibility of the parent or guardian in a cyber model of education. However, no student will be denied participation in the PSSA, PASA, Keystone, and/or alternative assessment due to financial difficulty or issues with transportation. In qualifying circumstances, PA Virtual may assist with transportation. Any and all requests for financial assistance to ensure participation in the

State assessments shall be made to the CEO in writing and shall include a detailed explanation and documentation of the reasons financial assistance is sought and shall be submitted to the student's building principal no fewer than fifteen (15) calendar days prior to the scheduled administration of the PSSA, PASA, Keystone, and/or alternative assessment.

Transportation from various locations throughout the Commonwealth may be provided to assure student attendance at the various testing sites. Such transportation, if provided by PA Virtual, must be provided by a common carrier that meets the following requirements.

1. Is licensed to do business in the Commonwealth of Pennsylvania.
2. Is licensed for passenger transport by the Federal Motor Carrier Safety Administration.
3. All employees/drivers of common carriers who have direct contact with students shall have undergone applicable required state and federal background checks and provide proof of such to PA Virtual.
4. Provides proof of insurance in amounts determined to be adequate by the CEO or designee. Where applicable, the school and its employees and trustees shall be named as an additional insured.

Parents who use their own vehicles to transport a student or students to a testing site will be considered to have assumed liability for any and all injuries sustained by any and all individuals present in the vehicle while being transported to a testing site.

Under no circumstances shall school personnel use their private vehicles to transport students to and/or from a testing site. School personnel is not permitted to transport students to and/or from a testing site unless they have specifically contracted with the school in writing to provide such transportation and such contract has been approved by the CEO or designee.

All testing sites will be adequately insured by PA Virtual and/or have adequate insurance in amounts to be determined to be adequate by the CEO or designee. Where applicable, the school and its employees and trustees shall be named as an additional insured.

The Board of Trustees, in conjunction with the Administration of PA Virtual, will ensure that appropriate facilities for test administration are available and that adequate adult supervision is provided. Parents and/or other adults may volunteer to assist in providing ancillary supports during the administration of the examination in keeping with all state and federal test security guidelines. Volunteer participation will be at the discretion of the Administration of PA Virtual, and subject to the school's Volunteer Clearance Policy and the mandates of state and federal laws.

Students will be held responsible for adherence to the guidelines and expectations established within the Student Handbook and Code of Conduct regarding conduct at testing facilities. Any student who disregards those rules or commits any infraction in violation of any state or federal law or school policy will be subject to disciplinary measures to the same degree as if the infraction occurred during regular school hours or at any other school-related or school-sponsored event.

PA Virtual, in consultation with the pupil health department, will establish and implement procedures for effective and efficient handling of emergencies, including medical emergencies. For students with chronic medical issues, information regarding the administration of medication and/or treatment must be provided by parents in advance of testing to ensure that the student's needs will be met.

The Board directs the CEO or designee to at least annually inform parents of the consequences to PA Virtual when less than 95% of its students test.

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

[Provide Nursing Services Process](#)

Last Modified by Katie Capers on March 3, 2020



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	English Learners Policy
Code	2701
Status	Active
Adopted	August 26, 2019
Last Revised	June 27, 2022
Prior Revised Dates	6/22/2020

PURPOSE

Pennsylvania Virtual Charter School's Board of Trustees' ("Board") philosophy is to provide a quality educational program to all students. The school shall provide an appropriately planned instructional program for identified students whose dominant language is not English ("English Learner" students).

The purpose of the program shall be to increase the English language proficiency of English Learner (EL) students so they can attain the state academic standards within the English Language Development (ELD) program setting as well as within the general education classroom environment. In addition, there will be equal opportunities for EL students to participate in extracurricular activities, while providing them with the cultural, social and emotional supports to adapt to this new cultural setting. The Board shall provide an equal opportunity for all students, including EL students, to achieve their maximum potential through the curriculum, instruction and programs offered in the school. At no time shall the school, including the Board, permit, condone, encourage or facilitate discrimination against students during recruitment, admissions and enrollment, instruction, counseling, and daily interactions with school faculty and staff.

POLICY

I. Definitions

English Language Development (ELD) - is a requirement of all language instruction educational programs (LIEPs). ELD takes place daily throughout the day for ELs and is delivered by both ESL (English as Second Language) Teachers and non-ESL Teachers.

Language Instructional Educational Program (LIEP) - provides planned English language development instruction by a qualified ESL/Bilingual Education teacher, and provides adaptations/modifications in the delivery of content instruction and assessments by all teachers based on students' language proficiency levels and the Pennsylvania English Language Development Standards (PA ELDS) Framework for ELs as well as the Pennsylvania Academic Standards.

II. Enrollment of EL Students

EL students and families shall be provided translation and interpretation services to the extent needed to assist with enrollment at PA Virtual. All students seeking first time enrollment in the Charter School shall be given a Home Language Survey in accordance with the requirements of the U.S. Department of Education's Office for Civil Rights. Enrollment of a student may not be delayed in order to administer the Home Language Survey. The completed survey shall be filed in each student's permanent record through graduation. 22 Pa. Code § II.11(e).

III. Responsibility

The school shall adopt an instructional program for each EL student for the purpose of facilitating the student's achievement of English proficiency and academic standards. Based on the Home Language Survey responses, each student shall be assessed for potential placement in an ESL Program within 30 days of school or within 14 days of enrollment if a student enrolls after the first day of school.

IV. The Language Instruction Education Program (LIEP)

To ensure that all ELs have equitable access to academic content for all courses in which they are enrolled, the LIEP will, at a minimum:

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

Language Instruction Educational Programs ("LIEPs") - Title III of the ESEA replaces the expectation in the ESEA, as amended by NCLB, that LIEPs be "scientifically based" with a new expectation – that LIEPs be "effective."

The LIEP will be evaluated by Pennsylvania Virtual Charter School annually to assess the effectiveness of the program and will make all necessary changes based on the results of the evaluation. The evaluations will be based on student outcomes rather than program inputs and will include evidence of student growth toward proficiency in English and academic achievement. The results of the evaluations will be documented and reported through the English Learner Reporting System (ELRS).

V. EL Students with Disabilities

All EL students shall be eligible for special education services. All procedures for the screening, evaluation, IEP, and the provision of services and/ or instruction for EL students must be in compliance with governing state and federal laws and regulations. The Charter School, as LEA, must ensure that their EL program is effective before referring the child for evaluation.

The IEP team for an EL student shall include either the ESL Director or an appropriately certified ESL teacher, or at a minimum, the IEP team shall receive input from either the ESL Director or the appropriate ESL teacher when appropriate. In Pennsylvania, the ESL Program Specialist (PK-12) is the add-on certificate for teachers who provide English as a Second Language instruction. The IEP team for an EL student shall consider the need for EL instruction as it addresses the EL student's needs related to the provision of Free Appropriate Public Education. In determining an EL student's needs, the IEP team shall consider both special education services and EL instruction simultaneously. Special education services do not replace EL instruction.

VI. Communications with EL Parents/Guardians

Communications with EL parents and/ or guardians must be in the parents'/ guardians' preferred language and mode of communication. The school will provide interpretation services (written and/ or oral, depending on the preferred mode of communication).

VII. Notifications to Parent(s)/Guardian(s) of ELs

Title I requires that every LEA that uses funds under either Title I or Title III for services to ELs must provide a parent with notification that outlines their child's identification as an EL and placement in an LIEP. (ESEA Section 1112(e)(3)).

Initial notification should include:

1. Detailed description of the LIEP as outlined in the BEC, including a description of its intended benefits for children and an explanation of its effectiveness (this description should include information on screening, identification, and placement of ELs)
2. Description of the EL identification process and the reason that their child was identified as an EL
3. Their child's current English proficiency level and a description of what that means
4. Information explaining their right to refuse enrollment of their child in the LIEP

VIII. Annual Notification Requirements

Parents of currently enrolled ELs will be provided with the following information within 30 days of the start of each school year:

- A notification of their child's continued participation in the LIEP,
- A description of the LIEP including its intended benefits for their children and an explanation of its effectiveness,
- A notification of their right to refuse services,
- A description of any Title III supplemental services being offered,
- A notification of their right to refuse Title III supplemental services

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Legal	The Every Student Succeeds Act (ESSA)
	The Elementary and Secondary Education Act (ESEA)
	Equal Educational Opportunities Act of 1974
	Civil Rights Act of 1964, Title VI
	22 Pa. Code Chapter 11
	22 Pa. Code Chapter 4

Cross References	English Language Learners
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Last Modified by Julie Pufko on September 8, 2022



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	Section 504 Policy
Code	2702
Status	Active
Adopted	August 26, 2019
Last Revised	August 22, 2022
Last Reviewed	October 17, 2020

PURPOSE

The Board of Trustees (Board) recognizes that all qualified persons with disabilities at Pennsylvania Virtual Charter School (PA Virtual) are entitled to a free and appropriate public education under Section 504 of the Rehabilitation Act (Section 504). The purpose of this policy is to guide staff in ensuring that FAPE is provided to students who qualify under Section 504 of the Rehabilitation Act.

POLICY

The Section 504 regulations define a person with a disability as any person who (i) has a physical or mental impairment which substantially limits one or more major life activities, (ii) has a record of such an impairment, or (iii) is regarded as having such an impairment.

A "physical or mental impairment" may include:

1. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genito-urinary; hemic and lymphatic; skin; and endocrine; or

2. Any mental or psychological disorder, such as an intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities that do not require specially designed instruction. Per the Office for Civil Rights (OCR) guidance regarding "Protecting Students with Disabilities," the regulations "do not set forth an exhaustive list of specific diseases and conditions that may constitute physical or mental impairments."

Per the Office for Civil Rights (OCR) guidance regarding "Protecting Students with Disabilities", the regulations "do not set forth an exhaustive list of specific diseases and conditions that may constitute physical or mental impairments."

"Major life activity" may include: functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. According to the OCR, this list is also not exhaustive.

A student is not "regarded as" an individual with a disability if the impairment is transitory and minor. A transitory impairment is an impairment with an actual or expected duration of six (6) months or less. However, an impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active. A student with such an impairment is entitled to a free appropriate public education under Section 504.

A qualified person with a disability is a person with a disability who is of an age during which it is mandatory under state law to provide such services to persons with disabilities; of an age during which persons without disabilities are provided such services; or a person for whom a state is required to provide a free appropriate public education under IDEA 2004.

All school-age children who are individuals with disabilities as defined by section 504 are entitled to a free and appropriate public education ("FAPE").

According to the OCR, an appropriate education includes: education services designed to meet the individual education needs of students with disabilities as adequately as the needs of nondisabled students are met; the education of each student with a disability with nondisabled students, to the maximum extent appropriate to the needs of the student with a disability; evaluation and placement procedures established to guard against misclassification or inappropriate placement of students, and a periodic reevaluation of students who have been provided special education or related services; and establishment of due process procedures that enable parents and guardians to receive required notices, review their child's records, and challenge identification, evaluation and placement decisions, and that provide for an impartial hearing with the opportunity for participation by parents and representation by counsel, and a review procedure.

To be appropriate, education programs for students with disabilities must be designed to meet their individual needs to the same extent that the needs of nondisabled students are met. An appropriate education may include regular or special education and related aids and services to accommodate the needs of individuals with disabilities.

The quality of education services provided to students with disabilities must equal the quality of services provided to nondisabled students. Teachers of students with disabilities must be trained in the instruction of individuals with disabilities. Facilities and classrooms must be comparable, and appropriate materials and equipment must be available.

Students with disabilities may not be excluded from participating in nonacademic services and extracurricular activities on the basis of disability. Persons with disabilities must be provided an opportunity to participate in nonacademic services that are equal to that provided to persons without disabilities. These services may include physical education and recreational athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the school, and referrals to agencies that provide assistance to persons with disabilities and employment of students.

Students with disabilities and students without disabilities must be placed in the same setting, to the maximum extent appropriate to meet the education needs of students with disabilities.

A person with a disability must be placed in the regular environment, unless it is demonstrated that the student's needs cannot be met satisfactorily with the use of supplementary aids and services. Students with disabilities must participate with nondisabled students in both academic and nonacademic services to the maximum extent appropriate to their individual needs.

As necessary, specific related aids and services must be provided for students with disabilities to ensure an education setting. Supplementary aids may include interpreters for students who are deaf, readers for students who are blind, and equipment to make physical accommodations for students with mobility impairments to the extent required in a cyber setting.

Section 504 requires the use of evaluation and placement procedures.

Academic and medical documentation, and/ or evaluations when appropriate, will be gathered and assessed by the Section 504 team before any action is taken with respect to the initial placement of a child who has a disability, or before any significant change in that placement. A physician's diagnosis alone does not mean that a Student requires Section 504 accommodations. A physician's diagnosis may be considered among other sources in evaluating a student. But, the physician's diagnosis should not be the sole criteria for determination that Section 504 accommodations are needed.

The Director of Special Education and the Section 504 Coordinator or designees must establish standards and procedures for initial and continuing review of placement decisions regarding persons who, because of a disability, need or are believed to need special education or related services. Procedures must ensure that tests and other evaluation materials; have been validated for the specific purpose for which they are used, and are administered by trained personnel in conformance with the instructions provided by their producer; are tailored to assess specific areas of educational need and are not designed merely to provide a single general intelligence quotient; and are selected and administered so as best to ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).

The Section 504 Coordinator or student's designee is directed to draw upon a variety of sources in the evaluation and placement process so that the possibility of error is minimized. All significant factors related to the learning process must be considered. These sources and factors include aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, and adaptive behavior. Information from all sources must be documented and considered by a group of knowledgeable persons, and procedures must ensure that the student is placed with nondisabled students to the greatest extent appropriate. Periodic reevaluation is required.

The 504 Coordinator or the student's designee must have in effect procedural safeguards regarding the identification, evaluation, or educational placement of persons who, because of disability, need or are believed to need special instruction or related services. Parents must be told about these procedures. In addition, parents or guardians must be notified of any evaluation or placement actions, and must be allowed to examine the student's records. The due process procedures must allow the parents or guardians of students to challenge evaluation and placement procedures and decisions.

If parents or guardians disagree with PA Virtual's decisions, they must be afforded an impartial hearing, in accordance with applicable law. A review procedure also must be available to parents or guardians who disagree with the hearing decision. Grievance procedures must explicitly state and make clear to the individual(s) involved that a complaint can be made to the regional office of U.S. Department of Education's Office for Civil Rights (OCR) without going through the Charter School's grievance procedures. PA Virtual's 504 Coordinator, or other designee, should attempt to resolve the matter initially through the Charter School in accordance with the School's Parent/Student Complaint process. PA Virtual will convene a conference within ten (10) days of receipt of the complaint, or such other reasonable time required by law.

It is the policy of the Board to provide a free and appropriate public education to each qualified disabled student within PA Virtual, regardless of the nature or severity of the disability. Consequently, it is the intent of the Board to ensure that students who are disabled within the definition of Section 504 are identified, evaluated and provided with appropriate educational services.

I. Request for Evaluation

A request may be made for students who are in need of or are believed to be in need of services under Section 504 by a parent/guardian, teacher, or other certified school employee. Requests should be directed to the student's Principal but can be made with any employee at PA Virtual.

PA Virtual will consider the request, and based upon a review of the student's records, including academic, social, testing, and behavioral records, determine whether an evaluation is appropriate. Any student, who, because of a disability, needs or is believed to need special services, will be referred for evaluation. If a request for evaluation is denied, PA Virtual will inform the parents or guardian of this decision and of their procedural rights.

II. Evaluation

Student needs will be assessed to determine eligibility for accommodations as a disabled person under Section 504.

If an evaluation is deemed necessary or appropriate, PA Virtual's Section 504 evaluation procedures must ensure that:

Evaluation materials have been validated for the specific purpose for which they are used and are interpreted and/ or administered by trained personnel in conformance with the instructions provided by their producer.

Tests and the evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient.



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	Homeless Student Policy
Code	2703
Status	Active
Adopted	August 26, 2019
Last Revised	August 21, 2023
Last Reviewed	August 21, 2023
Prior Revised Dates	8/26/2019

PURPOSE

It is the policy of the Board of Trustees (Board) of Pennsylvania Virtual Charter School (PA Virtual) that each homeless student has equal access to the same free, appropriate public education, as provided to other students in accordance with the McKinney-Vento Homeless Assistance Act (42 U.S.C. § 11431 *et seq.*), which provides authority for the McKinney-Vento Education for Homeless Children and Youth (“EHCY”) program.

POLICY

The Every Student Succeeds Act (“ESSA”) was signed into law on December 10, 2015, (P.L. 114-95), and reauthorizes the Elementary and Secondary Education Act (“ESEA”) of 1965, which was enacted in its previous version as the No Child Left Behind (“NCLB”) Act, in 2002 and amended the McKinney-Vento Homeless Assistance Act. Specifically, Section 722(g)(3)(A) of the Elementary and Secondary Education Act (ESEA) indicates:

“the local educational agency serving each child or youth to be assisted [under this Act] shall according to the child’s best interest: (i) continue the child’s or youth’s education in the school of origin for the duration of homelessness, (I) in any case in which a family becomes homeless between academic years or during an academic year; or (II) for the remainder of the academic year, if the child or youth becomes permanently housed during an academic year; or (ii) enroll the child or youth in any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.”

The Board recognizes its obligation to ensure that homeless students have access to the same educational programs and services provided to other PA Virtual students. 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.

The Board may review, revise, and/or waive policies, procedures and administrative regulations that create barriers for enrollment, attendance, transportation, and success of homeless students in PA Virtual, based on the recommendation of the Chief Executive Officer (CEO). Homeless students shall comply with PA Virtual policies, procedures and administrative regulations unless waived by the Board in accordance with this policy and applicable State and Federal laws and regulations.

I. Definitions

Section 725 of the McKinney-Vento Act, as amended by the ESSA, defines the following terms:

Homeless children and youths - individuals who lack a fixed, regular, and adequate nighttime residence. The term includes:

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals.
2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Migratory children (as defined in section 1309 of the Elementary and Secondary Education Act of 1965, as amended), who qualify as homeless because they are living in circumstances described in this definition.

Enroll and enrollment - include attending classes and participating fully in school activities.

Unaccompanied youth - includes a homeless child or youth not in the physical custody of a parent or guardian.

School of Origin - means the school in which the child or youth attended when permanently housed, or the school in which the child or youth was last enrolled. The definition of "school of origin" now also specifically includes preschools and, when a child or youth completes the final grade level served by the school of origin, it also includes the designated receiving school at the next grade level for all feeder schools. (McKinney-Vento Act Section 722(g)(3)(I)).

Migratory Children - means children who are, or whose parent or spouse are, migratory agricultural workers, including migratory dairy workers, or migratory fishermen, and who have moved from one school district to another in the preceding 36 months, in order to obtain or accompany such parent or spouse temporary or seasonal employment in agricultural or fishing work. See 20 U.S.C 6399(2).

Note: Students who are "awaiting foster care placement" are no longer considered homeless for purposes of EHCY program. The deletion of "awaiting foster care placement" went into effect on December 10, 2016. (Section 725(2)(B)(i)).

II. Delegation of Responsibility

The CEO and/or their designee will serve as liaison for homeless students and families.

The liaison coordinates services to ensure that homeless children and youths enroll in school and have the opportunity to succeed academically and will ensure that PA Virtual is abiding by all applicable Federal, State and Local laws relating to homeless students. In addition, LEA liaisons who receive

appropriate training may now affirm that a child or youth who is eligible for and participating in a program provided by the LEA, or the immediate family of such a child or youth, is eligible for homeless assistance programs administered under Title IV of the McKinney-Vento Act. (Section 722(g)(6)(D)).

School personnel, designated by the CEO, shall develop procedures to assure PA Virtual is meeting the needs of the school's homeless students and eliminating barriers to their attendance at school, including identification, and the provision of appropriate support services, including records transfer, transportation, housing and special educational services, consistent with applicable State and Federal laws and regulations.

In addition to the duties already imposed on PA Virtual's liaison the following paragraphs (a) through (c) below set forth what the statute now requires of liaisons for homeless children and youths:

- a. Identify homeless children and youth including preschool age children.
- b. Inform parents or guardians of educational rights and related opportunities available to their children, and provide them with meaningful opportunities to participate in the education of their children.
- c. Ensure that school personnel providing services under the McKinney-Vento Act receive professional development and other support. (Section 722(g)(6)(A)(ix)).
- d. Ensure that unaccompanied homeless youths (i) are enrolled in school, (ii) have opportunities to meet the same challenging State academic standards as other children and youths, and (iii) are informed of their status as independent students under the Higher Education Act of 1965 and that they may obtain assistance from the LEA liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid. (Section 722(g)(6)(A)(x)).
- e. Ensure that public notice of the educational rights of the homeless children and youths is disseminated in locations frequented by parents or guardians of such youth, and unaccompanied homeless youths, including schools, shelters, public libraries, and soup kitchens, in a manner and form that is understandable. (Section 722(g)(6)(A)(vi)).
- f. Mediate enrollment disputes in accordance with the Enrollment Dispute section and ensure immediate enrollment pending resolution of disputes.
- g. Inform the parent/guardian of a homeless child or youth, and any unaccompanied youth, of all transportation options, including to the school of origin, and assist in accessing these transportation services.
- h. Assist children and youth who do not have immunizations, or immunization or medical records, to obtain necessary immunizations, or immunization or medical records.
- a. Understand the Pennsylvania Department of Education guidance issued for the education of homeless students in order to distribute information on the subject as well as to present workshops for school personnel, including office staff.

III. Guidelines - Best Interest Determination

Students shall not be discriminated against, segregated or stigmatized based on their status as homeless. The ESSA now requires that a school selected based on a homeless child's or youth's "best interest" must immediately enroll such child or youth even if they have missed application or enrollment deadlines during any period of homelessness. (Section 722(g)(3)(C)(i)(II)).

IV. Enrollment/Placement

To the extent feasible, and in accordance with the student's best interest and parent/guardian's wishes, a homeless student shall continue to be enrolled in their school of origin while they remain homeless, or until the end of the academic year in which they obtain permanent housing.

PA Virtual shall immediately enroll the student and begin instruction, after it has been determined that the student is unable to produce records normally required for enrollment pursuant to school policies. However, PA Virtual may require a parent/guardian to submit contact information which includes identification of school district of origin. Once enrolled, the Homeless Liaison will ask homeless families to complete a transitional housing form to determine the precipitating event(s) leading to homelessness, the specific date that homelessness last occurred, and details of current temporary living arrangements.

PA Virtual will contact the previous school for oral confirmation of immunizations, and the school shall request records from the previous district, pursuant to Board policy.

Oral confirmation between professionals is a sufficient basis to verify immunization with written confirmation to follow within 30 days. The instructional program should begin as soon as possible after the enrollment process is initiated and should not be delayed until the procedure is completed. The law specifies that information about a homeless child's or youth's living situation shall be treated as a student education record, and shall not be deemed to be directory information. (Section 722 (g)(3)(G)). If PA Virtual is unable to determine the student's grade level due to missing or incomplete records, PA Virtual shall administer tests or utilize appropriate means to determine the student's placement.

If a dispute arises over the school selection or enrollment, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parents/guardians shall be provided with a written explanation of the school's decision, their right to appeal, and the procedures to use for the appeal.

Appropriate school placement arrangements, based on the child's best interest, should be implemented through cooperative efforts of the respective chief school administrators of PA Virtual, PDE, and any prior district of residence. Each case presents a unique set of circumstances and, therefore, requires an individualized response. In all cases, PA Virtual shall comply, to the extent feasible, with the request made by a parent or guardian regarding school selection, shall attempt to minimize disruptions, and shall maintain the highest possible degree of continuity in programs for all homeless students. The choice regarding placement shall be made regardless of whether the child or youth lives with the homeless parents or has been temporarily placed elsewhere.

In the case of an unaccompanied youth, PA Virtual will ensure that the homeless liaison assists in placement or enrollment decisions.

The liaison must immediately contact the last school attended to obtain relevant academic and other records.

V. Homeless Students Residing in Shelters, Facilities or Institutions

PA Virtual, upon application, shall admit those school age children who are living at or assigned to a facility or institution, and who are residents of the district or another district of this Commonwealth. These facilities or institutions are defined by the Public School Code and include: an agency, supervised or licensed shelter, group home, maternity home, residence, facility, orphanage, or other institution for care or training of children or adolescents.

VI. Homeless Students Not Residing in a Shelter, Facility or Institution

Homeless students may reside in hotels, motels, cars, tents, or temporarily doubled-up with a resident family because of lack of housing. In determining residence and, in the case of homeless children, equating "residence" and "domicile" (home) does not apply. They are presently unable to establish "homes" on a permanent basis. Homeless families are not required to prove residency regarding school enrollment.

These children should not be forced to change school districts every time their overnight accommodations change. Rather, these children are entitled to attend school in any school district where a parent, guardian, an adult caring for them or where an unaccompanied child:

1. Spends the greatest percentage of their time; or
2. Has a substantial connection such as where they are
 - A. regularly receiving day shelter or other services involving any of the 16 McKinney-Vento Activities (42 U.S.C. 11433(d)) for individuals who are homeless;
 - B. conducting daily living activities; or
 - C. staying overnight on a recurring basis.

VII. Services

Homeless students shall be provided services comparable to those offered to other PA Virtual students including, but not limited to, transportation services, school nutrition programs, vocational programs and technical education programs for students with limited English proficiency, and educational services for which students meet eligibility criteria, such as programs for disadvantaged students and students with disabilities. The CEO or their designee must collaborate with the special education department to ensure that homeless children who are in need of special education and related services are located, identified and evaluated.

Homeless, runaway or migratory children are automatically certified as eligible for free meal benefits and can begin receiving free meal benefits upon proper documentation for meals. Migrant Education or Homeless staff are responsible for providing proper documentation of a child's status to the Food Service Directors in each school district.

VIII. School/Health Records

PA Virtual should immediately enroll and begin to provide instruction. PA Virtual may contact the district of origin for oral confirmation that the child has been immunized. Oral confirmation between professionals is a sufficient basis to verify immunization with written confirmation to follow within 30 days. The instructional program should begin as soon as possible after the enrollment process is initiated and should not be delayed until the procedure is completed.

If the child or youth needs to obtain immunizations or medical records, the enrolling school shall immediately refer the parent or guardian of the child or youth to the liaison who shall assist in obtaining necessary immunizations or medical records.

IX. Title I

Title I of the ESSA mandates that funds be reserved to serve homeless children. Section 1113(C)(3) of the Title I statute states, "A local educational agency shall reserve such funds as are necessary . . . to provide services comparable to those provided to children in schools funded under this part to serve—,"(A) homeless children who do not attend participating schools, including providing educationally related support services to children in shelters and other locations where children may live. ..." Section 1115 also indicates that homeless children are eligible for services if they are attending schools served by an LEA, are living in shelters, local institutions for neglected children or for delinquent children and neglected or delinquent children in community day programs.

X. Fiscal Responsibilities

Fiscal responsibilities apply to all homeless students, whether in regular or special education classes and must be coordinated in accordance with PDE guidelines for fiscal responsibilities for Homeless Students. If the school district disclaims financial responsibility for the child or if PA Virtual cannot determine which

school district has financial responsibility for the homeless child, then PA Virtual shall contact the Pennsylvania Department of Education and legal counsel to decide how to proceed.

XI. Enrollment Dispute Procedure

If a dispute arises over eligibility, school selection, or enrollment of a homeless student, PA Virtual will immediately enroll the homeless student pending final resolution of the dispute including all available appeals.

The parent or guardian must be provided with a written explanation of the school's decision on the dispute, including the right to appeal.

PA Virtual must issue a written disposition of the dispute within 20 days after PA Virtual's homeless liaison is notified of the dispute. The parent, guardian, child or youth must be referred to PA Virtual's Homeless Student Liaison, who will carry out the state's grievance procedure as expeditiously as possible after receiving notice of the dispute. If the parent, guardian or unaccompanied youth is dissatisfied with the LEA's disposition of a dispute or would like to raise any issue of McKinney-Vento Act noncompliance, they may file a complaint or appeal with a McKinney-Vento site or regional coordinator or with the state coordinator or directly to a court of competent jurisdiction. In lieu of filing an appeal with a McKinney-Vento coordinator, a parent, guardian or unaccompanied youth may elect to appeal PA Virtual's decision directly to a court of competent jurisdiction. Participation in the appeal procedure is not required prior to taking legal action.

In the case of an unaccompanied youth, PA Virtual will ensure that the school liaison assists in placement or enrollment decisions, considers the views of such unaccompanied youth, and provides notice to such youth of the right to appeal.

XII. Confidentiality

Information about a homeless student's living situation shall be treated as a student education record subject to the protections of the Family Education Rights and Privacy Act (FERPA), and shall not be deemed to be directory information, as per the McKinney-Vento Act.

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

Legal	McKinney-Vento Homeless Assistance Act
	Every Student Succeeds Act
	Elementary and Secondary Education Act
	Title I of the Elementary and Secondary Education Act
	20 U.S.C 6399(2)
	Family Education Rights and Privacy Act

Last Modified by Julie Pufko on December 11, 2023



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	Translation and Interpretation Services Policy
Code	2704
Status	Active
Adopted	August 21, 2023
Last Revised	August 21, 2023
Last Reviewed	August 21, 2023

PURPOSE

The Board of Trustees (Board) of the Pennsylvania Virtual Charter School (PA Virtual) recognizes the importance of effective communication and ensuring access to information for all students, parents, guardians, and learning coaches, including individuals with limited English proficiency (LEP) or those who are non-English speakers. To facilitate meaningful engagement and promote inclusivity, the board adopts this policy to provide guidelines for utilizing translation services when necessary.

POLICY

1. Translation and Interpretation Services:
 - a. Translation is the conversion of written information from one language into equivalent information in another language. Interpretation relies on the spoken word. It refers to the process of orally rendering communication from one language to another language. Translation services may include written translations, oral interpretations, or a combination of both, depending on the specific needs of the individual or situation.
 - b. PA Virtual shall provide translation and interpretation services to individuals who require language assistance to access and understand important school-related information, documents, policies, and procedures.
 - c. PA Virtual will make available translation and interpretation services in languages commonly spoken by significant portions of the school community, as identified through demographic data and community input.
 - d. PA Virtual will make available translation and interpretation services for languages not commonly spoken by significant portions of the school community, as identified through demographic data, community input, and/or specific requests.
 - e. The translation and interpretation services utilized by PA Virtual should be accurate, reliable, and culturally sensitive, ensuring that the meaning and intent of the original content are effectively conveyed.

2. Identification of Translation and Interpretation Needs:
 - a. PA Virtual shall regularly assess the language needs of students, parents, guardians, and other stakeholders, collecting data through surveys, language proficiency assessments, and other means as appropriate.
 - b. The identification of translation and interpretation needs will be an ongoing process, with particular attention to newly enrolled students and families who may require language assistance.

3. Communication Materials:

- a. Important school-related information, such as enrollment forms, policies, and procedures, shall be translated into languages that serve the identified language needs of the school community.
 - b. PA Virtual shall strive to provide translated materials in a timely manner to ensure equitable access to information.
4. Qualified Translation and Interpretation Service Providers:
- a. PA Virtual shall establish partnerships with qualified translation and interpretation service providers, ensuring their expertise, professionalism, and adherence to confidentiality and privacy standards.
 - b. Any interpreter used by PA Virtual will be a neutral party and will communicate everything said during the conversation. Interpreters shall not omit or editorialize on the content of the conversation that they are translating.
 - c. PA Virtual will not rely on students, siblings, friends, or untrained school staff to translate or interpret for parents. Except in the case of emergency where there is a clear and imminent danger, children shall not be used as interpreters for formal or official information. A child may only be used as an interpreter for informal communication when there is no risk that confidential information may be disclosed.
5. Training and Professional Development:
- a. School staff members who regularly interact with students, parents, guardians, and community members shall receive training and professional development opportunities on effective communication strategies when working with individuals with limited English proficiency, how to access, or help parents/guardians access, translation and interpretation services, and procedures and best practices regarding the school's role in facilitating translation and interpretation services
 - b. Training programs may include cultural competency, basic language skills, and other information necessary to provide translation and interpretation services.
6. Communication and Publicizing the Policy:
- a. The Board of Trustees at PA Virtual shall communicate and publicize this policy to all stakeholders, ensuring that individuals are aware of their rights to language assistance and the available translation services.
 - b. Information about translation services, including contact details for accessing assistance, shall be prominently displayed on the school's website, in newsletters, and other relevant communication channels.
7. Requesting Translation and Interpretation Services
- a. Translation and Interpretation services are available free of cost to all parents, staff, and students who may request services directly from the school.
 - b. Parents, staff, and students may access language services for school related purposes through the contact information provided in our Learning Management System.
8. Special Education & 504 Plan Requests
- a. In order to ensure meaningful participation in the special education or 504 Plan process, PA Virtual will provide translation and interpretation services to parents/guardians with limited English proficiency who have students with disabilities.

- b. A request for the translation or interpretation services should be sent to
 - i. The Director of Special Education if the student has an IEP
 - ii. The student's assigned Guidance Counselor if the student has a 504 Plan

Adherence to this policy will enhance communication, foster engagement, and promote equitable access to educational resources and opportunities within the school community.

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

Legal	Title VI of the Civil Rights Act of 1964 (Title VI) Lau v. Nichols, 414 U.S. 563 (1974) 28 CFR 42.104(b)(2) 42 Pa.C.S. §4402 Title III, Part A, Elementary and Secondary Education Act of 1965 (ESEA) 34 C.F.R. Equal Educational Opportunities Act (EEOA)
Cross References	English Learners Policy Student Handbook and Code of Conduct



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	Learning Coach Policy
Code	2801
Status	Active
Adopted	August 26, 2019
Last Revised	June 26, 2023
Last Reviewed	June 26, 2023
Prior Revised Dates	08/26/2019, 12/09/2019

PURPOSE

PA Virtual Charter School (PA Virtual) utilizes the Diamond Model of Partnership with the PA Virtual Student at the center to ensure student success. The Diamond Model is a partnership between learning coaches, academics (teachers, guidance counselors, and administration), the family support department, and our curriculum and technology. PA Virtual provides teachers for all synchronous and all asynchronous courses; however, it is imperative that a Learning Coach be present in the home and closely monitoring and supporting their student during school hours. The purpose of this policy is to delineate the basic responsibilities of the Learning Coach.

POLICY

Parents have the responsibility to partner with the school to help their children achieve their academic potential. This includes serving as a Learning Coach, or appointing a responsible adult to fulfill Learning Coach obligations. These obligations include, but are not limited to, participating in two-way communication with the school, ensuring active student participation in synchronous classes, planning a time and place for completing school work, ensuring the completion and submission of assignments, and providing the necessary supervision while their children attend synchronous classes and complete asynchronous lessons and assignments. This responsibility is facilitated in large part by open and active, two-way communication with the school and takes on a variety of forms. One such form is via email and other electronic medium. As such, parents are required to secure and maintain reliable, high-speed, internet service (for which PA Virtual provides a stipend), in order for their student to remain on the active rolls of PA Virtual, for the duration of their student's enrollment at PA Virtual.

PA Virtual believes in the partnership between the parent and the school to reach the educational goals of each student. In order to best support the academic achievement of each student, the Board of Trustees has established the following responsibilities for anyone acting in the capacity of a Learning Coach. PA Virtual I requires that Learning Coaches ensure that:

1. Students log-in daily to the Learning Management System (LMS). Logging into the LMS is considered Daily Attendance,
2. Students attend and actively participate in virtual classes (synchronous instruction). Attending and actively participating in virtual classes is considered Class Attendance.
3. Students log-in to the Online Curriculum Platform and complete academic work as instructed by the teacher in the teacher's lesson plans (asynchronous instruction),
4. Students complete assignments as required,
5. Students submit assignments by their due dates,
6. Students maintain contact with their instructional team (teacher, Assistant Principal, Principal) and student support services (FSCs & Nurses), as needed,
7. They (Learning Coach) attend teacher conferences, as needed,
8. They (Learning Coach) maintain contact with the instructional team (teacher, Assistant Principal, Principal) and student support services (FSCs & Nurses), as needed to communicate any issues or concerns,
9. They (Learning Coach) utilize the PA Virtual provided email address to communicate electronically with PA Virtual
10. School issued instructional materials, including laptops and textbooks, are used properly and returned in good condition, as directed by school administrators, as appropriate.

Attendance at PA Virtual is required. All parents/legal guardians and/or Learning Coaches are to ensure that they are adhering to PA Virtual's Attendance Policies and Procedures. All Parents/ Learning Coaches are required to ensure that their children participate in state and school-mandated testing and assessments. It is the responsibility of Parents/ Learning Coaches to ensure students are present at PSSA and Keystone test sites at times assigned. Parents/ Learning Coaches have the responsibility to understand the rules set forth in the Student Handbook and Code of Conduct and to discuss expected behavior with their children. Waivers for exemption from testing are awarded only under strict guidelines issued by the Pennsylvania Department of Education (PDE). Parents should realize that exemptions harm PA Virtual and the cyber charter community in general as it relates to state accountability.

The parents of a PA Virtual student may designate a natural person other than themselves to serve as the Learning Coach. The designated Learning Coach must be at least 18 years old. No person shall receive any payment from any source for acting as the Learning Coach adult for a student enrolled at PA Virtual. If at any time the school determines that a person designated as a student's Learning Coach has been receiving payment from any source in any amount for acting as a Learning Coach, the school administration shall no longer consider that person to be the student's Learning Coach. The school shall inform the student's parents that the person designated is in violation of the Learning Coach Policy, and it shall be the responsibility of the parents to designate a new Learning Coach for the student. If at any time the school determines that a person designated as the student's Learning Coach has violated PA Virtual's policies or procedures, the school administration shall no longer consider that person to be the student's Learning Coach. The school shall inform the student's parents that the person designated is no longer able to serve as the Learning Coach, and it shall be the responsibility of the parents to designate a new Learning Coach for the student. No designated person shall serve as the Learning Coach for more than six (6) students who are enrolled at any one time in PA Virtual.

The Learning Coach in no way has any legal or fiduciary relationship with PA Virtual as a result of acting as the Learning Coach and therefore is not considered an independent contractor or agent of PA Virtual by virtue of status as the student's Learning Coach.

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

Cross References

Attendance Policy



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	Title IX Policy
Code	2802
Status	Active
Adopted	August 12, 2021
Last Revised	August 21, 2023
Last Reviewed	August 21, 2023
Prior Revised Dates	8/12/2021

PURPOSE

The Board of Trustees (Board) of the Pennsylvania Virtual Charter School (PA Virtual) declares it to be the policy of the school to provide an equal opportunity for all students to achieve their maximum potential through the programs offered without discrimination on the basis of race, color, age, creed, religion, gender, gender identification, sex, sexual orientation, ancestry, national origin, marital status, pregnancy, or handicap/disability.

Policy

Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 *et seq.*, protects students from discrimination based on sex in educational programs or activities that receive Federal financial assistance. Title IX states that:

No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by a recipient, which receives Federal financial assistance.

This policy reaffirms the commitment of Pennsylvania Virtual Charter School to comply with Title IX.

When Does Title IX Apply?

Title IX covers sexual harassment that happens in a school’s “education program or activity.” This includes locations, events, and circumstances where a school exercises substantial control over the context of the alleged harassment and the person accused of committing the sexual harassment.

Sexual Harassment

Title IX prohibits the following conduct on the basis of sex, including sexual orientation and gender identity that satisfies one or more of the following:

- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity.
- School employee conditioning educational benefits on participation in unwelcome sexual conduct, otherwise known as "Quid pro Quo" harassment.
- "Sexual assault," as defined in 20 U.S.C. 1092(f)(6)(A)(v) "dating violence," as defined in 34 U.S.C. 12291(a)(11) "domestic violence," as defined in 34 U.S.C. 12291(a)(12), or "stalking" as defined in 34 U.S.C. 12291(a)(36)
 - o Sexual Assault: an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
 - o Dating Violence: The term "dating violence" means violence committed by a person—
 - (A) who is or has been in a social relationship of a romantic or intimate nature with the victim; and
 - (B) where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - (i) The length of the relationship.
 - (ii) The type of relationship.
 - (iii) The frequency of interaction between the persons involved in the relationship.
 - o Domestic Violence: The term "domestic violence" includes felony or misdemeanor crimes committed by a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction receiving grant funding and, in the case of victim services, includes the use or attempted use of physical abuse or sexual abuse, or a pattern of any other coercive behavior committed, enabled, or solicited to gain or maintain power and control over a victim, including verbal, psychological, economic, or technological abuse that may or may not constitute criminal behavior, by a person who—
 - (A) is a current or former spouse or intimate partner of the victim, or person similarly situated to a spouse of the victim;
 - (B) is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
 - (C) shares a child in common with the victim; or
 - (D) commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction.
 - o Stalking: The term "stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to—
 - (A) fear for his or her safety or the safety of others; or
 - (B) suffer substantial emotional distress.

PA Virtual's Response to Allegations/Knowledge of Sexual Harassment

Once PA Virtual has actual knowledge of sexual harassment or allegations of sexual harassment, PA Virtual must respond or take action.

PA Virtual has “actual knowledge” when it has been given notice that a person may have been victimized by sexual harassment. Any person, whether the alleged victim or a parent, friend, or bystander, has the right to report sexual harassment to put PA Virtual on notice. A report to any school employee will result in PA Virtual having “actual knowledge.” Further, PA Virtual personnel who personally witness sexual harassment can mean that PA Virtual has “actual knowledge.”

PA Virtual cannot be “deliberately indifferent” in responding to a complaint of sexual harassment. That means that it cannot be “clearly unreasonable” in light of the known circumstances. Upon receipt of a complaint, the Title IX Coordinator must act promptly, and must provide the following information to the complainant:

- The availability of supportive measures
- The right to file a complaint
- How to file a complaint

Supportive Measures:

Supportive measures are free, individualized services designed to restore or preserve equal access to education, protect or preserve equal access to education, protect safety, or deter sexual harassment. A complainant does not need to file a formal complaint for him/her to receive supportive measures.

Supportive measures are intended to support a student and are not punitive or disciplinary with respect to another student. These measures do not unreasonably burden any other person. Each student, the complainant and respondent, must have equal access to education prior to any determination of responsibility.

Examples of supportive measures include:

- Counseling
- Extension of deadlines
- Modification of work or class schedules
- Escort services
- Mutual restrictions on contact between individuals

The Title IX Coordinator is responsible for implementing these supportive measures and must consider the alleged victim’s wishes when it comes to requests for supportive measures. Generally, these measures must remain confidential.

Title IX Coordinator:

Per Title IX federal funding mandates, PA Virtual shall designate a Title IX Coordinator whose duties will include:

- (a) receiving reports from victims and third parties of sexual discrimination or sexual harassment in person or by mail, telephone, email, or any other means that results in the Title IX Coordinator receiving the report at any time, including nonbusiness hours;
- (b) oversee mandated (seven-year) recordkeeping regarding investigations, appeals, informal resolutions, and training for Coordinator, investigators and decision-makers on the definition of sexual harassment in the Final Rule, the application of the Title IX policy, how to make relevancy determinations (including how to apply rape shield protections for complainants), PA Virtual’s education program or activity, and the grievance process, including how to conduct investigations, hearings (including technology for live hearings), appeals, informal resolution processes, how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;

- (c) maintaining current contact information in PA Virtual's nondiscrimination notices and website;
- (d) ensuring PA Virtual is compliant with Title IX, coordinating the investigation and disciplinary process and looking for patterns or systematic problems with compliance to ensure PA Virtual fulfills federal obligations;
- (e) signing formal complaints alleging sexual harassment;
- (f) receiving notice of sexual harassment or allegations of sexual harassment (or authorized PA Virtual representative authorized to institute corrective measures), triggering actual knowledge designation;
- (g) upon receipt of a complaint, providing prompt info to complainants about availability of supportive measures, the right to file a complaint and how to file a complaint and consideration of complainant's wishes regarding supportive measures;
- (h) ensuring the PA Virtual grievance process and the Title IX Coordinator, investigator, decision-maker and facilitator of an informal resolution process is free of conflicts of interest or bias against a party;
- (i) dismissing a complaint (1) when complainant provides written notice to the Title IX Coordinator to do so, (2) when allegations do not constitute sexual harassment, (3) if the allegations did not occur in PA Virtual's educational program or activity, (4) if the allegations did not occur in the United States, (5) if respondent is no longer enrolled or employed by PA Virtual, or (6) when specific circumstances prevent the gathering of evidence sufficient to reach a determination;
- (j) coordinating PA Virtual's efforts to comply with Title IX; and
- (k) respecting a complainant's wishes regarding whether PA Virtual investigates, unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the wishes of the complainant is not clearly unreasonable in light of the known circumstances;

PA Virtual's Title IX Coordinator's duties do not include:

- (a) the ability to be named the decision-maker tasked with issuing a written determination regarding responsibility with findings of fact, conclusion about whether the alleged conduct occurred, rationale for the result as to each allegation, any disciplinary sanctions imposed on the respondent and whether remedies will be provided to the complainant (Title IX Coordinator or the investigator cannot be named decision-maker);
- (b) the ability to be named as the decision-maker on any appeal (cannot be the same person as the initial decision-maker on the formal complaint, the investigator, or the Title IX Coordinator);
- (c) any other job responsibility that creates a conflict of interest with responsibilities under Title IX;
- (d) becoming a complainant or a party during the grievance process upon the signing of a formal complaint; and
- (e) a requirement that the Title IX Coordinator file a formal complaint any time PA Virtual receives notice of multiple reports against a particular respondent and corresponding safe harbor.

Grievance Procedures

Procedures outlining the Title IX Grievance Process that are consistent with this policy and final rules from the United States Department of Education are available on the PA Virtual website as well as in the school's Learning Management System..

PA Virtual will follow a grievance process that complies with the Final Rule before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent.

PA Virtual will not restrict rights protected under the U.S. Constitution, including the First Amendment, Fifth Amendment, and Fourteenth Amendment, when complying with Title IX.

PA Virtual will investigate sexual harassment allegations in any formal complaint, which can be filed by a complainant, or signed by a Title IX Coordinator.

It is the policy of PA Virtual during the grievance process to treat complainants and respondents equitably. That includes providing remedies to a complainant if a respondent is found responsible, and by following these policies in imposing discipline on the respondent.

The Title IX Coordinator shall be capable of conducting a thorough and complete investigation and shall seek advice and assistance from the Board of Trustees if the Title IX Coordinator believes that he or she lacks the capacity to conduct a thorough and complete investigation of the alleged misconduct. If the Title IX Coordinator or the CEO is the one accused of sexual harassment, or the Title IX Coordinator has bias or a conflict of interest, the Board will appoint a qualified individual who is not employed by PA Virtual to conduct the investigation.

If the Title IX Coordinator submits the complaint, the Title IX Coordinator must recuse him/herself from the investigation and allow the Board to appoint a qualified individual who is not employed by PA Virtual to conduct the investigation.

Once the Title IX Coordinator completes his/her investigatory report, the case will be turned over to a neutral decision maker for the hearing process. A neutral decision maker must be a person(s) who is free from all conflicts of interest or bias for or against complainants or respondents and must receive special training about how to be impartial and how to decide what evidence is relevant.

A school can remove a respondent from PA Virtual's educational programs or activities on an emergency basis if the respondent poses an immediate threat to anyone's physical health or safety. If the respondent is an employee, PA Virtual may place the employee on administrative leave pending the investigation.

No one will be forced, threatened, coerced, or discriminated against whether or not they choose to be a part of this grievance process.

Both complainant and respondent have equal rights throughout the entire investigation and hearing process, including, but not limited to, the opportunity to present witnesses and evidence, including expert witnesses, as well as inculpatory and exculpatory evidence. PA

Virtual will further comply with all disability laws to ensure that all participants are appropriately accommodated.

Publishing Requirements of this Policy:

PA Virtual will disseminate a notice of nondiscrimination, which the U.S. Department of Education recommends should specify that sexual harassment and violence are prohibited. Such notice shall appear in the PA Virtual's student handbook and code of conduct, on PA Virtual's website, and be available in print on campus so that school members may understand its purpose and utility and include enough detail in the policy so that members of the community realize that sexual harassment and sexual violence are prohibited forms of sex discrimination.

PA Virtual will adopt and publish a grievance procedure outlining the complaint, investigation, and disciplinary process for addressing sex discrimination, sexual harassment, and sexual violence occurring within educational programs. This process should address discrimination perpetrated by students, employees, or third parties. Additionally, school security and/or law enforcement personnel must notify victims of their rights to use PA Virtual's grievance procedure in addition to being able to file a criminal complaint.

This grievance procedure requires PA Virtual's process be "prompt and equitable," meaning it must be a timely response to discrimination and provide both parties equivalent rights during the disciplinary process rather than having one-sided due process. For example, if the accused student is given a right to have an attorney present, so may the accusing student.

While sexual misconduct complaints may be resolved through informal mechanisms, such as mediation, students are not required to use informal methods of grievance resolution and should not be pressured into such a process.

PA Virtual will provide educational and awareness programming on sexual harassment and discrimination. PA Virtual must address hostile educational environments created by sex discrimination, sexual harassment, and sexual violence school-wide. Addressing a hostile environment means remedying a current situation, addressing its effects, and preventing its recurrence in the future.

PA Virtual will maintain and make publicly available on its website all materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process (or available in response to a request from the public if it does not maintain a website).

PA Virtual shall designate an individual as its Title IX Coordinator and publish the Coordinator's name, title, office address, email address and phone number on its website, notifying applicants for admission or employment, students, parents, legal guardians, employees, and unions of this designation.

Designating one employee as the Title IX Coordinator ensures that students and employees know that notifying the Title IX Coordinator triggers PA Virtual's legal obligations to respond to sexual harassment under the regulations.

Training

Title IX mandates that PA Virtual employees that address sexual violence complaints have appropriate training. The U.S. Department of Education (ED) recommends that teachers, campus security, administrators, counselors, nurses, cleaning staff, coaches, and others likely to receive reports be trained on how to identify and report sexual harassment and violence.

Per the Department of Education, PA Virtual will:

- 1) Ensure that responsible employees with the authority to address sexual violence know how to respond appropriately to reports of sexual violence;
- 2) That other responsible employees know that they are obligated to report sexual violence to appropriate school officials; and
- 3) That all other employees understand how to respond to reports of sexual violence.

PA Virtual will ensure that counselors and advocates understand the extent to which they may and will keep a report confidential.

PA Virtual will provide training to all employees likely to witness or receive reports of sexual violence, including teachers, campus security, school administrators, school counselors, general counsels, athletic coaches, and nurses.

PA Virtual will train responsible employees to inform students of:

- 1) The reporting obligations of responsible employees;
- 2) Students' option to request confidentiality and available confidential advocacy, counseling, or other support services; and
- 3) Their right to file a Title IX complaint with PA Virtual and to report a crime to campus security or local law enforcement.

PA Virtual will ensure that the Title IX Coordinator, investigator, decision-maker, and/or facilitator of an informal resolution process be free of conflicts of interest or bias against a party and that such PA Virtual Title IX personnel be trained on the application of the Title IX Policy, the definition of sexual harassment in the Final Rule, the scope of PA Virtual's education program or activity, how to conduct an investigation and grievance process, including hearings (and technology to be used at a live hearing), appeals, and informal resolution processes, as applicable, and how to make relevancy determinations (and applying rape shield protections for complainants) and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

PA Virtual shall maintain and make publicly available on its website all materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process (or available in response to a request from the public if it does not maintain a website).

The training materials must be impartial and not rely on sex stereotypes.

Additionally, PA Virtual will ensure that staff members are capable of providing culturally competent counseling to all complainants. It will ensure that its counselors and other staff who are responsible for receiving and responding to complaints of sexual violence, including investigators and hearing board members, receive appropriate training about working with

LGBTQIA as well as non-binary and gender-nonconforming students, and on same-sex sexual violence.

PA Virtual will also ensure that any reporting forms, information, or training about sexual violence be provided in a manner that is accessible to students and employees with disabilities, for example, by providing electronically-accessible versions of paper forms to individuals with print disabilities, or by providing a sign language interpreter to a deaf individual attending a training.

To ensure that students understand their rights under the laws cited herein, PA Virtual will provide age-appropriate training to its students regarding Title IX and sexual violence. Training may be provided separately or as part of PA Virtual's broader training on sex discrimination and sexual harassment.

PA Virtual may include these education programs in its orientation programs for new students, faculty, staff, and employees, training for student athletes and coaches, and assemblies and "back to school nights." These programs will include a discussion of what constitutes sexual harassment and sexual violence, PA Virtual's policies and disciplinary procedures, and the consequences of violating these policies.

PA Virtual also will include such information in their employee handbook and any handbooks that student athletes and members of student activity groups receive. These materials will include where and to whom students should go if they are victims of sexual violence. These materials also will tell students and PA Virtual employees what to do if they learn of an incident of sexual violence.

Other Reporting Requirements in Compliance with Local and State Laws:

If the complaint involves sexual assault, rape or conduct of a criminal nature, the local Police Department shall be contacted and a report of the incident made by PA Virtual, in accordance with law enforcement. A report must also be made by the mandatory reporter to ChildLine and the Department of Public Welfare in accordance with PA Virtual's Board approved Mandatory Reporter Policy. If there is any question of whether the conduct complained of constituted criminal activity, PA Virtual's Board Solicitor should be contacted immediately. Knowledge of a law enforcement investigation does not relieve PA Virtual of its independent obligation to investigate the misconduct.

Documents regarding substantiated charges of sexual harassment shall be placed in the accused student's file. Documents regarding unsubstantiated charges shall not be placed in student files, but shall be maintained by the Board of Trustees in a confidential file established expressly for retaining Title IX complaints against students.

Retaliation:

Charging an individual with code of conduct violations that do not involve sexual harassment, but arise out of the same facts or circumstances as a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX constitutes retaliation.

PA Virtual will keep confidential the identity of complainants, respondents, and witnesses, except as may be permitted by FERPA, as required by law, or as necessary to carry out a Title IX proceeding.

Complaints alleging retaliation may be filed according to PA Virtual's prompt and equitable grievance procedures. The exercise of rights protected under the First Amendment does not constitute retaliation.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a Title IX grievance proceeding does not constitute retaliation; however, a determination regarding responsibility, alone, is not sufficient to conclude that any party made a bad faith materially false statement.

CONCLUSION

If any section of this procedure is declared invalid, the remaining sections shall remain valid and unaffected.

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.

Legal	Title IX of the Education Amendments of 1972
	20 USC Chapter 38
	34 U.S.C. 12291(a)(10)
	34 U.S.C. 12291(a)(8)
	34 U.S.C. 12291(a)(30)

Cross References	PA Virtual Title IX Website
	Mandated Reporter Policy #4104
	Anti-Discrimination and Complaint Policy #TBD

[PA Virtual Official Complaint Form 12Aug2020.pdf \(359 KB\)](#)



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	Anti-Discrimination and Complaint Policy
Code	2803
Status	Active
Adopted	August 21, 2023
Last Revised	August 21, 2023
Last Reviewed	August 21, 2023

Purpose

The Board of Trustees (Board) of Pennsylvania Virtual Charter School (PA Virtual) declares that the school shall not discriminate against any person on the basis of race, sex, color, creed, religion, sexual orientation, ancestry, national origin, disability, marital status, pregnancy, genetic information or any other classification otherwise protected by applicable state and/or federal laws. PA Virtual's Board recognizes school administrators' and employees' obligations to comply with all applicable federal, state, and local laws in providing equal opportunity for all PA Virtual students, including 22 Pa. Code §12.4 and consistent with the Pennsylvania Human Relations Act (43 P.S. §§ 951 - 963); Title IX of the Education Amendments of 1972, and implementing federal regulations at 34 CFR Part 106; Section 504 of the Rehabilitation Act of 1973, and implementing federal regulations at 34 CFR Part 104; Title II of Americans with Disabilities Amendments Act of 2008 and federal implementing regulations at 34 CFR §104.4(b) and 28 CFR §35.130(b).

Policy

PA Virtual does not discriminate on the basis of race, sex, color, creed, religion, sexual orientation, ancestry, national origin, disability, marital status, pregnancy, genetic information or any other classification otherwise protected by law in the administration of its educational policies, admission policies, hiring policies, scholarship and aid programs, and all other policies and operations, nor may a student be subject to disciplinary action on account of race, sex, color, creed, religion, sexual orientation, ancestry, national origin, disability, marital status, pregnancy, genetic information, or any other classification.

Reporting a Complaint

PA Virtual's Board encourages students and third parties who have been subject to discrimination to promptly report such incidents. The Board directs that complaints of discrimination shall be investigated promptly. Confidentiality of all parties shall be maintained, consistent with PA Virtual's legal and investigative obligations. Neither reprisals nor retaliation shall occur as a result of good faith charges of discrimination.

See the Student Handbook and Code of Conduct for the complaint procedure steps and who to contact.

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

Legal	22 Pa. Code §12.4 Pennsylvania Human Relations Act (43 P.S. §§ 951 - 963) Title IX of the Education Amendments of 1972 34 CFR Part 104, Part 106 Section 504 of the Rehabilitation Act of 1973 Title II of Americans with Disabilities Amendments Act of 2008 4 CFR §104.4(b) 28 CFR §35.130(b)
Cross References	Title IX Policy Student Handbook and Code of Conduct



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	Student Clubs & Activities Policy
Code	2821
Status	Active
Adopted	August 26, 2019
Last Revised	October 17, 2020
Last Reviewed	October 17, 2020

PURPOSE

The Board of Trustees (“Board”) encourages and provides equal access to the formation of student clubs and activities that promote the educational mission of the Pennsylvania Virtual Charter School (“PA Virtual”) and enhance the social and educational experience of its students.

This policy is intended to:

1. identify curriculum-related clubs and their parameters;
2. identify non-curriculum-related clubs and their parameters;
3. identify non-school-sponsored clubs; and
4. set forth basic procedures for the recognition and operation of student clubs and activities.

POLICY

I. Curriculum-Related Student Clubs or Activities

A student club or activity is considered to be curriculum-related if any one of the following are met:

1. The subject matter of the group is actually taught or will soon be taught in a regularly offered course;
2. The subject matter of the group concerns the body of the course as a whole;
3. Participation in the group is required for a particular course;
4. Participation in the group results in academic credit.

II. Non-Curriculum-Related Student Clubs or Activities

Non-Curriculum-Related Student Clubs or Activities are clubs and activities that are related to the educational mission of PA Virtual but which do not qualify as curriculum-related clubs or activities.

III. Non-Approved School Clubs or Activities

These are clubs or activities that do not meet the requirements set forth above and which have not been given Board approval.

These are not clubs or activities that will be endorsed by PA Virtual and Administration may preface announcements with the following: “The Pennsylvania Virtual Charter School does not recognize this as a school-sponsored activity or club and the Pennsylvania Virtual Charter School does not endorse the views of the club or activity or of its participants.”

Nonetheless, the right of public school students to the freedom of speech is guaranteed by the Constitution of the United States and the Constitution of the Commonwealth. Administration is directed to comply with applicable federal and state laws regarding student expression, assembly, and speech.

IV. General Requirements for All Student Clubs and Activities

All meetings for PA Virtual student clubs and activities shall be voluntary. A faculty member pre-approved by Administration must be present for meetings or activities.

Students shall not be denied access to a student club or activity or to the formation of a student club or activity on the basis of race, sex, color, religion, sexual orientation, national origin, or disability or for any other legally protected reason.

No meeting or activity may include or endorse any conduct which is unlawful or which materially or substantially interferes with the orderly conduct, education, or activities within PA Virtual.

Students may only invite outside speakers to meetings with approval from Administration. Such outside speakers may not be in regular attendance at the meetings or control the meetings or activities of the group and may be required to provide proof of criminal history and child abuse clearances.

All groups shall be allowed the opportunity to announce such meetings by means of posters, bulletin boards, public announcements, student newspaper(s), school website, etc. so long as prior approval is given by Administration.

Students shall have the right to express themselves unless the expression materially and substantially interferes with the educational process, threatens serious harm to the school or community, encourages unlawful activity, or interferes with another individual's rights.

Students may use publications, handbills, announcements, assemblies, group meetings, buttons, armbands and any other means of common communication, provided that the use of public school communications facilities shall be in accordance with the regulations of the authority in charge of those facilities.

Students have the responsibility to obey laws governing libel and obscenity and to be aware of the full meaning of their expression.

Students have the responsibility to be aware of the feelings and opinions of others and to give others a fair opportunity to express their views.

Identification of the individual student or at least one responsible person in a student group is required on posted or distributed materials.

Students are required to submit for prior approval a copy of materials to be displayed, posted, or distributed on PA Virtual property.

Administration may set forth the time and place of distribution of materials so that distribution would not materially or substantially interfere with the requirements of appropriate discipline in the operation of the school. A proper time and place set for distribution is one that would give the students the opportunity to reach fellow students.

No monies may be collected, solicited, or disbursed in connection with any student club or activity without prior permission of Administration or, where appropriate, the Board. In addition, student travel in connection with any club or activity must be pre-approved by the Board of Trustees.

Administration is directed to implement procedures and create forms to carry out this policy. Procedures shall include a process by which students and/or staff seek approval of clubs and activities to the extent required. Administration is directed to consult with the school nurse regarding any medical forms that may be warranted.

V. Reservation of Right to Terminate

The Board reserves the right to terminate its recognition of any student club or activity.

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

Legal 22 PA Code Chapter 12
 24 P.S. 511

Cross References (the application should be included with procedures)
 Student Clubs and Activities Procedures



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	Bloodborne Pathogens/Exposure Policy
Code	2831
Status	Active
Adopted	August 21, 2023
Last Revised	August 21, 2023
Prior Revised Dates	08/26/2019, 06/22/2020

PURPOSE

The purpose of this policy is to promote a safe learning environment for students and families and to promote a safe work environment for staff, vendors, and visitors to Pennsylvania Virtual Charter School (PA Virtual) by adhering to legal and "best practices" regarding exposure to blood, body fluids, and infectious materials.

POLICY

The Board of Trustees recognizes that in order to protect workers from occupational exposure to potentially infected blood products, the Occupational Safety and Health Administration (OSHA) issued The Bloodborne Pathogens Standard, 29 C.F.R. § 1910.1030. Preventing exposure to blood, body fluids, and infectious materials that potentially increase the risk of contracting blood borne pathogens including but not limited to hepatitis B virus (HBV) and human immunodeficiency virus (HIV) is of primary concern to PA Virtual. In order to protect employees from exposure, specific objectives have been established to provide protection directly related to PA Virtual policy. All staff will be trained upon hire and then reviewed annually. The following will be included in training: information on bloodborne pathogens and diseases, exposure determination, control measures: universal precautions, decontamination/cleaning procedures, regulated waste disposal procedures, Hepatitis B vaccination, incident and exposure procedures, post exposure follow up, notification protocol, unlawful discrimination and employee privacy.

A copy of the Exposure Control Plan shall be maintained on file in the School's Administrative Office at all times.

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

Legal 29 C.F.R. § 1910.1030

Cross References [Exposure Control Plan](#)
Acknowledgment of Training
Attendance Training Record
Supervisor Employee Report of Accident Form



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	Medication Administration Policy
Code	2832
Status	Active
Adopted	August 26, 2019
Last Revised	June 22, 2020
Last Reviewed	August 21, 2023
Prior Revised Dates	08/26/2019

PURPOSE

The purpose of this policy is to guide the safe administration of medication to students who require emergency medication during face to face events.

POLICY

It is the general policy of Pennsylvania Virtual Charter School (PA Virtual) that whenever possible all medications should be administered outside the hours of school gatherings. Parents and guardians assume full responsibility for this part of their child's health care. When attending a school-sponsored event, such as but not limited to state testing, it is recommended that a parent or guardian be present to administer any needed medication. When this is not possible, the parent or guardian should appoint a personal proxy to administer medication on their behalf. This must be communicated to the pupil health department prior to the event and in writing.

PA Virtual understands, however, that for students with some diagnoses it may be necessary for the student to carry and self-administer emergency medications. Self-administration of medication refers to situations in which students carry their own medication on their person and administer that medication to themselves during the school day as ordered by their physician and authorized by their parent/guardian and school.

Students who may need emergency medications due to serious medical conditions (i.e. life threatening allergies, asthma, diabetes, etc) must supply the School Nurse with an appropriate Action Plan form (various forms based on student's medical conditions) and Authorization to Carry and Self Administer Emergency Medication form signed by the physician and/or written parental/guardian consent. Under the guidance of our school physician, standing orders are available for emergency medications in situations where private physician paperwork is not available. The pupil health department will alert the appropriate PA Virtual personnel of the Action Plan and authorization form and forward a copy to the appropriate personnel.

The following requirements must be met for the self-administration of emergency medication:

1. The school requires a written statement or order by a doctor or other prescribing medical professional indicating the drug, the dose, the timing of the dose and the diagnosis/reason the medication is required.
2. A written or verbal request from the student's parent/guardian that the school comply with the orders of the doctor and the ability of the school to reserve the right to require the doctor to provide a statement

justifying the continued use of the medication beyond a certain time period.

3. The physician and parent will ensure that the student is competent in self-care through demonstration of administration skills and responsible behavior. The student is restricted from making the medication available to other students.

In addition to self-administration, PA Virtual staff that have completed the necessary training programs as approved by the PA Department of Health will be able to assist or administer emergency medications.

It is the responsibility of the parent or guardian to transport medications and note the expiration date of the medication.

The School Nurse is charged with the final determination of what medications fall under the category of emergency medication and for developing procedures to carry out this policy.

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

Cross References

Seizure Action Plan Form

Diabetic Action Plan Form

Asthma Action Plan Form

Allergy Action Plan Form

Authorization to Carry and Self Administer Emergency Medication Form



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	School Health Screening
Code	2833
Status	Active
Adopted	August 26, 2019
Last Revised	October 17, 2020
Last Reviewed	October 17, 2020

PURPOSE

The Board of Trustees of Pennsylvania Virtual Charter School (PA Virtual) recognizes that all resident children in Pennsylvania qualify for School Health Screenings, and the purpose of this policy is to ensure that students are being provided said screenings consistent with all applicable federal, state, and local laws. To the extent that any state or local laws should affect the health screenings of students, the Board authorizes the implementation of procedures consistent with legal authority.

POLICY

The Pennsylvania Public School Code of 1949, Article 14 states, "Each child of school age shall be given by methods established by the Advisory Health Board:"

- a comprehensive examination upon original entry into school and in sixth and eleventh grades,
- an annual vision test by a school nurse, medical technician or teacher,
- a hearing test by a school nurse or medical technician, upon original entry into school and in kindergarten, and grades one, two, three, seven and eleven;
- an annual measurement of height and weight by a school nurse or teacher in kindergarten through 12th grade including body mass index;
- tests for tuberculosis under medical supervision upon original entry into school and in grade nine; PA Virtual holds a modification on file to waive this requirement per PA Department of Health.
- dental exams upon original entry into school and in grades three and seven;
- scoliosis screening in grades six and seven, and
- all other tests as the Advisory Health Board may deem advisable to protect the health of the child.

In lieu of the medical or dental examinations prescribed by this article, any child of school age may furnish the local school officials with a medical or dental report of examination made at his/her own expense by his/her family physician or family dentist on a form. Physicals and Dentals can be accepted 1 year prior to the start of the required school year. The in lieu examinations shall be made and the report shall be furnished prior to the end of the school year.

This policy shall not be construed to compel any person to submit to any medical or dental examination or treatment under the authority of this act when the person or the parent or guardian of the person, if a minor, objects to the examination or treatment on religious grounds or to permit any discrimination against any person on account of such objections.

The individual student records of health examinations shall be maintained as a confidential record subject to statute and the policies of the Board.

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

Legal 28 PA Code Chapter 23
 24 P.S. Article 14

Cross References [Report on Health Mandate Compliance to PA Department of Health - SHARRS & Immunization Reports](#)

[Physical and Dental Modification.pdf \(773 KB\)](#)

[Tuberculin Skin Testing Modification.pdf \(554 KB\)](#)



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	Immunization Policy
Code	2834
Status	Active
Adopted	August 26, 2019
Last Revised	December 14, 2020
Last Reviewed	December 14, 2020

PURPOSE

The Board of Trustees (Board) of the Pennsylvania Virtual Charter School (“PA Virtual”) recognizes the need for school children to be immunized against communicable diseases, as such diseases spread easily and interrupt school life and learning for students at PA Virtual. In addition, the board also recognizes the right of parents/guardians to choose the most appropriate healthcare decisions for their child based on their individual personal and religious beliefs. This policy shall guide staff in appropriately carrying out these objectives.

POLICY

In accordance with applicable Pennsylvania regulations, including changes to the PA Department of Health regulations effective August 1, 2017, this Policy supersedes and replaces all prior policies regarding student immunizations. Accordingly, a student shall not be admitted to or permitted to attend school, or school functions, unless the immunization, exemption or provisional admission requirements of the Department of Health, at 28 Pa. Code Chapter 23, Subchapter C (relating to immunization), have been met or the student has received from the Chief Executive Officer (“CEO”), or his/her designee, a medical or religious exemption from immunization under 28 Pa. Code § 23.84 (relating to exemption from immunization) and 22 Pa. Code Chapter 11.20.

In accordance with Title 28, Chapter 23.83 of the Pennsylvania Code, the Board directs the CEO or his/her designee to ascertain that each student has been immunized in accordance with the regulations set forth in Title 28 Pa. Code Chapter 23.81-87 and further directs the CEO or his/her designee, in conjunction with the school nurse(s), to oversee the school’s adherence to the requirements set forth in the applicable regulations and this Immunization Policy as well as any additional applicable immunization requirements mandated by the Pennsylvania Department of Health.

I. Exemptions

The only permitted exemptions from the immunization requirements listed above, pursuant to the Pennsylvania Code, are:

1. Medical reasons;
2. Religious beliefs; or
3. Philosophical/strong moral or ethical conviction.

The Pennsylvania Virtual Charter School must adhere to these requirements. However, for medical reasons, children need not be immunized if a physician or the physician's designee provides a written statement that immunization may be detrimental to the health of the child, in accordance with 28 Pa. Code 23.84(a). When the physician determines that immunization is no longer detrimental to the health of the child, the child shall be immunized according to Chapter 23. Regarding the other two exemptions, children need not be immunized if the parent, guardian or emancipated child objects in writing to the immunization on religious grounds or on the basis of a strong moral or ethical conviction similar to a religious belief, in accordance with 28 Pa. Code 23.84(b).

II. Waivers

The following circumstances warrant waiver of the Immunization requirements:

1. If the child is homeless
2. If the child is unable to locate their records due to a disaster
3. If a child transfers into the school in this Commonwealth and is unable to provide immunization records immediately upon enrollment into the school. The child's parent or guardian shall have 30 days to provide immunization records to the school, a medical certificate, or to satisfy the requirements for an exemption. Otherwise, the child may be excluded at the end of the 30-day period and in subsequent school years until the requirements are met.
4. If the child is in foster care, the foster parent shall have 30 days to provide the records, a medical certificate or satisfy requirements for an exemption or child excluded at end of 30 day period and in subsequent school years until the requirements are met.

III. Temporary Waiver

1. If there is a national vaccine shortage

IV. Foreign Exchange Students or Those Visiting Pennsylvania Schools

Foreign exchange students or foreign students visiting Pennsylvania schools need at least one dose of each antigen and are then granted a provisional enrollment, same as any student enrolling in a Pennsylvania school.

V. Homeless Students

Per the Waiver section above, Pennsylvania Virtual Charter School shall immediately enroll the student in school, even if the student lacks records normally required for enrollment, such as previous academic records, medical records, proof of residency or other documentation. (See the Pennsylvania Department of Education's Basic Education Circulars for "Education for Homeless Youth" or "Enrollment of Students.")

VI. Responsibilities of Schools and Administrators

The CEO or his/her designee is directed to appoint a knowledgeable person (i.e. school nurse, director of school health services, director of student services) to perform the following:

1. Inform the parent, guardian or emancipated child at registration or prior to registration, if possible, of the requirements of Chapter 23.
2. Ascertain the immunization status of a child prior to admission to school or continued attendance at school.

The parent or guardian of a child or the emancipated child who has not received the immunizations required under § 23.83 shall be informed of the specific immunizations required and advised to go to the child's usual source of care or nearest public clinic to obtain the required immunizations. The school shall maintain on file a certificate of immunization for a child enrolled. An alternative to maintaining a certificate on file is to transfer the immunization information from the certificate to a computer database. The certificate of immunization or a facsimile thereof generated by computer shall be returned to the parent, guardian or emancipated child or the school shall transfer the certificate of immunization (or facsimile) with the child's record to the new school when a child withdraws, transfers, is promoted, graduates or otherwise leaves the school.

The Pennsylvania Virtual Charter School may remove a student from school during an outbreak if, contained within the student's health records on file with PA Virtual, the student is exempt from immunizations.

VII. School Reporting to the Department of Health

The Pennsylvania Virtual Charter School shall report immunization data to the Pennsylvania Department of Health per the Department's deadline, using forms provided by the Department.

VIII. Department of Health Forms/Monitoring

The Department will monitor for compliance and will have access to school immunization records whether the



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	Student Educational Records Policy
Code	2901
Status	Active
Adopted	August 26, 2019
Last Revised	May 27, 2021
Last Reviewed	June 22, 2020

POLICY

The Board of Trustees (Board) of PA Virtual Charter School (PA Virtual) recognizes the need to protect the privacy rights of students and their parents. PA Virtual 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 PA Virtual is designated as the Administrator responsible for the maintenance, access and release of student records and the maintenance, access and release of academic records.

Notification of Rights

1. Parents and eligible students shall be notified annually of their rights under the Family Educational Rights and Privacy Act of 1974 ("FERPA"). The notice must inform parents of students currently in attendance, or eligible students currently in attendance, of their rights under the Act and this part.
2. The notice must inform parents or eligible student that they have the right to:
 - a. Inspect and review the student's education records;
 - b. Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;
 - c. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the Act and §99.31 authorize disclosure without consent; and
 - d. The procedure to file complaints for non-compliance concerns.
3. The parent or eligible student who wishes to file a complaint with regard to compliance of this policy may do so by contacting the Chief Executive Officer.
4. If further appeal is necessary, the parent or eligible student may contact:

Family Policy Compliance

Office

**U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5920**

The notice must include all of the following:

1. The procedure for exercising the right to inspect and review education records.
2. The procedure for requesting amendment of records under §99.20.
3. A specification of criteria for determining who constitutes a school official and what constitutes a legitimate educational interest since PA Virtual has a policy of disclosing educational records without prior consent as set forth above.

4. A listing of the types, content, and location of education records maintained by PA Virtual shall be made available annually to include the names, titles, and addresses of PA Virtual officials responsible for such records.
5. The annual notification shall be accomplished by publication in the local newspaper and distributed to parents of currently attending students. It shall effectively notify parents who have a primary or home language other than English and parents and eligible students who are disabled.

Confidentiality Notice

PA Virtual shall protect the confidentiality of personally identifiable information including at the collection, storage, disclosure, and destruction stages of that information. PA Virtual will ensure that any records kept or transmitted electronically are subject to high standards of electronic security. PA Virtual uses electronic firewalls and encryption systems, and monitors and tests the system regularly to ensure its stability and integrity. All PA Virtual electronic mail correspondence shall include the verbiage found in Appendix I.

I. MANAGEMENT OF STUDENT RECORDS

A. Collection and Maintenance of Information - No information shall be collected from students and maintained by PA Virtual without either "representational consent" of the Board or informed "individual consent" from the parent and/or students.

1. Representational Consent - Representational consent is hereby granted to the appropriately elected school representatives, in this case PA Virtual Board of Trustees, and may satisfy the principle of consent for gathering of information which does not require individual consent by the parent or eligible student under state and federal law. 22 Pa. Code § 12.33.

In situations in which representational consent is sufficient, students and their parents shall be informed in advance, by school officials, on an annual basis, of the purposes and character of the information collection and shall be given reasonable opportunity by the Board to contest the necessity or desirability of the collection process or the proposed use of the information. The Board shall have the authority to grant consent for the collection of types of information listed in Section I.B., as noted below.

2. Individual Consent - If individual consent by the parent of eligible student is required by state and federal law, prior to gathering such information, such consent shall be obtained in writing. 22 Pa. Code § 12.33.

Prior to the requesting of individual consent, parents shall be fully informed, in writing, as to the methods by which the information will be collected; the uses to which it will be put; the methods by which it will be retained; and the persons to whom it will be retained; the persons to whom it will be available, and under what conditions and if the above explanations are impossible or undesirable, the reasons shall be presented. Individual consent from parents and/or "eligible" students shall be required for the types of information listed below in Section I.B. as noted in bold type below.

B. Types of Information - PA Virtual shall collect and maintain the types of records described below in subparagraphs 1-3 and may collect and maintain records described below in subparagraphs 4-10. 22 Pa. Code §§12.31 and 12.32. The required form of consent is noted by each subparagraph in bold type below.

1. Core data, consisting of the name of the student; last known address and domicile of the parents/guardians of the student or, if the student is emancipated, of the student; the birth date of the student; the course, subject area, or project work completed by the student and the level of achievement attained; the last grade attended or the date of graduation and type of diploma issued; and attendance data. **(Requires Representational Consent)**.
2. Discipline and law enforcement records, including the sworn statement or affirmation of suspension or expulsion required at registration and the record of incidents of violence maintained in a form prescribed by the Pennsylvania State Police as required under Section 1307-A of the Pennsylvania Public School Code, 24 P.S. § 13-1307-A; and, in a file maintained separately from other records concerning the student, information from the Office of Juvenile Probation concerning adjudications of delinquency. **(Requires Representational Consent unless collected through survey, analysis or evaluation)**. 24 P.S. Article XIII-A.
3. Health records, including immunization information, results of vision and hearing screenings, results of state-mandated physical examinations, in-school treatment and drug dispensing or administration orders or prescriptions from physicians, treatment and drug dispensing or administration logs, and health-related information provided by parents/guardians. **(Requires Representational Consent unless collected through survey, analysis or evaluation)**. 24 P.S. §§14-1402; 14-1409.

4. Student work samples and teacher grade books retained for purposes of ongoing assessment, instructional planning, or grade calculation; the results of School-wide group standardized or criterion-referenced testing and state-wide criterion-referenced assessments, if any, in which the student participated; and noncumulative report cards. **(Requires Representational Consent)**. 22 Pa. Code §4.52.
5. Guidance department, psychologist, and student assistance team records, although personal records and notes maintained strictly in accordance with this policy are not considered records subject to this policy. **(Requires Representational Consent unless collected through survey, analysis or evaluation)**.
6. Results of vocational and career aptitude and interest surveys, or of surveys to assist in planning for and providing guidance, health, or drug and alcohol abuse prevention instruction or programs. **(Requires Individual Consent)**.
7. Reports of and other information describing or summarizing the results of individual testing and assessment by instructional support, child study, multidisciplinary, or IEP teams, or by professional staff responsible for determining eligibility for Title I, ELL, and other remedial programs, or by agencies and individuals not employed by or working on behalf of PA Virtual; instructional support or child study team action plans; IEPs; and service agreements or accommodation plans. **(Requires Individual Consent and in a form as prescribed in Section I.D.)**.
8. Protocol sheets and booklets; scoring sheets; answer books; rating forms; observation notes; anecdotal logs; running record forms; and other forms containing raw data gathered in the course of testing and assessment or progress monitoring and assessment. **(Requires Individual Consent and in a form required by applicable state or federal law per Section I.C. or in absence of applicable law, in form as prescribed in Section I. D.)**.
9. Records of awards and distinctions earned by students for work or activities in school and in the community and of participation in School approved extracurricular activities. **(Requires Representational Consent)**.
10. Other records required by law or deemed by instructional or supervisory staff to be both accurate and necessary to the provision of education, education-related services, or extracurricular activities or experiences. **(Requires Individual Consent and in a form required by applicable state or federal law per Section I.C. or in absence of applicable law, in form as prescribed in Section I.D.)**.

C. Prior Informed Consent in a Form Required by State or Federal Law

To collect records and information described in Subsections 7 and 8 of Section I.B. of this policy, other than reports and other documents provided by parents/guardians, PA Virtual shall obtain prior informed consent in writing and in a form required by applicable state or federal law or, in the absence of a specific applicable law, in a form consistent with this policy below.

For purposes of collecting information in the form of an instructional support action plan, an IEP or service agreement, a written invitation to parents, and if applicable, to the Student, to participate in the development of such document shall constitute an adequate means of obtaining consent to develop the document, even if the parents or student do not participate in the meeting at which the content of the document is discussed. The description in an action plan, IEP, service agreement or accommodation plan of a means of data collection or ongoing progress monitoring or assessment shall suffice to allow such activities without need for additional written consent. 34 C.F.R. §300.300; §300.322.

D. Written Consent Form if No Specific Form Required by State or Federal Law

When state or federal law does not specifically prescribe the form for obtaining prior written consent as required by this policy, a written consent form that complies with the following requirements and is received in a reasonable time prior to the information collection activity for which consent is sought:

1. The form shall use language that a layperson can readily understand and shall be written in the native language of the parent/guardian or emancipated minor from whom consent is sought.
2. The form shall contain an explanation of the type of information sought, the purpose for which the information is sought, and the specific types of testing, assessment, or data collection to be used to obtain the information.

3. The form shall make clear to the parent/guardian or emancipated minor that consent is required to proceed with the information collection activity or activities proposed, shall contain an assurance that such activity or activities will not proceed without consent, and shall contain a clear explanation of the time and place for responding to the form.
4. The form shall contain the name and number of a contact person whom the parents/guardians or emancipated minor can contact to obtain additional information about or seek clarification concerning the proposed activity.
5. The form shall provide a space for the parent/guardian or emancipated minor to elect whether to grant or withhold consent by marking one (1) of two (2) clearly-worded options and by signing his/her name.

E. Transfer of Student to the Charter School

When a student who has attended another Pennsylvania public or private school registers to attend PA Virtual, an immediate request, in writing, by PA Virtual shall be made for a certified copy of the student's disciplinary record and a copy of the student's health record from the public or private school the student last attended. PA Virtual shall also request all other current school records, including special education, necessary to ensure that the Student is placed in appropriate classes at the appropriate grade level and that PA Virtual is able to meet all obligations under state and federal law. 24 P.S. §§13-1305-A; 14-1409.

F. Special Situations

Where the principle of informed consent cannot be met, as for example in the course of interviews by PA Virtual personnel, the following procedures will be followed:

1. PA Virtual will inform the student as fully as possible about the data that is likely to be obtained;
2. PA Virtual will stress the voluntary nature of the student's participation;
3. Where reasonable doubts exist as to the capacity of the student to understand the implications of the situation, either because of the student's age or other circumstances, parental permission will be sought before proceeding. In addition, where a student clearly in need of intervention declines to participate, the professional involved will seek parental consent; and
4. In either case, if parental consent cannot be obliged or is not given, further steps to provide assistance will be initiated only if:
 - a. The guidance counselor or designated PA Virtual official is entirely convinced, giving full attention to the privacy interests involved, that intervention is imperative;
 - b. Both the student and parents have been fully informed to the extent that is possible; and
 - c. Appropriate school authorities have consented.

G. Information Collected for Non-School Purposes

1. Where either the information and/or data to be collected are for non-school purposes, then consent will be obtained as required by the Collection of Records and Information Through a Survey, Analysis or Evaluation Policy.
2. In cases where the information is to be collected under conditions of anonymity, the collecting agency must still obtain the appropriate form of consent. PA Virtual authorities shall establish procedures for regulating the collection of such information, including the following:
 - a. Notification to the students and parents that their participation is voluntary.
 - b. Careful review of the instruments and procedures to be used for any such information collection to determine whether the methods and/or inquiries constitute a significant potential invasion of privacy, even though the information is to be collected under conditions of anonymity.

II. DISSEMINATION OF STUDENT INFORMATION

In situations in which PA Virtual is asked by other agencies, institutions or individuals to transmit student information to those parties, stringent precautions are required to protect the rights of the student against infringement of privacy, misinterpretation of data and inappropriate use.

A. Release of Information to Educational Officials

PA Virtual may, without the consent of parents or student, release appropriate information in a student's permanent record file, including those previously defined in Section I.B. to:

1. All PA Virtual personnel, other than those directly involved with the child (the child's teacher, the counselor, CEO, etc.) desiring access to pupil records shall be required to sign a written form which will be kept permanently on file, indicating specifically the "legitimate educational interest" that they have in seeking this information. PA Virtual officials include contractors, consultants, volunteers and other parties with whom PA Virtual has outsourced institutional services or functions if this outside party performs such a service or function for which PA Virtual would otherwise use a PA Virtual employee. This outside party must be under direct control of PA Virtual with respect to use and maintenance of educational records and is subject to 34 CFR § 99.33(a) governing use and redisclosure of personally identifiable information from education records. 99.31(a)(1).
2. PA Virtual officials responsible for record maintenance. 99.31 (a)(1).

3. The Comptroller General of the U.S., Attorney General of the U.S., the Pennsylvania Secretary of Education and state and local educational authorities as long as the intended use of the data is consistent with the Secretary's statutory powers and responsibilities. 99.31 (a)(3).
4. State and federal educational and other agencies for purposes of investigation and auditing, when those agencies are bound by the provisions of FERPA. 99.31 (a)(5).
5. Officials of other school systems in which the student intends to enroll.
 - a. The student's parents shall be notified of the transfer and shall be notified of the transfer and shall receive a copy of the records, if desired.
 - b. The Student's parents shall have an opportunity to challenge the record's content via a review panel as previously defined.

B. Release of Information to Other Than Educational Officials

1. PA Virtual is permitted pursuant to 34 CFR § 99.31, to disclose information, without consent for the following purposes:
 - a. Appropriate parties including student's parents, law enforcement and PA Virtual's legal counsel, in connection with a health or safety emergency when such disclosure is necessary to protect the health or safety of the student or others. This disclosure is not subject to the confidentiality restrictions of the ADA or Rehabilitation Act. PA Virtual's legal counsel may be consulted to determine if the threat is significant enough to warrant disclosure. A record of the significant threat and who received disclosure must be maintained by PA Virtual. 99.32(a)(5) and 99.36(a)&(c).
 - b. To persons seeking directory information when the Parents have received notification in the form of an Annual Publication of this Policy in a newspaper of general circulation or a school publication of the policy to disclose directory information without parental consent and the Parents or eligible student has not objected to the release of such information without consent in writing to PA Virtual on or before the first day of the school term.
 - c. To the student who is not an eligible student. 99.31(a)(12).
 - d. To the Parents of an eligible student who remains a dependent student as defined in the Internal Revenue Code. 99.35(a).
 - e. To accrediting organizations to carry out accrediting functions. 99.31(a)(7).
 - f. To comply with a judicial order or lawfully issued subpoena only if PA Virtual makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance so that the parent or eligible student may seek protective action. However, PA Virtual does not have to notify the parent or eligible student if notification is prohibited by the following:
 - i. A Federal grand jury subpoena and the court has ordered that the existence of the subpoena or information furnished shall not be disclosed.
 - ii. Any other subpoena issued for a law enforcement purpose and the court or other issuing agency has ordered that the existence of the subpoena or information furnished shall not be disclosed.
 - iii. An ex parte court order obtained by the US Attorney General for certain criminal investigations including those pursuant to the U.S. Patriot Act. Disclosures to the Department of Justice need not be recorded by PA Virtual. 99.31(a)(9).
 - g. To a court, without a subpoena or court order, if PA Virtual initiates legal action against a student or parent or if a parent or eligible student initiates legal action against PA Virtual for the Student's education records that are relevant for PA Virtual to proceed with the legal action or to defend itself. 99.31(a)(9)(ii)(A-C).
 - h. To comply with the Campus Sex Crimes Prevention Act, regarding education records of a student required to register as a sex offender. 99.31(a)(16).
2. PA Virtual personnel may not divulge, in any form to any persons other than the education officials listed above, any information contained in PA Virtual records except:
 - a. With written consent from the student's parents specifying records to be released and to whom a copy of the records to be released.
 - b. When a student reaches the age of eighteen (18), or is an emancipated minor, or is married (whether eighteen or not), his or her consent alone must be obtained unless Student remains a dependent Student as defined in Internal Revenue Code.
 - c. PA Virtual may provide anonymous information from the records for outside research purposes without consent under conditions where the likelihood of identifying any individual because of his/her unique characteristics is negligible.

C. Re-disclosure of Information

1. An educational agency or institution may disclose personally identifiable information from an education record only on the condition that the party to whom the information is disclosed will not disclose the information to any other party without the prior consent of the parent or eligible student. The officers, employees, and agents of a party that receives information under this paragraph may use the information, but only for the purposes for which the disclosure was made.
2. Paragraph (1) of this section does not prevent an educational agency or institution from disclosing personally identifiable information with the understanding that the party receiving the information may make further disclosures of the information on behalf of the educational agency or institution if:

- a. The disclosures meet the requirements of 99.31; and
 - b. The educational agency or institution has complied with the requirements of 99.32(b).
3. Paragraph (1) of this section does not apply to disclosures made to parents of dependent students under 99.31(a)(8), to disclosures made pursuant to court orders, lawfully issued subpoenas, or litigation under 99.31(a)(9), to disclosures of directory information under 99.31(a)(11), to disclosures made to a parent or student under 99.31(a)(12), to disclosures made in connection with a disciplinary proceeding under 99.31(a)(14), or to disclosures made to parents under 99.31(a)(15).
 4. Except for disclosures under 99.31(a) (9), (11), and (12), an educational agency or institution shall inform a party to whom disclosure is made of the requirements of this section.
 5. If the Family Policy Compliance Office determines that a third party improperly re-discloses personally identifiable information from education records in violation of 99.33(a) of this section, the educational agency or institution may not allow that third party access to personally identifiable information from education records for at least five years. 20 U.S.C. §1232g(b)(4)(B).

D. Waiver

Rights of access may be waived for PA Virtual's confidential references and/or recommendations submitted as part of the student's process of applying for admission to another educational institution.

III. LEGAL HOLD PROCEDURES

A. Initial Procedure

When PA Virtual believes that a matter is likely to lead to litigation by or against PA Virtual, pursuant to written advice from the School's legal counsel, a "legal hold" will be placed on such relevant matters, requiring that education records, including electronic data, relating to the matter, incident, person or entity, be retained by PA Virtual until such time as the legal hold is lifted.

B. Charter School Employees

When a PA Virtual employee has reason to believe that a matter may give rise to potential litigation, that employee shall:

1. advise CEO and/or other administrator, if requested, prepare a written report stating what the individual saw and/or heard, the names of the people and entities involved and the names of any witnesses; and
2. preserve education records relating to the matter, pending a determination regarding whether a legal hold is necessary. The administrator must forward a written report to the CEO, which, in consultation with PA Virtual's legal counsel, will determine whether to place a legal hold on education records, including Electronically Stored Information, relevant to the incident(s). If a legal hold is implemented, then the CEO or designee shall direct the appropriate administrator(s) to make all reasonable efforts to retrieve and maintain any archived Electronically Stored Information before that data is purged and to further prevent potentially relevant records from being purged or deleted. The CEO or designee shall direct the appropriate administrator to advise the School employees involved with the incident(s) or matter(s) at issue of the legal hold and advise them to retain all documents, data and information regarding the matter including, but not limited to email communications, notes, letters and voice mail messages pending further notice.

C. Release of Legal Hold

If a matter is settled or resolved or the relevant statute of limitations has run out or it otherwise becomes apparent that litigation is not likely to arise, then the CEO or designee, in connection with the School's legal counsel, will release the legal hold and the retained and stored documents may then be disposed of in accordance with the ordinary document retention policies of PA Virtual.

APPENDIX I

CONFIDENTIALITY NOTICE

The documents and communication included in this email transmission may contain confidential information. All information is intended only for the use of the above named recipient(s). If you are not the named recipient, you are NOT authorized to read, disclose, copy, distribute, or take any action in reliance on the information and any action other than immediate delivery to the named recipient is strictly prohibited. If you have received this email in error, do NOT read the information and please immediately notify sender by telephone and email and immediately delete this email. If you are the named recipient, you are NOT authorized to reveal any of this information to any unauthorized person and are hereby instructed to delete this email when no longer needed.

APPENDIX II

DEFINITION OF TERMS (20 U.S.C. §1232g unless otherwise noted)

- A. The term "**applicable law**" shall mean all statutes and regulations applicable to the student records that are in effect when any action is taken or is to be taken and shall include, but not necessarily be limited to, the Family Education Rights and Privacy Act, the Code of Federal Regulations, Title 34 Part 99, the United States Code § 1232 and the regulations of the Pennsylvania State Board of Education at 22 Pa. Code §§ 12.31 et seq.
- B. The term "**attendance**" means in person or by paper correspondence, video conference, satellite, Internet or other electronic information and telecommunications technologies for students who are not physically present in the classroom; and the period during which a person is working under a work-study program.
- C. The term "**biometric record**" as used in the definition of "personally identifiable information" means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual. Examples include fingerprints; retina and iris patterns; voiceprints; DNA sequence; facial characteristics; and handwriting. (National Security Presidential Directive 59 and Homeland Security Presidential Directive 24).
- D. The term "**dates of attendance**" means the period of time during which a student attends or attended an educational agency or institution. Examples include an academic year, a spring semester or first quarter. The term does not include specific daily records of a student's attendance at PA Virtual.
- E. The term "**destruction**" or "**destroy**" means the physical destruction, obliteration or permanent removal of all or any portion of the information in a student record. Permanent removal of a record from the custody, care and control of PA Virtual shall constitute destruction of that record even if the information contained therein is maintained by another agency or entity.
- F. The term "**directory information**" means any of the following personally identifiable information when, in the judgment of the responsible administrator, the release of such information would not be harmful to or constitute an invasion of privacy for the student or his or her family. This information includes: the student's name, address, telephone number, date and place of birth, dates of attendance or participation in PA Virtual's program, electronic mail address, photograph, major field of study, grade level, degrees, honors and awards received, date of graduation, and similar information. 20 U.S.C. § 1232g(a)(5)(A).
1. Directory information does not include:
 - Student social security number; or
 - Student identification (ID) number that does not require a password or PIN number to gain access to other student information. It is directory information if the student ID number, user ID, or other unique personal identifier is used by the student for purposes of accessing or communicating in electronic systems, but only if the personal identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user. 20 U.S.C. 1232g(a)(5)(A).
- G. The term "**disclosure**" means permitting access to or the release, transfer or other communication of personally identifiable information contained in education records to any party, by any means, including oral, written, or electronic means to any party except the party identified as the party that provided or created the record. 20 U.S.C. 1232g(b)(1); 34 C.F.R. § 99.3.
- H. The term "**educational agency or institution**" means any public or private agency or institution which is the recipient of funds under any federal program referenced in applicable law. The term refers to the agency or institution recipient as a whole, including all of its component parts. 20 U.S.C. § 1232g(a)(3).
- I. The term "**education records**" means those records that are directly related to a student and maintained by an educational agency or institution or by a party acting for the agency or institution. The record can be recorded in any form, including but not limited to, handwriting, print computer media, electronic files, electronic mail, video or audio tape, film, microfilm and microfiche or digital medium. The term includes "Electronically Stored Information (ESI)" and includes, but is not limited to emails, and electronic documents. The possible sources/locations of ESI are individual hard drives, local and remote servers, removable media and devices used to conduct PA Virtual business. Educational records do not include:
1. Records that are kept in the sole possession of the maker of the record, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record. These records include instructional, supervisory and administrative personnel and education personnel ancillary to those persons, including, but not limited to: instructional support teachers, counselors, therapists and clinicians, school psychologists and psychiatrists, nurses and instructional aides.
 2. Records of the law enforcement unit of an educational agency or institution, subject to the provisions of 34 C.F.R. § 99.8;
 3. Records relating to an individual who is employed by an educational agency or institution that:
 - a. Are made and maintained in the normal course of business;
 - b. Relate exclusively to the individual in that the individual's capacity as an employee; and
 - c. Are not available for use for any other purpose.

However, records relating to an individual in attendance at the agency or institution who is employed because of his or her status as a student are education records and are not excluded under this provision.

4. Records on a student who is eighteen (18) years of age or older, or is attending an institution of post-secondary education that are:

- a. Made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in his/her professional capacity or assisting in a professional capacity;
- b. Made, maintained or used in connection with the treatment of the student; and
- c. Disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the agency or institution.

5. Records that only contain information pertaining to time periods after the individual is no longer a student at PA Virtual which are records about alumni of PA Virtual, created after the individual is no longer in attendance and which are not related to that individual's attendance as a student. 20 U.S.C. § 1232g(a)(4).

6. Grades and other forms of peer assessments or ratings before they are collected and recorded by a teacher.

7. Other records specifically excluded from the definition of "education record" and FERPA and its implementing regulation.

- J. The term "**eligible student**" means a student who has attained eighteen (18) years of age, or is attending an institution of post-secondary education. Whenever a student has attained eighteen (18) years of age or is attending an institution of post-secondary education, the permission or consent shall be required of, and the right accorded to the student, except that the parent of an exceptional child or a disabled child as defined by state and federal law or a parent who claims the student as a dependent under Section 152 of the Internal Revenue Code of 1986 shall have the right of access to the student's records and information contained therein.
- K. The term "**emancipated minor**" means a student below age 21 who has chosen to establish a domicile apart from continued control and support of parents/guardians. The term includes a minor living with a spouse.
- L. The term "**maintain or maintained**" with regard to personally identifiable information on paper or stored on magnetic or videotape, means that it will be kept in a secure file or desk drawer or in the continuous and secure control of a school official with a legitimate educational interest in the content thereof. In the case of personally identifiable digital information that is electronically-stored, including electronic mail and/or instant messaging mail, the term shall mean kept in a secure database located on a server or servers, disk partition, or other electronic storage system specifically designated by the CEO or her designee as a "student records maintenance site." PA Virtual's electronic mail server or servers, or directory or directories, and the files on local disk drives dedicated to the storage of sent or received electronic mail and/or instant messaging mail, shall not for any purpose constitute a "student records maintenance site" and any mail stored thereon shall either be deleted or moved to a "student records maintenance site" at least once annually.
- M. The term "**parent**" means a natural or lawfully-adoptive parent or legal guardian of a student, or a surrogate parent appointed in accordance with 34 C.F.R. § 300.515 of the regulations implementing Part B of the Individuals with Disabilities Act, or a person acting as a parent who is supporting a student gratis and has signed an affidavit assuming educational responsibility for the student in accordance with Section 1302 of the Public School Code, 24 P.S. § 13-1302. PA Virtual shall afford to any person who qualifies as a "parent" under this section all of the rights afforded to parents by this policy or by any state or federal law, unless the responsible administrator receives and has reasonable opportunity to review a lawful custody order, divorce decree, separation agreement or similar document expressly terminating the right of that person to receive or have access to the student's records. 34 C.F.R. § 99.4. PA Virtual does not assume responsibility for the discovery or location of such documentation.
- N. The term "**Charter School**" means PA Virtual and its officers, employees and agents, individually or collectively. The term does not include any other public or private school or other educational agency, or any officer, employee or agency thereof, at which PA Virtual students are enrolled or from which PA Virtual students receive services. 24 P.S. § 17-1715A.
- O. The term "**personally identifiable information**" includes, but is not limited to:
 - 1. Student's name;
 - 2. Name of the student's parent(s) or other family members;
 - 3. Address of the student or student's family;
 - 4. A personal identifier, such as the student's social security number, student number or biometric record;
 - 5. Other indirect identifiers, such as the student's date of birth, place of birth and mother's maiden name;

6. Other information, that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or

7. Information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the education record relates. 20 U.S.C. 1232(g).

P. The term "**record**" means any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, microfiche. 34 C.F.R. § 99.3.

Q. The term "**school official with a legitimate educational interest**" means

1. Any person in one or more of the following positions:

a. the CEO and his or her specifically authorized designees;

b. the responsible administrator and his or her specifically-authorized designees;

c. the administrator of any program to which the student is assigned and any other administrators employed by PA Virtual who are responsible for the administration of programs in which the student is enrolled or participating;

d. instructional staff, counselors, psychologists, social workers, educational diagnosticians, psychiatrists, program specialist, therapists, physicians, and nurses who are employed or contracted by PA Virtual and are involved in the provision of education or other services to the student;

e. attorneys or similar legal representatives of PA Virtual, when the attorneys or legal representative is providing advice to PA Virtual concerning the education or discipline of the student or where the records are relevant or thought to be relevant to the legal matter for which the attorney or legal representative is being consulted;

f. members of any PA Virtual student assistance program team to which the student is referred, including members who are not employed by PA Virtual; and/or

g. special education due process hearing officers and administrative review officers designated by the Secretary of Education for the Commonwealth of Pennsylvania.

h. Board of Trustees of PA Virtual when Board action concerning the student is required by law or when the education or treatment of the student is the subject of present or potential litigation or dispute.

2. A school official has a legitimate educational interest in personally identifiable information when access to that information is required for the effective, efficient or proper provision of education or other services to the student to whom the information pertains or with respect to required investigations, administrative or legal proceeding. PA Virtual shall maintain for public inspection and for access a list of the names and positions of school officials who are entitled to disclosure under this paragraph. 20 U.S.C. § 1232g(b)(1)(A).

R. The term "**secure file**" includes student or subject-specific compilation of information stored on paper, audio or visual tape, microfiche, microfilm, computer storage disk or removable drive, or similar medium that can be maintained in a physically segregated form that is maintained in a locked file drawer, cabinet, or desk or, if unlocked, in the immediate custody and control of the custodian thereof, or a student or subject-specific compilation maintained on a computer storage system to which access is limited by security software that conforms to current computer industry standards.

S. The term "**student**" except as written otherwise in this policy, means any school-age person who is attending or has attended PA Virtual and with respect to whom PA Virtual maintains education records. 20 U.S.C. § 1232g(a)(6).

Legal

Family Educational Rights and Privacy Act of 1974 (20 U.S.C. § 1232g; 34 CFR Part 99)

Individuals with Disabilities Education Act

Pennsylvania Public School Code of 1949

Chapter 12 of the Pennsylvania Administrative Code containing the regulations of the Pennsylvania State Board of Education

20 U.S.C. §1232g

Title 34 Part 99

United States Code § 1232

Pennsylvania State Board of Education at 22 Pa. Code §§ 12.31 et seq.

National Security Presidential Directive 59

Homeland Security Presidential Directive 24

Section 152 of the Internal Revenue Code of 1986

Section 1302 of the Public School Code, 24 P.S. § 13-1302

24 P.S. § 17-1715A

22 Pa. Code § 12.31, 12.32, 12.33

24 P.S. Article XIII-A

24 P.S. §§14-1402; 14-1409

22 Pa. Code §4.52

24 P.S. §§13-1305-A; 14-1409

Cross References

Maintenance of Student Educational Records/ Retention Policy

Collection of Records and Information Through Survey, Analysis, or Evaluation Policy

Access to Student Educational Records Policy

[FERPA Annual Notification](#)



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	Maintenance of Student Educational Records/ Retention Policy
Code	2902
Status	Active
Adopted	June 28, 2021
Last Revised	May 1, 2021

Charter School

Board of Trustees Policy

MAINTENANCE OF STUDENT EDUCATIONAL RECORDS AND RETENTION POLICY

Purpose

It is the Board of Trustees (Board) of PA Virtual Charter School's (PA Virtual) policy that its student academic records, including both paper and electronic, be retained only as long as determined necessary to meet legal, audit, and management requirements. This policy sets forth the rules for maintenance of student educational records and the retention of those records, pursuant to FERPA and IDEA.

PA Virtual 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 PA Virtual is designated as the Administrator responsible for the maintenance, access and release of student records and the maintenance, access and release of academic records.

Policy

I. MAINTENANCE AND RETENTION OF RECORDS

A. Maintenance: All student information shall be retained and maintained by PA Virtual I in accordance with procedures identified with the classification of the material.

1. Core data

- a. Description: Consisting of the name of the student; last known address and domicile of the parents/guardians of the student or, if the student is emancipated, of the student; the birth date of the student; the course, subject area, or project work completed by the student and the level of achievement attained; the last grade attended or the date of graduation and type of diploma issued; and attendance data)
- b. Retention Period: Core data shall be maintained for a period of at least **six (6) years** beyond the school year during which the student to whom such data pertains attains age twenty-one (21).

2. Discipline and Law Enforcement Records

- a. Description: Discipline and law enforcement records, including the sworn statement or affirmation of suspension or expulsion required at registration and the record of incidents of violence maintained in a form prescribed by the Pennsylvania State Police as required under Section 1307-A of the Pennsylvania Public School Code, 24 P.S. § 13-1307-A; and, in a file maintained separately from other records concerning the student, information from the Office of Juvenile Probation concerning adjudications of delinquency)
- b. Retention Period: Discipline and law enforcement records shall be maintained for a period of at least **two (2) years** after a student's last date of enrollment.

3. Reports and other information

- a. Description: Reports of and other information describing or summarizing the results of individual testing and assessment by instructional support, child study, multidisciplinary, or IEP teams, or by professional staff responsible for determining eligibility for Title I, ELL, and other remedial programs, or by agencies and individuals not employed by or working on behalf of PA Virtual; instructional support or child study team action plans; IEPs; and service agreements or accommodation plans
 - i. For students with disabilities, copies of the first and last evaluation reports of the multidisciplinary team, the notice of recommended assignment or educational placement, or similar document by which the parents of the student initially consented to the provision of special education services, and the first and last IEP, last notice of recommended assignment or educational placement, and the summary of performance developed for the student.
 - ii. For students receiving accommodations or modifications to instruction or other activities under a Section 504 service agreement or accommodation plan, copies of the first and last such plan and the notice by which the parents of the student initially consented to the provision of accommodations or modifications.
 - iii. For students evaluated to determine eligibility either for special education services in accordance with state and federal law or for accommodations or modifications in accordance with Section 504 of the Rehabilitation Act, and who were determined to be ineligible, copies of all evaluation reports supporting the determination of ineligibility and of all notices by which the parents of the student indicated agreement with such determination. 29 U.S.C. Sec. 794.
- b. Retention Period: Reports and other information shall also be maintained as core data for a period of at least **six (6) years** beyond the school year during which the student to whom such data pertains attains age twenty-one (21) or at least **six (6) years** after student's graduation.

4. Health records

- a. Description: Health records, including immunization information, results of vision and hearing screenings, results of state-mandated physical examinations, in-school treatment and drug dispensing or administration orders or prescriptions from physicians, treatment and drug dispensing or administration logs, and health-related information provided by parents/guardians)
- b. Retention Period: Health records shall be maintained for a period of at least **two (2) years** beyond the date on which the student ceases to be enrolled in PA Virtual.

5. All other education records

- a. Description: Student work samples and teacher grade books retained for purposes of ongoing assessment, instructional planning, or grade calculation; the results of School-wide group standardized or criterion-referenced testing and state-wide criterion-referenced assessments, if any, in which the student participated; and noncumulative report cards. Guidance department, psychologist, and student assistance team records, although personal records and notes are not considered records subject to this policy. Results of vocational and career aptitude and interest surveys, or of surveys to assist in planning for and providing guidance, health, or drug and alcohol abuse prevention instruction or programs. Protocol sheets and booklets; scoring sheets; answer books; rating forms; observation notes; anecdotal logs; running record forms; and other forms of raw data gathered in the course of testing and assessment or progress monitoring and assessment. Records of awards and distinctions earned by students for work or activities in school and in the community and of participation in School approved extracurricular activities. Other records required by law or deemed by instructional or supervisory staff to be both accurate and necessary to the provision of education, education-related services, or extracurricular activities or experiences
- b. Retention Period: All other student records as described in this section shall be maintained at least **six (6) years** or as long as the information contained therein remains relevant to the education of the particular student or to the design and provision of educational programs in general or as long as such information remains essential to the protection of the legal interests of PA Virtual. PA Virtual alone shall determine whether education records remain relevant to education or essential to the protection of legal interests.

II. MAINTENANCE LOCATION

- A. **Person(s) Responsible** - The CEO or designee shall be responsible for record maintenance, access, and release of records. Staff training programs will be conducted for the professional staff on the record policy,

with emphasis placed on security and the privacy rights of students and parents.

- B. **Location** – During any given school year, student records, whether on paper, audio or visual tape, microfiche, microfilm, computer storage disc or removable drive, or any medium that can be maintained in a physically segregated form, will be kept in locked filing cabinets or similar storage space at all times under the supervision of designated personnel, e.g., the CEO of PA Virtual or his/her designee. If student records are maintained on a computer storage system, access must be limited by security software that conforms to current computer industry standards. PA Virtual’s Student Information System permits only authorized PA Virtual users to remotely access student records and various remote levels of access are permitted depending on the reason for review and level of authority of the authorized user.

Education records essential to the daily provision of education, education-related services or extracurricular activities during a given school year, may be maintained in a secure file in the personal possession, office or classroom of PA Virtual personnel with a legitimate educational interest therein.

C. Other Educational Records

- 1. Health Records shall be maintained in a secure file in the nurse’s office or health suite in PA Virtual.
- 2. Office of Juvenile Probation records shall be maintained in a secure file, separate from other records concerning the student.
- 3. Special Education records shall be maintained in a separate secure file at PA Virtual or in secure possession of staff working with student in the home or in a nonpublic school site.

III. Destruction of Records: A record is destroyed for purposes of this policy when, at a minimum, all personally identifiable information is removed from it or is otherwise obscured or obliterated. Nothing in this policy shall require the destruction of an education record except under the conditions described in subsection (2) below. **(See attached – Template Notice Letter to Parents/Guardians/Eligible Students of Destruction of Educational Records)**

- 1. An education record shall not be destroyed by PA Virtual if there is an outstanding request to inspect and review it by the parent or eligible student. 34 C.F.R. § 99.10(e).
- 2. PA Virtual maintains the right to destroy some records that are considered invalid because of age and content matter. Student education records shall be maintained in accordance with Sections A. and B. above, and shall be destroyed in such time as provided.
- 3. Before any such destruction of student education records the parent or eligible student shall be given advance notice, in writing, of the date after which the records will be destroyed and the opportunity to obtain copies of records prior to the specified date via the Template Notice Letter to Parents/Guardians/Eligible Students of Destruction of Educational Records. The written notice shall be in the native language of the parents/guardians or the eligible student shall be mailed to the last known address of the parent/guardian or the eligible student and shall:
 - a. Identify the specific records or categories of record that are no longer relevant.
 - b. Contain an explanation that PA Virtual shall destroy the records thus identified if a parent/guardian or the eligible student so requests, and that PA Virtual may destroy such records without a request if no further need for the records exists.
 - c. Contain the name and number of a contact person at PA Virtual whom the parents/guardians or eligible student can contact to obtain additional information about or seek clarification concerning the records thus identified. 34 CFR §300.624.

STUDENT RECORD RETENTION SCHEDULE

Description	Retention Period	Disposal

Student Records - Medical	No less than two (2) years after a student' s last date of enrollment due to withdrawal or graduation (unless there is notice through means of litigation hold letter, or due process claim, or past claims /litigation by student/parent).	Destroy in a confidential/secure manner.
Student Records - Special Education	Retain relevant information for at least six (6) years after a child's graduation or six (6) years after that child is no longer of school age (unless there is notice through means of litigation hold letter, or due process claim, or past claims/litigation by student/parent.	Destroy in a confidential/secure manner.
Student Records - Discipline	No less than two (2) years after a student's last date of enrollment due to withdrawal or graduation (unless there is notice through means of litigation hold letter, or due process claim, or past claims/litigation by student/ parent.	Destroy in a confidential/secure manner.
Student Records: Directory Information, Enrollment documents, Previous School Records, Academic records including standardized test results and grade reports/transcripts	Retain relevant information for at least six (6) years after a student's last date of enrollment due to withdrawal or graduation (unless there is notice through means of litigation hold letter, or due process claim, or past claims/ litigation by student/ parent.	Destroy in a confidential/secure manner.

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.

Attached Forms:

TEMPLATE NOTICE LETTER TO PARENTS/ GUARDIANS/ ELIGIBLE STUDENTS OF DESTRUCTION OF EDUCATIONAL RECORDS

Appendix

DEFINITION OF TERMS (20 U.S.C. §1232g unless otherwise noted)

- A. The term "**applicable law**" shall mean all statutes and regulations applicable to the student records that are in effect when any action is taken or is to be taken and shall include, but not necessarily be limited to, the Family Education Rights and Privacy Act, the Code of Federal Regulations, Title 34 Part 99, the United States Code § 1232 and the regulations of the Pennsylvania State Board of Education at 22 Pa. Code §§ 12.31 *et seq.*
- B. The term "**attendance**" means in person or by paper correspondence, video conference, satellite, Internet or other electronic information and telecommunications technologies for students who are not physically present in the classroom; and the period during which a person is working under a work-study program.
- C. The term "**biometric record**" as used in the definition of "personally identifiable information" means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual. Examples include fingerprints; retina and iris patterns; voiceprints; DNA sequence; facial characteristics; and handwriting. (National Security Presidential Directive 59 and Homeland Security Presidential Directive 24).
- D. The term "**dates of attendance**" means the period of time during which a student attends or attended an educational agency or institution. Examples include an academic year, a spring semester or first quarter. The term does not include specific daily records of a student's attendance at PA Virtual.

- E. The term "**destruction**" or "**destroy**" means the physical destruction, obliteration or permanent removal of all or any portion of the information in a student record. Permanent removal of a record from the custody, care and control of PA Virtual shall constitute destruction of that record even if the information contained therein is maintained by another agency or entity.
- F. The term "**directory information**" means any of the following personally identifiable information when, in the judgment of the responsible administrator, the release of such information would not be harmful to or constitute an invasion of privacy for the student or his or her family. This information includes: the student's name, address, telephone number, date and place of birth, dates of attendance or participation in PA Virtual's program, electronic mail address, photograph, major field of study, grade level, degrees, honors and awards received, date of graduation, and similar information. 20 U.S.C. § 1232g(a)(5)(A).
- (1) Directory information does not include:
 Student social security number; or
 Student identification (ID) number that does not require a password or PIN number to gain access to other student information. It is directory information if the student ID number, user ID, or other unique personal identifier is used by the student for purposes of accessing or communicating in electronic systems, but only if the personal identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user. 20 U.S.C. 1232g(a)(5)(A).
- G. The term "**educational agency or institution**" means any public or private agency or institution which is the recipient of funds under any federal program referenced in applicable law. The term refers to the agency or institution recipient as a whole, including all of its component parts. 20 U.S.C. § 1232g(a)(3).
- H. The term "**education records**" means those records that are directly related to a student and maintained by an educational agency or institution or by a party acting for the agency or institution. The record can be recorded in any form, including but not limited to, handwriting, print computer media, electronic files, electronic mail, video or audio tape, film, microfilm and microfiche or digital medium. The term includes "**Electronically Stored Information (ESI)**" and includes, but is not limited to emails, and electronic documents. The possible sources/locations of ESI are individual hard drives, local and remote servers, removable media and devices used to conduct PA Virtual business. Educational records do not include:

1. Records that are kept in the sole possession of the maker of the record, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record. These records include instructional, supervisory and administrative personnel and education personnel ancillary to those persons, including, but not limited to: instructional support teachers, counselors, therapists and clinicians, school psychologists and psychiatrists, nurses and instructional aides.

2. Records of the law enforcement unit of an educational agency or institution, subject to the provisions of 34 C.F.R. § 99.8;

3. Records relating to an individual who is employed by an educational agency or institution that:

- a. Are made and maintained in the normal course of business;
- b. Relate exclusively to the individual in that the individual's capacity as an employee; and
- c. Are not available for use for any other purpose.

However, records relating to an individual in attendance at the agency or institution who is employed because of his or her status as a student are education records and are not excluded under this provision.

4. Records on a student who is eighteen (18) years of age or older, or is attending an institution of post-secondary education that are:

- a. Made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in his/her professional capacity or assisting in a professional capacity;

- b. Made, maintained or used in connection with the treatment of the student; and
 - c. Disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the agency or institution.
- 5. Records that only contain information pertaining to time periods after the individual is no longer a student at PA Virtual which are records about alumni of PA Virtual, created after the individual is no longer in attendance and which are not related to that individual's attendance as a student. 20 U.S.C. § 1232g(a)(4).
 - 6. Grades and other forms of peer assessments or ratings before they are collected and recorded by a teacher.
 - 7. Other records specifically excluded from the definition of "education record" and FERPA and its implementing regulation.
- I. The term "**eligible student**" means a student who has attained eighteen (18) years of age, or is attending an institution of post-secondary education. Whenever a student has attained eighteen (18) years of age or is attending an institution of post-secondary education, the permission or consent shall be required of, and the right accorded to the student, except that the parent of an exceptional child or a disabled child as defined by state and federal law or a parent who claims the student as a dependent under Section 152 of the Internal Revenue Code of 1986 shall have the right of access to the student's records and information contained therein (as provided in Section V.A.).
- J. The term "**maintain or maintained**" with regard to personally identifiable information on paper or stored on magnetic or video tape, means that it will be kept in a secure file or desk drawer or in the continuous and secure control of a school official with a legitimate educational interest in the content thereof. In the case of personally identifiable digital information that is electronically-stored, including electronic mail and/or instant messaging mail, the term shall mean kept in a secure database located on a server or servers, disk partition, or other electronic storage system specifically designated by the CEO or her designee as a "student records maintenance site." PA Virtual's electronic mail server or servers, or directory or directories, and the files on local disk drives dedicated to the storage of sent or received electronic mail and/or instant messaging mail, shall not for any purpose constitute a "student records maintenance site" and any mail stored thereon shall either be deleted or moved to a "student records maintenance site" at least once annually.
- K. The term "**parent**" means a natural or lawfully-adoptive parent or legal guardian of a student, or a surrogate parent appointed in accordance with 34 C.F.R. § 300.515 of the regulations implementing Part B of the Individuals with Disabilities Act, or a person acting as a parent who is supporting a student gratis and has signed an affidavit assuming educational responsibility for the student in accordance with Section 1302 of the Public School Code, 24 P.S. § 13-1302. PA Virtual shall afford to any person who qualifies as a "parent" under this section all of the rights afforded to parents by this policy or by any state or federal law, unless the responsible administrator receives and has reasonable opportunity to review a lawful custody order, divorce decree, separation agreement or similar document expressly terminating the right of that person to receive or have access to the student's records. 34 C.F.R. § 99.4. PA Virtual does not assume responsibility for the discovery or location of such documentation.
- AX. The term "**personally identifiable information**" includes, but is not limited to:
- 1. Student's name;
 - 2. Name of the student's parent(s) or other family members;
 - 3. Address of the student or student's family;
 - 4. A personal identifier, such as the student's social security number, student number or biometric record;
 - 5. Other indirect identifiers, such as the student's date of birth, place of birth and mother's maiden name;
 - 6. Other information, that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or

7. Information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the education record relates. 20 U.S.C. 1232(g).

ALL. The term "**record**" means any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, microfiche. 34 C.F.R. § 99.3.

N. The term "**school official with a legitimate educational interest**" means

1. Any person in one or more of the following positions:
 - a. the CEO and his or her specifically authorized designees;
 - b. the responsible administrator and his or her specifically-authorized designees;
 - c. the administrator of any program to which the student is assigned and any other administrators employed by PA Virtual who are responsible for the administration of programs in which the student is enrolled or participating;
 - d. instructional staff, counselors, psychologists, social workers, educational diagnosticians, psychiatrists, program specialist, therapists, physicians, and nurses who are employed or contracted by PA Virtual and are involved in the provision of education or other services to the student;
 - e. attorneys or similar legal representatives of PA Virtual, when the attorneys or legal representative is providing advice to PA Virtual concerning the education or discipline of the student or where the records are relevant or thought to be relevant to the legal matter for which the attorney or legal representative is being consulted;
 - f. members of any PA Virtual student assistance program team to which the student is referred, including members who are not employed by PA Virtual; and/or
 - g. special education due process hearing officers and administrative review officers designated by the Secretary of Education for the Commonwealth of Pennsylvania.
 - h. Board of Trustees of PA Virtual when Board action concerning the student is required by law or when the education or treatment of the student is the subject of present or potential litigation or dispute.
2. A school official has a legitimate educational interest in personally identifiable information when access to that information is required for the effective, efficient or proper provision of education or other services to the student to whom the information pertains or with respect to required investigations, administrative or legal proceeding.
 - The term "**secure file**" includes student or subject-specific compilation of information stored on paper, audio or visual tape, microfiche, microfilm, computer storage disk or removable drive, or similar medium that can be maintained in a physically segregated form that is maintained in a locked file drawer, cabinet, or desk or, if unlocked, in the immediate custody and control of the custodian thereof, or a student or subject-specific compilation maintained on a computer storage system to which access is limited by security software that conforms to current computer industry standards.
- P. The term "**student**" except as written otherwise in this policy, means any school-age person who is attending or has attended PA Virtual and with respect to whom PA Virtual maintains education records. 20 U.S.C. § 1232g(a)(6).

Legal

Family Educational Rights and Privacy Act of 1974 (FERPA) Individuals with Disabilities Education Act (IDEA) Pennsylvania Public School Code of 1949 Chapter 12 of the Pennsylvania Administrative Code Code of Federal Regulations Title 34 Part 99 The United States Code § 1232 22 Pa. Code §§ 12.31 et seq. National Security

Presidential Directive 59 Homeland Security Presidential Directive 24 20 U.S.C. § 1232g 34 C.F.R. § 300.515 Section 1302 of the Public School Code 24 P.S. § 13-1302 Pennsylvania State Police as required under Section 1307-A of the Pennsylvania Public School Code, 24 P.S. § 13-1307-A 29 U.S.C. Sec. 794 34 CFR §300.624 Section 152 of the Internal Revenue Code of 1986

Cross References

FERPA Annual Notification

Access to Student Educational Records

Collection of Records and Information Through Survey, Analysis, or Evaluation Policy

Student Educational Records Policy

[TEMPLATE NOTICE LETTER TO PARENTS_GUARDIANS_ELIGIBLE STUDENTS OF DESTRUCTION OF EDUCATIONAL RECORDS.docx \(44 KB\)](#)



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	Family Educational Rights & Privacy Act (FERPA) Policy
Code	2904
Status	Active
Adopted	August 26, 2019
Last Revised	August 21, 2023
Last Reviewed	August 21, 2023
Prior Revised Dates	8/26/2019

PURPOSE

The Board of Trustees (Board) of the Pennsylvania Virtual Charter School (PA Virtual) recognizes that The Family Educational Rights and Privacy Act (FERPA), a federal law, affords parents, legally emancipated students, and students over eighteen (18) years of age (eligible students) certain rights with respect to the student's educational records.

POLICY

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older (eligible students) certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day PA Virtual receives a request for access. Parents or eligible students who wish to inspect their child's or their education records should submit to PA Virtual's CEO, or their designee, a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask PA Virtual to amend their child's or their education record should write the school principal or appropriate school official, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. Parental consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before

personally identifiable information is released to officials of participating agencies providing or paying for transition services.”

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school’s or school district’s annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his/her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by PA Virtual to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW Washington, DC 20202

FERPA permits the disclosure of PII from students’ education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes

contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))

- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State.
Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
 - Educational agencies and institutions are also permitted to disclose a student's education records pursuant to a judicial order without requiring additional notice to the Parent by the educational agency or institution in specified types of judicial proceedings in which a parent is involved.. 20 U.S.C. 1232g(b)(2)(B)
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- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such

agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))

- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

RELEASE OF DIRECTORY INFORMATION

Directory Information includes information contained in the educational record(s) of a student, which is not considered harmful or an invasion of privacy if disclosed, so that it may be disclosed without prior parental consent, unless parents or eligible students have advised the PA Virtual to the contrary in accordance with PA Virtual procedures. The primary purpose of Directory Information is to allow the PA Virtual to include this type of information from the student's educational records in certain school-related publications or notices.

As part of the PA Virtual's annual notification under FERPA, PA Virtual designates for the 2023-2024 School Year the following types or categories of information as "Directory Information":

- Student Name
- Participation in officially recognized activities, clubs, and sports
- Naming of student to the Honor Roll, National Honor Society or as
Valedictorian
- Address
- Telephone listing
- Weight and height of members of athletic teams
- Electronic Mail Address
- Photograph
- Degrees, honors, awards received
- Date and place of birth

- Major field of study
- Dates of attendance
- Grade level
- The most recent educational agency or institution attended

“Directory Information” for the 2023-2024 School Year also includes:

- Except for social security number, a student ID number, user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems, but only if the identifier cannot be used to gain access to education records except when used with one or more factors, such as a personal identification number (PIN), password or other factor known or possessed only by the authorized user; and
- Except for social security number, a student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used with one or more factors, such as a PIN, password, or other factor known or possessed only by the authorized user.

Examples of how and where the PA Virtual may disclose Directory Information include:

- Newsletters
- A playbill showing student’s role in a drama production
- The annual yearbook
- Honor Roll or other recognition lists
- Graduation programs
- Sports activity sheets, such as for wrestling: showing weight and height of team members
- Companies or outside organizations that manufacture class rings or yearbooks
- Newspapers or other news sources
- Class Lists
- Staff and/or Student Directories and/or listings

- PA Virtual Website
- PA Virtual Bulletin Boards
- Institutions of Higher Learning requesting Directory information

These examples are for illustration only and are not an exclusive list of the manner in which Directory Information may be disclosed. This Notice provides parents and eligible students with an opportunity to object in writing to any or all of those types of information that the PA Virtual has designated as Directory Information. Parents and eligible students have the right to refuse to permit the release by notifying the PA Virtual in writing that they do not want any or all of those types of information to be designated as Directory Information.

Please note that an opt out of Directory Information disclosures does not prevent PA Virtual from identifying a student by name or from disclosing a student's name, identifier or institutional e-mail address in class in which the student is enrolled. The right to opt out of Directory Information disclosures does not include a right to remain anonymous in class, and may not be used to impede routine classroom communications and interactions, whether class is held in a specified physical location or on-line through electronic communications. Likewise, an opt out of Directory Information disclosures does not prevent PA Virtual from requiring a student to wear, to display publicly, or to disclose a student ID card or badge that exhibits information that PA Virtual designated as "Directory Information" for the 201-201 School Year above.

YOUR ACTION IS REQUIRED IF YOU WISH "DIRECTORY INFORMATION" NOT TO BE PUBLISHED. Please submit any refusal with the types of information you wish removed from the list of Directory Information and mail your written objections on or before September 30, 2023, to the Office of the CEO of PA Virtual at:

PA VIRTUAL CHARTER SCHOOL Office of the CEO
630 Park Avenue
King of Prussia, PA 19406

If you have any questions regarding this Notice, please call or write the INSERT DESIGNEE HEREI at PA Virtual at INSERT ADDRESS HERE. **If you do not submit a written refusal on or before September 30, 2023 then PA Virtual may disclose directory information without your prior consent.**



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	Collection of Records and Information Through a Survey, Analysis or Evaluation
Code	2910
Status	Active
Adopted	June 28, 2021
Last Revised	May 1, 2021
Last Reviewed	June 28, 2021

Charter School

2910 Board of Trustees Policy

COLLECTION OF RECORDS AND INFORMATION THROUGH SURVEY, ANALYSIS, OR EVALUATION POLICY

The Board of Trustees (Board) of PA Virtual Charter School (PA Virtual) recognizes the need to protect the privacy rights of students and their parents. This policy sets forth the rules for the collection of records and information through survey, analysis, or evaluations pursuant to FERPA and IDEA.

PA Virtual 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.

I. **TYPES OF INFORMATION**– PA Virtual shall collect and maintain the types of records described below in subparagraphs 1-3 and may collect and maintain records described below in subparagraphs 4-10. 22 Pa. Code §§12.31 and 12.32. The required form of consent is noted by each subparagraph in bold type below.

1. Core data, consisting of the name of the student; last known address and domicile of the parents/guardians of the student or, if the student is emancipated, of the student; the birth date of the student; the course, subject area, or project work completed by the student and the level of achievement attained; the last grade attended or the date of graduation and type of diploma issued; and attendance data. (**Requires Representational Consent**).
2. Discipline and law enforcement records, including the sworn statement or affirmation of suspension or expulsion required at registration and the record of incidents of violence maintained in a form prescribed by the Pennsylvania State Police as required under Section 1307-A of the Pennsylvania Public School Code, 24 P.S. § 13-1307-A; and, in a file maintained separately from other records concerning the student, information from the Office of Juvenile Probation concerning adjudications of delinquency. (**Requires Representational Consent unless collected through survey, analysis or evaluation – see Section II below**). 24 P.S. Article XIII-A.

3. Health records, including immunization information, results of vision and hearing screenings, results of state-mandated physical examinations, in-school treatment and drug dispensing or administration orders or prescriptions from physicians, treatment and drug dispensing or administration logs, and health-related information provided by parents/guardians. (**Requires Representational Consent unless collected through survey, analysis or evaluation – see Section II below**). 24 P.S. §§14-1402; 14-1409.
 4. Student work samples and teacher grade books retained for purposes of ongoing assessment, instructional planning, or grade calculation; the results of School-wide group standardized or criterion-referenced testing and state-wide criterion-referenced assessments, if any, in which the student participated; and noncumulative report cards. (**Requires Representational Consent**). 22 Pa. Code §52.
 5. Guidance department, psychologist, and student assistance team records, although personal records and notes maintained strictly in accordance with this policy are not considered records subject to this policy. (**Requires Representational Consent unless collected through survey, analysis or evaluation – see Section II below**).
 6. Results of vocational and career aptitude and interest surveys, or of surveys to assist in planning for and providing guidance, health, or drug and alcohol abuse prevention instruction or programs. (**Requires Individual Consent**).
 7. Reports of and other information describing or summarizing the results of individual testing and assessment by instructional support, child study, multidisciplinary, or IEP teams, or by professional staff responsible for determining eligibility for Title I, ESL, and other remedial programs, or by agencies and individuals not employed by or working on behalf of PA Virtual; instructional support or child study team action plans; IEPs; and service agreements or accommodation plans. (**Requires Individual Consent**).
 8. Protocol sheets and booklets; scoring sheets; answer books; rating forms; observation notes; anecdotal logs; running record forms; and other forms containing raw data gathered in the course of testing and assessment or progress monitoring and assessment. (**Requires Individual Consent and in a form required by applicable state or federal law**).
 9. Records of awards and distinctions earned by students for work or activities in school and in the community and of participation in School approved extracurricular activities. (**Requires Representational Consent**).
 10. Other records required by law or deemed by instructional or supervisory staff to be both accurate and necessary to the provision of education, education-related services, or extracurricular activities or experiences. (Requires **Individual Consent and in a form required by applicable state or federal law**).
- II. **. Collection of Records and Information Through a Survey, Analysis or Evaluation.** 20 U.S.C. §1232h; 22 Pa. Code §4.4.

When a survey, analysis, or evaluation is used to obtain such information, the Board shall obtain prior informed consent in writing and in a form consistent with this policy. For purposes of this policy, the phrase **survey, analysis, or evaluation** shall be limited to a planned method of inquiry or information collection used on a group or individual basis. The phrase does not apply to the ordinary give-and-take exchange that occurs in the course of the counselor-student, psychologist-student, teacher-student, or nurse-student relationship when the student initiates the contact or otherwise participates in it voluntarily. Consent otherwise required by this section is not required to investigate or substantiate a good faith suspicion of child abuse or neglect when the person from whom consent would be required is suspected of the abuse or neglect.

By adoption of this policy, the Board gives consent for the collection of records and information described in Section I. of this policy, unless the collection of such records and information is accomplished by use of a survey, analysis, or evaluation that requires or encourages the student to reveal:

1. Political affiliations or beliefs of the student or the student's family.
2. Psychological problems potentially embarrassing to the student or the student's family.
3. Sexual behavior or attitudes.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of persons with whom the student has close family relationships.
6. Information protected by legal privilege.

7. Income, unless income information is necessary to determine eligibility for participation in a program of assistance.
8. Religious practices, affiliations, or beliefs of the student or the student's family.

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.

Legal

Family Educational Rights and Privacy Act of 1974 (FERPA)
 Individuals with Disabilities Education Act (IDEA)
 Pennsylvania Public School Code of 1949
 Chapter 12 of the Pennsylvania Administrative Code
 United States Code § 1232
 Pennsylvania State Board of Education at 22 Pa. Code §§ 12.31 et seq.
 34 C.F.R. § 300.515
 Section 1302 of the Public School Code
 24 P.S. § 13-1302
 22 Pa. Code §§12.31 and 12.32
 Section 1307-A of the Pennsylvania Public School Code
 24 P.S. § 13-1307-A
 24 P.S. Article XIII-A
 24 P.S. §§14-1402; 14-1409
 22 Pa. Code §4.52
 20 U.S.C. §1232h
 22 Pa. Code §4.4

Cross References

FERPA Annual Notification
 Access to Student Educational Records
 Collection of Records and Information Through Survey, Analysis, or Evaluation Policy
 Student Educational Records Policy



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	Access to Student Educational Records
Code	2912
Status	Active
Adopted	June 28, 2021
Last Revised	May 1, 2021

Charter School

Board of Trustees Policy

2912 ACCESS TO STUDENT EDUCATIONAL RECORDS POLICY

Purpose

The Board of Trustees (Board) of PA Virtual Charter School (PA Virtual) recognizes the need to protect the privacy rights of students and their parents. This policy sets forth the rules for access to student educational records, pursuant to FERPA and IDEA.

Policy

PA Virtual 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 PA Virtual is designated as the Administrator responsible for the maintenance, access and release of student records and the maintenance, access and release of academic records.

I. ACCESS TO STUDENT EDUCATION RECORDS

A. Access to Records

1. PA Virtual shall provide the parent or eligible student access to the educational records of the student. 34 C.F.R. § 99.10(a).
2. Access rights of the parent or eligible student shall consist of the right to:
 - a. Inspect and review the content of the education records;
 - b. Obtain copies of the education records at the expense of the parent or eligible student, at a cost not to exceed the actual cost of PA Virtual reproducing such records. No parent or eligible student shall be refused copies if the financial obligation would prevent them from exercising their right to inspect and review the education records. 34 C.F.R. § 99.11;
 - c. A response from PA Virtual to reasonable requests for explanation and interpretation of the education records. 34 C.F.R. § 99.10(c);
 - d. An opportunity for a hearing to challenge the content and validity of those records, as provided in Section II of this policy;
 - e. Inspect and review only material or documents that relate to the student in question. 34 C.F.R. § 99.12(a).

3. Procedure for gaining access to records:
 - a. The parent or eligible student seeking access to education records shall make a written request of the CEO or his/her designee.
 - b. Access to the education records requested shall be granted as soon as possible, but no later than forty-five (45) days after the receipt of a written request. 34 C.F.R. § 99.10(b).
4. PA Virtual shall maintain a current list of the names and positions of the professional employees who are authorized to have access to personally identifiable information. This list shall be available upon demand.

B. Record of Access

1. PA Virtual shall maintain a record, kept with the education records of each student, which will indicate all parties, except for PA Virtual officials, including teachers, who have been determined by PA Virtual to have legitimate educational interests, who have requested or obtained access to a student's education record and which will indicate specifically the legitimate interest that each such party had in obtaining this information. 20 U.S.C. § 1232g (b) (4) (A).
 2. Such record of access shall be available only to the parent or eligible student, to PA Virtual officials and their assistants who are responsible for the custody of such records, and to persons and organizations authorized to see such records. 20 U.S.C. § 1232g (b) (4) (A).
- C. Transfer of Information by Those Gaining Access to Education Records.**

PA Virtual shall release personal information on a student only on the condition that the party to whom the information is being transferred will not permit any other party to have access to such information without the written consent of the parent or the eligible student.

D. Access to and Consequences of Unauthorized Access to Student Records

1. Every file from which access might be had by, or disclosure might be made to, persons or agencies other than the parents or the eligible student, shall have as part thereof an access and disclosure log that shall be maintained for as long as the records in that file are maintained and that shall consist of the following:
 - a. The identity of such person or agency to which access is granted to or disclosure made from the file.
 - b. The purpose for which access was granted or disclosure made.
 - c. The date of access or disclosure.
 - d. The name or initials of the person granting access or making the disclosure.
 - e. In the case of disclosures to persons who will make further disclosures or allow further access on behalf of the Intermediate Unit, the identity of the person or agency to whom or to which, and the specific purpose for which, such further disclosure or access will be made or allowed.
 - f. Any record of further disclosures made by state or federal agencies that are permitted to do so under law.
2. Any PA Virtual employee, contractor, consultant or volunteer who accesses student records without proper authorization and/or consent, is subject to discipline in accordance with the Employee Handbook.

II. CHALLENGING THE VALIDITY OF INFORMATION

If the parent or student wishes to challenge any of the information in the student record because of the initial conference, and if the conflict cannot be resolved informally, the following formal procedures will be followed:

- A. The parent or student must submit a written request for amendment of the record of the student. The request will contain a brief statement that specifies the records to be amended and the reason that the amendment is requested. This request will be submitted to the CEO.
- B. The CEO may, at his/her discretion, delegate review responsibility to appropriate school staff. The challenge will be reviewed by the designated staff within a period not to exceed forty-five (45) days from the receipt of the written request.
 1. If PA Virtual does decide to refuse to amend the information in accordance with the request of the parent, PA Virtual shall inform the parent in writing of both the refusal and the specific reasons for the refusal and shall notify the parent in writing of the right to request and receive a hearing.
 2. The hearing shall be conducted according to the following provisions:
 - a. The hearing shall be held at a mutually agreed upon time and place within thirty (30) days after PA Virtual received the request for a hearing from the parent.
 - b. The parent shall be notified in writing of the date, place, and time of the hearing, no later than five (5) days in advance of the hearing.
 - c. The hearing shall be conducted by the CEO or designee from within PA Virtual that do not have direct interest in the outcome of the hearing. The duties of those conducting the hearing shall be the

following:

- to review challenges made by parents and/or students and render decisions as to the correction or deletion of inaccurate or misleading information;
 - to grant representative consent in situations where the intervention is judged to be imperative, parental consent cannot be obtained, and there is reasonable doubt as to the capacity of the student to understand the implications of the situation; and
 - To grant representative consent to persons or agencies to conduct studies involving PA Virtual population under the conditions of anonymity.
 - The party conducting the hearing may be a member of the Board of Trustees of PA Virtual.
 - The parent shall be afforded a full and fair opportunity to present evidence relevant to information in the educational records that the parent believes is inaccurate, misleading, or violates the privacy or rights of the child.
 - The parent may, at the hearing, be assisted or represented by persons of his/her choice at his/her expense, and such persons may include legal counsel.
3. PA Virtual shall render a written decision on the issues presented at the hearing and shall render such decision within thirty (30) days after the conclusion of the hearing. The decision shall be based solely upon evidence presented at the hearing and shall include a summary of the evidence and the reasons for the decision.
 4. If as a result of the hearing it is decided that the information is inaccurate, misleading or otherwise in violation of the privacy or rights of students, PA Virtual shall amend the education records accordingly and so inform the parent in writing.
 5. If as a result of the hearing it is decided that the information is not inaccurate, misleading or otherwise in violation of the privacy or other rights of students, the CEO's designees shall inform parent of his/her right to place in the educational records of the student a statement which sets forth the written comments of the parent in the educational records of reasons for disagreeing with the decision of the hearing or both written comments and reasons.
 6. The statement of the parent shall be appended by PA Virtual to the educational records so long as the record or the contested portion thereof is maintained by PA Virtual.
 7. If the education records of the student or the contested portion thereof are released by PA Virtual to any party, the statement of the parent shall also be released to the party.
- Nothing in this section on parent requests for amendment of records shall be interpreted to mean that the parent and PA Virtual may not, by mutual agreement, meet prior to either a parent request for a hearing or the hearing itself in order to discuss the concerns of the parent regarding the accuracy or inaccuracy of the records of the student.

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.

Appendix

DEFINITION OF TERMS (20 U.S.C. §1232g unless otherwise noted)

- A. The term "**applicable law**" shall mean all statutes and regulations applicable to the student records that are in effect when any action is taken or is to be taken and shall include, but not necessarily be limited to, the Family Education Rights and Privacy Act, the Code of Federal Regulations, Title 34 Part 99, the United States Code § 1232 and the regulations of the Pennsylvania State Board of Education at 22 Pa. Code §§ 12.31 *et seq.*
- B. The term "**attendance**" means in person or by paper correspondence, videoconference, satellite, Internet or other electronic information and telecommunications technologies for students who are not physically present in the classroom; and the period during which a person is working under a work-study program.
- C. The term "**biometric record**" as used in the definition of "personally identifiable information" means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual. Examples include fingerprints; retina and iris patterns; voiceprints; DNA sequence; facial characteristics; and handwriting. (National Security Presidential Directive 59 and Homeland Security Presidential Directive 24).
- D. The term "**disclosure**" means permitting access to or the release, transfer or other communication of personally identifiable information contained in education records to any party, by any means, including oral, written, or electronic means to any party except the party identified as the party that provided or created the record. 20 U.S.C. 1232g(b)(1); 34 C.F.R. § 99.3.
- E. The term "**educational agency or institution**" means any public or private agency or institution which is the recipient of funds under any federal program referenced in applicable law. The term refers to the agency or institution recipient as a whole, including all of its component parts. 20 U.S.C. § 1232g(a)(3).

- F. The term "**education records**" means those records that are directly related to a student and maintained by an educational agency or institution or by a party acting for the agency or institution. The record can be recorded in any form, including but not limited to, handwriting, print computer media, electronic files, electronic mail, video or audio tape, film, microfilm and microfiche or digital medium. The term includes "**Electronically Stored Information (ESI)**" and includes, but is not limited to emails, and electronic documents. The possible sources/locations of ESI are individual hard drives, local and remote servers, removable media and devices used to conduct PA Virtual business. Educational records do not include:
1. Records that are kept in the sole possession of the maker of the record, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record. These records include instructional, supervisory and administrative personnel and education personnel ancillary to those persons, including, but not limited to: instructional support teachers, counselors, therapists and clinicians, school psychologists and psychiatrists, nurses and instructional aides.
 2. Records of the law enforcement unit of an educational agency or institution, subject to the provisions of 34 C.F.R. § 99.8;
 3. Records relating to an individual who is employed by an educational agency or institution that:
 - a. Are made and maintained in the normal course of business;
 - b. Relate exclusively to the individual in that the individual's capacity as an employee; and
 - c. Are not available for use for any other purpose. However, records relating to an individual in attendance at the agency or institution who is employed because of his or her status as a student are education records and are not excluded under this provision.
 4. Records on a student who is eighteen (18) years of age or older, or is attending an institution of post-secondary education that are:
 - a. Made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in his/her professional capacity or assisting in a professional capacity;
 - b. Made, maintained or used in connection with the treatment of the student; and
 - c. Disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the agency or institution.
 5. Records that only contain information pertaining to time periods after the individual is no longer a student at PA Virtual which are records about alumni of PA Virtual, created after the individual is no longer in attendance and which are not related to that individual's attendance as a student. 20 U.S.C. § 1232g(a) (4).
 6. Grades and other forms of peer assessments or ratings before they are collected and recorded by a teacher.
 7. Other records specifically excluded from the definition of "education record" and FERPA and its implementing regulation.
- G. The term "**eligible student**" means a student who has attained eighteen (18) years of age, or is attending an institution of post-secondary education. Whenever a student has attained eighteen (18) years of age or is attending an institution of post-secondary education, the permission or consent shall be required of, and the right accorded to the student, except that the parent of an exceptional child or a disabled child as defined by state and federal law or a parent who claims the student as a dependent under Section 152 of the Internal Revenue Code of 1986 shall have the right of access to the student's records and information contained therein (as provided in Section V.A.).
- H. The term "**maintain or maintained**" with regard to personally identifiable information on paper or stored on magnetic or video tape, means that it will be kept in a secure file or desk drawer or in the continuous and secure control of a school official with a legitimate educational interest in the content thereof. In the case of personally identifiable digital information that is electronically-stored, including electronic mail and/or instant messaging mail, the term shall mean kept in a secure database located on a server or servers, disk partition, or other electronic storage system specifically designated by the CEO or her designee as a "student records maintenance site." PA Virtual's electronic mail server or servers, or directory or directories, and the files on local disk drives dedicated to the storage of sent or received electronic mail and/or instant messaging mail, shall not for any purpose constitute a "student records maintenance site" and any mail stored thereon shall either be deleted or moved to a "student records maintenance site" at least once annually.
- I. The term "**parent**" means a natural or lawfully-adoptive parent or legal guardian of a student, or a surrogate parent appointed in accordance with 34 C.F.R. § 300.515 of the regulations implementing Part B of the Individuals with Disabilities Act, or a person acting as a parent who is supporting a student gratis and has signed an affidavit assuming educational responsibility for the student in accordance with Section 1302 of the Public School Code, 24 P.S. § 13-1302. PA Virtual shall afford to any person who qualifies as a "parent" under this section all of the rights afforded to parents by this policy or by any state or federal law, unless the responsible administrator receives and has reasonable opportunity to review a lawful custody order, divorce decree, separation agreement or similar document expressly terminating the right of that person to receive or have access to the student's records. 34 C.F.R. § 99.4. PA Virtual does not assume responsibility for the discovery or location of such documentation.

- J. The term "**Charter School**" means PA Virtual and its officers, employees and agents, individually or collectively. The term does not include any other public or private school or other educational agency, or any officer, employee or agency thereof, at which PA Virtual students are enrolled or from which PA Virtual students receive services. 24 P.S. § 17-1715A.
- K. The term "**personally identifiable information**" includes, but is not limited to:

- 1) Student's name;
- 2) Name of the student's parent(s) or other family members;
- 3) Address of the student or student's family;
- 4) A personal identifier, such as the student's social security number, student number or biometric record;
- 5) Other indirect identifiers, such as the student's date of birth, place of birth and mother's maiden name;
- 6) Other information, that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or
- 7) Information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the education record relates. 20 U.S.C. 1232(g).

AX. The term "**record**" means any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, microfiche. 34 C.F.R. § 99.3.

ALL. The term "**school official with a legitimate educational interest**" means

1. Any person in one or more of the following positions:
 - a. the CEO and his or her specifically authorized designees;
 - b. the responsible administrator and his or her specifically-authorized designees;
 - c. the administrator of any program to which the student is assigned and any other administrators employed by PA Virtual who are responsible for the administration of programs in which the student is enrolled or participating;
 - d. instructional staff, counselors, psychologists, social workers, educational diagnosticians, psychiatrists, program specialist, therapists, physicians, and nurses who are employed or contracted by PA Virtual and are involved in the provision of education or other services to the student;
 - e. attorneys or similar legal representatives of PA Virtual, when the attorneys or legal representative is providing advice to PA Virtual concerning the education or discipline of the student or where the records are relevant or thought to be relevant to the legal matter for which the attorney or legal representative is being consulted;
 - f. members of any PA Virtual student assistance program team to which the student is referred, including members who are not employed by PA Virtual; and/or
 - g. special education due process hearing officers and administrative review officers designated by the Secretary of Education for the Commonwealth of Pennsylvania.
 - h. Board of Trustees of PA Virtual when Board action concerning the student is required by law or when the education or treatment of the student is the subject of present or potential litigation or dispute.

Board of Trustees of PA Virtual when Board action concerning the student is required by law or when the education or treatment of the student is the subject of present or potential litigation or dispute.

2. A school official has a legitimate educational interest in personally identifiable information when access to that information is required for the effective, efficient or proper provision of education or other services to the student to whom the information pertains or with respect to required investigations, administrative or legal proceeding. PA Virtual shall maintain for public inspection and for access under Section V.A.4 of this policy a list of the names and positions of school officials who are entitled to disclosure under this paragraph. 20 U.S.C. § 1232g(b)(1)(A).
- N. The term "**secure file**" includes student or subject-specific compilation of information stored on paper, audio or visual tape, microfiche, microfilm, computer storage disk or removable drive, or similar medium that can be maintained in a physically segregated form that is maintained in a locked file drawer, cabinet, or desk or, if unlocked, in the immediate custody and control of the custodian thereof, or a student or subject-specific compilation maintained on a computer storage system to which access is limited by security software that conforms to current computer industry standards.
- O. The term "**student**" except as written otherwise in this policy, means any school-age person who is attending or has attended PA Virtual and with respect to whom PA Virtual maintains education records. 20 U.S.C. § 1232g(a)(6).

Legal

Family Educational Rights and Privacy Act of 1974 (FERPA) Individuals with Disabilities Education Act (IDEA) Pennsylvania Public School Code of 1949 Chapter 12 of the Pennsylvania Administrative Code containing the regulations of the Pennsylvania State Board of Education 20 U.S.C. §1232g Code of Federal Regulations Title 34 Part 99 United States Code § 1232 Pennsylvania State Board of Education at 22 Pa. Code §§ 12.31 et seq. National Security Presidential Directive 59 Homeland Security Presidential Directive 24 Section 1302 of the Public School Code 24 P.S. § 13-1302 24 P.S. § 17-1715A Section 152 of the Internal Revenue Code of 1986

Cross References

Student Educational Records Policy Collection of Records and Information Through Survey, Analysis, or Evaluation Policy Maintenance of Student Educational Records/Retention Policy



Book	BOT Policies
Section	2000 Teaching, Learning, & Family Support
Title	Visitor Policy
Code	2914
Status	Active
Adopted	June 28, 2021
Last Revised	June 28, 2021
Last Reviewed	May 1, 2021

PURPOSE

The Board of Trustees (Board) of Pennsylvania Virtual Charter School (PA Virtual) recognizes-potential vendors, business management professionals, building owners, and members from the community may visit the school property to conduct meetings/ trainings, deliver school materials, etc. While the Board does not want to limit access to the school, its primary intent is to ensure a safe working environment for staff members and visitors.

The Board also encourages parents and guardians to make informed decisions about the programs and services recommended/assigned to their children. It also encourages parents and guardians who may potentially enroll their children in the Charter School to make informed decisions as well. Informed decision-making can involve visiting a recommended or assigned classroom or program site. The interest that parents and guardians often have in visiting classrooms and program sites must be weighed against the disruption and distraction that often accompanies such visits.

POLICY

Classrooms and Program Sites that Are Subject to Visitation:

A parent or guardian, or a person with appropriate professional expertise, designated by a parent, with prior written consent from PA Virtual, may visit a virtual classroom when (1) PA Virtual has specifically recommended the classroom or program for the child; (2) PA Virtual has assigned the child to that classroom or program; (3) the child is currently placed in that classroom or program. The provisions of this policy shall apply to all programs and activities including those located in off-site locations, before or after school hours, and/or if at a school-sponsored event or activity.

In the event that a prospective parents or guardians wishes to observe a classroom, in an effort to make an informed decision to enroll their child(ren), or the parent in question is a non-custodial parent, the parents or guardians must arrange the visitation at least five (5) school days in advance with the CEO, their designee, or Principal of the school in which the classroom or program takes place or in the case of a special education program or service, with the responsible administrator for Special Education. The parent or guardian must state the reason for the visit in their request. Nothing in these guidelines shall require PA Virtual to schedule a visitation within five (5) school days of receipt of a request unless it is required to do so by law, regulation, regulatory order, or by agreement of PA Virtual and parents/guardians, concerning an emergency or urgent circumstance.

The following shall apply to the timing of visitations, other than visitations that are by teacher invitation as part of a planned parent activity:

- Visits shall not exceed one (1) hour of silent observation while the teacher or educational professional is conducting a live learning session.
- The total number of visits per parent/guardian or designee of a parent/guardian to any one live class session shall not exceed two (2) for any one child during any twelve month period. Parental participation in classroom activities or programs such as facilitating a live classroom, back-to-back events, and chaperones for field trips shall not constitute a classroom visit for purposes of this policy.
- Timing of visits shall be determined by PA Virtual, in its sole discretion, and be based on such factors as the type and intensity of planned instruction or activities, the susceptibility of individual students to the disruption known or likely to be caused by the visit, the stated purpose of the visit, the number of adults the visit will place in the room at the same time and the total amount of traffic in the classroom at or near the time of the visit.

Safety Procedures for All School Building Visitors:

Unless otherwise instructed by the CEO, all visitors must report to the receptionist's desk to identify themselves. Visitors must sign the school security visitor's log upon entering the school building and sign out prior to exiting the building. Any non-employee of PA Virtual or any non-recurring visitor must be accompanied at all times by a school employee. All staff members shall relay concerns regarding the presence or conduct of visitors to the CEO and/or School Safety/ Security Coordinator & Facilities Manager immediately so that appropriate action may be taken.

Safety Procedures for Recurring School Building Visitors:

During the normal course of business, and from time to time, the need may arise where visitors to the school may do so on a recurring basis. Some such recurring visits include, but are not limited to, individuals from the school's business management group, auditors, Intermediate Unit, and/or building landlord personnel. These individuals should be met by a member of the administration team and follow the sign-in procedures outlined in the Safety Procedures for All School Building Visitors outlined above. Once the reason/purpose of the visit has been verified, these individuals will be granted access to the school grounds without school supervision.

Visitors Participating in IEP/504 Meetings in School Buildings:

Visitors may be allowed entry into school buildings for the purpose of meeting with school staff for an IEP/504 Plan meeting, if needed. Such visitors may include educational advocates, attorneys, evaluators and/or parent designees. However, these visitors should only remain in the building for the purpose and duration of the visit, and should not be allowed to walk unaccompanied through the school building. Upon arrival at the school, the visitor, should follow the appropriate sign-in procedures and wait to be escorted to the appropriate administrator or the administrator's designee.

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

Legal	22 PA Code 11.11
	34 CFR 300.45
	34 CFR 300.30
	34 CFR 300.519

Cross References	Student Records Policy
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2024 -2029 Charter Renewal Application

PA Virtual Board Policies

CEO's Office/Board of Trustees

**3000 Finance/Operations/Information
Technology**

Table of Contents

Policies: Section 3000: Finance/Operations/Information Technology

Policy Number	Name of Policy	Purpose
3001	Financial Administration Policy	This policy sets forth the purpose and scope of the school's financial administration
3002	Financial Accounting Policy	This policy sets forth the requirements for the financial accounting of the school.
3003	Budget Policy	This policy sets forth the requirement for the adoption of the school's annual operating budget
3004	Revenue, Income, & Receivables	This policy sets forth the requirement that the revenue, income, receivable functions, and their associated operations will be accounted for and recorded in a manner consistent with Generally Accepted Accounting Principles as stipulated by the Pennsylvania Department of Education.
3005	Accounts Payable Policy	This policy sets forth the requirement that every reasonable effort must be made to ensure that funds are used and disbursed in a responsible, judicious and appropriate manner. As a public institution, the school is held to a high level of accountability for its business practices.
3006	Access to Financial Records by the Public	This policy sets forth the requirement of accessibility of financial school records. As a public institution, the schools books and records are open for public inspection. It is the policy of the school to provide access to the schools financial books and records.
3007	Bank Accounts Policy	The Board of Trustees of the Charter School shall designate one or more bank(s) and trust companies as depository(s) for the safeguarding of school funds by a majority vote of the Board in accordance with the Bylaws
3008	Contract Signature Authority Policy	This policy sets forth the approval authority, of financial paper and electronic documents, as prescribed by Pennsylvania Virtual Charter School's (PA VIRTUAL) Board of Trustees (Board) By- Laws.

3009	Retention of Financial Records	This policy sets forth the requirement of financial records retention. The school will comply with all statutory requirements in regard to retention of financial records.
3010	Property, Plant, & Equipment Policy	This policy sets forth the requirement that the school account for property as prescribed by Generally Accepted Accounting Principles (GAAP)
3011	Payroll Policy	This policy sets forth the requirement to pay all employees salary and wages within specified time periods according to employee contracts and agreements and State and Federal Law.
3012	Investments Policy	Investment operations are those business processes concerned with the commitment of school assets to earn revenue and the control and safeguard of these earning assets.
3013	Insurance Policy	The Board of Trustees ("Board") recognizes its responsibility under law to insure the real and personal property of the Charter School as well as to insure against any and all insurable risks associated with the operation of the Charter School on a daily basis in fulfillment of its Charter
3014	Financial Electronic Funds Transfers Policy	This policy outlines the operating parameters for electronic funds transfers (EFTs) occurring as a result of normal business operations. Wire transfers and ACH payments are examples of electronic funds transfers.
3015	Bonding Policy	The Board of Trustees (Board) of the PA Virtual Charter School (PA Virtual) recognizes the need for protecting its assets
3016	GASB Fund Balance Policy	The Board of Trustees (Board) of the Pennsylvania Virtual Charter School (PA Virtual) recognizes that the maintenance of a fund balance is essential to the preservation of the financial integrity of and is fiscally prudent for PA Virtual.

3017	PA Virtual Fundraising Policy	The purpose of this policy is to regulate the solicitation, safekeeping, and distribution of funds collected via Pennsylvania Virtual Charter School (PA Virtual) or school fundraising efforts while also defining how those funds will be distributed and used by PA Virtual.
3018	Student Activity Funds Policy	It is the purpose of this policy to establish financial supervision and controls for administering various activities that comprise student activity funds
3019	Federal Fiscal Compliance Policy - Uniform Grant Guidance	This policy is intended to ensure that federal funds received by the Pennsylvania Virtual Charter School are administered in accordance with all applicable federal requirements, including but not limited to the federal Uniform Grant Guidance
3020	Travel Reimbursement - Uniform Grant Guidance	It is the purpose of this policy to regulate the administration of the reimbursement of travel costs of Pennsylvania Virtual Charter School employees and school officials conducting official school business.
3021	Allowability of Costs - Uniform Grant Guidance	This policy is intended to ensure that federal funds received by the Pennsylvania Virtual Charter School are properly used on allowable costs
3022	Cash Management – Uniform Grant Guidance	It is the purpose of this policy to ensure the proper management of federal grant fund payments received.
3023	Procurement - Uniform Grant Guidance	It is the purpose of this policy to outline standard school purchasing responsibility, methods of purchasing, price quotations and bid requirements

3101	Residence/Change of Residency Policy	It is the purpose of this policy to ensure the Pennsylvania Virtual Charter school provides education to students who are residents of the Commonwealth of Pennsylvania.
3102	Disposal of Surplus Property, Obsolete Equipment, & Real Estate Policy	Unneeded surplus, unusable, and/or obsolete property can consume valuable storage space. This policy is intended to quickly and efficiently dispose of such property, thus avoiding future unnecessary handling and storage.
3103	School Safety & Security Policy	The Board of Trustees (Board) of Pennsylvania Virtual Charter School (PA Virtual) is committed to maintaining a safe and secure school environment for both the students and staff.
3201	Acceptable Use & Internet Safety Policy	The Board of Trustees (Board) of Pennsylvania Virtual Charter School (PA Virtual) provides computer network and technology resources to enhance educational opportunities for PA Virtual students, employees, and the PA Virtual community.
3202	Improper, Negligent or Willful Damage to Computer, Printer, Monitor and/or Other School Property	It is the purpose of this policy to regulate the proper use of school property distributed to members of the Pennsylvania Virtual Charter school (PA Virtual) community.
3203	Remote Access & Monitoring of School-Issued Technology Policy	Pennsylvania Virtual Charter School (PA Virtual) Board of Trustees (Board) recognizes the need to establish regulations for school-issued technology resources consistent with the educational mission of PA Virtual
3204	Digital Camera Policy	The Board of Trustees (Board) of Pennsylvania Virtual Charter School (PA Virtual) recognizes the importance of appropriate regulation of student and staff usage of digital cameras and its stored content

3301	Administrative Record Management, Retention and Destruction Policy	This Policy pertains to all records and documents, regardless of physical form or characteristics, which have been created or received by Pennsylvania Virtual Charter School ("Charter School") in connection with the transaction of school business.
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2024 -2029 Charter Renewal Application

PA Virtual Board Policies

CEO's Office/Board of Trustees

**3000 Finance/Operations/Information
Technology**



Book	BOT Policies
Section	3000 Finance/Operations/Information Technology
Title	Financial Administration Policy
Code	3001
Status	Active
Adopted	August 26, 2019
Last Revised	August 21, 2023
Last Reviewed	August 21, 2023
Prior Revised Dates	8/26/2019

PURPOSE

This policy sets forth the purpose and scope of the school's financial administration.

Financial administration and management provides information which helps Pennsylvania Virtual Charter School (PA Virtual) management allocate and use resources (for example, money, time, employees, equipment, etc.) more effectively. It also helps the Commonwealth of Pennsylvania, the public, auditors, and other constituents to evaluate how effective management is in achieving the financial goals of the organization. The Finance Department helps administrators and managers:

- Determine policies and create workable financial plans.
- Direct, coordinate, and control financial and business operations

POLICY

I. Function Control

The Chief Financial Officer (CFO) has been charged responsibility for business and financial functions by the Board of Trustees. The Board retains the overall responsibility for the operation of PA Virtual, including but not limited to approving its budget.

II. Accounting Principles and Practices

All accounting policies and procedures of PA Virtual are to conform to Generally Accepted Accounting Principles (GAAP) and practices, for elementary and secondary institutions (unless otherwise stated in this policy manual) and to the requirements outlined in the *Manual of Accounting and Financial Reporting for Pennsylvania Local Education Agencies*.

PA Virtual uses the accrual method of accounting for recording financial transactions. The accrual basis of accounting recognizes revenue when earned, not necessarily when cash is received and expenses when incurred, not necessarily when paid.

Neither federal funds received directly from the federal government or indirectly through the Pennsylvania Department of Education or other administrative agency nor state funds or any donations or gifts will be used for any partisan political activity.

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

Last Modified by Julie Pufko on September 20, 2023



Book	BOT Policies
Section	3000 Finance/Operations/Information Technology
Title	Financial Accounting Policy
Code	3002
Status	Active
Adopted	August 26, 2019
Last Revised	February 24, 2020

PURPOSE

This policy sets forth the requirements for the financial accounting of the school.

The general accounting function consists of business processes that maintain the school's general and operating ledgers, prepare reports from these ledgers and other accounting records, and safeguard the school's assets.

POLICY

I. Function Control

The Chief Financial Officer (CFO) has been charged the responsibility to prepare and define the responsibility for the general accounting function and processes.

II. Chart of Accounts

The Chart of Accounts will conform to that prescribed by the Pennsylvania Department of Education (PDE). The *Manual of Accounting and Financial Reporting for Pennsylvania Local Education Agencies* provides for classifying three (3) basic types of financial activity: revenues and other financing sources; expenditures and other financing uses; and transactions affecting the balance sheet only. For each type of transaction, (i.e. revenue, expenditure, balance sheet), the specific account code is made up of a combination of dimensions. Each dimension describes one (1) way of classifying financial activity.

III. Separation of Duties

Separation of duties, a key concept of internal control, requires that no single individual should have control over two or more phases of a financial transaction or operation to ensure that a deliberate fraud is more difficult to perpetrate by an individual. Therefore, the following policies will be followed:

- A person requesting a disbursement cannot authorize that disbursement.
- The check signatory must not be the person who creates or processes the disbursement request or who does the financial bookkeeping.
- Someone, other than the check signer, reconciles the bank statements.
- A person other than the one recording the receipts prepares deposit documentation and reconciliations.
- Blank check stock will be kept under lock and signed out by the person processing disbursements.

IV. General Ledger

A general ledger will be used to summarize, on a year-to-date basis, all accounting transactions. The accounting transaction will be classified according to the chart of accounts and account descriptions. Posting to the general ledger will be made automatically from the books of original entry: Cash Receipts Register, Cash Disbursement Register, Payroll Register, and General Journal.

V. General Journal

Manual journal entries will be written to record accounting transactions that cannot logically or practically be entered in the other books of original entry. These transactions will include year-end accruals, corrections of previously recorded transactions, depreciation, etc.

VI. Timeline to complete Internal Financial Statements

It is the policy of PA Virtual to produce prior to a regularly scheduled Board Meeting, during the school year, the following financial statements and supporting schedules:

1. Executive Summary
2. Balance Sheet
3. Income Statement
4. Forecasts (as applicable)
5. Aged Receivables (as applicable)
6. Aged Payables (as applicable)
7. Accrued Liabilities Schedule (as applicable)
8. Check Register (as applicable)
9. Cash Transfer Request (as applicable)

Financial statements will be provided prior to a regularly scheduled board meeting to the PA Virtual Board of Trustees, Chief Executive Officer (CEO), and Executive Leadership Team, or any other entity as prescribed by any agreements or covenants. In addition, complete copies of the financial statements will be kept on file. Internal financial statements will be completed and distributed by the tenth business day following the end of the calendar month.

VII. Timeline to complete Regulatory Financial Statements

The following timeline will apply for the completion of said financial statements:

VIII. Annual Financial Report (PDE-2057)

The Annual Financial Report must be completed in accordance with generally accepted accounting and reporting principles for state and local governments and is the LEA management's responsibility. This report must include all funds and account groups of the school entity, including any blended component units, and an overview of all discretely presented component units. The Annual Financial Report (AFR) is submitted to the Department of Education's Comptroller's Office no later than the date established by PDE. The report must be filed on the Pennsylvania Department of Education prescribed form.

IX. Audited Financial Statements

PA Virtual is required by the Pennsylvania School Code to conduct an annual financial statement independent audit of its books and records. Financial audits are designed to provide reasonable assurance about whether the audited financial statements present fairly the financial position, results of operations and cash flows of the LEA in accordance with Generally Accepted Accounting Principles. Financial information, compliance requirements, and internal controls are evaluated. This audit will be completed annually.

The Chief Executive Officer and Board Secretary shall annually, by December 31, submit a signed statement to the Pennsylvania Department of Education certifying that the financial statements of the Charter School have been properly audited pursuant to law and that in the independent auditor's opinion, the financial information submitted in the annual financial report is materially consistent with the audited financial statements. If the financial information is not deemed materially consistent, the Charter School shall submit a revised annual financial report no later than December 31.

X. Single Audits

A single audit is an entity-wide financial audit consisting of two (2) main parts: an audit of the basic financial statements and an audit of the entity's federal assistance programs. Under revised single audit guidance, LEAs that expend \$500,000 or more of federal awards in their fiscal year are required to have a single audit. Pass-through agencies and the recipients of pass-through funds must be especially cognizant of the \$500,000.00 threshold. Local, state and federal pass-through funds should be brought to the attention of the school's auditor. This audit will be completed as needed.

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

Last Modified by Katie Capers on April 27, 2020



Book	BOT Policies
Section	3000 Finance/Operations/Information Technology
Title	Budget Policy
Code	3003
Status	Active
Adopted	August 26, 2019
Last Reviewed	February 24, 2020

PURPOSE

This policy sets forth the requirement for the adoption of the school's annual operating budget.

POLICY

I. Function Control

The Chief Financial Officer (CFO) has been charged with the responsibility to ensure the school's operating budget is completed and submitted in accordance with state mandated requirements.

II. Budget Definition

The annual operating budget of the Pennsylvania Virtual Charter School is a state mandated report of proposed expenditures for a particular fiscal year. This financial information is summarized in the General Fund Budget. The Budget is a proposed plan of action for school programmatic and administrative initiatives. It identifies the proposed sources of funds to finance programs, as well as the functional nature of the expenditures (for example, instruction, or administration). When approved by the Board of Trustees, this document is the school's authorization to incur expenditures and to collect and apply the revenues to the appropriate activities.

III. Budget Approval

The CFO, at the direction of the school board shall follow the budget preparation and approval timeline established in the PA Public School Code and the Board of Trustees will review and vote on the proposed annual budget in accordance with guidance in the PA Public School Code.

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 SCHOOL'S CHARTER OR THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.

Last Modified by Katie Capers on April 27, 2020



Book	BOT Policies
Section	3000 Finance/Operations/Information Technology
Title	Revenue, Income, & Receivables
Code	3004
Status	Active
Adopted	August 26, 2019
Last Revised	March 28, 2020

PURPOSE

This policy sets forth the requirement that the revenue, income, receivable functions, and their associated operations will be accounted for and recorded in a manner consistent with Generally Accepted Accounting Principles as stipulated by the Pennsylvania Department of Education.

POLICY

I. Function Control

The Chief Financial Officer (CFO) has been charged with the responsibility to ensure the development of proper and efficient revenue billing and collection procedures.

II. Sources of Revenue and Income

As a charter school, the majority of revenue generated comes from per pupil allotments from school districts whose residents are enrolled in the school.

It shall be the responsibility of the or CFO, or his/her designee to invoice the per pupil allotment for enrolled students. Such rates shall be determined annually based on the statutory funding formula. Billings based upon such rates will be made immediately following the billing period.

Other sources of revenue and income may include :

1. State-funded social security reimbursement
2. Interest income on investments
3. Federal grants awarded for specific academic, or other, programs

III. Accounts Receivable

This area is concerned with the business processes of recording, controlling, and collecting amounts due from school districts, the State of Pennsylvania, and other entities as described above. Every effort will be made to collect all revenues earned in a timely and efficient manner.

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

Last Modified by Katie Capers on April 27, 2020



Book	BOT Policies
Section	3000 Finance/Operations/Information Technology
Title	Accounts Payable Policy
Code	3005
Status	Active
Adopted	August 26, 2019
Last Revised	June 22, 2020

PURPOSE

This policy sets forth the requirement that every reasonable effort must be made to ensure that funds are used and disbursed in a responsible, judicious and appropriate manner. As a public institution, the school is held to a high level of accountability for its business practices.

POLICY

I. Function Control

The Chief Financial Officer (CFO) has been charged responsibility for ensuring development of proper and efficient accounts payable procedures.

II. Accounts Payable Function

The accounts payable function consists of four business processes concerned with recording amounts due for goods purchased and services rendered, and the eventual payment of said goods and services (except for payroll processing).

These processes are:

1. Vendor payments
2. Employee reimbursements
3. Purchase orders

III. Approval Process

Documents prepared for approval and payment of vendor invoices, employee reimbursements, check requests and purchase orders should be reviewed and authorized by the respective departments head. Requests by department heads should be approved by the next level of school management. Under no circumstance should a purchase be made for the sole benefit of the employee. Under no circumstance should an individual approve his/her own request for disbursement.

IV. Purchasing of Goods and Services

It is the policy of PA Virtual that all purchases, of goods and services must be approved against the agency budget. Any purchases falling outside school budget assumptions must be pre-approved by order of the Board of Trustees.

V. Bid Requirements

Pennsylvania Public School Code (24 P. S. § 7-751) requires competitive bidding for:

1. School construction, renovation, maintenance, or repair in excess of the threshold established by PA School Code.
2. School supplies and equipment in excess of the threshold established by PA School Code.

In addition and whenever practicable it is the policy of PA Virtual to require quotations for the following expenditures:

1. Capital expenditures - Three written/telephonic quotations for all capital expenditures exceeding \$5,000.00
2. Professional services - Professional services will be evaluated on a regular basis via Requests for Proposals. Professional service contracts (excluding those for construction, reconstruction, repairs, maintenance, or work of any nature upon any school building or school property), professional skill contracts, and personal service contracts are exempt from competitive bidding and quotation requirements.
3. Other - Three written/telephonic quotations are required for purchases between \$11,300 and \$21,000. Three written/telephonic quotations, whenever possible for purchases less than \$11,300. Such thresholds are subject to annual adjustment by the PA Department of Labor and Industry pursuant to Act 90 of 2011.

In cases where imminent danger exists to persons or property of the charter school, where time for bidding cannot be provided, the Board must declare an emergency and take immediate action at a public Board Meeting. Such an emergency Board Meeting does not require public notice pursuant to the Pennsylvania Sunshine Act.

VI. Corporate Credit Card

It is the policy of PA Virtual to maintain a Corporate Credit Card Account. The Corporate Credit Card Account will be for the express purpose of purchasing and or procuring goods and services, by staff, in furtherance of the educational mission and purpose of the school. A signed Corporate Credit Card Condition of Use contract must be on file for all staff that are issued a corporate credit card. The school's corporate credit card program is not intended to circumvent accounts payable, contracting, and/or any other cash disbursement policies set forth by the Board of Trustees.

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

Last Modified by Julie Pufko on November 14, 2022



Book	BOT Policies
Section	3000 Finance/Operations/Information Technology
Title	Access to Financial Records by the Public
Code	3006
Status	Active
Adopted	August 26, 2019
Last Reviewed	February 24, 2020

PURPOSE

This policy sets forth the requirement of accessibility of financial school records. As a public institution, the schools books and records are open for public inspection. It is the policy of the school to provide access to the schools financial books and records.

POLICY

I. Function Control

The Chief Financial Officer (CFO) has been charged responsibility for ensuring public access to its books and records, as required by Federal, State and Local laws pertaining to public access and Right to Know Requests. If provided for by statute or regulation, the books and records may be accessed at the organization's place of business, at a time mutually agreeable between the organization and the individual requesting the inspection.

II. Records Available for Inspection

In addition to other public records that may be subject to production pursuant to the Right to Know Law, the following records will be available for public inspection:

1. IRS Form 990
2. Audited Financial Statements
3. Annual Financial Report (PDE-2057)
4. General Fund Budget (PDE-2028)

III. Requests for Copies

Unless otherwise required by law, requests for copies of the schools books and records described above must be made in writing. Dissemination will be made in consultation with the school Solicitor.

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

Last Modified by Katie Capers on March 3, 2020



Book	BOT Policies
Section	3000 Finance/Operations/Information Technology
Title	Bank Accounts Policy
Code	3007
Status	Active
Adopted	August 26, 2019
Last Reviewed	June 22, 2020

PURPOSE

The Board of Trustees of the Charter School shall designate one or more bank(s) and trust companies as depository(s) for the safeguarding of school funds by a majority vote of the Board in accordance with the Bylaws. Each designated depository shall be federally secured and insured by the FDIC and such deposits shall be so secured and insured in accordance with law. Each designated depository shall be advised not to cash checks payable to the Charter School but to deposit said checks to Charter School's accounts.

POLICY

I. Function Control

The Chief Financial Officer (CFO) has been charged the responsibility for ensuring the school has active bank accounts and all accounts are reconciled on a regular basis.

II. Petty Cash Account

The Charter School, at the discretion of the Chief Executive Officer and in collaboration with the school's Chief Financial Officer, may maintain a petty cash fund.

III. Bank Signatory

The Finance Department of the Pennsylvania Virtual Charter School is responsible for ensuring school checks are signed. PA Virtual's checks are payable from the Operating, Payroll, and ISP bank accounts. It is the policy of PA Virtual that the President, Treasurer and Chief Executive Officer will be the authorized signers on all bank accounts of record. When there is a change in any of the aforementioned positions, the Board will pass a resolution, within thirty days, to change and update said bank signatories.

IV. Delegated Authority

All checks require the official signature of, either, the President of the Board and Chief Executive Officer, or Treasurer of the Board and Chief Executive Officer, or a combination thereof. The Board of Trustees may delegate check signing authority as prescribed by the delegation guidelines.

VI. Disbursement Documentation

No checks are to be written without proper documentation of the expense.

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 SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.

Last Modified by Katie Capers on June 23, 2020



Book	BOT Policies
Section	3000 Finance/Operations/Information Technology
Title	Contract Signature Authority Policy
Code	3008
Status	Active
Adopted	August 26, 2019
Last Revised	October 17, 2020
Last Reviewed	October 17, 2020

PURPOSE

This policy sets forth the approval authority, of financial paper and electronic documents, as prescribed by Pennsylvania Virtual Charter School's (PA VIRTUAL) Board of Trustees (Board) By- Laws.

POLICY

I. Function Control

The Chief Financial Officer (CFO) has been delegated the responsibility of ensuring that financial documents are approved in accordance with the Board of Trustees and By-Laws.

II. Signature Authority

Unless delegated, by express authority of the Board, has an aggregate contract value of less than \$150,000 or included as an item in the annual budget, the President of the Board will sign, execute, and acknowledge all contracts and other financial instruments; otherwise, authority is presumed to be delegated to the CEO, CFO, or authorized officials delegated by the CEO or CFO.

III. Delegation of Authority

The delegation of paper document and electronic signature authority is permitted by the President of the Board by completing the Delegation of Authority process.

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 SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.

Last Modified by Julie Pufko on January 4, 2021



Book	BOT Policies
Section	3000 Finance/Operations/Information Technology
Title	Retention of Financial Records
Code	3009
Status	Active
Adopted	August 26, 2019
Last Revised	October 17, 2020
Last Reviewed	October 17, 2020

PURPOSE

This policy sets forth the requirement of financial records retention. The school will comply with all statutory requirements in regard to retention of financial records.

POLICY

I. Function Control

The Chief Financial Officer (CFO) has been charged with the responsibility of ensuring retention of financial records in accordance with this policy.

II. General Guidelines

Financial records and financial information of important or confidential nature will be stored so as to maintain control over the documentation, so that only those with the appropriate authority have access to the information. The information shall be stored to ensure efficient retrieval.

III. Retention of Records Timetable

The retention periods set forth below do not represent a requirement that records must be destroyed after such periods. Longer periods may be prescribed for particular records in respect to current or pending legal proceedings. The retention period starts after the financial year for which the record relates.

A. Permanent Records (may never be destroyed)

1. Articles of Incorporation
2. Bylaws
3. Deeds and titles
4. IRS examinations, rulings and comments
5. Board and Committee minutes
6. IRS exemption application and determination letter
7. State tax exemptions
8. Certified financial statements
9. Fixed assets records
10. General ledger
11. Trial balances – general ledger
12. Annual reports

13. Insurance records
14. Checks used for important payments (e.g., taxes, property, etc.)
15. Employee wage and tax statements (W2)
16. Pension plan documents
17. Employee evaluations, job descriptions and insurance records
18. Labor agreements or contracts
19. Tax and information returns and supporting documents (State and Federal)
20. Records of lawsuits and other claims

B. Ten Years

1. Employee withholding statements
2. Employee contracts - ten years following year of termination
3. Worker's compensation claims - while active plus ten years
4. Payroll tax reports

C. Seven Years

1. Donor contributions
2. Journals
3. Sales invoices
4. Invoices (after payment)
5. Monthly financial reports and statements
6. Check register
7. Payroll tax report
8. Accounts payable and receivable ledgers and schedules
9. Petty cash records
10. Working papers: accounting and financial reports
11. Audit reports of accountants
12. Depreciation schedules
13. End-of-year financial statement
14. Contracts and leases (expired)
15. Accident reports (after settlement)
16. Payroll journal sheets
17. Time cards
18. Federal Programs Records (Title I, Title II, Title III, and IDEA)

D. Six Years

1. Leases – while active plus six years
2. Contracts and agreements – while active plus 6 years
3. Bank statements and reconciliation

E. Four Years

1. Employment tax records

F. Three Years

1. Insurance matters: policies, accident reports, fire inspection reports, claims
2. Services contracts (after termination)
3. Deposit Slips
4. Authorization for change or deduction in payroll
5. Employment applications for individuals not hired
6. Employment applications and related documents for individuals hired – while active plus three years
7. All correspondence

IV. Destruction of Records

On an annual basis, the files will be reviewed per the established timetables herein.

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 SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.

Last Modified by Julie Pufko on January 4, 2021



Book	BOT Policies
Section	3000 Finance/Operations/Information Technology
Title	Property, Plant, & Equipment Policy
Code	3010
Status	Active
Adopted	August 26, 2019
Last Revised	October 17, 2020
Last Reviewed	October 17, 2020

PURPOSE

This policy sets forth the requirement that the school account for property as prescribed by Generally Accepted Accounting Principles (GAAP).

POLICY

I. Function Control

The Chief Financial Officer (CFO) has been charged responsibility for ensuring the school properly accounts for the financial impact of property, plant and equipment purchases.

II. Capitalization of Assets

It is the policy of PA Virtual to expense assets, in the period purchased, if these assets cost \$1,000 or less individually. Assets costing in excess of \$1,000 and have a useful life greater than 1 year, will be capitalized and depreciated in accordance with the organization's depreciation procedures. Purchases of similar assets in bulk, where the individual items are less than \$1,000, may be capitalized if the aggregate value is at least \$2,500 and the useful life of the individual items are greater than 1 year. Repairs and improvements to real property and leasehold improvements will be capitalized if they cost in excess of \$1,000 individually.

III. Leasing of Assets

It is the policy of PA Virtual to treat the leasing of an asset with a cost equal or exceeding \$100,000 as a capital lease in accordance with GASB. Assets costing less than \$100,000 may be treated as either an operating or capital lease at the discretion of the CFO.

IV. Depreciation of Assets

It is the policy of PA Virtual to depreciate fixed assets using the straight-line method over its estimated useful life. This may differ from the depreciation method used for tax purposes. Fully depreciated fixed assets will remain on the organization's statement of financial position until they are disposed of or are otherwise deemed worthless.

V. Safeguarding Assets

The CFO shall have primary responsibility for ensuring that capitalized school assets are properly safeguarded and accounted for. This means none of the Charter School's personal property or equipment shall be removed

for personal or non-Charter School use, except in accordance with Board policy. In addition, safeguarding of assets will require an asset listing containing the type, make, model, serial number, description of asset, cost of the asset and personnel assigned and authorized to use said asset.

VI. Disposal of Assets

It is the Policy of PA Virtual to quickly and efficiently dispose of obsolete or unneeded surplus property, thus avoiding future unnecessary handling and storage. This will be completed in accordance with the Disposal of Assets procedures.

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

Last Modified by Julie Pufko on January 4, 2021



Book	BOT Policies
Section	3000 Finance/Operations/Information Technology
Title	Payroll Policy
Code	3011
Status	Active
Adopted	August 26, 2019
Last Revised	October 17, 2020
Last Reviewed	October 17, 2020

PURPOSE

This policy sets forth the requirement to pay all employees salary and wages within specified time periods according to employee contracts and agreements and State and Federal Law.

POLICY

I. Function Control

The Chief Financial Officer (CFO) and Chief Human Resources and Marketing Officer (CHRMO) have been charged responsibility for providing an efficient and accurate system of employee pay, though the actual processing of payroll may be delegated by the CFO and/or CHRMO,

II. Salary Payments and Statutory Deductions

Salary payments will be in a form convertible to cash, such as check or direct deposit to a financial institution. The school is required to make deductions from the salary and wage payments according to Federal and State laws. The school is required to issue an itemized statement of all deductions for each pay period.

III. Departmental Responsibilities

It is a department's responsibility to follow the processing schedule to ensure that employees are paid on time. Departments should have a contingency plan to cover for a vacation or an illness of payroll.

IV. Payroll Schedule

Employees of the school are paid on a bi-weekly basis, unless required otherwise by employment agreement. The Human Resources Department will publish a payroll schedule, which will be made available to employees by request.

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

Last Modified by Julie Pufko on January 4, 2021



Book	BOT Policies
Section	3000 Finance/Operations/Information Technology
Title	Investments Policy
Code	3012
Status	Active
Adopted	August 26, 2019
Last Revised	February 24, 2020

PURPOSE

Investment operations are those business processes concerned with the commitment of school assets to earn revenue and the control and safeguard of these earning assets.

POLICY

I. Function Control

The Chief Financial Officer (CFO) has been charged responsibility for ensuring the school invests unused assets in a manner consistent with the schools By-Laws.

II. Authorized Investment Vehicles

As stated in the school's By-Laws and in accordance with Pennsylvania Department of Education Manual of Accounting and Related Financial Procedures, the authorized types of investments are:

1. United States Treasury Bills
2. Short term obligations of the United States Government or its agencies and instrumentalities
3. Deposits in savings accounts or time deposits or share accounts of institutions insured by the Federal Deposit Insurance Corporation, or the Federal Savings and Loan Insurance Corporation, or the National Credit Union Share Insuranc Fund to the extent that such accounts are so insured, and for any amounts above the insured maximum, provided that approved collateral as provided by law therefore shall be pledged by the depository.

Obligations of the United States of America or any of its agencies and instrumentalities backed by the full faith and credit of the United States of America, the Commonwealth of Pennsylvania or any of its agencies or instrumentalities.

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

Last Modified by Julie Pufko on January 4, 2021



Book	BOT Policies
Section	3000 Finance/Operations/Information Technology
Title	Insurance Policy
Code	3013
Status	Active
Adopted	August 26, 2019
Last Revised	October 17, 2020

PURPOSE

The Board of Trustees (“Board”) recognizes its responsibility under law to insure the real and personal property of the Charter School as well as to insure against any and all insurable risks associated with the operation of the Charter School on a daily basis in fulfillment of its Charter. In placing insurance, the Board shall be guided by service of the insurance agent, scope of coverage provided by policy, price of desired coverage and recommendations of the PSBA Insurance Trust, or similar association and the mandates of its Charter.

POLICY

I. Function Control

The Chief Financial Officer (CFO) has been charged by the Board with the responsibility for ensuring the school has purchased current and appropriate insurance.

II. Types of Insurance Coverage

The following non-exclusive list of insurance policies will be purchased, updated, and maintained by the Chief Financial Officer:

1. Commercial Property
2. General Liability
3. Professional Liability
4. Hired & Non-Owned Auto Liability
5. Workers' Compensation
6. Commercial Umbrella
7. Employee Dishonesty
8. Student Accident
9. Sexual Molestation & Abuse
10. Cyber Security

III. Insurance Requirements Review

It is the policy of PA Virtual to have an independent insurance consultant periodically review the school’s insurance policies to ensure coverage and limitations adequately meet the needs of the school, its Board of Trustees, employees and volunteers in accordance with the School’s Charter and any applicable law. The CFO is responsible for facilitating a review with the insurance broker on an annual basis, informing the board of any material changes in insurable risks or coverage limits for the subsequent policy year.

IV. Service Provider Risk

The school can be exposed to risk when using contractors, consultants, service providers, and/or vendors to provide goods or services. Therefore, the Board directs the School Administration to require contractors, consultants, service providers, and/or vendors doing business with the school to maintain liability insurance and other insurance as necessary to reasonably protect the school's financial interests, and in amounts deemed adequate by the School's Charter, applicable law and risk assessment from the School's insurance consultant/agent/broker.

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 SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.

Last Modified by Julie Pufko on January 4, 2021



Book	BOT Policies
Section	3000 Finance/Operations/Information Technology
Title	Financial Electronic Funds Transfers Policy
Code	3014
Status	Active
Adopted	August 26, 2019
Last Revised	October 17, 2020
Last Reviewed	October 17, 2020

PURPOSE

This policy outlines the operating parameters for electronic funds transfers (EFTs) occurring as a result of normal business operations. Wire transfers and ACH payments are examples of electronic funds transfers.

POLICY

I. Function Control

The Chief Financial Officer (CFO) has been charged by the Board of Trustees with the responsibility for oversight of all electronic fund transfers, including payment, approval, accounting, reporting, and overseeing compliance with the Financial Electronic Transactions policy.

II. Use of Electronic Transactions

1. Disbursements - The CFO shall be responsible for the establishment of Automated Clearing House (ACH) agreements and other electronic funds transfers. ACH Agreements and other Electronic Funds transfers are permitted for the payment of goods and services in accordance with all policies governing the purchases of goods and services. The CFO shall maintain documentation detailing the goods and services purchased, the cost of goods and services, and the date of payment.
2. Deposits – The Finance department shall maintain documentation detailing the date and purpose for the deposit. Documentation shall be retained according to the Retention of Financial Records policy.

III. Approval Process

Payments made by electronic means must be made in accordance with the school’s budget and accounts payable policies and procedures. These policies provide guidelines for expenditure encumbrance and disbursement of funds. As additional security measures, electronic transactions will be made by approval of the CFO, with transaction copies to the CEO. Under no circumstance should an individual submit and approve a request for an electronic payment.

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 SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.

Last Modified by Julie Pufko on January 4, 2021



Book	BOT Policies
Section	3000 Finance/Operations/Information Technology
Title	Bonding Policy
Code	3015
Status	Active
Adopted	August 26, 2019
Last Revised	October 17, 2020
Last Reviewed	August 22, 2022

PURPOSE

The Board of Trustees (Board) of the PA Virtual Charter School (PA Virtual) recognizes the need for protecting its assets. Prudent trusteeship of the resources of PA Virtual dictates that employees responsible for the safekeeping of PA Virtual funds be bonded. The adequacy of such coverage shall be subject to review by the Chief Financial Officer with PA Virtual's insurance agent on an annual basis at a minimum.

POLICY

PA Virtual shall be indemnified against loss of money by bonding (also known as a fidelity bonding or fidelity insurance) of employees and/or Board of Trustees members who are responsible, directly or indirectly, for financial management and/or financial transactions of PA Virtual.

The amount of the bond, established to cover the financial loss, will be fixed after a risk assessment is completed by a qualified insurance agent/broker, in consultation with PA Virtual school management. Such risk assessment will be conducted on an annual basis.

The Board shall bear the cost of bonding each employee required to be bonded by this policy or by statute.

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 SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.

Cross References Board By-Laws

Last Modified by Julie Pufko on September 8, 2022



Book	BOT Policies
Section	3000 Finance/Operations/Information Technology
Title	GASB Fund Balance Policy
Code	3016
Status	Active
Adopted	August 26, 2019
Last Revised	October 17, 2020
Last Reviewed	October 17, 2020

PURPOSE

The Board of Trustees (Board) of the Pennsylvania Virtual Charter School (PA Virtual) recognizes that the maintenance of a fund balance is essential to the preservation of the financial integrity of and is fiscally prudent for PA Virtual. This policy establishes goals and provides guidance concerning the fund balance maintained by PA Virtual.

POLICY

I. Definitions

Fund Balance - a measurement of available financial resources. Fund balance is the difference between total assets and total liabilities in each fund.

Governmental Accounting Standards Board (GASB) Statement 54 distinguishes fund balance classification based on the relative strength of the constraints that control the purposes for which specific amounts can be spent. GASB 54 requires the fund balance amounts to be properly reported within one of the fund balance categories list below:

1. Nonspendable, fund balance category includes amounts that cannot be spent because they are in an unspendable form or legally or contractually required to be maintained intact and property held for resale, such as fund balance associated with inventories, prepaids, long-term loans and notes receivable;
2. Restricted fund balance category includes amounts that can be spent only for the specific purposes stipulated by constitution, external resource providers (i.e. creditors, grants or donations), or through enabling legislation;
3. Unrestricted fund balance category which includes:
 - a. Committed fund balance classification includes amounts that can be used only for the specific purposes determined by a formal action of the Board of Trustees (i.e. Board policy or action);
 - b. Assigned fund balance classification includes amounts that are intended to be used by the school for specific purposes, such as rate stabilization fund or segregation of an amount intended to be used at some time in the future, but do not meet the criteria to be classified as restricted or committed; and

- c. Unassigned fund balance is the residual classification for PA Virtual's general fund and includes all spendable amounts not contained in the other classifications, these funds are not restricted in any manner.

II. Guidelines

The Board directs the development of the following fund balances in accordance with GASB 54. The disposition of the fund balances shall include the following guidelines.

- A. Order of Use of Fund Balances - When amounts are available in the fund balances for a particular purpose, there are no restrictions on the order of the fund balances used for disbursements. Order of the fund balances used for disbursements is at the discretion of the Chief Executive Officer ("CEO") and/or her designee.
- B. Order of Use of Unrestricted Fund Balances - When amounts are available in the Unrestricted Fund Balances for a particular purpose, there are no restrictions on the order of the Unrestricted Fund Balances used for disbursements. Order of the Unrestricted Fund Balances used for disbursements is at the discretion of the CEO and/or her designee.
1. Disposition of Fund Balances – PA Virtual shall establish the following specific Unrestricted Fund Balances in accordance with GASB 54: Committed, Assigned and Unassigned fund balances
 - a. Committed Fund Balance – Establishment and purpose of Committed Fund Balances must be for the purpose approved by the Board. Specific disbursements are at the discretion of the CEO and/or her designee. By June 30 of each year Committed Fund Balances will be determined in accordance with GASB 54 and shall include, but not limited to, the following:
 - i. New Initiatives Fund
 - Purpose – To pay for new and innovative services with future potential.
 - Annual Funding – Board discretion for annual committed balance.
 - ii. New Building / Building Improvement Fund
 - Purpose – To fund future building purchase and renovations.
 - Annual Funding – The Board will determine amount assigned to this fund. Funds can be used to pay for the cost of major capital projects, building purchase or renovations, or debt service payments on loans used to finance the construction or renovations.
 - C. Capital Equipment/Software/Hardware
 - Purpose – To pay for capital purchases as needed for increased enrollments and staff expansion.
 - Annual Funding – The Board will determine amounts assigned to this fund.
 - iv. Curriculum Development
 - Purpose – To pay for development of online curriculum which is the intellectual property of PA Virtual.
 - Annual Funding – The Board will determine the amount committed to this fund.
 - v. Program Stabilization Fund
 - Purpose – To provide funding which will allow for business continuation given extraordinary circumstances.
 - Annual Funding – Board discretion for annual committed balance.
 - vi. PSERS Stabilization Fund
 - Purpose – To provide funding to lessen the impact of PSERS projected increases/changes in rates on PA Virtual.
 - Annual Funding – Additional retirement expense based on a percentage of salaries. Determined annually by the Board.
 - b. Assigned Fund Balances –Expenditures from Assigned Fund Balances to be used for a specific purpose, but not considered restricted or committed. Expenditures from the Assigned Fund balances are at the discretion of the Board. By June 30 of each year Assigned Fund Balances will be determined in accordance with GASB 54.
 - c. Unassigned Fund Balance – Total fund balance in the General Fund in excess of Nonspendable, Restricted, and Committed and Assigned Fund Balances. Expenditures from Unassigned Fund Balances may be used for any purpose at the discretion of the CEO and/or her designee.

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 SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.

Last Modified by Julie Pufko on September 12, 2022



Book	BOT Policies
Section	3000 Finance/Operations/Information Technology
Title	PA Virtual Fundraising Policy
Code	3017
Status	Active
Adopted	February 22, 2021
Last Reviewed	February 22, 2021
Prior Revised Dates	New
Primary	Finance Department

PURPOSE

The purpose of this policy is to regulate the solicitation, safekeeping, and distribution of funds collected via Pennsylvania Virtual Charter School (PA Virtual) or school fundraising efforts while also defining how those funds will be distributed and used by PA Virtual.

POLICY

A. Definitions

Fundraiser or Fundraising Activity - For the purposes of this policy, a fundraiser or fundraising activity is school sponsored activity or event which may include the solicitation and collection of money in exchange for goods or services by school personnel and/or students. Furthermore, the term may be defined as the solicitation of monetary contributions from individuals and/or businesses, or any other means or methods utilized to generate funds.

Student Organizations - For the purposes of this policy, student organizations are groups that are sponsored by the school and approved by PA Virtual administration. They are designed to provide opportunities for students to participate, on an individual or group basis, in school and public events for the development of skills and other designated purposes. Student organizations are directed or supervised by PA Virtual staff.

B. Authority

Student fundraising or collection of goods by school organizations must receive prior written approval by PA Virtual's Chief Executive Officer ("CEO") or his/her designee and must comply with all PA Virtual Policies.

C. Delegation of Responsibility

Proposed fundraising activities organized through PA Virtual may be permitted or denied at the discretion of the CEO or his/her designee. The CEO or his/her designee shall develop administrative procedures to implement this policy. The CEO or his/her designee shall make available this policy and relevant administrative procedures to each class, program, club, student organization, or staff granted permission to conduct fundraising activities

a. Consideration for Approval

- i. Preference may be given to fundraisers that directly enhance the learning experience of PA Virtual students.
- ii. Preference may be given to fundraisers that meet PA Virtual goals.
- iii. The fundraiser does not detract from or conflict with the greater fundraising efforts of the school.
- iv. The fundraiser promotes the school community.

- v. The activity provides staff and/or students with a positive philanthropic experience.
- vi. The planned project does not impose a significant time burden on the student, parent, faculty member, or administration.
- vii. The fundraising activity benefits the school. Fundraisers that benefit individual students will not be considered. Funds raised to support classes, programs, clubs, and/or student organizations must equally support all members of the club or team.

b. Implementation Guidelines

- i. At all times, the health, safety, and security of the students should be paramount.
- ii. The CFO shall ensure that PA Virtual has the applicable insurance and/or bonding policies for all activities approved under the scope of this policy.
- iii. The Board of Trustees prohibits the collection of money by staff and/or students for personal benefit.
- iv. Individual participation in school day fundraising shall be limited to non-instructional periods, such as lunch, provided that it does not create, or is not reasonably forecasted to create, a substantial disruption to the school environment.
- v. All rules pertaining to employee and student conduct and discipline extend to fundraising activities. See [Fundraising Procedures](#)
- vi. Participation in fundraising is voluntary. No staff or student will be excluded from an event or program due to non-participation by the student or their parents in fundraising activities.
- vii. Approved student fundraising activities may be included on school webpages and associated social media venues with permission from the ELT.
- viii. Students may only solicit sales, pledges, or contributions from persons known to the student or known to their parents/guardians (i.e., friends, neighbors, relatives, co-workers, business associates, etc.), except if under the direct supervision and care of the parent or guardian.
- ix. Door-to-door sales are prohibited.
- x. Monies should only be collected via online payment and/or electronic systems approved by PA Virtual.
- xi. Fundraising activities directed toward service projects for the school, local municipality projects, or charities are permitted, subject to prior approval consistent with this policy.
- xii. PA Virtual monitors fundraising activities to ensure there are no duplication, nor overlap of fundraisers, and limit the number of activities per group, per school year.
- xiii. All purchases of materials or supplies by any organization, club, society or group, or by any school or class shall be made by the purchaser in accordance with [PA Virtual policy](#) and the requirements of the law. A record of all quotations or bids must be maintained for audit purposes.

D. Use and Reporting of All School Funds

- a. A fiscal report for each fundraising event must be submitted at the conclusion of the fundraising event. The report must include the amount collected, costs incurred, and net proceeds.
- b. The CEO shall provide a report to the Board of Trustees at least annually on fundraising activities since the previous report.
- c. All fundraised monies will follow and comply with accepted accounting procedures. Reporting requirements are as follows:
 - 1. The person responsible for the fundraising should work with the Fundraising Committee to detail and report on expenses, gross revenue, and net revenue, a number of students or families involved, date started and completed, and recommendation for repeating or not repeating in the future.
- d. Funds which are raised should complement, not replace, state and federal funding.
- e. Any agreements with vendors shall be executed by the CEO or CFO only in accordance with [PA Virtual Policy](#). Any agreements must comply with PA Virtual Policy. School fundraisers will have funds placed into a PA Virtual bank account.

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

Last Modified by Julie Pufko on March 3, 2021



Book	BOT Policies
Section	3000 Finance/Operations/Information Technology
Title	Student Activity Funds Policy
Code	3018
Status	Active
Adopted	August 26, 2019
Last Revised	February 24, 2020

PURPOSE

It is the purpose of this policy to establish financial supervision and controls for administering various activities that comprise student activity funds. Student activity funds are to be used only to finance programs of non-curricular school activities augmenting, but not replacing, the activities provided by the charter school.

POLICY

I. Description

An activity fund is comprised of a variety of accounts held by classes, organizations, clubs, and other student groups. In addition, activity fund checking accounts, by using a separate accounting system, may house funds which are remitted to vendors and/or the charter school's general fund.

II. Guidelines

Each student activity covered by this policy must be recognized by the student organization before funds can be collected or disbursed in the name of the student group. Further, all student activities shall be on a self-sustaining basis.

Students shall be involved in the planning for the expenditure of activity funds; however, the elementary, middle and high school principals shall have general supervision over the organizations in their respective grade spans and must approve in advance all activities sponsored by each organization. An audit of all charter school activity funds will be conducted annually.

Monies collected via online payment systems should only be collected via online payment systems approved by the charter school.

Monies collected by charter school employees and student representatives shall be handled with prudent business procedures.

All monies collected shall be receipted and accounted for and directed without delay to the custodian of the fund prior to the end of each school day. The funds shall be safeguarded until deposited according to our cash receipts policy.

In no case shall monies be left overnight at unauthorized locations. Monies may be kept in charter school administrative facilities, utilizing protocols to properly safeguard the assets, for no longer than two consecutive business days.

Funds of any student body organization may be deposited or invested in:

1. Banks where accounts are insured by FDIC.
2. Investment certificates insured by FDIC.

III. Responsibility

The CFO or designee is directed to develop such administrative regulations as required to carry out the intent of this policy.

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

Last Modified by Katie Capers on March 3, 2020



Book	BOT Policies
Section	3000 Finance/Operations/Information Technology
Title	Federal Fiscal Compliance Policy - Uniform Grant Guidance
Code	3019
Status	Active
Adopted	August 26, 2019
Last Revised	December 14, 2020
Last Reviewed	December 14, 2020

PURPOSE

This policy is intended to ensure that federal funds received by the Pennsylvania Virtual Charter School are administered in accordance with all applicable federal requirements, including but not limited to the federal Uniform Grant Guidance

POLICY

The Board of Trustees (Board) of Pennsylvania Virtual Charter School (PA Virtual) shall ensure federal funds received by the Charter School are administered in accordance with federal requirements, including but not limited to the federal Uniform Grant Guidance.

The Board shall review and approve all applications for federal funds submitted by the Charter School.

The Board designates the Chief Financial Officer as the school contact for all federal programs and funding.

The CEO or his/her designee, in collaboration with the Federal Programs Coordinator and CFO, shall establish and maintain a sound financial management system to include internal controls and federal grant management standards covering the receipt of both direct and state- administered federal grants, and to track costs and expenditures of funds associated with grant awards.

PA Virtual's financial management system shall be designed with strong internal controls, a high level of transparency and accountability, and documented procedures to ensure that all financial management system requirements are met. Financial management standards and procedures shall assure that the following responsibilities are fulfilled:

1. Identification – PA Virtual must identify, in its accounts, all federal awards received and expended, and the federal programs under which they were received.
2. Financial Reporting – Accurate, current, and complete disclosure of the financial results of each federal award or program must be made in accordance with the financial reporting requirements of the Education Department General Administrative Regulations (“EDGAR”).
3. Accounting Records – PA Virtual must maintain records which adequately identify the source and application of funds provided for federally-assisted activities.

4. Internal Controls – Effective control and accountability must be maintained for all funds, real and personal property and other assets. PA Virtual must adequately safeguard all such property and must assure that it is used solely for authorized purposes.
5. Budget Control – Actual expenditures or outlays must be compared with budgeted amounts for each federal award. Procedures shall be developed to establish determination for allowability of costs for federal funds.
6. Cash Management – PA Virtual shall maintain written procedures to implement the cash management requirements found in EDGAR.
7. Allowability of Costs – The Charter School shall ensure that allowability of all costs charged to each federal award is accurately determined and documented.

I. Standards of Conduct

PA Virtual shall maintain standards of conduct covering conflicts of interest and the actions of employees and school officials engaged in the selection, award and administration of contracts.

All employees shall be informed of conduct that is required for federal fiscal compliance and the disciplinary actions that may be applied for violation of Board policies, administrative regulations, rules and procedures.

II. Employees - Time and Effort Reporting

All PA Virtual employees paid with federal funds shall document the time they expend in work performed in support of each federal program, in accordance with law. Time and effort reporting requirements do not apply to contracted individuals.

PA Virtual employees shall be reimbursed for travel costs incurred in the course of performing services related to official business as a federal grant recipient.

PA Virtual shall establish and maintain employee policies on hiring, benefits and leave and outside activities, as approved by the Board.

III. Record Keeping

PA Virtual shall maintain a Records Management Plan and related Board policy and administrative regulations for the retention, retrieval and disposition of manual and electronic records, including emails.

PA Virtual shall ensure the proper maintenance of federal fiscal records documenting:

1. Amount of federal funds.
2. How funds are used. Total cost of each project.
3. Share of total cost of each project provided from other sources.
4. Other records to facilitate an effective audit.
5. Other records to show compliance with federal program requirements.
6. Significant project experiences and results.
7. All records must be retrievable and available for programmatic or financial audit.

PA Virtual shall provide the federal awarding agency, Inspectors General, the Comptroller General of the United States, and the pass-through entity, or any of their authorized representatives, the right of access to any documents, papers, or other Charter School records which are pertinent to the federal award. PA Virtual shall also permit timely and reasonable access to the school's personnel for the purpose of interview and discussion related to such documents.

Records shall be retained for a minimum of five (5) years from the date on which the final Financial Status Report is submitted, or as otherwise specified in the requirements of the federal award, unless a written extension is provided by the awarding agency, cognizant agency for audit, oversight agency for audit or cognizant agency for indirect costs.

If any litigation, claim or audit is started before the expiration of the standard record retention period, the records shall be retained until all litigation, claims or audits have been resolved and final action taken.

As part of the Records Management Plan, PA Virtual shall maintain a records retention schedule, which shall delineate the record retention format, retention period and method of disposal.

The Records Management Plan shall include identification of staff authorized to access records, appropriate training, and preservation measures to protect the integrity of records and data.

PA Virtual shall ensure that all personally identifiable data protected by law or regulations is handled in accordance with the requirements of applicable law, regulations, Board policy and administrative regulations.

IV. Subrecipient Monitoring

In the event that PA Virtual awards subgrants, the school shall establish procedures to:

- a. Assess the risk of noncompliance.
- b. Monitor grant subrecipients to ensure compliance with federal, state, and local laws and Board policy and procedures.
- c. Ensure the school's record retention schedule addresses document retention on assessment and monitoring.

V. Compliance Violations

Employees and contractors involved in federally funded programs and subrecipients shall be made aware that failure to comply with federal law, regulations or terms and conditions of a federal award may result in the federal awarding agency or pass-through entity imposing additional conditions or terminating the award in whole or in part.

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

Legal

Department of Education Direct Grant and State-Administered Programs, Title 34,
Code of Federal Regulations- 34 CFR Part 76

Department of Education Direct Grant and State-Administered Programs, Title 34,
Code of Federal Regulations- 34 CFR Part 75

Uniform Administrative Requirements for Federal Awards, Title 2, Code of Federal
Regulations- 2 CFR 200

Last Modified by Julie Pufko on January 5, 2021



Book	BOT Policies
Section	3000 Finance/Operations/Information Technology
Title	Travel Reimbursement - Uniform Grant Guidance
Code	3020
Status	Active
Adopted	August 26, 2019
Last Revised	June 26, 2023
Last Reviewed	June 26, 2023
Prior Revised Dates	8/26/19, 12/14/2020

PURPOSE

It is the purpose of this policy to regulate the administration of the reimbursement of travel costs of Pennsylvania Virtual Charter School employees and school officials conducting official school business.

POLICY

The Board of Trustees (Board) of Pennsylvania Virtual Charter School (PA Virtual) shall reimburse administrative, professional and support employees, and school officials for travel costs incurred in the course of performing services related to official business as a federal grant recipient.

For purposes of this policy, travel costs shall mean the expenses for transportation, lodging, subsistence, and related items incurred by employees and school officials who are in travel status on official business as a federal grant recipient.

School officials and school employees shall comply with applicable Board policies and administrative regulations established for reimbursement of travel and other expenses.

The validity of payments for travel costs for all school employees and school officials shall be determined by the Chief Financial Officer.

Travel costs shall be reimbursed on a mileage basis for travel using an employee's personal vehicle, on a per diem basis for meals, and an actual cost basis for lodging, tolls, parking and other allowable expenses, consistent with those normally allowed in like circumstances in the school's non-federally funded activities, and in accordance with the school's travel reimbursement procedure and administrative regulations.

Mileage reimbursements shall be at the rate approved by the Board for other school travel reimbursements, which unless otherwise specified is the then current IRS mileage rate. Costs for meals, lodging and other allowable expenses shall be reimbursed only to the extent they are reasonable and do not exceed any per diem limits established by the Board.

All travel costs must be presented with an itemized, verified statement prior to reimbursement.

In addition, if these costs are charged directly to the federal award, documentation must be maintained that justifies that:

1. Participation of the individual is necessary to the federal award.
2. The costs are reasonable and consistent with the school's established policy.

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

Legal

Regulations – 2 CFR Sec. 200.474

Uniform Administrative Requirements for Federal Awards, Title 2, Code of Federal
24 P.S. Sec. 516.1, 517

Last Modified by Julie Pufko on July 18, 2023



Book	BOT Policies
Section	3000 Finance/Operations/Information Technology
Title	Allowability of Costs - Uniform Grant Guidance
Code	3021
Status	Active
Adopted	August 26, 2019
Last Revised	December 14, 2020
Last Reviewed	December 14, 2020

PURPOSE

This policy is intended to ensure that federal funds received by the Pennsylvania Virtual Charter School are properly used on allowable costs.

POLICY

The Board of Trustees (the Board) of Pennsylvania Virtual Charter School (PA Virtual) shall ensure federal funds received by the Charter School are administered in accordance with federal requirements, including but not limited to the federal Uniform Grant Guidance.

Expenditures must be aligned with approved budgeted items. Any changes or variations from the state-approved budget and grant application need prior approval from the state.

I. Delegation of Responsibility

When determining how the charter school will spend its grant funds, the Chief Financial Officer will review the proposed cost to determine whether it is an allowable use of federal grant funds before obligating and spending those funds on the proposed good or service.

II. Allowability Determinations

All costs supported by federal education funds must meet the standards outlined in EDGAR, 2 CFR Part 3474 and 2 CFR Part 200, Subpart E, which are listed below. The Chief Financial Officer must consider these factors when making an allowability determination. A section entitled, Helpful Questions for Determining Whether Costs are Allowable, is located at the end of this document.

Part 200 sets forth general cost guidelines that must be considered, as well as rules for specific types of items, both of which must be considered when determining whether a cost is an allowable expenditure of federal funds. The expenditure must also be allowable under the applicable program statute (e.g., Title I of the Elementary and Secondary Education Act (ESEA), or the Carl D. Perkins Career and Technical Education Act (Perkins)), along with accompanying program regulations, non-regulatory guidance and grant award notifications.

Restrictions in state and local rules or policy also must be considered. For example, travel and other job-related expenses incurred by employees are not allowable unless they also are in compliance with related administrative regulations.

Whichever allowability requirements are stricter will govern whether a cost is allowable.

General allowability determination factors include the following:

1. Be Necessary and Reasonable for the performance of the federal award. A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision to incur the cost was made. For example, reasonable means that sound business practices were followed, and purchases were comparable to market prices.

When determining reasonableness of a cost, consideration must be given to:

- Whether the cost is a type generally recognized as ordinary and necessary for the operation of the charter school or the proper and efficient performance of the federal award.
- The restraints or requirements imposed by factors, such as: sound business practices; arm's-length bargaining; federal, state and other laws and regulations; and terms and conditions of the federal award.
- Market prices for comparable goods or services for the geographic area.
- Whether the individual incurring the cost acted with prudence in the circumstances considering responsibilities to the charter school, its employees, its students, the public at large, and the federal government.
- Whether the charter school significantly deviates from its established practices and policies regarding the incurrence of costs, which may unjustifiably increase the federal award's cost. (2 CFR Sec. 200.404)

Whether a cost is **necessary** will be determined based on the needs of the program. Specifically, the expenditure must be necessary to achieve an important program objective. A key aspect in determining whether a cost is necessary is whether the charter school can demonstrate that the cost addresses an existing need, and can prove it. For example, the school entity may deem a language skills software program necessary for a limited English proficiency program.

When determining whether a cost is necessary, consideration may be given to:

- Whether the cost is needed for the proper and efficient performance of the federal award program.
 - Whether the cost is identified in the approved budget or application.
 - Whether there is an educational benefit associated with the cost.
 - Whether the cost aligns with identified needs based on results and findings from a needs assessment.
 - Whether the cost addresses program goals and objectives and is based on program data.
2. Allocable to the federal award. A cost is allocable to the federal award if the goods or services involved are chargeable or assignable to the federal awarded in accordance with the relative benefit received. This means that the federal grant program derived a benefit in proportion to the funds charged to the program.(2 CFR Sec. 200.405)
For example, if fifty percent (50%) of a teacher's salary is paid with grant funds, then that teacher must spend at least fifty percent (50%) of his/her time on the grant program.
 3. Consistent with policies and procedures that apply uniformly to both federally-financed and other activities of the school entity.
 4. Conform to any limitations or exclusions set forth as cost principles in Part 200 or in the terms and conditions of the federal award.
 5. Consistent treatment. A cost cannot be assigned to a federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been assigned as an indirect cost under another award.
 6. Adequately documented. All expenditures must be properly documented.
 7. Be calculated in accordance with generally accepted accounting principles (GAAP), unless provided otherwise in Part 200.
 8. Not included as a match or cost-share, unless the specific federal program authorizes federal costs to be treated as such. Some federal program statutes require the nonfederal entity to contribute a certain amount of nonfederal resources to be eligible for the federal program.
 9. Be the net of all applicable credits. The term "applicable credits" refers to those receipts or reduction of expenditures that operate to offset or reduce expense items allocable to the federal award. Typical examples of such transactions are: purchase discounts; rebates or allowances; recoveries or indemnities

on losses; and adjustments of overpayments or erroneous charges. To the extent that such credits accruing to or received by the state relate to the federal award, they shall be credited to the federal award, either as a cost reduction or a cash refund, as appropriate. (2 CFR Sec. 200.406)

III. Selected Items of Cost

Subpart E of Part 200 sets forth principles to be applied in establishing the allowability of fifty- five (55) specific cost items (commonly referred to as Selected Items of Cost), at 2 CFR Sec. 200.420-200.475.

These specific cost items are listed in the chart below along with the citation to the section of Subpart E addressing the allowability of that item. These principles are in addition to the other general allowability standards, and apply whether a particular item of cost is properly treated as direct cost or indirect (F&A) cost. Meeting the specific criteria for a listed item does not by itself mean the cost is allowable, as it may be unallowable under other standards or for other reasons, such as restrictions contained in the terms and conditions of a particular grant or restrictions established by the state or in Board policy. If an item is unallowable for any of these reasons, federal funds cannot be used to purchase it.

PA Virtual personnel responsible for spending federal grant funds and for determining allowability must be familiar with and refer to the Part 200 selected items of cost section. These rules must be followed when charging these specific expenditures to a federal grant. When applicable, employees must check costs against the selected items of cost requirements to ensure the cost is allowable, and also check state, charter school and program-specific rules.

The selected item of cost addressed in Part 200 includes the following (in alphabetical order):

Item of Cost	Citation of Allowability Rule
Advertising and public relations costs	2 CFR § 200.421
Advisory councils	2 CFR § 200.422
Alcoholic beverages	2 CFR § 200.423
Alumni/ae activities	2 CFR § 200.424
Audit services	2 CFR § 200.425
Bad debts	2 CFR § 200.426
Bonding costs	2 CFR § 200.427
Collection of improper payments	2 CFR § 200.428
Commencement and convocation costs	2 CFR § 200.429
Compensation - personal services	2 CFR § 200.430
Compensation - fringe benefits	2 CFR § 200.431
Conferences	2 CFR § 200.432
Contingency provisions	2 CFR § 200.433
Contributions and donations	2 CFR § 200.434
Defense and prosecution of criminal and civil proceedings, claims, appeals, and patent infringements	2 CFR § 200.435
Depreciation	2 CFR § 200.436
Employee health and welfare costs	2 CFR § 200.437
Entertainment costs	2 CFR § 200.438
Equipment and other capital expenditures	2 CFR § 200.439
Exchange rates	2 CFR § 200.440
Fines, penalties, damages, and other settlements	2 CFR § 200.441
Fund raising and investment management costs	2 CFR § 200.442
Gains and losses on disposition of depreciable assets	2 CFR § 200.443
General costs of government	2 CFR § 200.444
Goods and services for personal use	2 CFR § 200.445

Idle facilities and idle capacity	2 CFR § 200.446
Insurance and indemnification	2 CFR § 200.447
Intellectual property	2 CFR § 200.448
Interest	2 CFR § 200.449
Lobbying	2 CFR § 200.450
Losses on other awards and contracts	2 CFR § 200.451
Maintenance and repair costs	2 CFR § 200.452
Materials and supplies costs, including costs of computing devices	2 CFR § 200.453
Memberships, subscriptions, and professional activity costs	2 CFR § 200.454
Organization costs	2 CFR § 200.455
Participant support costs	2 CFR § 200.456
Plant and security costs	2 CFR § 200.457
Pre-award costs	2 CFR § 200.458
Professional services costs	2 CFR § 200.459
Proposal costs	2 CFR § 200.460
Publication and printing costs	2 CFR § 200.461
Rearrangement and reconversion costs	2 CFR § 200.462
Recruiting costs	2 CFR § 200.463
Relocation costs of employees	2 CFR § 200.464
Rental costs of real property and equipment	2 CFR § 200.465
Scholarships and student aid costs	2 CFR § 200.466
Selling and marketing costs	2 CFR § 200.467
Specialized service facilities	2 CFR § 200.468
Student activity costs	2 CFR § 200.469
Taxes (including Value Added Tax)	2 CFR § 200.470
Termination costs	2 CFR § 200.471
Training and education costs	2 CFR § 200.472
Transportation costs	2 CFR § 200.473
Travel costs	2 CFR § 200.474
Trustees	2 CFR § 200.475

IV. Helpful Questions for Determining Whether Costs are Allowable

In addition to applying the cost principles and standards described above, PA Virtual staff involved in expending federal funds should ask the following questions when assessing the allowability of a particular cost:

1. Is the proposed cost allowable under the relevant program?
2. Is the proposed cost consistent with an approved program plan and budget?
3. Is the proposed cost consistent with program specific fiscal rules? For example, the school entity may be required to use federal funds only to supplement the amount of funds available from nonfederal (and possibly other federal) sources, or only as a match for funds from non federal sources.
4. Is the proposed cost consistent with EDGAR?
5. Is the proposed cost consistent with specific conditions imposed on the grant (if applicable)?
6. Is the proposed cost consistent with the underlying needs of the program? For example, program funds must benefit the appropriate population of students for which they are allocated. This means that, for instance, funds allocated under Title III of the Elementary and Secondary Education Act (ESEA) governing language instruction programs for Limited English Proficient (LEP) students must only be spent on LEP students and cannot be used to benefit non-LEP students.



Book	BOT Policies
Section	3000 Finance/Operations/Information Technology
Title	Cash Management – Uniform Grant Guidance
Code	3022
Status	Active
Adopted	August 26, 2019
Last Revised	December 14, 2020
Last Reviewed	December 14, 2020

PURPOSE

It is the purpose of this policy to ensure the proper management of federal grant fund payments received.

POLICY

The Pennsylvania Virtual Charter School (PA Virtual) receives payment from the Pennsylvania Department of Education (PDE) on a reimbursement basis. PA Virtual may receive an advance of federal grant funds. The school shall maintain accounting methods and internal controls and procedures that assure those responsibilities are met.

I. Payment Methods

A. Reimbursements

PA Virtual will initially charge federal grant expenditures to nonfederal funds. The Chief Financial Officer (CFO) will request reimbursement for actual expenditures incurred under the federal grants monthly.

Such requests shall be submitted with appropriate documentation and signed by the requestor. Requests for reimbursements will be approved by the CFO.

Reimbursement will be submitted on the appropriate form to the PDE portal. All reimbursements are based on actual disbursements, not on obligations. PDE will process reimbursement requests within the timeframes required for disbursement.

Consistent with state and federal requirements, PA Virtual will maintain source documentation supporting the federal expenditures (invoices, time sheets, payroll stubs, etc.) and will make such documentation available for PDE to review upon request. Reimbursements of actual expenditures do not involve interest calculations.

B. Advances

When PA Virtual receives advance payments of federal grant funds, it must minimize the time elapsing between the transfer of funds to the school and the expenditure of those funds on allowable costs of the

applicable federal program. (2 CFR Sec. 200.305(b)) The school shall attempt to expend all advances of federal funds within seventy-two (72) hours of receipt.

When applicable, PA Virtual shall use existing resources available within a program before requesting additional advances. Such resources include program income (including repayments to a revolving fund), rebates, refunds, contract settlements, audit recoveries, and interest earned on such funds. (2 CFR Sec. 305(b)(5))

PA Virtual shall hold federal advance payments in insured, interest-bearing accounts. PA Virtual is permitted to retain for administrative expense up to \$500 per year of interest earned on federal grant cash balances. Regardless of the federal awarding agency, interest earnings exceeding \$500 per year shall be remitted annually to the Department of Health and Human Services Payment Management System (PMS) through an electronic medium using either Automated Clearing House (ACH) network or a Fedwire Funds Service payment. (2 CFR Sec. 200.305(b)(9))

Consistent with state guidelines, interest accruing on total federal grant cash balances shall be calculated on cash balances per grant and applying the actual or average interest rate earned. Remittance of interest shall be the responsibility of the Business Manager.

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

Legal	Uniform Administrative Requirements for Federal Awards, Title 2, Code of Federal Regulations- 2 CFR 300
	Uniform Administrative Requirements for Federal Awards, Title 2, Code of Federal Regulations- 2 CFR 200
Cross References	Conflict of Interest Policy

Last Modified by Julie Pufko on January 4, 2021



Book	BOT Policies
Section	3000 Finance/Operations/Information Technology
Title	Procurement - Uniform Grant Guidance
Code	3023
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Last Reviewed	June 26, 2023
Prior Revised Dates	08/26/2019, 12/14/2020, 2/27/2023
Primary	Academic Administration

PURPOSE

It is the purpose of this policy to outline standard school purchasing responsibility, methods of purchasing, price quotations and bid requirements.

POLICY

I. Responsibility for Purchasing

The Board of Trustees (Board) of Pennsylvania Virtual Charter School (PA Virtual) has outlined standard school purchasing responsibility, methods of purchasing, price quotations and bid requirements in the following Board policies and their accompanying administrative regulations or procedures:

- Disqualification, Suspension or Debarment Of Bidders Policy
- Internal Controls Policy
- Payment of Claims Policy
- Purchases Subject to Bid Policy
- Purchases Budgeted Policy

II. Purchase Methods

When a request for purchase of equipment, supplies or services has been submitted and approved as outlined below, the procurement method to be used will be determined based on the total cost of the purchase as further outlined below. This procedure outlines how the cost thresholds for determining when the quote or formal bidding procedures that are required by state law as reflected in the Purchases Subject to Bid Policy must be modified when making purchases for federally funded purposes to which the Uniform

Grant Guidance or USDA regulations apply, so as to comply with both state and federal requirements. Final determination of which purchasing procedures are to be applied is delegated to the Business Manager under the authority of the Board.

A. Standard Procurement Documents and Purchase Request Process

PA Virtual shall use purchase orders or requisition order forms for purchase requests in accordance with the applicable purchase method. The school shall use paper and/or electronic purchasing records, which are pre-numbered and are accessible to designated purchasing staff in the school's main office.

Purchase requests by an employee must be submitted to the Principal. Purchase of all budgeted items or items approved by the Principal must be initiated by use of a purchase order or requisition submitted to the Business Manager.

Purchase orders and requisitions shall contain information including, but not limited to:

1. Description of the services to be performed or goods to be delivered.
2. Location of where services will be performed or goods will be delivered.
3. Appropriate dates of service or delivery.

Documentation on purchase orders and requisitions shall be maintained in accordance with the PA Virtual's policies and records retention schedule.

Contracts shall be reviewed by the CEO or his/her designee prior to submission to the Board for approval.

Contracts to which the Uniform Grant Guidance apply shall contain the clauses specified in Appendix II to 2 CFR Part 200 (Contract Provisions for Non-Federal Entity Contracts Under Federal Awards), when applicable.

B. Micro-Purchases Not Requiring Quotes or Bidding (up to \$10,000)

For purposes of this procedure, micro-purchase means a purchase of equipment, supplies or services for use in federally funded programs using simplified acquisition procedures, the aggregate amount of which does not exceed a base amount of \$10,000. The micro-purchase dollar threshold is adjusted periodically by the federal government, and the threshold most recently established and published in the Federal Register shall apply if other than \$10,000 (48 CFR Subpart 2.1).

The micro-purchase method is used in order to expedite the completion of its lowest dollar small purchase transactions and minimize the associated administrative burden and cost. Procurement by micro-purchase is the acquisition of equipment, supplies or services, the aggregate dollar amount of which does not exceed the micro-purchase threshold.

To the extent practicable, PA Virtual distributes micro-purchases equitably among qualified suppliers when the same or materially interchangeable products are identified and such suppliers offer effectively equivalent rates, prices and other terms. The Business Manager will be responsible to determine the equitable distribution of micro-purchases.

Micro-purchases may be awarded without soliciting competitive quotations if PA Virtual considers the price to be reasonable. PA Virtual will maintain evidence of this reasonableness in the records of all micro-purchases. Reasonable means that sound business practices were followed and the purchase is comparable to market prices for the geographic area. Such determinations of reasonableness may include comparison of the price to previous purchases of the same item or comparison of the price of items similar to the item being purchased.

Even if the cost of a purchase qualifies it as a micro-purchase, bidding or small purchase procedures may be used optionally when those procedures may result in cost savings.

C. Small Purchase Procedures (between \$10,000 and \$250,000)

For purposes of this procedure, small purchase procedures are those relatively simple and informal procurement methods for securing equipment, services, or supplies that cost more than the amount qualifying as a micro-purchase and do not cost \$250,000 or more. Small purchase procedures cannot be used for construction, repair or maintenance services costing \$22,500 or more because the School Code requires formal competitive bidding at that level of cost.

The base amount at which bidding is required under state law for construction, repair or maintenance services is adjusted for inflation annually, and the amount most recently established and published in the Pennsylvania Bulletin shall apply if other than \$22,500 (24 P.S. Sec. 120).

Because state law does not require bidding for the purchase of equipment, supplies or services other than construction, maintenance or repairs on school facilities regardless of total cost, small purchase procedures, including a request for proposal (RFP) procedure, may be used for procurement of such other services except when the estimated total cost will be at or over the federal threshold at which formal competitive bidding is required (\$250,000).

If small purchase procedures are used, written or telephonic price or rate quotations are obtained from at least three (3) qualified sources and records of quotes are maintained.

D. Formal Competitive Bidding (\$250,000 or more)

1. Publicly Solicited Sealed Competitive Bids:

For purchases of services for construction, maintenance or repairs of school facilities, sealed competitive bids are publicly solicited and awarded to the lowest responsive and responsible bidder when the total cost is estimated to be \$22,500 or more.

State law does not require bidding for the purchase of equipment, supplies or services other than construction, maintenance or repairs on school facilities regardless of total cost. For procurement of such other services for federally funded purposes to which the Uniform Grant Guidance applies, formal competitive bidding will be used when the estimated total cost will be at or over the federal threshold of \$250,000.

The federal competitive bidding dollar threshold is adjusted periodically by the federal government, and the threshold most recently established and published in the Federal Register shall apply if other than \$250,000. (48 CFR Subpart 2.1)

Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is lowest. Payment discounts will only be used to determine the low bid when prior experience indicates that such discounts are usually taken advantage of. Any or all bids may be rejected if there is a sound documented reason.

2. Competitive Proposals

State law does not require public school entities to solicit competitive bids for services other than construction, repairs or maintenance of school facilities, for which competitive bidding is required if the cost will be a base amount of \$22,500 or more. State law allows competitive proposals relating to work on facilities in lieu of bidding only in the context of guaranteed energy savings contracts.

Federal regulations allow the use of competitive proposals as an alternative when formal bidding would otherwise be required only to procure architectural and engineering services. Other types of services for federally funded purposes to which the Uniform Grant Guidance applies, professional or otherwise, must be procured using competitive bidding when the cost would meet or exceed the federal threshold for competitive bidding (\$250,000).

In the case of services other than for construction, repairs or maintenance of school facilities costing less than that threshold, PA Virtual may use small purchase procedures or micro-purchase procedures as applicable based on total cost. A request for proposal (RFP) process can also meet or exceed the small purchase competition requirements under state law and Board policy for the acquisition of services other than for construction, repairs or maintenance of school facilities, and can be used if the total cost will be less than \$250,000.

When permitted, the technique of competitive proposals is normally conducted with more than one (1) source submitting an offer, and either a fixed price or cost-reimbursement type contract is awarded. Competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. PA Virtual shall comply with other applicable state and federal law and regulations, Board policy and administrative regulations regarding purchasing; PA Virtual may consult with the school solicitor or other qualified counsel in determining the required process for purchasing through competitive proposals when necessary.

If this method is used, the following requirements apply:

- a. Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered to the maximum extent practical.
- b. Proposals must be solicited from an adequate number of qualified sources.
- c. Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered.

Competitive proposals shall be evaluated by the Principal based on factors including but not limited to:

- a. Cost
- b. Experience of contractor

- c. Availability
- d. Personnel qualifications
- e. Project management expertise
- f. Understanding of PA Virtual Charter School needs

Evaluations shall be completed in a timely manner, documented and shall be reviewed by the Board.

E. Contract/Price Analysis

PA Virtual performs a cost or price analysis in connection with every procurement action in excess of \$250,000, including contract modifications. (2 CFR Sec. 200.323(a)).

A **cost analysis** generally means evaluating the separate cost elements that make up the total price, while a price analysis means evaluating the total price, without looking at the individual cost elements.

The method and degree of analysis is dependent on the facts surrounding the particular procurement situation; however, the Business Manager must come to an independent estimate prior to receiving bids or proposals. (2 CFR Sec. 200.323(a)). As part of the analysis, the Business Manager will enact established business practices which may include evaluation of similar prior procurements and a review process.

When performing a cost analysis, the Business Manager negotiates profit as a separate element of the price. To establish a fair and reasonable profit, consideration is given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of its record of past performance, and industry profit rates in the surrounding geographical area for similar work. (2 CFR Sec. 200.323(b)).

III. Noncompetitive Proposals

Procurement by noncompetitive proposals means procurement through solicitation of a proposal from only one (1) source and may be used only when one or more of the following circumstances apply:

1. The item is available only from a single source.
2. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation. An emergency exists whenever the time required for the Board to act in accordance with regular procedures would endanger life or property or threaten continuance of existing school classes.
3. The federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the school.
4. After solicitation of a number of sources, the school determines the competition is inadequate.

In addition to standard procurement policy and procedures, PA Virtual will document the grounds for using the noncompetitive method in lieu of an otherwise required competitive method of procurement, which may include written confirmation from the contractor as the sole source of the item. Documentation must be submitted to and maintained by the Business Office.

All noncompetitive proposals will ultimately be approved by the Board. PA Virtual may utilize legal advice from the solicitor regarding noncompetitive proposals.

A cost or price analysis will be performed for noncompetitive proposals when the price exceeds \$250,000.

IV. Purchase Cards

PA Virtual approves the use of procurement cards for permissible purchases by designated employees to improve the efficiency of purchasing activities, reduce processing expenses, improve controls for small-dollar purchases, and streamline contractor payment.

Procurement cards may be used for purchases under federal programs. The use of procurement cards is governed by Board Procurement Cards and established administrative regulations.

V. Full and Open Competition

All procurement transactions must be conducted in a manner providing full and open competition consistent with 2 CFR Sec. 200.319. In order to ensure objective contractor performance and eliminate unfair competitive advantage, contractors that develop or draft specifications, requirements, statements of work, or invitations for bids or requests for proposals must be excluded from competing for such procurements. Some of the situations considered to be restrictive of competition include but are not limited to:

1. Placing unreasonable requirements on firms in order for them to qualify to do business.
2. Requiring unnecessary experience and excessive bonding.
3. Noncompetitive pricing practices between firms or between affiliated companies.
4. Noncompetitive contracts to consultants that are on retainer contracts.
5. Organizational conflicts of interest.
6. Specifying only a "brand name" product instead of allowing "an equal" product to be offered and describing the performance or other relevant requirements of the procurement.
7. Any arbitrary action in the procurement process.

The Education Department General Administrative Regulations further requires the following to ensure adequate competition.

VI. Minority Businesses, Women's Business Enterprises, Labor Surplus Area Firms

PA Virtual must take necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible. Affirmative steps must include: (2 CFR Sec. 200.321)

1. Placing qualified small and minority business and women's business enterprises on solicitation lists.
2. Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources.
3. Dividing total purchasing requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority business and women's business enterprises.
4. Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses and women's business enterprises.
5. Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce.
6. Requiring the prime contractor, if subcontracts are let, to take the affirmative steps listed above.

VII. Geographical Preferences Prohibited

PA Virtual must conduct procurements in a manner that prohibits the use of statutorily or administratively imposed state, local, or tribal geographical preferences in the evaluation of bids or proposals, except in those cases where applicable federal statutes expressly mandate or encourage geographic preference. When contracting for architectural and engineering (A/E) services, geographic location may be a selection criterion provided its application leaves an appropriate number of qualified firms, given the nature and size of the project, to compete for the contract.

VIII. Prequalified Lists

PA Virtual must ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition. Also, the school must not preclude potential bidders from qualifying during the solicitation period.

IX. Solicitation Language

PA Virtual must ensure that all solicitations incorporate a clear and accurate description of the technical requirements for the material, product or service to be procured. Such description must not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible.

When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a "brand name or equivalent" description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers must be clearly stated; and identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals.

X. Avoiding Acquisition of Unnecessary or Duplicative Items

PA Virtual must avoid the acquisition of unnecessary or duplicative items. Additionally, consideration must be given to consolidating or breaking out procurements to obtain a more economical purchase; and, where appropriate, an analysis must be made of leases versus purchase alternatives, and any other appropriate analysis to determine the most economical approach.

These considerations are given as part of the process to determine the allowability of each purchase made with federal funds.

XI. Use of Intergovernmental Agreements and Cooperative Purchasing

To foster greater economy and efficiency, PA Virtual enters into state and local intergovernmental agreements where appropriate for cooperative purchasing or use of common or shared goods and services, as permitted by the Intergovernmental Cooperation Act and the Commonwealth Procurement Code. (53 Pa. C.S. Ch. 23; 62 Pa. C.S. Ch. 19)

When procuring supplies or services for federally funded purposes to which the Uniform Grant Guidance applies, PA Virtual shall verify that the organization conducting the procurement pursuant to such agreements complies with the applicable requirements and standards of the Uniform Grant Guidance as

outlined in this procedure.

XII. Use of Federal Excess and Surplus Property

PA Virtual considers the use of federal excess and surplus property in lieu of purchasing new equipment and property whenever such use is feasible and reduces project costs.

XIII. Debarment and Suspension

PA Virtual awards contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

PA Virtual may not subcontract with or award subgrants to any person or company who is debarred or suspended. For all contracts over \$25,000 PA Virtual verifies that the contractor with whom the school intends to do business is not excluded or disqualified.

All successful contractors must provide written certification that they have not been suspended or debarred from federal projects. The Business Manager will be responsible for verification. Such verification may include accessing the online federal System for Award Management (SAM) to determine whether any relevant party is subject to any suspension or debarment restrictions.

XIV. Maintenance of Procurement Records

PA Virtual must maintain records sufficient to detail the history of all procurements. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and verification that the contractor is not suspended or debarred.

Maintenance of records of procurement will be governed by Board policy relating to Records Management and established administrative regulations.

XV. Time and Materials Contracts

PA Virtual may use a time and materials type contract only: (1) after a determination that no other contract is suitable; and (2) if the contract includes a ceiling price that the contractor exceeds at its own risk. Time and materials type contract means a contract whose cost to the school is the sum of: the actual costs of materials, and direct labor hours charged at fixed hourly rates that reflect wages, general and administrative expenses, and profit.

PA Virtual must assert a high degree of oversight in order to obtain reasonable assurance that the contractor is using efficient methods and effective cost controls.

XVI. Settlements of Issues Arising Out of Procurements

PA Virtual alone is responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards

do not relieve the school of any contractual responsibilities under its contracts. Violations of law will be referred to the local, state, or federal authority having proper jurisdiction.

XVII. Protest Procedures to Resolve Dispute

PA Virtual maintains protest procedures to handle and resolve disputes relating to procurements and, in all instances, discloses information regarding the protest to the awarding agency. Protest procedures will be acted on in accordance with current state law and regulations, established school administrative regulations and the advice of the solicitor.

XVIII. Food Service Program Notes

A. Exemption from Bidding for Perishable Food Items

The School Code exempts purchases of perishable food items from bidding requirements. Bidding for perishable food items is required only if the cost would be at or over the federal threshold at which formal competitive bidding is required (\$250,000). Small purchase procedures may be used for purchases below \$250,000, or micro-purchase procedures for purchases below \$10,000. Use of bidding should be considered as an option if it is feasible and likely to result in cost savings.(24 P.S. Sec. 504(d))

B. Geographic Preferences

PA Virtual is permitted to apply a geographic preference when procuring unprocessed locally grown or locally raised agricultural products. When a geographic preference is applied, PA Virtual has discretion to determine the local area to which the geographic preference option will be applied.

C. Unprocessed locally grown or locally raised agricultural products

Unprocessed locally grown or locally raised agricultural products means only those agricultural products that retain their inherent character. The effects of the following food handling and preservation techniques shall not be considered as changing an agricultural product into a product of a different kind or character: cooling; refrigerating; freezing; size adjustment made by peeling, slicing, dicing, cutting, chopping, shucking, and grinding; forming ground products into patties without any additives or fillers; drying/dehydration; washing; packaging (such as placing eggs in cartons), vacuum packing and bagging (such as placing vegetables in bags or combining two (2) or more types of vegetables or fruits in a single package); the addition of ascorbic acid or other preservatives to prevent oxidation of produce; butchering livestock and poultry; cleaning fish; and the pasteurization of milk. (7 CFR Sec. 210.21, 215.14a, 220.16)

D. Buy American

PA Virtual shall purchase, to the maximum extent practicable, domestic commodities or products for food service purposes.

E. Mandatory Contract Clauses

The following provisions shall be included in all cost reimbursable contracts for food services purchases, including contracts with cost reimbursable provisions, and in solicitation documents prepared to obtain offers for such contracts: (7 CFR Sec. 210.21, 215.14a, 220.16)

1. Allowable costs will be paid from the nonprofit school food service account to the contractor net of all discounts, rebates and other applicable credits accruing to or received by the contractor or any assignee under the contract, to the extent those credits are allocable to the allowable portion of the costs billed to the school food authority;
2. (a) The contractor must separately identify for each cost submitted for payment to the school food authority the amount of that cost that is allowable (can be paid from the nonprofit school food service account) and the amount that is unallowable (cannot be paid from the nonprofit school food service account); or (b) The contractor must exclude all unallowable costs from its billing documents and certify that only allowable costs are submitted for payment and records have been established that maintain the visibility of unallowable costs, including directly associated costs in a manner suitable for contract cost determination and verification;
3. The contractor's determination of its allowable costs must be made in compliance with the applicable departmental and program regulations and Office of Management and Budget cost circulars;
4. The contractor must identify the amount of each discount, rebate and other applicable credit on bills and invoices presented to the school food authority for payment and individually identify the amount as a discount, rebate, or in the case of other applicable credits, the nature of the credit. If approved by the state agency, the school food authority may permit the contractor to report this information on a less frequent basis than monthly, but no less frequently than annually;
5. The contractor must identify the method by which it will report discounts, rebates and other applicable credits allocable to the contract that are not reported prior to conclusion of the contract; and
6. The contractor must maintain documentation of costs and discounts, rebates and other applicable credits, and must furnish such documentation upon request to the school food authority, the state agency, or the department.

F. Contracts with Food Service Management Companies

Procedures for selecting and contracting with a food service management company (FSMC) shall comply with guidance provided by the Pennsylvania Department of Education, Division of Food and Nutrition, including standard forms, procedures and timelines for solicitation, selection and approval of proposals and contracts. (7 CFR Sec. 210.16, 210.19, 210.21, 215.14a, 220.16)

G. Pre-Plated Meals

Procedures for selecting and contracting with contractors of pre-plated meals shall comply with guidance provided by the Pennsylvania Department of Education, Division of Food and Nutrition, including standard forms, procedures and timelines for solicitation, selection and approval of proposals and contracts. (7 CFR Sec. 210.16, 210.19, 210.21, 220.16)

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

Legal

[Uniform Administrative Requirements for Federal Awards, Title 2, Code of Federal Regulations- 2 CFR 200](#)

[Title 48 - Federal Acquisition Regulations System, Chapter 1 – Federal Acquisition Regulation, Subchapter A – General, Part 2 - Subpart 2.1 - Definitions](#)

[24 P.S. Sec. 120](#)

[Intergovernmental Cooperation Act](#)

[Commonwealth Procurement Code](#)

[7 CFR Sec. 210.16, 210.19, 210.21, 215.14a, 220.16](#)

Cross References

[Conflict of Interest Policy 1102](#)

Last Modified by Julie Pufko on July 18, 2023



Book	BOT Policies
Section	3000 Finance/Operations/Information Technology
Title	Residence/Change of Residency Policy
Code	3101
Status	Active
Adopted	August 26, 2019
Last Reviewed	March 28, 2020

PURPOSE

It is the purpose of this policy to ensure the Pennsylvania Virtual Charter school provides education to students who are residents of the Commonwealth of Pennsylvania.

POLICY

The Pennsylvania Virtual Charter School (PA Virtual), in accordance with the Public School Code, provides education to students who are residents of the Commonwealth of Pennsylvania. When a parent/guardian with a school-aged child or children enrolls a student in PA Virtual, the parent/guardian must provide Pennsylvania Virtual Charter School with proof of residency. The Charter School Law defines a student's school district of residence as the school district in this Commonwealth in which the parents or guardians of a child reside. 24 P.S. §17-1703-A. Section 1302 of the Public School Code, which is applicable to cyber charter schools, provides that a child shall be considered a resident of the school district in which his/her parent(s) or guardian resides. 24 P.S. §13-1302(a). Pennsylvania Virtual Charter School requires parents/guardians to notify school administration immediately if there is any change in residency.

I. Proof of Residency

Pursuant to 24 P.S. §17-1703-A. Section 1302 of the Public School Code, proof of residency is required at the time of registration. This information must be updated immediately in the event there is a change. Any information provided for residency purposes may be routinely investigated by Pennsylvania Virtual Charter School and/or the School District of residence.

To the extent allowed by law, misrepresentation of information regarding residential status and/or any unreported change in residential status and/or any other violation of this policy shall result in removal from the rolls at Pennsylvania Virtual Charter School, a report to the School District of Residence, due process proceedings, leading to denial of educational privileges in Pennsylvania Virtual Charter School for the child/children and/or potential legal action. This legal action may include, but is not limited to, to the extent allowed by law, a charge for tuition and the filing of criminal charges under Theft of Services statutes by Pennsylvania Virtual Charter School or the alleged School District of residence against any individual(s) misrepresenting any information to Pennsylvania Virtual Charter School or the School District of alleged residence. The forms and information necessary for residency requirements are attached as part of this policy.

II. Acceptable Forms of Proof of Residency

Acceptable documents for proof of residency, as set forth in 24 P.S. §17- 1703-A. Section 1302 of the Public School Code, must include the resident's name and address.

III. Support Gratis

Pursuant to 24 P.S. §17-1703-A. Section 1302 of the Public School Code, if a resident of the charter school maintains in his/her home a child of school age and supports the child gratis, as if the child were his/her own, the child may be entitled to all school privileges accorded to a resident student of the charter school.

IV. Occupancy Documents – Emancipated Youth

An individual who is less than eighteen years of age residing independently in a school district in Pennsylvania and meeting PA Virtual eligibility requirements may register as an adult in his/her right. The individual must present proof of residency and written verification of emancipation to enroll. To ascertain that the student is emancipated and has the right to attend school, the student or advocate must present a written statement that the individual.

V. Residency Requirements for Homeless Students

Homeless students have equal access to the same free, appropriate public education, as provided to other students of the school. The Board may waive policies, procedures and administrative regulations that create barriers for enrollment, attendance, transportation, and success of homeless students in PA Virtual, based on the recommendation of the Chief Executive Officer (CEO) or designee.

VI. Theft of Services

Any person falsifying his/her residence for the purpose of obtaining and/or continuing admission to PA Virtual may be assessed the prorated tuition cost by the charter school or school district of alleged residence calculated from the first day of enrollment to the last day of enrollment. Failure to pay such cost when due may result in legal action to retrieve monies owed.

VII. Reservation of Rights

Pennsylvania Virtual Charter School reserves the right to alter requirements under this policy as circumstances or legal requirements warrant, including in situations where Pennsylvania Virtual Charter School needs to provide additional or differing information regarding residency to a school district within the Commonwealth, the Pennsylvania Department of Education or other authorities as deemed appropriate by Pennsylvania Virtual Charter School.

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

Legal	Title 22 of the Pennsylvania Administrative Code 24 P.S. §17-1703-A Section 1302 of the Public School Code 24 P.S. §13-1302(a)
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Cross References	Homeless Student Policy
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Change of Address Form.pdf (415 KB)	Residency Affidavit 2019.pdf (271 KB)
Sworn Statement by Resident Form.pdf (192 KB)	

Last Modified by Katie Capers on March 30, 2020



Book	BOT Policies
Section	3000 Finance/Operations/Information Technology
Title	Disposal of Surplus Property, Obsolete Equipment, & Real Estate Policy
Code	3102
Status	Active
Adopted	August 26, 2019
Last Reviewed	March 28, 2020

PURPOSE

Unneeded surplus, unusable, and/or obsolete property can consume valuable storage space. This policy is intended to quickly and efficiently dispose of such property, thus avoiding future unnecessary handling and storage.

POLICY

I. Authority

When it has been determined that any property is obsolete or unneeded surplus and should be exchanged for other property, the Board of Trustees (the "Board") authorizes that such property may be sold or exchanged in accordance with any of the following provisions:

1. The property is no longer required for its originally intended purpose.
2. The property is considered out of date, obsolete, or in unusable condition.)
3. The property is in quantities exceeding any possibility of effective use by Pennsylvania Virtual Charter School.
4. The property is considered usable, but has been replaced and contains less than ten percent (10%) of its depreciated value.

II. Delegation of Responsibility

If any staff member identifies property which is unused, obsolete or surplus, that member is to notify PA Virtual's Chief Executive Officer ("CEO") or designee of such property. It is the CEO's responsibility, or their designee, to create a list of such property and provide this list to the Board.

Only property purchased with money from PA Virtual's general or capital fund is eligible for disposal through this policy and not property obtained through technology grants or through management companies. Determination as to whether any of the stated criteria apply to property possessed by PA Virtual shall be made by the CEO, who may delegate this responsibility provided that all requirements of this policy are met. As necessary, the CEO or designee may call upon other staff personnel to develop criteria to aid in this identification.

School property owned by Pennsylvania Virtual Charter School which is unusable, obsolete, surplus to need, has been replaced, or is otherwise no longer of value to PA Virtual will be listed and presented to the Board with a recommendation for disposition. The Board is vested with the final authority to approve any disposition.

If a School computer owned by PA Virtual is considered usable, a determination must be made on the depreciated value of the computer. If there is a value that exceeds ten percent (10%) of the depreciated value, the computers must be offered for sale at the depreciated value, auctioned to the highest bidder or by some other authorized method. If after reasonable time for requesting bidders, no bids for purchase are obtained, the computers may be disposed of with the approval of the Board of Trustees for sale at the depreciated value or donation to a charitable organization.

The Board of Trustees is vested with the final authority to approve any disposition. The Chief Financial Officer will be responsible to record the asset disposal properly in accordance with the applicable regulations, the Financial Control Policy and FASB and/or GASB recommendations.

III. Guidelines

Items of some value may be disposed of in the following ways:

1. Public auction generally conducted by a licensed auctioneer.
2. Salvage scrap sold to local dealers or disposed of by approved methods.
3. Negotiated sale normally used when disposing of items or property of substantial value.
4. Sealed bid normally used for items of substantial value or unique qualities.
5. Pre-priced sale of large quantities of obsolete or surplus furniture and equipment.
6. Those items with no sale or disposal value exceeding the net worth may be donated to charitable organizations or otherwise discarded.
7. Offered to the general public at a predetermined price and based upon the depreciated value of the item.
8. Computers or other equipment being replaced may be traded in for new equipment as part of the purchase procedure.

PA Virtual's employees, officers, directors, etc. may not receive or accept abandoned or disposed of property. PA Virtual's employees, officers, directors, etc. may submit sealed bids or purchase pre-priced items, as long as the person had nothing to do with the bid process or pricing and must recuse themselves from any decisions regarding disposition of the items.

No property that has been acquired by, or conveyed or granted to Pennsylvania Virtual Charter School shall be considered as abandoned by it unless and until the Board has passed, by vote of the majority of members of the Board, a resolution declaring it to be the intention of PA Virtual to vacate and abandon same, whereupon all rights, title, and interest of PA Virtual in such property shall be fully terminated.

IV. Protection of Student and Employee Personal Information

The Board has determined that no computers will be disposed of or released by the school to other parties until proper steps have been taken to remove all student and employee personal information and school information contained on the computer. Deleting files is not sufficient to securely remove data and a professional method must be utilized to permanently remove data.

For security purposes, all non-functioning unusable computers will be disposed of by a disposal company who will destroy the computer and hard disk. The hard disk must be cleaned professionally to assure that protected information is not released to the general public. The school is responsible to take meaningful steps to protect the data on the hard disk from access by unauthorized individuals and to protect against identify theft. If the school cannot obtain the services of a disposal company, the hard disk will be removed from the unusable/nonfunctioning computers and smashed with a hammer and screwdriver until only small pieces remain, which should prevent information from being obtained off the plates in the hard disk.

For security purposes, all computers which remain operational whether being destroyed, purchased or donated must have the hard disk sanitized before the computer can be released from the school. Sanitization will remove all student and employee information from the disk. The school will either use a professional sanitizing company or will use a reliable software program to clean off the hard disk and permanently remove all data.

V. Real Estate

This policy does not apply to the disposition of Pennsylvania Virtual Charter School's real estate, which shall be handled at the discretion of the Board in accordance with applicable state and federal laws, including applicable sections of the Public School Code of 1949 and any applicable sections of the PA Municipalities Planning Code.

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

Legal 24 P.S. 707
 24 P.S. 708

Cross References Financial Control Policy
 GASB 54 Fund Balance Policy

Last Modified by Katie Capers on March 30, 2020



Book	BOT Policies
Section	3000 Finance/Operations/Information Technology
Title	School Safety & Security Policy
Code	3103
Status	Active
Adopted	August 26, 2019
Last Reviewed	March 28, 2020

PURPOSE

The Board of Trustees (Board) of Pennsylvania Virtual Charter School (PA Virtual) is committed to maintaining a safe and secure school environment for both the students and staff.

POLICY

In accordance with Act 44 of 2018 which amended the Public School Code of 1949, PA Virtual's Chief Executive Officer (CEO) has appointed a School Administrator as the School Safety and Security Coordinator. In the event of a vacancy in the School Safety and Security Coordinator position, the CEO shall assume said position until a successor Coordinator is appointed by the CEO. The School Safety and Security Coordinator will ensure that PA Virtual is in compliance with Act 44 of 2018 by:

1. Reviewing the school entity's policies and procedures relative to school safety and security and compliance with Federal and State laws regarding school safety and security,
2. Coordinating training and resources for middle and high school students and school staff in matters relating to safety and security,
3. Coordinating school safety and security assessments as necessary,
4. Serving as the school liaison with the School Safety and Security Committee, Department of Education, Law Enforcement, and other organizations on matters of school safety and security,
5. Providing an annual report to PA Virtual's Board of Trustees, prior to June 30 th each year, on the school's current safety and security practices that identify strategies to improve school safety and security,
6. And coordinating a tour of the school buildings and grounds biennially or when a building is first occupied or reconfigured with the law enforcement agencies and first responders that are primarily responsible for protecting and securing the school to discuss and coordinate school safety and security matters.

PA Virtual will ensure that all school staff receives training on school safety and security, culminating in no less than three hours of training per every five years for each employee. The training will address the following:

1. Situational awareness,
2. Trauma-informed education awareness,
3. Behavioral health awareness,
4. Suicide and bullying awareness,
5. Substance use awareness,



Book	BOT Policies
Section	3000 Finance/Operations/Information Technology
Title	Acceptable Use & Internet Safety Policy
Code	3201
Status	Active
Adopted	August 26, 2019
Last Revised	April 29, 2023
Last Reviewed	December 9, 2019
Prior Revised Dates	08/26/2019, 12/09/2019

PURPOSE

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

POLICY

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:

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

In using or accessing PA Virtual's technology resources, users must comply with the provision outlined in this policy.

I. 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 Moodle software.

User - means any person who is permitted by PA Virtual to utilize any portion of PA Virtual's technology resources, including, but not limited to, students, parents, Learning Coaches, employees, Board of Trustees members, contractors, consultants, vendors, and agents of PA Virtual.

User identification (User ID) - means any identifier that would allow a user access to PA Virtual'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, 18 U.S.C.A. §2256(8), 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.

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.

Harmful to minors - means any picture, image, graphic image file, or other visual depiction that:

1. taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
2. 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
3. taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

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.

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 certification regarding CIPA.

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.

II. Authorized Users

PA Virtual's technology resources may be used by any authorized user. Use of PA Virtual'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 PA Virtual Technology Resources.

III. User Privacy

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

By using PA Virtual's 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 PA Virtual in accordance with PA Virtual 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 PA Virtual technology and sign this policy.

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

Please refer to PA Virtual's Remote Access and Monitoring of School-Issued Technology Policy for a comprehensive review of the provisions governing PA Virtual's use of software to access, monitor, and track school-issued Technology Resources.

IV. Technology Administration

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

Administrators may suspend access to and/or availability of PA Virtual's Technology Resources to diagnose and investigate network problems or potential violations of the law or PA Virtual policies and procedures. All PA Virtual Technology Resources are considered PA Virtual property.

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

V. Content Filtering and Monitoring

PA Virtual employs Technology Protection Measures to filter Internet sites and to control the loading of software applications by students in accordance with PA Virtual's 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 CEO or designee. After review of the site, appropriate steps will be taken to block inappropriate site from Users. Users shall not attempt to remove, destroy, uninstall, or circumvent the filtering and monitoring software and controls placed on the computer.

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 PA Virtual's Technology Protection Measure device, the CEO or designee shall consider whether the use will serve a legitimate educational purpose or otherwise benefit PA Virtual. 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/her request to the PA Virtual Board of Trustees at bot@pavcs.us.

Technology Protection Measures are not foolproof, and PA Virtual 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 PA Virtual is prohibited.

PA Virtual 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.

VI. Viruses

Viruses can cause substantial damage to Technology Resources. Users are responsible for taking reasonable precautions to ensure they do not introduce viruses to PA Virtual's 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 PA Virtual, must be scanned for viruses and other destructive programs before being transferred to PA Virtual's Technology Resources. 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 PA Virtual's network must do so through an approved Internet firewall or Technology Protection Measure.

VII. Encryption Software

Users shall not install or use encryption software on any PA Virtual Technology Resource without first obtaining written permission from the CEO or designee. Users shall not use passwords or encryption keys that are unknown to the CEO or designee.

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.

VIII. 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 PA Virtual–approved Web pages, blogs, wikis, podcasts, webcasts, vodcasts, and/or videoconferences.

IX. Prohibitions

Students, staff, and all users are expected to act in a responsible, ethical, and legal manner in accordance with PA Virtual policies and federal and state laws. Specifically, the following uses of PA Virtual's 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 PA Virtual.
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 PA Virtual 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-PA Virtual electronic mail on PA Virtual Technology Resources unless authorized by the CEO or 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 PA Virtual from an outside source, that has not been properly scanned for viruses or authorized for use by a teacher/administrator in accordance with PA Virtual 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 PA Virtual.
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 or designee. 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. Impersonating PA Virtual, making statements on behalf of PA Virtual without authorization, or making statements that can be construed as establishing PA Virtual's official position or policy.
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 PA Virtual, other organizations, community groups, etc. that allow unauthorized access to the Technology Resources or PA Virtual.

X. Security

PA Virtual 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 or designee.

System security is protected in part by the use of passwords. Failure to adequately protect or update passwords could result in unauthorized access to personal or PA Virtual files. Users shall be responsible for safeguarding their passwords for access to PA Virtual's Technology Resources and for all transactions made using their passwords.

To protect the integrity of PA Virtual 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.
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 PA Virtual's 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 PA Virtual security, software or hardware.
9. Users shall not interfere with or disrupt PA Virtual's systems, network accounts, services, or equipment.
10. Files, system security software/hardware, or any PA Virtual system shall not be altered or attempt to be altered without the written authorization of the CEO or her designee.
11. Unauthorized hardware and electronic devices shall not be connected to the PA Virtual system.
12. Users shall comply with requests from the CEO or designee to discontinue activities that threaten the operation or integrity of the PA Virtual 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 has been issued a replacement laptop;
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 PA Virtual Technology Department.

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. PA Virtual retains the right to access 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 PA Virtual's 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.

XI. 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 PA Virtual Technology Resources are limited to only those which serve a demonstrable educational purpose. For safety reasons, PA Virtual users shall not reveal personal addresses, contact information or telephone numbers to other users on PA Virtual networks or on the Internet.

The CEO or designee shall be responsible for implementing protection measures to determine whether PA Virtual's computers, laptops, iPads, Kindles, tablets and other Technology Resources and 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. Ensuring security access is limited to only those employees allowed in server room and networking switch closets.
3. Generating and maintaining monitoring reports (including firewall logs) of user activity and remote access on PA Virtual's 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 PA Virtual as well as terminated employees and contractors/vendors or those with expired contracts have been properly removed from PA Virtual's 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 PA Virtual to unauthorized changes to student data, i.e., reconciliations to manual records, analysis of student trends, data entry procedures and review, etc.

XII. Vendors

If PA Virtual shares internally sensitive, legally- and/or contractually-restricted PA Virtual data with parties outside the PA Virtual community, PA Virtual shall first enter into a Non-Disclosure Agreement with the party. The Non-Disclosure Agreement is needed to protect PA Virtual's 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 PA Virtual's legal counsel before signing.

All vendors, consultants, and/or contractors shall be granted access to PA Virtual's 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 PA Virtual's Technology Resources will be removed.

Vendors, consultants, and contractors are required to assign unique user IDs and passwords to each of their employees authorized to access PA Virtual's system. Vendors, consultants, and/or contractors may be terminated for violating this policy and/or violating any state or federal laws.[2]

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 and upon request must be made available to PA Virtual. 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

XIII. Closed Forum

PA Virtual's 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 PA Virtual Technology Resources that students, parents/guardians, and members of the public might reasonably perceive to bear the approval of PA Virtual 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 PA Virtual for legitimate educational reasons. All other expressive activities involving PA Virtual's technology are subject to reasonable prior restraint and subject matter restrictions as allowed by applicable law and Board of Trustees Policies.

XIV. Records Retention

PA Virtual personnel shall establish a retention schedule for the regular archiving or deletion of data stored on PA Virtual Technology Resources that complies with PA Virtual's Student Record Retention 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, PA Virtual's attorney will issue a litigation hold directive to the CEO or designee. A hold directive will direct all PA Virtual 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 PA Virtual's attorney.

E-mail and computer accounts of separated employees that have been placed on a litigation hold will be maintained by PA Virtual 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.

XV. 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 PA Virtual's legal counsel.

XVI. Privileged Attorney-Client Communications

Confidential e-mails sent to or retained from counsel or an attorney representing PA Virtual shall include this warning header on each page: 'ATTORNEY CLIENT PRIVILEGED' and/or "ATTORNEY CLIENT PRIVILEGED: DO NOT FORWARD WITHOUT PERMISSION."

XVII. No Warranty/No Endorsement

PA Virtual 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 PA Virtual, with the exception of resources approved and adopted by the Board of Trustees. Nor does PA Virtual guarantee the accuracy of information received using PA Virtual's Technology Resources.

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

XVIII. 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 PA Virtual's Student Records Policy. Unauthorized disclosure, use, and/or dissemination of personal information regarding minors is prohibited.

XIX. Damages

Users shall be responsible for damage to School Property. All damage incurred due to a User's intentional or negligent misuse of PA Virtual's technology resources, including loss of property and staff time, may be charged to the User. PA Virtual administrators have the authority to sign any criminal complaint regarding damage to PA Virtual technology. Refer to PA Virtual's Improper, Negligent, or Willful Damage to School Property Policy.

XX. Reporting a Missing or Stolen Technology Resource

If a Student, Parent, and/or Staff believes that a school-issued Technology Resource is missing or stolen, they should follow the procedures outlined in the Student Handbook and Code of Conduct or Employee Handbook on how to properly report the missing or stolen property.

XXI. 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 PA Virtual has the right to copy or distribute the material. Failure to observe a copyright may result in disciplinary action by PA Virtual as well as legal action by the copyright owner. Any questions concerning these rights should be directed to the CEO or designee.

XXII. Violations of Acceptable Technology Usage Policies and Procedures

Use of Technology Resources and equipment in a disruptive, manifestly inappropriate or illegal manner impairs PA Virtual's 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 PA Virtual's Technology Resources. Any violation of PA Virtual 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 PA Virtual's Technology Resources and equipment.

Employees may be disciplined or terminated, and students suspended or expelled, for violating this Policy. Any attempted violation of PA Virtual's 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.

XXIII. Consequences for Inappropriate Use

Illegal use of PA Virtual 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 services. Any illegal usage of PA Virtual 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 PA Virtual 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.

XXIV. Cessation of Access

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

XXV. Education of Technology Resource Users

During orientation, staff and students will be educated about acceptable use and internet safety associated with PA Virtual's Technology Resources. All students must complete a designated Technology Resources and Internet training prior to unsupervised use of PA Virtual 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 school-issued Technology Resources to students.

XXVI. No Additional Rights

This policy is not intended for and does not grant users any contractual rights. Users of PA Virtual's Technology Resources must review this policy closely and sign and return to PA Virtual 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 Montgomery County, Pennsylvania.[3]

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

Legal	<p>Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g)</p> <p>Chapter 12 of Title 22 of the Pennsylvania Code</p> <p>18 Pa.C.S.A. § 5903</p> <p>18 U.S.C. § 2246(3)</p> <p>18 U.S.C. §2246(2)</p> <p>18 PA CSA §6312(d)</p> <p>18 U.S.C.A. §2256(8)</p> <p>P.L. 110-385</p> <p>2008 Broadband Improvement Act</p> <p>Neighborhood Children's Internet Protection Act (N-CIPA)</p> <p>47 U.S.C. 254 (h) and (l)</p> <p>Children's Internet Protection Act (CIPA)</p> <ol style="list-style-type: none"> 1. This Policy will be reviewed to ensure it is current. 2. Contracts with vendors must have this provision included for purposes of termination. 3. Revise attached Agreement to be signed by User and not just an Employee, as it could be a Parent, eligible student, or contractor also signing the User Agreement.
Cross References	<p>Improper, Negligent, or Willful Damage to School Property Policy</p> <p>Record Retention and Destruction Policy (this doesn't exist, yet)</p> <p>Wireless Reading Devices Policy</p> <p>Digital Camera Policy</p>

[Acknowledgement Form-Acceptable Use & Internet Safety.pdf \(64 KB\)](#)

Last Modified by Julie Pufko on May 22, 2023



Book	BOT Policies
Section	3000 Finance/Operations/Information Technology
Title	Improper, Negligent or Willful Damage to Computer, Printer, Monitor and/or Other School Property
Code	3202
Status	Active
Adopted	August 26, 2019
Last Revised	August 21, 2023
Last Reviewed	August 21, 2023
Prior Revised Dates	8/26/19

PURPOSE

It is the purpose of this policy to regulate the proper use of school property distributed to members of the Pennsylvania Virtual Charter school (PA Virtual) community.

POLICY

The Pennsylvania Virtual Charter School provides all employees and every student enrolled in the school with school property such as a computer, monitor and printer as well as other equipment and instructional materials. The school expects that every employee, student and parent/guardian will make every effort to properly maintain and care for the school property provided to them, and to return the school property in workable condition upon the end of their employment, or withdrawal or expulsion from the school, or whenever requested for return by the school.

In the event that school property is damaged, destroyed or otherwise unreturned due to improper use, care or maintenance, negligence or willful action by the person assigned the school property, that same person will be required to pay for the repair or replacement of the school property.

Students who willfully cause damage to any school property, including, but not limited to a school computer, printer and/or monitor shall be subject to disciplinary measures under the Student Handbook and Code of Conduct, up to and including expulsion.

Anyone who damages, destroys or defaces school property may be prosecuted and punished under law.

Parents and guardians of students shall be held accountable for student actions. School administration and/or the Board of Trustees (Board) may report to the appropriate authorities any employee, student or parent/guardian whose damage, theft of, or destruction of school property has been deemed to be serious or chronic in nature.

The CEO and/or their designee shall develop procedures to implement this policy which include rules for the safekeeping and accounting of property; preparation of a schedule of fines or repayment for lost or damaged property; and a report to the Board on the nature and incidence of vandalism. This report shall include the number and kind of incident, the cost of vandalism to the school, and such related facts and comments as the CEO may wish to make.

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

Cross References Student Handbook and Code of Conduct

Last Modified by Julie Pufko on September 20, 2023



Book	BOT Policies
Section	3000 Finance/Operations/Information Technology
Title	Remote Access & Monitoring of School-Issued Technology Policy
Code	3203
Status	Active
Adopted	August 26, 2019
Last Revised	February 27, 2023
Last Reviewed	February 27, 2023
Prior Revised Dates	8/26/19, 12/09/2019
Primary	IT Department

PURPOSE

Pennsylvania Virtual Charter School (PA Virtual) Board of Trustees (Board) recognizes the need to establish regulations for school-issued technology resources consistent with the educational mission of PA Virtual. This policy will be administered in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA) as amended.

POLICY

I. Definitions

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 the Moodle software (abbreviation for “Modular Object- Oriented Dynamic Learning Environment”).

Remote access of technology resources - means a situation in which a PA Virtual employee or agent, using client management software, accesses a technology resource in the student's possession. Software maintenance, which will download software and configuration changes automatically when a student connects to the PA Virtual network with the technology resource, does not constitute remote access of the technology resource. Remote access of technology resources does not include voluntary participation by the student or other user in Web conferences, chat rooms, or other Web-based activities not required as part of PA Virtual's academic program.

Software maintenance - means any software or configuration changes sent out to all technology resources, even if they affect only certain technology resources, that are necessary for the maintenance and security of PA Virtual's technology resources and that ensure that only authorized software is installed on the technology resources.

II. Repair and Maintenance of Technology Resources

Technology Resources are the property of PA Virtual. Students are responsible for the appropriate use of Technology Resources whether in a PA Virtual facility or if used in the student's home or elsewhere in accordance with PA Virtual policies. If Technology Resources are in need of repair, service or other maintenance, students are to report to PA Virtual Technology Helpline. Students should not attempt to repair or service any Technology Resources. Vandalism to any Technology Resource or any of their accessories is strictly prohibited and will be considered a violation of PA Virtual policies.

III. Remote Access

Remote access shall be limited to the following:

A. Technical Problems: In some instances it may be necessary for PA Virtual to access the technology resource remotely to resolve the technical problem of a specific student. If this is needed, the parent (or student if age 18 or older) will be asked for permission. If the parent and/or student does not wish to have the technical problem resolved remotely, remote access may be declined and a request for a replacement of the student technology resource should be made by calling the PA Virtual Technology Helpline.

B. Software Upgrades and Maintenance: Parent (or student if age 18 or older) permission is not required prior to remote software maintenance and upgrades performed by the PA Virtual Technology Department. Software maintenance may involve the correction of altered code or programming, and in some cases it may involve removing files from the technology resource if the files are deemed to be a threat to the operation or security of the network or are stored in unauthorized software.

C. A Technology Resource Reported Missing or Stolen: If the Student or Parent believes a Technology Resource is missing or stolen, this should be immediately reported to the PA Virtual Technology Helpline. In the case of a stolen laptop, the student and/or Parent must complete a police report in the precinct where the hardware was stolen from. In addition, a written report of the

incident must be filled out by the Student and/or Parent and filed with PA Virtual promptly. Once the written report is filed, PA Virtual may initiate the following procedures for reporting Technology Resources missing or stolen which provide as follows:

1. Activate Internet Protocol tracking will be used for the sole purpose of retrieving the equipment or resource.
2. At no time will the Technology Resource's camera, if applicable, be remotely activated nor will screen shots, audio, video or on- screen text be, tracked or remotely monitored by the PA Virtual staff except:
 - a. In the event of an emergency or exigent circumstance; or
 - b. By an authorized employee or agent of PA Virtual after providing the specific reason(s) for remote activation and/or monitoring of the Technology Resource, along with the date, time and anticipated duration of such activation and/or monitoring; and
 - c. Consent for such remote activation and/or monitoring is provided by the student (if age 18 or older) or Parent in advance.

NOTE: The Board of Trustees may from time to time approve other tracking technologies; however, no tracking technology will be used unless information on its function and capabilities have first been provided to Parent and Student.

IV. Remote Access of Student Information and Files

Only authorized PA Virtual users shall have access to student information. Various levels of access are permitted depending on the reason for review and level of authority of an authorized user. Anyone given remote access shall comply with PA Virtual's Student Records Policy.

At no time will any PA Virtual employee, other than as stated above, review a student's files stored on the Technology Resource, except as follows:

- After a Technology Resource has been returned, disenrollment or for a replacement because of a defective Technology Resource.
- If PA Virtual has a reasonable suspicion that a Student is violating applicable state or federal laws, Student Handbook and Code of Conduct and/or rules or policies, authorized PA Virtual administrators may remotely access and/or take custody of the Technology Resource and review student files. "Reasonable suspicion" means reasonable grounds exist that the search will uncover evidence that the student has violated state or federal law, the Student Handbook and Code of Conduct, or PA Virtual rules or policies. The scope of the search must be reasonably related to the violation that justified initiating the search.
- Where a Technology Resource is reported missing or suspected stolen, pursuant to a written and signed consent form that clearly sets forth the ability of PA Virtual to access or review student files.
- Teachers and other PA Virtual personnel may provide assistance to students in locating Student files in the presence of and at the request of the Student or Parent.

V. Reasonable Cooperation by Parents/Guardians and Students

Where a Technology Resource is reported missing or suspected stolen, pursuant to an express written consent from Parent/Guardians or Student (if age 18 or older), an authorized employee or agent of PA Virtual may remotely access or monitor the Technology Resource and/or review student files. Parent or Student (if age 18 or older) shall be informed in writing that the failure to sign such a written consent or to otherwise cooperate with PA Virtual or an investigating law enforcement agency in connection with the retrieval of the Technology Resource may subject the Parent and/or Student to the cost of the full replacement value of the Technology Resource.

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

Legal [Family Educational Rights and Privacy Act of 1974 \(FERPA\)](#).

Cross References [Student Educational Records Policy #2901](#)

Last Modified by Kiel Parker on March 17, 2023



Book	BOT Policies
Section	3000 Finance/Operations/Information Technology
Title	Digital Camera Policy
Code	3204
Status	Active
Adopted	August 26, 2019
Last Revised	February 27, 2023
Last Reviewed	February 27, 2023
Prior Revised Dates	8/26/19, 12/09/2019
Primary	IT Department

PURPOSE

The Board of Trustees (Board) of Pennsylvania Virtual Charter School (PA Virtual) recognizes the importance of appropriate regulation of student and staff usage of digital cameras and its stored content. It is the purpose of this policy to establish those regulations. This policy will be administered in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA) as amended.

POLICY

The Board of Trustees of Pennsylvania Virtual Charter School has approved student and staff usage of digital cameras and directs that students and staff abide by the following policy regarding their use.

Digital still and video cameras allow instant capture of images that can be distributed via the Internet, intranet, e-mail, and in print form. It is expected that an individual's privacy be respected at all times. Images of members of the PA Virtual community shall not be distributed in any medium or digitally manipulated without the express permission of the subject. Authorized use of images is limited to activities that support the educational goals of PA Virtual.

All digital cameras and their parts, photographs, stored content, and applications made available to students and staff are considered the property of PA Virtual. All staff and students entrusted with digital cameras and their parts and applications must adhere to administrative procedures regarding the use,

maintenance, storage, and return of digital cameras and their content, parts, and applications. No material shall be purchased, used, stored, retrieved, downloaded, and/or maintained on or for digital cameras and no attempt shall be made to do so without the prior express consent of the Chief Executive Officer (“CEO”) or his/her designee.

All digital cameras and their content, parts, photographs, and applications shall be maintained and used in accordance with manufacturer recommended specifications, administrative procedures, and any applicable federal and state laws and regulations.

The Board of Trustees charges each student and staff member entrusted with or in possession of a digital camera for any period of time with responsibility for the proper care, maintenance, and use of the camera and any and all related applications, content, and parts thereof.

Digital cameras shall not be used for purposes other than school-related assignments or activities. Digital cameras may not be lent to any other person for any reason. Students and staff may not invade another person’s privacy by taking unwanted or inappropriate photographs. In addition, photographs taken with the PA Virtual camera may not be published without written approval from the subject and the teacher for whose class assignment the camera was being used.

In the case of BYOD (Bring Your Own Device), as it applies to cameras, cell phones, video equipment, etc., PA Virtual staff or designees reserve the right to film, video, photograph, or record PA Virtual programs for utilization in PA Virtual publicity initiatives. Any individual who objects to the filming, videoing, photographing, or recording of themselves or any minor child(ren) in their legal charge shall notify PA Virtual staff in writing sufficiently ahead of time to allow for arrangements to be made to avoid such, if practicable.

The taking or sharing of obscene, pornographic, lewd, illegal, or otherwise inappropriate images or photographs will not be tolerated. Any violation of this provision will be immediately referred to law enforcement. The CEO and/or the Board of Trustees may report to the appropriate authorities any student whose damage or reckless or inappropriate use of a digital camera or its content or related applications or parts has violated applicable state and/or federal laws and/or regulations.

PA Virtual shall not be responsible for any unauthorized usage or attempted unauthorized usage of the digital camera and/or its content, pictures, applications, and/or parts. Students and staff are responsible for any and all loss or damage in connection with the digital camera and its content applications and/or parts. Students and staff may be required to reimburse PA Virtual for any associated damages, fines or losses. PA Virtual is not responsible for any claims, demands, damages, or awards sought against students or staff in connection with their use or attempted use of digital cameras and/or their applications, content or parts.

Staff and student users of digital cameras are responsible for performing their own data backups. PA Virtual is not responsible for any files left on any digital camera or for loss of, or damage to, a user’s files during the time the digital camera is in possession of the students and/or staff.

All digital cameras are covered under the digital camera manufacturer’s limited warranty. Damage not covered by the manufacturer’s warranty or by PA Virtual includes;

1. Accidents
2. Unreasonable use, abuse, neglect and alterations;
3. Improper service, improper installation and improper connections with peripherals;
4. Any service or repair provided outside the scope of the limited warrant; and
5. Damage to or loss of any programs, data, or removable storage media, whether it occurs during warranty repair or other repair service.

Any attempts to dismantle or repair the digital camera oneself will invalidate the manufacturer's warranty and may result in fines.

Students and staff shall comply with all acceptable use and administrative policies and procedures as well as adhere to state and federal copyright laws and regulations regarding the use and possession of digital cameras and their applications and parts as well as any content or pictures stored, shared or attempted to be stored, shared on the cameras.

Digital cameras shall be used for school purposes only as expressly authorized by the CEO and in the manner and scope as directed by the CEO. Failure to adhere to reasonable administrative procedures, directions and guidelines regarding digital cameras may result in any or a combination of the following consequences: PA Virtual's confiscation of the digital camera; reports to appropriate authorities; consequences under PA Virtual's Student Code of Conduct (up to and including suspension and/or referral to the Board of Trustees for expulsion depending upon the severity of the incident); consequences under PA Virtual's employee manual (up to and including warnings, suspension and/or termination of employment depending upon the severity of the incident); and/or the imposition of fines and/or damages as may be deemed appropriate by the CEO and/or Board of Trustees and allowed by applicable federal and state laws and regulations.

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

Legal [Family Educational Rights and Privacy Act of 1974 \(FERPA\)](#)

Cross References [Improper, Negligent or Willful Damage to Computer, Printer, Monitor and/or other School Property #3202](#)
[Acceptable Use and Internet Safety Policy #3201](#)

Last Modified by Kiel Parker on March 17, 2023



Book	BOT Policies
Section	3000 Finance/Operations/Information Technology
Title	Administrative Record Management, Retention and Destruction Policy
Code	3301
Status	Active
Adopted	October 17, 2020
Last Revised	October 17, 2020
Last Reviewed	October 17, 2020
Primary	Finance Department

3301 - ADMINISTRATIVE RECORD MANAGEMENT, RETENTION AND DESTRUCTION POLICY

PURPOSE

This Policy pertains to all records and documents, regardless of physical form or characteristics, which have been created or received by Pennsylvania Virtual Charter School (“Charter School”) in connection with the transaction of school business. For purposes of this policy, “records” are defined as recorded information that is generated internally or received from external sources that is utilized in the transaction of school business, related to the school’s legal obligations, documenting a transaction or verifying a receipt. Recorded information can be comprised of various characteristics and can be found on different media including, but not limited to: paper, audio or video recordings, electronic messages, computer hard drives, tapes and discs microfilm and microfiche.

This policy pertains to records which are specifically defined herein. This policy does not pertain to student records.

POLICY

1. Definitions
- 2.

Electronic Mail (E-mail) System - a system that enables users to compose, transmit, receive and manage text and/or graphic electronic messages and images across local area networks and through gateways connecting other networks. This information consists primarily of messages but may include attachments such as calendars, directories, distribution lists, word processing documents, spreadsheets, and other electronic documents.

Litigation Hold - a communication ordering that all records and data relating to an issue being addressed by current or potential litigation or investigation be preserved for possible production during the litigation or investigation.

Records - regardless of physical form or characteristics, information that documents a transaction or activity of the Charter School and that is created, received, or retained pursuant to law or in connection with a transaction, business, or activity of the Charter School. The term includes a document, paper, letter, map, book, tape, photograph, film or sound recording, information stored or maintained electronically and a data-processed or image-processed document.

Records Management Plan - the system implemented by the Charter School for the retention, retrieval, and disposition of all records generated by Charter School operations.

Records Retention Schedule - a comprehensive listing stating retention periods and proper disposition of records.

3. Delegation of Authority

4.

5. Records Coordinator - In order to maintain a Records Management Plan that complies with federal and state laws and regulations and Board policy, the CEO, or designee shall be responsible for implementing this policy and for ensuring compliance with it. Any questions regarding document retention and/or destruction shall be directed to the person designated.

6.

The Records Coordinator shall be responsible to:

7. Ensure that training appropriate to the user's position and level of responsibility is provided. Such training may include:

8. a. Operation, care and handling of the equipment and software.

b. Requirements of the Records Retention Schedule.

c. Protocols for preserving and categorizing Charter School records.

d. Procedures and responsibilities of Charter School staff in the event of a litigation hold.

e. Identification of what is and what is not a record.

f. Disposal of records.

9. Review the Records Management Plan periodically to ensure that record descriptions and retention periods are updated as necessary.

10.

11. Identify, when the retention period expires, the specific records to be disposed of and ensure that all identified records are properly disposed of annually.

12.

III. Guidelines

13. Records Management Plan

14.

The Charter School's Records Management Plan shall be the principal means for the retention, retrieval, and disposition of manual and electronic records, including e-mails. The Plan shall not rely primarily on backup systems to manage the retention and disposition of records.

When possible, records and data shall be stored in their original form, including metadata, such as creation date, author, type of file, etc. For any record not covered by the Records Retention Schedule, the Records Management Committee shall determine how long the record shall be kept and recommend any necessary revisions to the retention schedule.

The Charter School shall maintain and dispose of records in a manner that protects any sensitive, proprietary, or confidential information or individual privacy rights, and helps conserve natural resources.

15. Property of the Charter School

16.

All records are the property of the Charter School and no employee or contractor has any personal or property right to such records regardless of his or her position or the fact that he or she may have developed or compiled them.

17. Document Retention Schedule

18.

Trustees, employees, independent contractors, volunteers and members of the public should refer to the Document Retention Schedule attached to this policy for information concerning the period for specific types of records. Records shall not be destroyed before the required retention period has expired.

Additionally, records shall not be retained for longer than the required retention period without first contacting the person designated by the school to implement and ensure compliance with this policy.

19. Litigation Hold
- 20.

Upon any indication of an official investigation of the school or litigation involving the school, document destruction shall be suspended immediately. Destruction shall be reinstated upon the conclusion of the investigation or litigation. Employees are prohibited from discarding documents that would normally be retained for a longer period of time because they believe that the records might be harmful to any employee or the school. The unauthorized destruction, removal, use, falsification or inappropriate alteration of any record is prohibited.

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.

Charter School Records Retention Schedule

All documents will be eligible for destruction January 1st of the year after. For example, if ten years for a document runs from July 1, 2020 until June 30, 2030, the document will be destroyed after January 1, 2031.

Record Description	Record Format ("E & P" - Electronic & Physically kept)	Record Classification	Retention Period (in years)
Accident reports (after settlement)	E & P	May Contain Exempt Information	6
Accounts payable and receivable ledgers and schedules	E & P	Public	6
All correspondence	E & P	May Contain Exempt Information	3
Annual Budget, Reports, Financial and Audit reports	E & P	Public	Permanent Records (never destroyed)
Articles of Incorporation	E & P	Public	Permanent Records (never destroyed)
Audit reports of accountants	E & P	Public	7
Authorization for change or deduction in payroll	E & P	May Contain Exempt Information	3
Bank statements and reconciliation	E & P	Public	6
Record Description	Record Format ("E & P" - Electronic & Physically kept)	Record Classification	Retention Period (in years)
Board and Committee minutes	E & P	Public	Permanent Records (never destroyed)

Record Description	Record Format ("E & P" - Electronic & Physically kept)	Record Classification	Retention Period (in years)
Board and Committee Policies	E & P	Public	Permanent Records (never destroyed)
Bylaws	E & P	Public	Permanent Records (never destroyed)
Certified financial statements	E & P	Public	Permanent Records (never destroyed)
Check register	E & P	Public	7
Checks used for important payments (e.g., taxes, property, etc.)	E & P	Public	Permanent Records (never destroyed)
Contracts and agreements –	E & P	Public	6 after contract termination
Contracts and leases (expired)	E & P	Public	6 after termination
Curriculum Records (not including textbooks)	E & P	Public	3 after last activity
Deeds and titles	E & P	Public	Permanent Records (never destroyed)
Deposit Slips	E & P	Public	6
Depreciation schedules	E & P	Public	7
Donor contributions	E & P	May Contain Exempt Information	7
Employee contracts	E & P	Public	7 after employment termination
Employee evaluations, job descriptions and insurance records	E & P	May Contain Exempt Information	Permanent Records (never destroyed)
Employee wage and tax statements (W2)	E & P	May Contain Exempt Information	6 after employment termination
Employee withholding statements	E & P	May Contain Exempt Information	7 after employment termination
Employment applications and related documents for individuals hired	E & P	Public	7 after employment termination
Employment applications for individuals not hired	E & P	Public	3
Employment tax records	E & P	May Contain Exempt Information	7
Ethics Statements of Financial Interest	E & P	May Contain Exempt Information	7

Record Description	Record Format ("E & P" - Electronic & Physically kept)	Record Classification	Retention Period (in years)
End-of-year financial statement	E & P	Public	7
Federal Programs Records (Title I, Title II, Title III, and IDEA)	E & P	May Contain Exempt Information	7
Fixed assets records	E & P	Public	Permanent Records (never destroyed)
Free & Reduced Lunch Program Records	E & P	Public	5
General ledger	E & P	Public	Permanent Records (never destroyed)
Insurance matters: policies, accident reports, fire inspection reports, claims	E & P	May Contain Exempt Information	6 after settlement
Insurance policies/contracts	E & P	May Contain Exempt Information	6 after expiration
Invoices (after payment)	E & P	Public	6
IRS examinations, rulings and comments	E & P	Public	Permanent Records (never destroyed)

Record Description	Record Format ("E & P" - Electronic & Physically kept)	Record Classification	Retention Period (in years)
IRS exemption application and determination letter	E & P	Public	Permanent Records (never destroyed)
Journals	E & P	May Contain Exempt Information	7
Labor agreements or contracts	E & P	Public	Permanent Records (never destroyed)
Leases – Real Estate	E & P	Public	Permanent
Monthly financial reports and statements	E & P	Public	7
Payroll journal sheets	E & P	May Contain Exempt Information	7
Payroll tax report	E & P	May Contain Exempt Information	6
Employee payroll tax reports	E & P	May Contain Exempt Information	7 after employment termination
Pension plan documents	E & P	May Contain Exempt Information	Permanent Records (never destroyed)

Record Description	Record Format ("E & P" - Electronic & Physically kept)	Record Classification	Retention Period (in years)
Petty cash records	E & P	Public	7
Public Record Requests	E & P	Public	1
Receivable ledger	E & P	Public	7
Records of lawsuits and other claims	E & P	May Contain Exempt Information	Permanent Records (never destroyed)
Sales invoices	E & P	Public	7
Services contracts (after termination)	E & P	Public	3
State tax exemptions	E & P	Public	Permanent Records (never destroyed)
Tax and information returns and supporting documents (State and Federal)	E & P	Public	Permanent Records (never destroyed)
Time cards	E & P	May Contain Exempt Information	7
Trial balances – general ledger	E & P	Public	Permanent Records (never destroyed)
Worker's compensation claims – from date of employee termination	E & P	May Contain Exempt Information	10 (from date of employee termination)
Working papers: accounting and financial reports	E & P	Public	7

Last Modified by Kiel Parker on January 14, 2023



2024 -2029 Charter Renewal Application

PA Virtual Board Policies

CEO's Office/Board of Trustees

4000 Human Resources/Marketing/Enrollment

Table of Contents

Section 4000:

Human Resources/Marketing/Enrollment

Policy Number	Name of Policy	Purpose
4102	Employee Responsibility for Student Welfare	Promoting and protecting the positive well-being of students is of primary concern to the Board of Trustees (Board) of the Pennsylvania Virtual Charter School (PA Virtual).
4103	Volunteer Clearance Policy	The purpose of this policy is to ensure the safety of students, families, and staff of PA Virtual Charter School (PA Virtual) by ensuring that community stakeholders who provide voluntary services including members of The Board of Trustees to the school have completed all necessary and appropriate background checks and clearances.
4104	Mandated Reporter	The primary purpose of this policy is to ensure strict compliance with "mandated reporter" requirements so that student safety and well-being are promoted. Furthermore, strict compliance with this policy and applicable laws protects individuals subject to mandated reporting requirements, as well as PA Virtual, from legal and/or civil repercussions for non-compliance
4105	Solicitation Policy	Solicitation, distribution of literature/printed materials, and the sale of merchandise by an employee for any purpose is prohibited
4107	Staff & Hiring Policy	The purpose of this document is to establish consistent procedures for the recruitment and selection of qualified candidates for positions at Pennsylvania Virtual Charter School ("PA Virtual").
4110	Student Teachers/Interns Policy	Educators and educational institutions have a professional responsibility to provide opportunities for internships, field experiences, observations, practicums, and student teaching experiences to those wishing to enter the education field. The purpose of this policy is to provide guidelines for this to happen effectively at Pennsylvania Virtual Charter School (PA Virtual).
4111	Employee Relocation Policy	The Board of Trustees (Board) of Pennsylvania Virtual Charter School (PA Virtual) understands that employees may need to establish new residency during the course of employment with the desire to remain employed in their current position. The purpose of this policy is to ensure consistency with employee relocation requests in an effort to retain highly trained staff without interruption in services.
4201	Social Media and Networking Guidelines Policy	The Board of Trustees (Board) of the Pennsylvania Virtual Charter School (PA Virtual) is committed to ensuring the safety and security of its members by establishing rules and guidelines for the use of social media by students, their families, volunteers, and employees

4301	Enrollment Policy	The Board of Trustees (Board) of Pennsylvania Virtual Charter School (PA Virtual) recognizes that its enrollment policy must reflect current requirements of the Pennsylvania Public School Code and 22 Pa. Code, Chapter 11
4302	Dual Enrollment Agreements with Institutions of Higher Education Policy	The Board of Trustees (Board) recognizes the importance of providing students with the opportunity to succeed in both secondary and post-secondary educational pursuits. Accordingly, it shall be the Policy of Pennsylvania Virtual Charter School (PA Virtual) pursuant to 24 P.S. §15-1525, that PA Virtual enter into a Dual Enrollment Agreement (Agreement) with an Institution of Higher Education approved to operate in the Commonwealth of Pennsylvania in order to allow students to attend the Institution of Higher Education while the students are enrolled in PA Virtual.



Book	BOT Policies
Section	4000 Human Resources/Marketing/Enrollment
Title	Employee Responsibility for Student Welfare Policy
Code	4102
Status	Active
Adopted	August 26, 2019
Last Revised	December 4, 2023
Last Reviewed	March 28, 2020
Prior Revised Dates	3/28/20

PURPOSE

Promoting and protecting the positive well-being of students is of primary concern to the Board of Trustees (Board) of the Pennsylvania Virtual Charter School (PA Virtual). Therefore, each employee of the School has the moral obligation and the legal responsibility to create a positive learning environment that facilitates teamwork and collaboration, while supporting the individual needs and learning styles of all students.

POLICY

Based on assigned duties and responsibilities, each employee must model positive action, reflecting concern for the physical, emotional, social and moral protection of all students, as defined by the vision and mission of the school and in accordance with the goal of creating a sanctuary for learning.

Employees are responsible for the safety of students assigned to their charge. As such, a teacher, administrator, designated volunteer, or other authorized individual must be present at all times when a student is on school property, is at or is being transported by school-sponsored transportation to or from a school-related event, and/or is using only that equipment/hardware/ software which has been approved by the Administration and /or Board of Trustees of the Pennsylvania Virtual Charter School while in the presence of school employees.

Employees are responsible for immediately reporting to the School's Administration the existence of unsafe equipment and/or conditions.

No student shall be transported in an employee's personal vehicle.

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 SCHOOL'S

CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.

Last Modified by Julie Pufko on December 11, 2023



Book	BOT Policies
Section	4000 Human Resources/Marketing/Enrollment
Title	Volunteer Clearance Policy
Code	4103
Status	Active
Adopted	August 26, 2019
Last Revised	October 23, 2021
Last Reviewed	June 22, 2020

PURPOSE

The purpose of this policy is to ensure the safety of students, families, and staff of PA Virtual Charter School (PA Virtual) by ensuring that community stakeholders who provide voluntary services including members of The Board of Trustees to the school have completed all necessary and appropriate background checks and clearances.

POLICY

Volunteers at PA Virtual including Board of Trustees will be subject to child abuse history, state criminal history, and federal criminal history clearances as required by the Pennsylvania's Child Protective Services Law and the Public School Code.

Any person who volunteers on behalf of the school and who is responsible for the child's welfare or who has "direct volunteer contact" with children at PA Virtual — meaning the care, supervision, guidance, or control of children and routine interaction with children, must provide the following clearances:

- Department of Human Services Child Abuse History Clearance
- Pennsylvania State Police Request for Criminal Records Check
- Federal Bureau of Investigation Fingerprint Federal Criminal History Check
 - A fingerprint based federal criminal history (Federal Bureau of Investigation) submitted through the Pennsylvania State Police or its authorized agent is NOT required as long as:
 - The position the volunteer is applying for is an unpaid position; AND
 - The volunteer has been a resident of the Commonwealth of Pennsylvania for the entirety of the previous 10 years.
 - Volunteers who are not required to obtain the FBI certification because they are applying for an unpaid position and have been a continuous resident of Pennsylvania for the past 10 years must swear or affirm in writing that they are not disqualified from service based upon a conviction of an offense under 23 Pa.C.S. §6344.
 - If a volunteer has not been a resident of Pennsylvania for the previous 10 years but obtained their FBI certification at any time since establishing residency, they must provide a copy of the certification to PA Virtual and they are not required to obtain any additional FBI

certifications. If a volunteer has not been a resident of Pennsylvania for the previous 10 years, and has not obtained their FBI certification, they must obtain that certification. In compliance with the Child Protective Services Law and the Public School Code, background checks must be renewed every 60 months and can be used by potential applicants for up to 5 years (i.e., 60 months).

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

Legal

[24 P.S. §1-111](#)

Act 15 of 2015

Cross References

FBI Waiver Form

[FBI Waiver form.pdf \(83 KB\)](#)

Last Modified by Julie Pufko on August 9, 2022



Book	BOT Policies
Section	4000 Human Resources/Marketing/Enrollment
Title	Mandated Reporter Policy
Code	4104
Status	Active
Adopted	August 26, 2019
Last Revised	August 21, 2023
Last Reviewed	August 21, 2023
Prior Revised Dates	08/26/2019, 06/22/2020

PURPOSE

The primary purpose of this policy is to ensure strict compliance with "mandated reporter" requirements so that student safety and well-being is promoted. Furthermore, strict compliance with this policy and applicable laws protects individuals subject to mandated reporting requirements, as well as PA Virtual, from legal and/or civil repercussions for non-compliance.

POLICY

The Pennsylvania Virtual Charter School (PA Virtual) 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.

I. Definitions

The following words and phrases, when used in this policy, shall have the meaning given to them in this section:

Bodily injury – impairment of physical condition or substantial pain.

Child – an individual under 18 years of age.

Child abuse - intentionally, knowingly or recklessly doing any of the following:

1. Causing bodily injury to a child through any recent act or failure to act.
2. Fabricating, feigning or intentionally exaggerating or inducing a medical symptom or disease which results in a potentially harmful medical evaluation or treatment to the child through any recent act.

3. Causing or substantially contributing to serious mental injury to a child through any act or failure to act or a series of such acts or failures to act.
4. Causing sexual abuse or exploitation of a child through any act or failure to act.
5. Creating a reasonable likelihood of bodily injury to a child through any recent act or failure to act.

6. Creating a likelihood of sexual abuse or exploitation of a child through any recent act or failure to act.
7. Causing serious physical neglect of a child.
8. Engaging in any of the following recent acts:
 - a. Kicking, biting, throwing, burning, stabbing or cutting a child in a manner that endangers the child.
 - b. Unreasonably restraining or confining a child, based on consideration of the method, location or the duration of the restraint or confinement.
 - c. Forcefully shaking a child under one year of age.
 - d. Forcefully slapping or otherwise striking a child under one year of age.
 - e. Interfering with the breathing of a child.
 - f. Causing a child to be present at a location while a violation of 18 Pa. C.S. §7508.2 (relating to operation of methamphetamine laboratory) is occurring, provided that the violation is being investigated by law enforcement.
 - g. Leaving a child unsupervised with an individual, other than the child's parent, who the actor knows or reasonably should have known: Is required to register as a Tier II or Tier III sexual offender under 42 Pa C.S. Ch. 97 Subch. H (relating to registration of sexual offenders), where the victim of the sexual offense was under 18 years of age when the crime was committed; has been determined to be a sexually violent predator under 42 Pa. C.S. § 9799.24 (relating to assessments) or any of its predecessors; or has been determined to be a sexually violent delinquent child as defined in 42 Pa. C.S. § 9799.12 (relating to definitions).
9. Causing the death of the child through any act or failure to act.
10. Engaging a child in a severe form of trafficking in persons or sex trafficking, as those terms are defined under Section 103 of the Trafficking Victims Protection Act of 2000.

The term **child abuse** does not include:

1. conduct that causes injury or harm to a child or creates a risk of injury or harm to a child if there is no evidence that the person acted intentionally, knowingly or recklessly when causing the injury or harm to the child or creating a risk of injury or harm to the child;
2. injuries that result solely from environmental factors, such as inadequate housing, furnishings, income, clothing and medical care, that are beyond the control of the parent or person responsible for the child's welfare with whom the child resides;
3. the use of reasonable force on or against a child by the child's own parent or person responsible for the child's welfare if any of the following conditions apply:
 - a. The use of reasonable force constitutes incidental, minor or reasonable physical contact in order to maintain order and control;
 - b. The use of reasonable force is necessary:

- i. to quell a disturbance or remove a child from the scene of a disturbance that threatens property damage or injury to persons;
- ii. to prevent the child from self-inflicted physical harm;
- iii. for self-defense or defense of another; or
- iv. is necessary to gain possession of weapons, controlled substances or other dangerous objects that are on the person of the child or in the child's control. Harm or injury to a child that results from the act of another child shall not constitute child abuse unless the child who caused the harm or injury is a perpetrator. Notwithstanding this exclusion, the following shall apply:
 - a. Acts constituting any of the following crimes against a child shall be subject to the reporting requirements of this policy:
 - Rape as defined in 18 Pa.C.S. § 3121;
 - Involuntary deviate sexual intercourse as defined in 18 Pa.C.S. § 3123;
 - Sexual assault as defined in 18 Pa.C.S. § 3124.1;
 - Aggravated indecent assault as defined in 18 Pa.C.S. § 3125;
 - Indecent assault, as defined in 18 Pa.C.S. § 3126;
 - Indecent exposure, as defined in 18 Pa.C.S. § 3127.
 - b. No child shall be deemed to be a perpetrator of child abuse based solely on physical or mental injuries caused to another child in the course of a dispute, fight or scuffle entered into by mutual consent.

An individual participating in a practice or competition in an interscholastic sport, physical education, a recreational activity or an extracurricular activity that involves physical contact with a child does not, in itself, constitute contact that is subject to the reporting requirements of this policy.

Direct contact with children - the care, supervision, guidance or control of children or routine interaction with children.

Independent contractor - an individual who provides a program, activity or service that is responsible for the care, supervision, guidance, or control of children. The term does not include an individual who has no direct contact with children.

Perpetrator - a person who has committed child abuse and is: (1) a parent/guardian of the child, (2) a spouse or former spouse of the child's parent/guardian, (3) a paramour or former paramour of the child's parent/guardian, (4) a person 14 years of age or older and responsible for the child's welfare, (5) an individual 14 years of age or older who resides in the same home as the child, or (6) an individual 18 years of age or older who does not reside in the same home as the child but is related within the third degree of consanguinity or affinity by birth or adoption to the child, (7) an individual 18 years or older who engages a child in severe forms of trafficking in persons or sex trafficking, as those terms are defined under Section 103 of the Trafficking Victims Protection Act of 2000.

Only the following may be considered a perpetrator for failing to act: 1) A parent of the child, 2) A spouse or former spouse of the child's parent, 3) A paramour or former paramour of the child's parent, 4) A person 18 years of age or older and responsible for the child's welfare, 5) A person 18 years of age or older who resides in the same home as the child.

Person responsible for the child's welfare - a person who provides permanent or temporary care, supervision, mental health diagnosis or treatment, training or control of a child in lieu of parental care, supervision and control. The term includes any such person who has direct or regular contact with a child through any program, activity or service sponsored by a school, for-profit organization or religious or other not-for-profit organization

Program, activity or service - a public or private educational, athletic or other pursuit in which children participate. The term includes, but is not limited to, the following:

1. A youth camp or program.
2. A recreational camp or program.
3. A sports or athletic program.
4. A community or social outreach program
5. An enrichment or educational program.
6. A troop, club or similar organization.

Recent act or failure to act - any act or failure to act committed within two years of the date of the report to the Department of Public Welfare (also known as the Department of Human Services) or county agency.

Recklessly – this term shall have the same meaning as provided in 18 Pa.C.S. § 302 (relating to general requirements of culpability)

School employee - an individual who is employed by a school or who provides a program, activity or service sponsored by a school. The term excludes an individual who has no direct contact with children.

Serious bodily injury - Bodily injury which creates a substantial risk of death or which causes serious permanent disfigurement or protracted loss or impairment of function of any bodily member or organ.

Serious Mental Injury - A psychological condition, as diagnosed by a physician or licensed psychologist, including the refusal of appropriate treatment, that:

1. Renders a child chronically and severely anxious, agitated, depressed, socially withdrawn, psychotic or in reasonable fear that the child's life or safety is threatened; or
2. Seriously interferes with a child's ability to accomplish age-appropriate developmental and social tasks.

Serious physical neglect - any of the following when committed by a perpetrator that endangers a child's life or health, threatens a child's well-being, causes bodily injury or impairs a child's health, development or functioning:

1. A repeated, prolonged or egregious failure to supervise a child in a manner that is appropriate considering the child's developmental age and abilities.
2. The failure to provide a child with adequate essentials of life, including food, shelter or medical care.

Sexual Abuse or Exploitation – any of the following:

1. The employment, use, persuasion, inducement, enticement or coercion of a child to engage in or assist another individual to engage in sexually explicit conduct, which includes, but is not limited to, the following:
 - a. Looking at the sexual or other intimate parts of a child or another individual for the purpose of arousing or gratifying sexual desire in any individual.
 - b. Participating in sexually explicit conversation either in person, by telephone, by computer or by a computer-aided device for the purpose of sexual stimulation or gratification of any individual.
 - c. Actual or simulated sexual activity or nudity for the purpose of sexual stimulation or gratification of any individual.
 - d. Actual or simulated sexual activity for the purpose of producing visual depiction, including photographing, videotaping, computer depicting or filming.
2. Any of the following offenses committed against a child: rape; statutory sexual assault; involuntary deviate sexual intercourse; sexual assault; institutional sexual assault; aggravated indecent assault; indecent assault; indecent exposure; incest; prostitution; sexual abuse; unlawful contact with a minor; or sexual exploitation.

Sexual abuse or exploitation does not include consensual activities between a child who is 14 years of age or older and another person who is fourteen 14 years of age or older and whose age is within 4 years of the child's age.

Student - An individual enrolled in a public or private school (including PA Virtual), intermediate unit or area vocational-technical school, who is under eighteen (18) years of age.

II. Guidelines

A. Training

PA Virtual, shall provide their employees and independent contractors of the PA Virtual, who have direct contact with children with mandatory training on the child abuse recognition and reporting. The training shall include, but not be limited to, the following topics:

1. Recognition of the signs of abuse and sexual misconduct and reporting requirements for suspected abuse and sexual misconduct per the PA Child Protective Services Law.
2. Provisions of the Educator Discipline Act, including mandatory reporting requirements for suspected abuse and sexual misconduct.
3. PA Virtual's Mandated Reporter policy.
4. Maintenance of professional and appropriate relationships with students.

Employees are required to complete a minimum of three hours of training every five years. Volunteers and student teachers should be provided with an opportunity to participate in training.

B. Duty to Report

Trustees, school employees, independent contractors and volunteers shall make a report of suspected child abuse if they have reasonable cause to suspect that a child is the victim of child abuse under any of the following circumstances:

1. The trustee, school employee, independent contractor or volunteer comes into contact with the child in the course of employment, occupation and the practice of a profession or through a regularly scheduled program, activity, or service.
2. The trustee, school employee, independent contractor or volunteer is directly responsible for the care, supervision, guidance or training of the child.
3. A person makes a specific disclosure to a trustee, school employee, independent contractor or volunteer that an identifiable child is the victim of child abuse.
4. An individual 14 years of age or older makes a specific disclosure to a trustee, school employee, independent contractor or volunteer that the individual has committed child abuse.

A child is not required to come before the trustee, school employee, independent contractor or volunteer in order for that individual to make a report of suspected child abuse.

A report of suspected child abuse does not require the identification of the person responsible for the child abuse.

Any person required to report child abuse who willfully fails to do so may be subject to disciplinary action and criminal prosecution.

Any person who intentionally or knowingly makes a false report of child abuse or intentionally or knowingly induces a child to make a false claim of child abuse may be subject to disciplinary action and criminal prosecution.

Any person who engages in intimidation, retaliation, or obstruction in the making of a child abuse report or the conducting of an investigation into suspected child abuse may be subject to disciplinary action and criminal prosecution.

PA Virtual shall not discriminate or retaliate against any person for making, in good faith, a report of suspected child abuse.

C. Reporting Procedures

Trustees, school employees, independent contractors or volunteers who suspect child abuse shall immediately make a written report of suspected child abuse using electronic [technologies \(www.compass.state.pa.us/cwis](https://www.compass.state.pa.us/cwis) at the time of the adoption of this policy) or an oral report via the statewide toll-free telephone number (1-800-932-0313 at the time of the adoption of this policy). A person making an initial oral report of suspected child abuse must also submit a written electronic report within 48 hours after the oral report. Upon receipt of an electronic report, the electronic reporting system will automatically respond with a confirmation, providing the school with a written record of the report. If such automatic written confirmation is not received, then the person reporting the suspected child abuse shall immediately make an oral report via the statewide telephone number.

A trustee, school employee, independent contractor or volunteer who makes a report of suspected child abuse shall immediately, after making the initial report, notify the Chief Executive Officer (CEO) of PA Virtual and if the initial report was made electronically, also provide the CEO with a copy of the report confirmation.

When a report of suspected child abuse is made by a trustee, school employee, independent contractor or volunteer as required by law, the school is not required to make more than one report.

If the CEO reasonably suspects that conduct being reported involves an incident required to be reported under the PA Virtual's Memorandum of Understanding

with local law enforcement, the CEO or their designee shall inform local law enforcement, in accordance with applicable law, regulations and Board policy.

D. Investigation

The CEO or their designee shall facilitate the cooperation of PA Virtual with the Department of Human Services of the Commonwealth, the county agency, or law enforcement investigating a report of suspected child abuse.

Upon notification that an investigation involves suspected child abuse by a school employee or independent contractor, the CEO shall immediately implement a plan of supervision or alternative arrangement for the school employee or independent contractor under investigation to ensure the safety of the child and other children who are the in the care of PA Virtual. The plan of supervision or alternative arrangement shall be submitted to the county agency for approval.

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

Legal
23 Pa. C.C. Chapter 63
Educator Discipline Act
42 Pa. C.S. Ch. 97
18 Pa. C.S. § 4906.1

Last Modified by Julie Pufko on September 20, 2023



Book	BOT Policies
Section	4000 Human Resources/Marketing/Enrollment
Title	Solicitation Policy
Code	4106
Status	Active
Adopted	August 26, 2019
Last Reviewed	September 9, 2023

PURPOSE

The purpose of this policy is to govern solicitation, distribution of literature/printed materials, and the sale of merchandise by an employee in the workplace.

POLICY

Solicitation, distribution of literature/printed materials, and the sale of merchandise by an employee for any purpose is prohibited while an employee is on his/her work time ("work time" does not include meal periods, authorized rest breaks or any period when employees are properly not engaged in the performance of their work tasks). Employees who are not on work time may not solicit employees who are on work time or distribute literature/printed materials of any kind in working areas. Employees shall also not use PA Virtuals email, phones, or other modes of communication for such prohibited activities.

Solicitation of employees or distribution of advertising materials, handbills or printed or written literature of any kind to employees on the premises of the school by persons who are not school employees is prohibited at any time. This policy does not include school-authorized vendors.

Nothing in this policy prohibits PA Virtual from designating an area within the office building where staff may place items for sale, business cards, or flyers.

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

Last Modified by Kiel Parker on December 12, 2023



Book	BOT Policies
Section	4000 Human Resources/Marketing/Enrollment
Title	Staff & Hiring Policy
Code	4107
Status	Active
Adopted	August 26, 2019
Last Revised	March 28, 2020

PURPOSE

The purpose of this document is to establish consistent procedures for the recruitment and selection of qualified candidates for positions at Pennsylvania Virtual Charter School (“PA Virtual”). The Board of Trustees recognizes its legal responsibility to ensure and establish adequate levels of staffing and compensation levels, and to ensure adherence to laws and regulations regarding the hiring, employment, and termination of employees.

POLICY

I. Applicability

This policy applies to all paid positions at PA Virtual.

II. Authority

The PA Virtual Board of Trustees has the sole authority and responsibility to set staffing levels and to create new or additional staff positions. The setting of staffing levels and the creation of new or additional positions is typically part of the Budget Process. When new or additional positions are needed for the effective functioning of PA Virtual, and these positions do not have prior approval of the Board by being in the approved budget, and there are no board meetings scheduled in a timely manner, the CEO may create positions on an “interim” basis subject to Board approval at the next Board meeting. If the position is approved by the Board, then it will no longer be considered interim. If the position is not approved by the Board, then the position will be dissolved.

The Board of Trustees has the authority to approve candidates for hire. When possible, candidates will be approved at a meeting of the Board of Trustees prior to their first day of work. When approving of candidates is needed for the effective functioning of PA Virtual, and these candidates do not have prior approval of the Board, and there are no board meetings scheduled in a timely manner, the CEO may approve the candidates on an “interim” basis subject to Board approval at the next Board meeting. If the candidate is approved by the Board, then s/he will no longer be considered interim. If it is not approved by the Board, then the candidate will be terminated or furloughed as appropriate.

The Board of Trustees has the authority to establish compensation levels, which is done as part of the Budget Process, board meeting personnel reports, and/or approval of employment agreements or collective bargaining agreements, or by other means deemed appropriate by the Board of Trustees.

III. Policy

The CEO or designee will develop consistent and fair hiring, transfer, and promotion processes with the primary goal to fill vacancies with the most qualified candidates available. In this pursuit, the Charter School will adhere to the laws, regulations, and principles regarding Equal Employment Opportunity. The Charter School is an equal opportunity employer dedicated to the goal of building a culturally diverse and pluralistic faculty and staff committed to teaching and working in a multicultural environment and strongly encourages applications from women, minorities, individuals with disabilities, and covered veterans.

IV. Guidelines

To assure careful selection and orientation of new staff into the PA Virtual community, the Board of Trustees promotes an open and collaborative process to facilitate the hiring of all school personnel. Instructional staff are required to hold PA State certification for the grades and subjects taught. Any exceptions to this requirement shall be reported to the Board of Trustees at time of hiring and thereafter on an annual basis. The Board of Trustees directs the CEO, or designee, to develop fair, consistent, and legally compliant posting/advertising, screening, interviewing, and selection criteria and processes.

V. Terminations/Separations

No employee shall be terminated without prior notification to the Board President. The Board President may inform the CEO that a meeting of the Board of Trustees is necessary prior to the termination of the employee. If such a Board of Trustees meeting is deemed necessary by the Board President, said meeting may be a regularly scheduled meeting or a special call meeting. If such a meeting is deemed necessary, the CEO has the discretion of placing the employee on paid administrative leave until said meeting of the Board of Trustees.

In all cases of involuntary separation of an employee, the CEO or designee shall consult with the Board Solicitor.

VI. Reference Checks for Current or Past Employees

All reference checks for any past or current employees shall be directed to the Human Resources Department. It shall be the policy of PA Virtual to only provide dates of employment and salary without providing commentary concerning job performance.

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

Last Modified by Katie Capers on March 30, 2020



Book	BOT Policies
Section	4000 Human Resources/Marketing/Enrollment
Title	Student Teachers/Interns Policy
Code	4110
Status	Active
Adopted	December 14, 2020
Last Revised	December 14, 2020
Last Reviewed	August 22, 2022
Primary	Human Resources Department
Office	Human Resources

Purpose

Educators and educational institutions have a professional responsibility to provide opportunities for internships, field experiences, observations, practicums, and student teaching experiences to those wishing to enter the education field. The purpose of this policy is to provide guidelines for this to happen effectively at Pennsylvania Virtual Charter School (PA Virtual).

Policy

I. Delegation of Authority

The Board of Trustees (Board) of PA Virtual encourages cooperation with colleges and universities within the state to assist in the training of student teachers and interns.

The Board establishes that PA Virtual may accept student teachers and interns from accredited institutions with which PA Virtual has a cooperative agreement approved by the CEO or his/her designee.

The CEO or designee, shall be responsible to assign student teachers and interns to teachers who have met specific criteria established by the PA Virtual. The CEO or designee shall ensure distribution of student teachers so that no single group of students or teachers will be subject to excessive student teacher classroom hours. Interns will be assigned by administrative department managers.

Student teachers and interns shall be responsible for their conduct to the supervising teacher or administrative department manager.

II. Background checks, clearances, and pre employment medical examinations

All student teachers and interns are required to follow PA Virtual Volunteer Clearance Policy. In addition they must obtain a pre-employment medical examination as well as a Tuberculosis test as required under Chapter 23 of Title 28 of the Pennsylvania Code.

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

Legal Chapter 23n of Title 28 of the Pennsylvania Code

Cross References Volunteer Clearance Policy

Last Modified by Julie Pufko on July 18, 2022



Book	BOT Policies
Section	4000 Human Resources/Marketing/Enrollment
Title	Employee Relocation Policy
Code	4111
Status	Active
Adopted	June 27, 2022
Last Revised	June 27, 2022
Last Reviewed	May 7, 2022
Primary	Human Resources Department
Office	Human Resources

PURPOSE

The Board of Trustees (Board) of Pennsylvania Virtual Charter School (PA Virtual) understands that employees may need to establish new residency during the course of employment with the desire to remain employed in their current position. The purpose of this policy is to ensure consistency with employee relocation requests in an effort to retain highly trained staff without interruption in services.

This policy applies to all categories of virtual employees at PA Virtual and is subject to the terms and conditions of any Collective Bargaining Agreement, as applicable.

POLICY

Definitions:

Reasonable commuting distance is defined as approximately 75 ground miles to the Pennsylvania State border.

Regionally based positions are defined as positions where the primary role, responsibilities or assignment are geographically based, such as Nurses, Family Support Coordinators, etc. or positions where the work location is designated as the King of Prussia office.

Relocation means that the employee is moving from their current primary residence to another residence.

Moving/Relocating within Pennsylvania:

If an employee's position is not regionally based, the PA Virtual permits employees to relocate anywhere within Pennsylvania.

If an employee's position is regionally based (see definition above), the employee must provide a minimum of sixty (60) days advance notice in writing of any relocation or as soon as possible if out of the Employee's control. The Supervisor, in consultation with Human Resources, will review the request and upon confirmation that the move is within a reasonable commuting distance, aligns with the needs of the School and that the position can be conducted without interruption to School operations, may be approved.

Moving/Relocating outside Pennsylvania:

The Charter School permits employees to relocate to neighboring states, if their position is not regionally based, within a reasonable commuting distance to Pennsylvania state lines, as defined above.

Neighboring state relocation requests will require a minimum of sixty (60) days advance notice in writing or as soon as possible if out of the Employee's control. The Supervisor, in consultation with Human Resources, will review the request and upon confirmation that the move is within a reasonable commuting distance, will approve it. Employees who move/live out-of-state shall be responsible for their state-specific tax obligations.

General policy terms:

Travel Reimbursements:

The employee would become eligible for travel reimbursements upon entry into Pennsylvania (as applicable.) The employee would be expected to complete all travel obligations of the position as outlined on the job description or required of the position.

Benefit Interruptions:

Relocating employees should understand that benefit networks will vary based on the area of relocation. The employee will bear any costs associated with moving to an area that may necessitate the use of out-of-network benefit providers.

Position Responsibilities & Policies:

The employee must continue to adhere to requirements and responsibilities outlined in their job description, the CBA (if applicable), and Employee Handbook and all other PA Virtual policies regardless of their physical location. All clearances and PDE certifications must remain active and valid during the course of employment.

If an employee is provided with an initial offer of employment while residing out-of-state, the relocation policy applies only once they relocate from that specific address.

Employees that violate the terms of this policy will be subject to disciplinary action through the progressive discipline process up to and including termination.

Employees that are not eligible for job retention due to relocation outside of the reasonable commuting distance shall be given the opportunity to resign instead of termination. However, if the employee chooses not to resign, they will be terminated.

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

Cross References [PA Virtual Charter School Collective Bargaining Agreement](#)
 [PA Virtual Charter School Employee Handbook](#)

Last Modified by Julie Pufko on September 12, 2022



Book	BOT Policies
Section	4000 Human Resources/Marketing/Enrollment
Title	Social Media and Networking Guidelines Policy
Code	4201
Status	Active
Adopted	October 22, 2022
Primary	Human Resources Department
Office	Human Resources

Purpose:

The Board of Trustees (Board) of the Pennsylvania Virtual Charter School (PA Virtual) is committed to ensuring the safety and security of its members by establishing rules and guidelines for the use of social media by students, their families, volunteers and employees, including contracted persons, of PA Virtual, as well as any guests accessing social media through the school's communications and information systems at PA Virtual facilities, at PA Virtual sponsored activities and events, on PA Virtual transportation and off-school hours while engaged in private means and sites, but where postings and interactions by PA Virtual families, students, employees and volunteers could impact and substantially disrupt functioning of PA Virtual or the reputation of PA Virtual or of the individual members of the school community. The term "contracted persons" is used in conjunction with the members of the PA Virtual community.

While safe and appropriate use of social media is useful in education, unsafe and inappropriate use of social media both inside and outside of PA Virtual is prohibited and subject to PA Virtual discipline and reporting to local, state and/or federal law enforcement pursuant to applicable Student or Employee Codes of Conduct, as well as to local and state child welfare agencies pursuant to the Board's Mandatory Reporter Policy (in accordance with the Pennsylvania Child Protective Services Law, at 23 Pa.C.S. §§6301 et seq.), and to other governmental agencies as part of its duties pursuant to the Safe Schools Act at 24 P.S. §§13-1301-A, et seq.

Additionally, this Policy is in compliance with other Board of Trustees approved policies that are in accordance with the Pennsylvania Department of Education ("PDE") guidelines, and the Federal Children's Internet Protection Act ("CIPA"), Pub. L. No. 106-554 and 47 USC 254(h), which 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. This Policy is also in accordance with PDE's further guidance that schools receiving certain E-rate discounts are also mandated by the Neighborhood Children's Internet Protection Act (N-CIPA), which was passed as part of CIPA, to enforce an Internet Safety Policy (ISP) that addresses harmful or inappropriate online activities.

Nothing in this policy should be viewed as a substitute for parental supervision of minor children on the internet during school hours or after school hours when students access PA Virtual's internet systems.

The CEO or designee(s) shall develop procedures to implement this policy, and may delegate to his/her designee(s) the right to enforce this policy.

Definitions:

Users – Any person who has signed the Acceptable Use and Internet Safety Policy and is permitted by PA Virtual to utilize any portion of PA Virtual's Technology Resources including, but not limited to, students, parents, employees, Board of Trustee members, contractors, consultants, vendors and agents of PA Virtual. If any social media post is published using PA Virtual technology resources, including computing devices, mobile devices, and networks, PA Virtual's Acceptable Use policy applies and is hereby incorporated by reference.

Technology Resources – includes 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, modems, printers, scanners, fax machines and transmissions, telephonic equipment, audio-visual equipment, digital cameras, wireless reading devices, i.e. Kindles and Nooks, Internet, electronic mail, electronic communications, devices and services, multi-media resources, hardware and software.

Social Media – used in its broadest sense to incorporate all types of websites and applications that enable users to create and share content and/or to participate in all forms of social network by one or more means, including but not limited to mobile phones and computers.

Blogs – are web logs or journals where authors and users can post textual, audio, or video content, and where some permit others to post comments or their blogs. Some websites enable individuals to create freestanding blogs, other special interest websites use blog tolls and message forums to engage users. Non-exclusive examples would include but are not limited to Facebook, Instagram, TikTok and Twitter.

Media sharing – are websites where users post and share videos, audio files and/or photos as well as tag them to enable searching. Non-exclusive examples would include, but are not limited to YouTube, Twitter, Vimeo, Facebook and Snapchat.

Social media includes communication, collaborative sharing, and reaching students, employees and guests for educational purposes using websites, platforms, resources, or documents. Non-exclusive examples would include, but are not limited to Google Plus, Teacher Tube.

Prohibited Communications – Communications which may not be posted through social media shall be set forth specifically in the aforesaid Student Handbook and Code of Conduct and include, but are not limited to: (a) personally identifiable information about PA Virtual students, and personal and/or confidential information about PA Virtual employees, volunteers or guests; (b) child pornography, sexual exploitation, bullying/cyberbullying, inappropriate commercialization of childhood experiences; (c) defamatory, discriminatory and/or harassing statements and images that attack or mock an individual due to his/her real or perceived race, color, national origin/ethnicity, gender, gender identity, age, disability, sexual orientation or religion; (d) unauthorized or false information which could damage PA Virtual's reputation, its employees, its students or their families; (e) infringement upon intellectual property, proprietary information etc.

Limited Public Forum – a government operated location where the public may comment and post online, subject to viewpoint neutral guidelines.

Non-public Forum – a government operated location where the public may not comment or post online; free expression by the public is restricted regardless of message or viewpoint.

Personal Social Media Account – a social media account, regardless of platform, which is operated by a PA Virtual employee or Board member for his/her personal use, including personal professional development. A personal account is not regularly used to promote or communicate about PA Virtual events or activities, or the activities of students.

PA Virtual's Social Media Account – a social media account, regardless of platform, that is operated by a PA Virtual employee or Board member in his/her professional capacity, and that is designed to further the educational mission of PA Virtual by communicating with members of the PA Virtual community and the general public.

Third Party Social Media Account – a social media account, regardless of platform, that is operated by a volunteer, student, parent, alumni, or other member of the public on behalf of a club, foundation, sports team, or other extracurricular group affiliated with PA Virtual. Third party social media accounts are not operated by PA

Virtual employees or Board members.

PA Virtual's Social Media Accounts

PA Virtual's social media accounts must remain professional, and consistent with the educational mission of PA Virtual at all times. The operators of PA Virtual's social media accounts are responsible for the content on the social media accounts that they manage.

Account Ownership

PA Virtual's social media accounts are owned by PA Virtual, and operated by PA Virtual employees or Board members on behalf of PA Virtual. The Director of Marketing shall maintain a list of all social media accounts operated by PA Virtual, along with a list of credentials to access the accounts.

Photos, Videos, & Livestreams of Students

PA Virtual's social media account operators may post photographs, videos, and livestreams of students engaged in the educational process or at school-related events unless the student's parent/guardian has declined to allow PA Virtual's use of photos/ videos of their child through our Release Information form. The operators of PA Virtual's social media accounts are responsible for complying with this provision.

Social Media Content

PA Virtual's [Facebook, Twitter or Instagram] page(s) are provided for the school community and are not intended to be a public forum(s). The purpose of the page(s) is to inform the community about school events, activities, announcements, and accomplishments. All postings will comply with the Family Education Rights and Privacy Act ("FERPA") rules and regulations (20 U.S.C. § 1232g; 34 CFR Part 99) and the page(s) will be monitored regularly by the Director of Marketing.

All comments posted on the page(s) will be reviewed and may be deleted at PA Virtual's discretion in a manner that does not discriminate against speech based on viewpoint and is consistent with the page's purpose. PA Virtual will report when applicable and hide/delete comments that include any of the following:

- Profane, vulgar language, obscene or sexually explicit comments;
- Sexual content or links to sexual content;
- Content that is threatening, intimidating, hostile, offensive, or that promotes, fosters, or perpetrates discrimination based on race, creed, color, age, religion, gender, gender identity, marital status, status with regard to public assistance, national origin, physical or mental disability or sexual orientation;
- Conduct or encouragement of illegal activity;
- Comments not topically related to PA Virtual social media post being commented upon;
- Spam or links to other sites;
- Promotion of particular services, products, or political organizations without prior written approval from PA Virtual;
- Infringement on copyrights or trademarks;
- Confidential, personally identifiable or otherwise sensitive information pertaining to PA Virtual, its students, employees or guests;
- Information that may compromise the safety, security or proceedings of PA Virtual or any criminal or civil investigations;
- Defamatory comments; and
- Any content not otherwise specified herein that violates Federal, state or local laws.

Any questions concerning the operation of PA Virtual's social media page(s), or to report an inappropriate comment, contact the Director of Marketing.

PA Virtual Logo and Link

PA Virtual's logo shall not be used on websites or social media pages that are not owned or related to PA Virtual or in forums/discussion boards to express or imply the official position of PA Virtual without the expressed, written permission of PA Virtual's Director of Marketing. Also, no personal social media pages shall provide a link directly to PA Virtual's website or social media pages without the expressed, written permission of PA Virtual's Director of Marketing.

Tagging

PA Virtual's social media account operators may tag the social media accounts of educational applications, products, and services, so long as PA Virtual and its employees do not receive financial or other tangible compensation for the tag.

PA Virtual's social media account operators shall not tag individual students using their social media usernames or handles, but may tag other adult members of the PA Virtual community.

PA Virtual's social media accounts shall not be used to communicate directly with students. One-to-one communication with a student shall be limited to electronic resources provided by PA Virtual such as email or classroom management applications.

Copyright

The copyright for all content posted to PA Virtual's social media accounts must be either owned by PA Virtual, licensed by the copyright owner, or not subject to copyright protection. The operator of a PA Virtual social media account is responsible for ensuring compliance with this provision.

Retweets / Reposts

PA Virtual's social media accounts may highlight social media posts by others by retweeting or reposting their messages, so long as the retweet/repost follows these guidelines.

Personal Social Media Accounts

PA Virtual employees may not use personal social media accounts to communicate privately (via direct message or private chat) with students concerning any school business. One-to-one communication with a student concerning any school business shall be limited to the electronic resources provided by PA Virtual such as email or classroom management applications.

PA Virtual employees are urged to exercise extreme caution before communicating with students via social media about non-school matters. Such electronic communication may cross professional boundaries in violation of the Pennsylvania Code of Professional Practice and Conduct for Educators, and the Educator Discipline Act. PA Virtual employees are urged to maintain strict professional boundaries on social media, and to protect against even the appearance of impropriety.

PA Virtual employees and Board members shall not post personally identifiable and otherwise confidential information from educational records on their personal social media accounts. Personally identifiable information includes information that could indirectly identify a student through linkages with other information.

PA Virtual employees are strongly encouraged to utilize privacy settings on personal social media accounts to ensure that a professional boundary is maintained between the employee and students and parents.

PA Virtual does not actively monitor personal social media accounts for its employees. Nonetheless, should PA Virtual administration or Board's attention be brought to a personal social media post that demonstrates insubordination, immorality, cruelty, unlawful discrimination, other unlawful act(s), or that impedes the efficient and effective operation of PA Virtual, the employee may be subject to disciplinary action. Similar directives and consequences apply equally as well to PA Virtual's contracted personnel.

Third Party Social Media Accounts

Third party social media accounts are not operated or controlled by PA Virtual. These accounts are privately created and maintained, and are not actively monitored by PA Virtual.

Third party social media accounts may not use PA Virtual's logo, unless given express written permission by the CEO or designee(s).

PA Virtual encourages the operators of all third party social media accounts to be good-faith ambassadors of PA Virtual, and to operate these private social media accounts in a manner that represents PA Virtual in a positive light.

Consequences for Violation of this policy

Employees that violate this policy may be subject to disciplinary action, up to and including dismissal.

Responsibilities

To the extent consistent with applicable state and federal laws and reasonably practical, the PA Virtual Director of Informational Technology shall be responsible for the management of PA Virtual's technology protection measures (or "Internet filters") to block or filter Internet, and other forms of electronic communications, and access to inappropriate information. 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 or his/her designee.

In accordance with annually distributed "Social Media and Networking Guidelines Procedures & Consent Form," teachers shall educate students about appropriate and safe online behavior, monitor online behavior when in the PA Virtual facility, using PA Virtual provided technology, at PA Virtual sponsored events and activities, or on school transportation and to report any inappropriate behavior to PA Virtual Administration for disciplinary measures in accordance with the Student Handbook and Code of Conduct. Teachers shall explain and model appropriate use of the Internet for students through PA Virtual's information technology and communicating with alumni on social media.

Students' Responsibilities shall be set forth in the "Social Media and Networking Guidelines Procedures & Consent Form," and shall include, but not be limited to:

Students should not reveal personally identifiable information about themselves or other persons on social media.

Students shall be directed not to meet in person anyone they have met on the Internet.

Students shall be encouraged to promptly disclose to their teacher or other school employee any message or other activity they receive that is inappropriate or makes them feel uncomfortable.

Students shall be encouraged to treat other people how they would want to be treated when using social media.

Parents' Responsibilities shall also be set forth in the "Social Media and Networking Guidelines Procedures & Consent Form," and shall include, but not be limited to:

Parents are primarily responsible for transmitting social values and norms to their children and discussing with their children what material is and is not acceptable for their children to access through PA Virtual's information technology with the aforesaid Guidelines as a reference tool.

Parents are exclusively responsible for monitoring their children's use of the Internet when PA Virtual's Internet systems are accessed outside of instructional hours. Parents take the responsibility for their children's behavior on social media in accordance with the aforesaid Guidelines and the Student Handbook and Code of Conduct as to prohibited communications both inside and outside of the PA Virtual facility, using PA Virtual provided equipment, and at PA Virtual sponsored events and activities.

Employees' responsibilities shall be set forth in the annually distributed "Social Media and Networking Guidelines Procedures & Consent Form," and shall include, but not be limited to:

Safe and appropriate use of social media both in the PA Virtual facility, using PA Virtual provided equipment, and at PA Virtual sponsored events and activities in accordance with the aforesaid Guidelines and PA Virtual's Administrative & Support Staff Handbook and Bargaining Unit Member's Handbook.

Safe and appropriate use of social media outside of the PA Virtual facility and when not engaged in PA Virtual sponsored activities or events in accordance with the aforesaid Guidelines and PA Virtual's Administrative & Support Staff Handbook and Bargaining Unit Member's Handbook.

Such safe and appropriate use includes, but is not limited to:

Educational purposes unless approval by the CEO to use social media websites for a related educational purpose;

Not posting PA Virtual students' personally identifiable information or any student photos on personal or professional social media;

Not contacting and/or enrolling prospective, current or former students through social media; and

Preventing exposure of PA Virtual students to prohibited information on social media.

Safe Schools Act and Mandatory Report Duties

PA Virtual shall comply with the Safe Schools Act reporting requirements and all PA Virtual staff and volunteers are Mandated Reporters regarding child abuse as defined in the Pennsylvania Child Protective Services Law for purposes of reporting. Therefore, PA Virtual may be required to report certain communications posted to social media to local, state or federal law enforcement, local and state welfare agencies and/or other state or federal governmental agencies.

Training

PA Virtual shall provide training for employees, volunteers, and Board of Trustees, and instructional sessions for students to educate them about the importance of how to appropriately use social media, and how to comply with the requirements of this policy, and any administrative procedures and/or guidelines developed to implement this Board Policy.

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

Legal	23 Pa.C.S. §§6301 et seq. Safe Schools Act at 24 P.S. §§13-1301-A, et seq. Federal Children's Internet Protection Act ("CIPA"), Pub. L. No. 106-554 and 47 USC 254(h) Family Education Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g; 34 CFR Part 99 Pennsylvania Code of Professional Practice and Conduct for Educators Educator Discipline Act
Cross References	Mandated Reporter Policy #4104 Acceptable Use & Internet Safety Policy #3201 Anti-Bullying Policy #2004

Last Modified by Julie Pufko on January 19, 2023



Book	BOT Policies
Section	4000 Human Resources/Marketing/Enrollment
Title	Enrollment Policy
Code	4301
Status	Active
Adopted	August 26, 2019
Last Revised	February 27, 2023
Last Reviewed	February 27, 2023
Prior Revised Dates	8/26/19, 09/28/18, 03/28/20, 2/22/21

PURPOSE

The Board of Trustees (Board) of Pennsylvania Virtual Charter School (PA Virtual) recognizes that its enrollment policy must reflect current requirements of the Pennsylvania Public School Code and 22 Pa. Code, Chapter 11, the Pennsylvania Charter School Law at 24 P.S. §17-1723-A, Pennsylvania Public School Code, and Pennsylvania Department of Education’s (“PDE”) Basic Education Circulars on Enrollment of Students and Charter School Law. Therefore, PA Virtual, as a public charter school, complies with these enrollment procedures to ensure that both resident and eligible non-residents are promptly enrolled through the policy provisions set forth below.

POLICY

Every child of school age who is a resident of a Pennsylvania school district is entitled to a public school education. Under 24 PS 13-1302, resident students include those residing with their parent(s) or legal guardians and eligible non-resident students include those living with a Pennsylvania school district resident who is supporting the child gratis and nonresident children living in facilities or institutions and non-resident students living in a foster home. Once the required enrollment documentation described below is provided, PA Virtual must enroll 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 PA Virtual’s receipt of the required documents, if a space exists pursuant to the school’s Admission/Lottery Policy.

PA Virtual shall not enroll a student during a period of suspension or expulsion until the suspension or expulsion period has passed and the student has met all the conditions imposed during the suspension or expulsion.

When PA Virtual receives a student, who transfers from a public or private school after an expulsion period for an act or offense involving a sexual assault conviction or adjudication, PA Virtual may assign that student to an alternative assignment or may provide alternative education services in accordance with the Consequences for Students Convicted or Adjudicated Delinquent of Sexual Assault Policy..

I. Documentation

- A. Required Documents-** Except when a child is homeless, whenever a child of school age is presented for enrollment by a parent(s), a Pennsylvania school district resident, or any other person having charge or care of the child, PA Virtual shall require that the following information be documented before enrolling the child and allowing the child to attend school:
1. Proof of the child's age
 2. Immunizations required by law
 3. Proof of residency
 4. Parent Registration Statement
 5. Home Language Survey
- B. Documents Which May Be Requested-** Documents which may be requested, but not as a condition of enrollment, include the following:
1. Picture identification
 2. Health or physical examination records
 3. Academic records
 4. Attendance records
 5. Individualized Education Program and other special education records
- C. Prohibited Documents-** For both enrollment and also for residency determinations, the Charter School will not request or require any of the following:
1. A social security number;
 2. The reason for a child's placement if not living with natural parents;
 3. A child's or parent's visa;
 4. Except in the limited circumstances, a court order or records relating to a dependency proceeding;
 5. Documentation as to the immigration status of a student.
- D. Laws and Student Classifications for Education Entitlement-** The Charter School shall also comply with all applicable law regarding the following Student Classifications for Education Entitlement:
1. Resident Students and Court Orders or Custody Agreements
 2. Students Living with a Resident Adult other than a Parent
 3. Foster Children
 4. Nonresident Children Living in Facilities or Institutions
 5. Emancipated Minors
 6. Homeless Students - see specific Homeless Students Policy for further information for enrollment, programming, etc.
 7. Pre-Adoptive and Adoptive Students
 8. School-Age Children of Military Personnel

PA Virtual also complies with applicable law regarding the following issues related to enrollment:

1. Address Confidentiality Program (ACP)
2. School Age
3. Children and Families with Limited English Proficiency

4. Twins and Multiple Siblings

To the extent that any state or local laws should affect the enrollment of students in Pennsylvania Virtual Charter School, the Board authorizes the implementation of procedures consistent with legal authority and conducive to the expeditious enrollment of all eligible students.

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

Legal [22 PA Code Chapter 711](#)
[24 P.S. §17-1701-A](#)

Cross References [Consequences for Students Convicted or Adjudicated Delinquent of Sexual Assault Policy #2145](#)

Last Modified by Kiel Parker on March 17, 2023



Book	BOT Policies
Section	4000 Human Resources/Marketing/Enrollment
Title	Dual Enrollment Agreements with Institutions of Higher Education Policy
Code	4302
Status	Active
Adopted	October 22, 2022
Primary	Human Resources Department
Office	Human Resources

Purpose:

The Board of Trustees (Board) recognizes the importance of providing students with the opportunity to succeed in both secondary and post-secondary educational pursuits. Accordingly, it shall be the Policy of Pennsylvania Virtual Charter School (PA Virtual) pursuant to 24 P.S. §15-1525, that PA Virtual enter into a Dual Enrollment Agreement (Agreement) with an Institution of Higher Education approved to operate in the Commonwealth of Pennsylvania in order to allow students to attend the Institution of Higher Education while the students are enrolled in PA Virtual.

Coverage:

This Policy shall cover any Agreement between PA Virtual Charter School and an Institution of Higher Education approved to operate in the Commonwealth of Pennsylvania (Commonwealth) which satisfies the requirements of 24 P.A. §15-1525 and which allows for dual enrollment of secondary school students enrolled in PA Virtual in an Institution of Higher Education for the purpose of receiving credit(s).

Agreements:

PA Virtual Administration is tasked with seeking out and obtaining proposals for Agreements for presentation and approval by the Board.

Any Agreement covered by this Policy shall be between PA Virtual and an Institution of Higher Education approved to operate in the Commonwealth.

Any Agreement covered by this Policy shall be structured so that secondary school students receive credit at or through an Institution of Higher Education approved to operate in the Commonwealth.

PA Virtual shall enter into and/or renew at least one (1) such Agreement on or before July 31, 2023, and each school year thereafter.

PA Virtual, upon Board approval may enter into additional Agreements with additional Institutions of Higher Education approved to operate in the Commonwealth.

An Agreement covered by this Policy shall outline, with specificity, ALL requirements for a secondary school student seeking enrollment and/or admission to the Institution of Higher Education including, but not limited to, the deadlines for application, any and all required documentation to accompany an application, and/or any applicable GPA and/or grade-level requirements for admission.

An Agreement covered by this Policy shall outline, with specificity, ALL costs and fees for a secondary school student attending an Institution of Higher Education, including, but not limited to: application costs, tuition, fees, transportation costs, cost of supplies and/or related materials. The Agreement shall provide which portion of the outlined costs will be covered by the Institution of Higher Education, PA Virtual and/or the secondary school student.

An Agreement covered by this Policy shall outline, with specificity, any and all steps to be taken by the Institution of Higher Education, PA Virtual and/or the secondary school student to ensure the safety of the secondary school student while attending the Institution of Higher Education including, but not limited to, the means of transportation to and from the Institution of Higher Education, the facilities which the secondary student may be permitted to access, and/or the supports, and/or services available to the secondary school student.

Courses and Credits:

The Credits earned under an Agreement covered by this Policy shall be the same credits offered to postsecondary school students enrolled at the Institution of Higher Education.

Under an Agreement covered by this Policy, secondary school students may also receive credits toward the completion of courses required by PA Virtual for graduation.

An Agreement covered by this Policy shall allow secondary school students to attend courses at an Institution of Higher Education in-person, online, or a combination of in-person and online.

When possible, the courses for which a secondary school student receives credit under an Agreement covered by this Policy shall be aligned to the graduation requirements of PA Virtual.

Credits received by a secondary school student attending an Institution of Higher Education under an Agreement covered by this Policy shall be weighed in a manner similar to Advanced Placement Program credits, International Baccalaureate Diploma Program credits, or Cambridge advanced course credits in PA Virtual's grading system for both academic and technical courses.

When possible, the courses offered by an Institution of Higher Education through an Agreement covered by this Policy shall supplement and not supplant courses offered by PA Virtual to secondary school students.

The secondary school student shall be responsible for complying with the requirements of the Institution of Higher Education for transfer of credits to PA Virtual upon successful course completion.

Admissions and Enrollment:

A secondary school student seeking to enroll in a course at an Institution of Higher Education under an Agreement covered by this Policy must obtain prior approval from PA Virtual before beginning the application and/or enrollment process.

A secondary school student seeking to enroll in a course at an Institution of Higher Education under an Agreement covered by this Policy must meet the specific requirements of the Institution of Higher Education as set forth in the Agreement, including, but not limited to timeliness requirements for submission of applications, enrollment forms, letters of recommendation and/or transcripts, GPA requirements and/or grade-level requirements.



2024 -2029 Charter Renewal Application

PA Virtual Board Policies

CEO's Office/Board of Trustees

5000 Diversity, Equity, and Inclusion

Table of Contents

Policies: Section 5000

Diversity, Equity, and Inclusion

Policy Number	Name of Policy	Purpose
5001	Transgender and Gender Nonconforming Students Policy	The purpose of this policy is to ensure safety, equity, and justice for all students regardless of gender identity or gender expression so that they can reach their fullest human and intellectual potential.
5002	Student Immigration Policy	In response to increased immigration enforcement by the federal government, the Board of Trustees (Board) for PA Virtual Charter School (PA Virtual) adopts the following policy regarding students who are immigrants to the United States.
5003	Gender Identity Information Change Policy	The purpose of this policy is to outline the process parents and/or eligible students utilize to register changes made to a student's gender identity information. Enrolled students may change their first name and/or, middle name and/or gender to suit their gender identity.



Book	BOT Policies
Section	5000 Diversity, Equity, and Inclusion
Title	Transgender and Gender Nonconforming Students Policy
Code	5001
Status	Active
Adopted	October 22, 2022
Primary	Diversity, Equity, and Inclusion

Pursuant to § 9-1133(2)(a) of the Philadelphia Fair Practices Ordinance, the following uniform policy of non-discrimination shall apply.

Purpose:

The purpose of this policy is to ensure safety, equity, and justice for all students regardless of gender identity or gender expression so that they can reach their fullest human and intellectual potential.

This policy is intended to facilitate compliance with other local and federal laws concerning bullying, harassment and discrimination.

Title IX of the Education Amendments of 1972 (“Title IX”) specifically prohibits discrimination on the basis of sex in federally-funded education programs and activities. The United States Department of Education’s Office for Civil Rights has issued guidance recognizing that Title IX protects transgender students against discrimination based on their gender identity. Additionally, the U.S. Departments of Education and Justice have stated that under Title IX, “discrimination based on a person’s gender identity, a person’s transgender status, or a person’s nonconformity to sex stereotypes constitutes discrimination based on sex” and asserted a significant interest in ensuring that all students, including transgender students, have the opportunity to learn in an environment free of sex discrimination in public schools.

Definitions:

“Sex assigned at birth” is the classification, either male or female, that a doctor assigns to an individual upon birth. This differs from biological sex, which encompasses sex traits both external and internal, including genitals, hormones, chromosomes, internal reproductive organs, etc.

“Gender identity” is a person’s deeply held sense or psychological knowledge of their own gender, regardless of the sex they were assigned at birth. Individuals determine their own gender identity and gender identity may change over time.

“Cisgender” describes people whose gender identity is consistent with their sex assigned at birth.

“Transgender” describes people whose gender identity is different from their sex assigned at birth.

“Gender expression” refers to the way a person expresses gender to others through behavior, clothing, hairstyles, activities, voice or mannerisms.

“Gender nonconforming,” “gender variant,” and “gender queer” describe people whose gender expression and/or gender identity falls outside the traditional male-female binary.

“Gender-neutral pronouns,” such as they/them/their (singular), are used by some transgender and gender non-conforming people.

“Social transition” refers to a change in any combination of the following: name, pronouns, gender identity, or gender expression. Social transition does not necessarily involve any legal name change or medical intervention and does not need to be certified by a doctor or therapist.

“Medical transition” refers to the use of puberty blockers, hormones, or surgery by a transgender or gender non-conforming person, designed to align their physical sex characteristics with their gender identity.

“Questioning” is the process of self-exploration and self-discovery about one’s gender identity, often involving unlearning one’s assigned gender and learning a new one. There is no timetable for this process.

Scope:

This policy covers conduct that takes place in the school, on school property, at school-sponsored functions and activities. This policy also pertains to usage of electronic technology and electronic communication that occurs in the school, on school property, at school-sponsored functions and activities, and on school computers, networks, forums, and mailing lists. This policy applies to the entire school community, including educators, school staff, students, parents, and volunteers.

Guidance:

Names/Pronouns

A student has the right to be addressed by a name and pronoun that corresponds to the student’s gender identity. The name and pronouns with which the student identifies shall be used in all interactions between them and school staff and students as well as on written records including class rosters, report cards, letters from the school or School District, transfer forms, and photo ID. A court-ordered name or gender change is not required, nor is evidence of therapy or medical transition. The intentional or persistent refusal to respect a student’s gender identity (for example, intentionally referring to the student by a name or pronoun that does not correspond to the student’s gender identity) is a violation of this policy.

While PA Virtual will call students by their preferred pronouns, upon their request, school personnel will not solicit anyone for such information unless required by law to do so.

Privacy/Confidentiality

All persons, including students, have a right to privacy, and this includes the right to keep one’s transgender identity private at school. Information about a student’s transgender identity, legal name, or sex assigned at birth also may constitute confidential medical information. School personnel should not disclose information that may reveal a student’s transgender identity or gender nonconformity to others,

including parents and other school personnel, unless the student has authorized such disclosure. Transgender and gender nonconforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information.

Gender-Segregated Activities

To the extent possible, schools should reduce or eliminate the practice of segregating students by gender. In situations where students are segregated by gender, students will be included in the group that corresponds to their gender identity.

As a general matter, schools should evaluate all gender-based activities, rules, policies, and practices — including classroom activities, school ceremonies, and school photos — and maintain only those that have a clear and sound pedagogical purpose. Students shall be permitted to participate in any such activities or conform to any such rule, policy, or practice consistent with their gender identity.

Gender-neutral Language

To the extent possible, schools should use gender-neutral language in written communication with all students and families, regardless of student's gender identity. This included employing "they" (singular) instead of "he/she" regardless of the fact that it may be grammatically incorrect according to classic grammar rules.

Restroom Access

Students shall have access to the restroom that corresponds to their gender identity. Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided access to a single stall restroom, but no student shall be required to use such a restroom.

Locker Room Access

Students shall have access to the locker room that corresponds to their gender identity. Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with a reasonable alternative changing area such as the use of a private area. Any alternative arrangement should be provided in a way that protects the student's ability to keep their transgender identity confidential.

Physical Education Classes & Intramural Sports

Transgender and gender nonconforming students shall be permitted to participate in physical education classes and intramural sports in a manner consistent with their gender identity.

Interscholastic Competitive Sports Teams

Participation in competitive athletic activities and contact sports will be resolved on a case-by-case basis.

Dress Codes

Transgender and gender nonconforming students have the right to dress in a manner consistent with their gender identity or gender expression. Schools may not adopt dress codes that restrict students' clothing or appearance on the basis of gender. In describing dress codes, schools should employ gender-neutral language rather than specify separate "girl" and "boy" uniforms.

Training Requirement

All district personnel shall be trained regarding this policy.

Curriculum

Continue to provide age appropriate comprehensive health education curriculum that includes the four domains of health including; physical, mental, emotional, and Social.

Discrimination/Harassment

It is the responsibility of each school and the District to ensure that transgender and gender nonconforming students have a safe school environment. This includes ensuring that any incident of discrimination, harassment, or violence is given immediate attention, including investigating the incident, taking appropriate corrective action, and providing students and staff with appropriate resources. Complaints alleging discrimination or harassment based on a person's actual or perceived transgender identity or gender nonconformity are to be handled in the same manner as other discrimination or harassment complaints.

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

Legal

[Title IX of the Education Amendments of 1972](#)

Philadelphia Fair Practices Ordinance, Title 9, Chapter 9-1100 of the Philadelphia Code

[FERPA](#)

Cross References

Anti-Bullying Policy #2004

Nondiscrimination of Students and Title IX Policy #2802

Policy on Non-Solicitation of Preferred Pronouns

Student Handbook and Code of Conduct

[Gender Identity Information Change Request Process Form 1](#)

Last Modified by Julie Pufko on October 10, 2023



Book	BOT Policies
Section	5000 Diversity, Equity, and Inclusion
Title	Student Immigration Policy
Code	5002
Status	Active
Adopted	October 22, 2022
Primary	Diversity, Equity, and Inclusion

Purpose:

In response to increased immigration enforcement by the federal government, the Board of Trustees (Board) for PA Virtual Charter School (PA Virtual) adopts the following policy regarding students who are immigrants to the United States.

The purpose of this policy is to advise students, parents, and PA Virtual Board members, administrators, faculty, and staff, of the rights of students who are undocumented immigrants.

Authority

The Board declares it to be its policy to provide an equal opportunity and education for all students, including students who are undocumented immigrants. At no time shall PA Virtual, including the Board, fail to admit a child conditioned on the child's immigration status. At no time, shall PA Virtual's board members, administration, faculty or staff, inquire regarding the immigration status of a student as part of the admission process. 22 Pa Code § 11.11(d).

Furthermore, if PA Virtual is presented with a government warrant for immigration records, it should contact legal counsel for review before providing those records.

Undocumented Students:

Pennsylvania regulations state that a child's right to be admitted to a public school may not be conditioned on the child's immigration status. 22 Pa Code § 11.11(d). Since a child's right to be admitted may not be conditioned on their immigration status, a school cannot inquire about the immigration status as part of the admission process.

In 1982, the United States Supreme Court held that students who are undocumented immigrants have an equal right to education as students who are citizens.

The provision does not relieve a student who has obtained an F-1 visa (international students) from the student's obligation to pay tuition under Federal law.

In compliance with Pennsylvania and Federal law, no board member, administrator, faculty or staff member of PA Virtual shall inquire about a student's immigration status, before or after the admission process. PA Virtual may require proof of residency from the student's parents, but that can be shown by means other than government-issued documentation.

PA Virtual shall administer a home language survey to all students seeking first time enrollment in its schools in accordance with requirements of the United States Department of Education's Office for Civil Rights.

Warrants:

If PA Virtual is presented with a warrant from the Office of Immigration and Customs Enforcement ("ICE") for immigration purposes, or for any purpose, PA Virtual should present that warrant to legal counsel for review before it complies with the warrant.

ICE Administrative warrants are not warrants signed by a judge or judicial officers. These warrants are signed by federal immigration officials for civil violations of immigration law, not criminal charges and therefore, do not require the same burden of proof that a judicial warrant requires. The United States Supreme Court has held that constitutionally sufficient warrants are issued only upon oath or affirmation of facts submitted to a judicial officer who is neutral and detached from enforcement activities. *Coolidge v. New Hampshire*, 403 U.S. 443, 450 (1971). As these ICE administrative warrants are not signed by a judge or neutral party, if presented to PA Virtual, these warrants should be reviewed immediately by legal counsel to determine whether PA Virtual must comply.

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

Legal	22 Pa Code § 11.11(d) Coolidge v. New Hampshire, 403 U.S. 443, 450 (1971)
Cross References	Enrollment Policy #4301 English Learners Policy #2701 Nondiscrimination of Students and Title IX Policy #2802

Last Modified by Julie Pufko on January 12, 2023



Book	BOT Policies
Section	5000 Diversity, Equity, and Inclusion
Title	Gender Identity Information Change Policy
Code	5003
Status	Active
Adopted	August 26, 2019
Last Revised	August 21, 2023
Last Reviewed	August 21, 2023
Prior Revised Dates	08/26/2019, 10/17/2020
Primary	Diversity, Equity, and Inclusion

PURPOSE

The purpose of this policy is to outline the process parents and/or eligible students utilize to register changes made to a student's gender identity information. Enrolled students may change their first name and/or, middle name and/or gender to suit their gender identity.

POLICY

The Pennsylvania Virtual Charter School (PA Virtual) shall comply with the laws and/or requirements currently in effect for charter schools in the Commonwealth of Pennsylvania for the safety and equality of all its students, regardless of gender identity or gender expression.

At the written request of a parent or legal guardian for a student younger than 18 years old, or at the written request of a student 18 years old or older, PA Virtual will change a student's first name, and/or middle name, and/or gender in PA Virtual's records.

The Board of Trustees of Pennsylvania Virtual Charter School directs the CEO or their designee to develop forms and/or procedures necessary for the implementation of this policy and to ensure that any name change in PA Virtual's records is reflected in the Pennsylvania Department of Education Pennsylvania Information Management System (PIMS) in accordance with the policies and procedures of the Pennsylvania Department of Education.

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

Cross References

Transgender and Gender Nonconforming Students Policy

Student First Name and_or Gender Change Request Form.pdf (223 KB)

[Student First Name and_or Gender Change Request Form.pdf \(227 KB\)](#)

Last Modified by Julie Pufko on September 20, 2023



2024 -2029 Charter Renewal Application

Sample of Public Notice of a Board Meeting

(Affidavits & Postings)

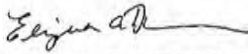
(1 of 5 of Pages)

PHILADELPHIA GROUP

AFFIDAVIT OF PUBLICATION
390 Eagleview Boulevard • Exton, PA 19341

PA VIRTUAL CHARTER SCHOOL
630 Park Avenue
King of Prussia, PA 19406
Attention:

STATE OF PENNSYLVANIA,

The undersigned , being duly sworn the he/she is the principal clerk of The Mercury, The Mercury Digital, published in Montgomery, Chester Counties for the dissemination of local or transmitted news and intelligence of a general character, which are duly qualified newspapers, and the annexed hereto is a copy of certain order, notice, publication or advertisement of:

PA VIRTUAL CHARTER SCHOOL

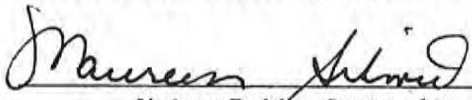
Published in the following edition(s):

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05/24/23

2023-2024 Board of Trustees Meeting Schedule	
August 21, 2023 at 6:30 pm	via Zoom Link
https://us06web.zoom.us/j/98119491580?pwd=VnBUajNlOVBHUTY0RmJzbitjWTVMdz09	
Dial In: 929-205-6099 Meeting ID: 981 1949 1580	Password: pavirtual
October 20-21, 2023 at 1:30 pm (Board Retreat)	via Zoom Link:
https://us06web.zoom.us/j/98119491580?pwd=VnBUajNlOVBHUTY0RmJzbitjWTVMdz09	
Dial In: 929-205-6099 Meeting ID: 981 1949 1580	Password: pavirtual
December 11, 2023 at 6:30 pm	via Zoom Link:
https://us06web.zoom.us/j/98119491580?pwd=VnBUajNlOVBHUTY0RmJzbitjWTVMdz09	
Dial In: 929-205-6099 Meeting ID: 981 1949 1580	Password: pavirtual
February 26, 2024 at 6:30 pm	via Zoom Link:
https://us06web.zoom.us/j/98119491580?pwd=VnBUajNlOVBHUTY0RmJzbitjWTVMdz09	
Dial In: 929-205-6099 Meeting ID: 981 1949 1580	Password: pavirtual
April 26-27, 2024 at 1:30 pm (Board Retreat)	via Zoom Link:
https://us06web.zoom.us/j/98119491580?pwd=VnBUajNlOVBHUTY0RmJzbitjWTVMdz09	
Dial In: 929-205-6099 Meeting ID: 981 1949 1580	Password: pavirtual
June 17, 2024 at 6:30 pm	via Zoom Link:
https://us06web.zoom.us/j/98119491580?pwd=VnBUajNlOVBHUTY0RmJzbitjWTVMdz09	
Dial In: 929-205-6099 Meeting ID: 981 1949 1580	Password: pavirtual

MERC May 24 a-1

Sworn to the subscribed before me this 5/24/23.


Notary Public, State of Pennsylvania
Acting in County of Montgomery

Commonwealth of Pennsylvania - Notary Seal
MAUREEN SCHMID, Notary Public
Montgomery County
My Commission Expires March 31, 2025
Commission Number 1248132

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2023-2024 Board of Trustees Meeting Schedule

August 21, 2023 at 6:30 pm

via Zoom Link:

<https://us06web.zoom.us/j/98119491580?pwd=VnBUajNIOVBHUTY0RmJzbitjWTVMdz09>

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October 20-21, 2023 at 1:30 pm (Board Retreat)

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Dial In: 929-205-6099 Meeting ID: 981 1949 1580
Password: pavirtual

December 11, 2023 at 6:30 pm

via Zoom Link:

<https://us06web.zoom.us/j/98119491580?pwd=VnBUajNIOVBHUTY0RmJzbitjWTVMdz09>

Dial In: 929-205-6099 Meeting ID: 981 1949 1580
Password: pavirtual

February 26, 2024 at 6:30 pm

via Zoom Link:

<https://us06web.zoom.us/j/98119491580?pwd=VnBUajNIOVBHUTY0RmJzbitjWTVMdz09>

Dial In: 929-205-6099 Meeting ID: 981 1949 1580
Password: pavirtual

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via Zoom Link:

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Dial In: 929-205-6099 Meeting ID: 981 1949 1580
Password: pavirtual

June 17, 2024 at 6:30 pm

via Zoom Link:

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Dial In: 929-205-6099 Meeting ID: 981 1949 1580
Password: pavirtual

MERC May 24 a-1



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Commonwealth of Pennsylvania }
County of Allegheny } SS:

Patty Klingensmith, Classified Advertising Manager of Trib Total Media, Inc., a corporation of the Commonwealth of Pennsylvania with place of business in Pittsburgh, Allegheny County, Pennsylvania, being duly sworn, deposes and says that the Tribune-Review is a daily newspaper in general circulation in Southwestern Pennsylvania. Said corporation was established in the year 1924. A copy of the printed notice of publication is attached hereto exactly as the same was printed and published in the regular editions of the said daily newspaper on the following dates, viz:
LEGAL# 288630, RE: 2023-2024 BOARD OF TRUSTEES MEETING SCHEDULE; 24TH DAY OF MAY, 2023.

Affiant further deposes that s/he is an officer duly Authorized by the Trib Total Media, Inc., publisher of the Tribune-Review, to verify the foregoing statement under oath and also declares that affiant is not interested in the subject matter of the aforesaid notice of publication, and that all allegations in the foregoing statement as to time, place and character of publication are true.

Regional Multi-Media Advertising Manager,

Trib Total Media, Inc.

Sworn to and subscribed before me this
24TH day of MAY, 2023

Notary Public

Commonwealth of Pennsylvania - Notary Seal
JoAnn M. Callahan, Notary Public
Westmoreland County
My commission expires July 1, 2024
Commission number 1243230
Member, Pennsylvania Association of Notaries

Statement of Advertising Costs

JULIE PUFKO
PA VIRTUAL CHARTER SCHOOL
630 PARK AVENUE
KING OF PRUSSIA, PA 19406

To Trib Total Media, Inc..
For Publishing the notice or advertisement attached
hereto on the above stated dates \$380.25
Probating Same \$ 0
Total \$ 380.25

Publisher's Receipt for

The Trib Total Media, Inc., publisher of the
acknowledges a receipt of the aforesaid advertising and
fully paid.

Trib Total Media Inc., Publisher
of the Tribune-Review, a Daily Newspaper.

By _____

2023-2024 Board of Trustees Meeting Schedule
August 21, 2023 at 6:30 pm
via Zoom Link
<https://us06web.zoom.us/j/98119491580?pwd=VnBUajNlOVhHUTY0RmJzb>
Dial In: 929-205-6099 Meeting ID: 981 1949 1580 Password:
October 20-21, 2023 at 1:30 pm (Board Retreat)
via Zoom Link:
<https://us06web.zoom.us/j/98119491580?pwd=VnBUajNlOVhHUTY0RmJz>
Dial In: 929-205-6099 Meeting ID: 981 1949 1580 Password:
December 11, 2023 at 6:30 pm
via Zoom Link:
<https://us06web.zoom.us/j/98119491580?pwd=VnBUajNlOVhHUTY0RmJz>
Dial In: 929-205-6099 Meeting ID: 981 1949 1580 Password:
February 26, 2024 at 6:30 pm
via Zoom Link:
<https://us06web.zoom.us/j/98119491580?pwd=VnBUajNlOVhHUTY0RmJz>
Dial In: 929-205-6099 Meeting ID: 981 1949 1580 Password:
April 26-27, 2024 at 1:30 pm (Board Retreat)
via Zoom Link:
<https://us06web.zoom.us/j/98119491580?pwd=VnBUajNlOVhHUTY0RmJz>
Dial In: 929-205-6099 Meeting ID: 981 1949 1580 Password:
June 17, 2024 at 6:30 pm
via Zoom Link:
<https://us06web.zoom.us/j/98119491580?pwd=VnBUajNlOVhHUTY0RmJz>
Dial In: 929-205-6099 Meeting ID: 981 1949 1580 Password:
288630(5-24-23)

Process Stages or Steps

1 The BOT Meeting schedule for the upcoming school year is approved in June when the administrative calendars are approved.

What happens:

The upcoming school year BOT Meeting Schedule is approved during the June BOT Meeting. After it has been approved, we need to publicize the meeting schedule in fulfillment of the Sunshine Act.

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

The Sunshine Act reads: "An agency shall give public notice of its first regular meeting of each calendar or fiscal year not less than three days in advance of the meeting and shall give public notice of the schedule of its remaining regular meetings. An agency shall give public notice of each special meeting or each rescheduled regular or special meeting at least 24 hours in advance of the time of the convening of the meeting specified in the notice." Stated differently, once the Board has its meeting calendar for the year, it only needs to publish that calendar once (at least 3 days before the first meeting) to satisfy the requirement for publication of all regular meetings for the year. No regular meeting included on that calendar needs to be published individually. If, however, the Board schedules a special meeting or rescheduled regular meeting, notice of that meeting must be published at least 24 hours in advance of the time of the convening of the meeting.

Special Warnings:

If a meeting date and/or time is changed, we have to publicize that revised information to the newspapers.

2 Send Meeting Schedule to newspapers

- 2.1. Send an email to Maureen Schmid (legals@montgomerynews.com) at Times Herald (circulation - Norristown, King of Prussia, Bridgeport areas) attaching the Meeting Schedule. Let her know what date you want it published.

What happens:

The email should say "Can you please place the attached Sunshine notice this week or early next week? depending on how soon you need the notice placed in order to stay in compliance.

Requirements:

=> List equipment, materials, resources (INPUTS) required at this stage.

Email addresses of Nina and Donna

Result:

Once, they receive the email, they will send you a reply with the date the ad is scheduled to run. Calendar this date as a tickler to remind you to make sure you receive the Affidavit of Publication from each paper.

2.2. Send an email to Joann Callahan (legals@triblive.com) at Total Trib attaching the Meeting Schedule. Ask her to include the attachment in the Valley News Dispatch (circulation - New Kensington, Tarentum, Arnold, Springdale, Alle-Kisiki areas - Pittsburgh region) with the date you want it published.

2.3. Confirmation of Publication

2.3.1. Newspapers should mail us a proof of publication. If that is not received, request it.

2.3.2. Once the confirmation of publication has been received, file the original in a binder called "The Sunshine Law Public Notice."

2.4. Payment

2.4.1. The newspapers will send us an invoice. Take the invoice to the Finance department for processing.

3 Post BOT schedules in KOP office - break rooms, front desk

Evidence of Sunshine Act for Public Meetings

Pa Virtual provides public notice to parents, families and key stakeholders the following ways.

1. The CEO office submits Print Media advertising across regions, please see the Sunshine Act process.
2. The Marketing Department provides notice as follows.

Blackboard posting of the Board of Trustees Info under PA Virtual Staff. The link directs staff to Board Docs. The Annual Board Meeting Schedule and Meeting agendas are posted on our website and can be found under the Board of Trustees drop down. The school Staff and Academic calendars include the FY meeting dates. They are available in Blackboard under Marketing the Internal Communications & Announcements Site.

3. The office of CEO maintains a binder in our KOP Office for parents and visiting families and staff to review when visiting. The binder contains our Board Meeting schedules, Annual Notifications, School calendars, Right to Know Policy, RTK and Parent letters and our annual budget.
4. The office of CEO also posts a copy of the Board of Trustees Meeting agenda 24 hours prior to the scheduled meeting on our front and back entry doors.
5. On behalf of the CEO office a reminder email is sent to All Staff inviting them to join the Meeting the morning of said meeting or on the Friday before a Saturday scheduled meeting.
6. Key Stakeholders are sent a meeting invitation for the all scheduled meetings for the Fiscal year. A Placeholder for retreats are sent 6 months in advance. A request for Board Reports is sent to the ELT and CEO the week following a meeting.
7. When meeting dates change the new meeting notice follows the same processes. Evidence of this see attached affidavits.

[ENROLL NOW](#)[Home](#)[3-23-22 Meeting Announcement](#)[3-23-22 Meeting Agenda](#)[5-7-22 Meeting Agenda](#)[6-27-22 Meeting Agenda](#)[8-22-22 Meeting Agenda](#)[10-10-22: Continuation of the August 22, 2022 Board of Trustees Meeting](#)[10-22-22: Continuation of the August 22, 2022 Board of Trustees Meeting](#)[10-22-22: Final Agenda for Board of Trustees Meeting](#)[6-26-23: Final Agenda for Board of Trustees Meeting](#)

Board Meeting Minutes 2023

[February 27, 2023](#)

Board Meeting Minutes 2022

[January 13, 2022](#)[March 23, 2022](#)[March 7, 2022](#)

Click here with En
questions.



2024 -2029 Charter Renewal Application

(Board Ethics Forms 2021-2023)

(1 of 10 Pages)

Statement of Financial Interests

IN ORDER TO FUNCTION PROPERLY, THIS FORM REQUIRES INTERNET EXPLORER 9 AND ABOVE, GOOGLE CHROME, OR MOZILLA FIREFOX.
THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK IS NOT COMPLETED OR IF CONFIRMATION OR SIGNATURE IS MISSING.

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D: Public Employees - Individuals employed by the Commonwealth or a political subdivision who are responsible for taking or recommending official action of a non-ministerial nature with regard to: contracting or procurement; administering or monitoring grants or subsidies; planning or zoning; inspecting, licensing, regulating or auditing any person; or any other activity where the official action has an economic impact of greater than a de minimis nature on the interests of any person. The term does not include individuals whose activities are limited to teaching.

A former public official or former public employee must file the year after termination of service with the governmental body.

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This Form is required to be filed pursuant to the provisions of the Public Official and Employee Ethics Act, 65 Pa C.S. § 1101 [et seq.](#)

Please check below if you have read and understand the above terms. *

Yes I have read and understand the above the terms.

Are you amending a prior filing? *

Yes

01 Name

First Name * (?) Bonnie

Last Name * (?) Schaefer

Middle Initial M

Suffix

02 Address

**Business,
Governmental,
Home, or Postal
Address** * (?)

Street Address

Address Line 2

City

Postal / Zip Code

State / Province / Region

Pennsylvania

Country

Telephone * (?)

Telephone Number ###-###-####

03 - 05 Public Position or Public Office and Governmental Entity in which you are/were an Official, Employee, Candidate, Nominee, or Solicitor

Status * (?) Public Official (Current)

**State or
County/Local** * (?) State

State Entity * (?) Department of Education

Position * (?) President, Board of Trustees

Do you have an additional Public Position or Public Office and Governmental Entity to add to this filing? *

No

Selecting "Yes" will allow for additions below.

06 Occupation or Profession

**Current Occupation
or Profession** * (?) accounting paraprofessional

07 Year

Year * (?) 2019

The calendar year for which this form is being filed.

08 Real Estate Interests

**Are you amending
your form as to real
estate interests?** * No

09 Creditors

Are you amending your form as to creditors? *

Yes

Creditors

Name * (?) American Express

Address (?) P.O. Box 981535
City* El Paso
State* TX
Zip Code 79998-1535
Interest Rate* 15.99
Exclude the "%" symbol

Name* (?) PNC Bank
Address (?) 1415 Ritner Highway
City* Carlisle
State* PA
Zip Code 17013
Interest Rate* 4.85
Exclude the "%" symbol

10 Direct or Indirect Sources of Income

Are you amending your form as to sources of income?*

Yes

Source of Income

Name* (?) Phoenix CPA's & Consultants LLC

Address* (?)
Street Address
850 S. Hermitage Road, Suite A
Address Line 2
City State / Province / Region
Hermitage PA
Postal / Zip Code Country
16148

Name* (?) East Main Church

Address* (?)
Street Address
120 East Main Street
Address Line 2
City State / Province / Region
Grove City PA
Postal / Zip Code Country
16127

Name* (?) Commonwealth of Pennsylvania

Address * (?)
Street Address
9th Floor Forum Place
Address Line 2
555 Walnut Street
City
Harrisburg
State / Province / Region
PA
Postal / Zip Code
17101
Country

11 Gifts

Are you amending your form as to gifts? *

No

12 Transportation, Lodging, Hospitality

Are you amending your form as to transportation, lodging, or hospitality? *

No

13 Office, Directorship, or Employment in any Business

Are you amending your form as to office, directorship, or employment in any business? *

Yes

Business Entity

Name * (?) PA Virtual Charter School

Address * (?)
Street Address
630 Park Avenue
Address Line 2
City
King of Prussia
State / Province / Region
PA
Postal / Zip Code
19406
Country

Position Held * (?) President, Board of Trustees

Name * (?) Rev21.biz LLC

Address * (?)
Street Address
[REDACTED]
Address Line 2
City
[REDACTED]
State / Province / Region
PA
Postal / Zip Code
[REDACTED]
Country

Position Held * (?) President

Name * (?) Phoenix CPA's & Consultants LLC

Address * (?) Street Address
850 S. Hermitage Rd, Ste A
Address Line 2
City State / Province / Region
Hermitage PA
Postal / Zip Code Country
16148

Position Held * (?) Paraprofessional

Name * (?) East Main Church

Address * (?) Street Address
120 East Main Street
Address Line 2
City State / Province / Region
Grove City PA
Postal / Zip Code Country
16127

Position Held * (?) Multi-Media Tech Team Leader

14 Financial Interest in any Legal Entity in Business for Profit

Are you amending your form as to financial interests in any legal entity in business for profit? *

Yes

Business Entity

Name * (?) Rev21.biz LLC

Address * (?) Street Address
[REDACTED]
Address Line 2
City State / Province / Region
[REDACTED] PA
Postal / Zip Code Country
[REDACTED]

Interest Held * (?) 50
Exclude the "%" symbol

15 Business Interests Transferred to Immediate Family Member

Are you amending your form as to transfers of business interests? *

No

Additional comments or explanations about any of the above sections:

Confirmation *

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information, and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S § 4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S § 1109(b).

I Confirm

Signature * (?)

Date

Bonnie M. Schaefer

2020-04-09

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Statement of Financial Interests

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Please check below if you have read and understand the above terms. *

Yes I have read and understand the above the terms.

Are you amending a prior filing? *

No

01 Name

First Name * (?) Brenda

Last Name * (?) Sachleben

Middle Initial H

Suffix

02 Address

**Business,
Governmental,
Home, or Postal
Address *** (?)

Street Address

Address Line 2

City

State / Province / Region

PA

Postal / Zip Code

Country

Telephone * (?)

Telephone Number ###-###-####

03 - 05 Public Position or Public Office and Governmental Entity in which you are/were an Official, Employee, Candidate, Nominee, or Solicitor

Status * (?) Public Official (Current)

**State or
County/Local *** (?) County/Local

County * (?) Montgomery County

County/Local Entity * **Not Listed**
(?)

**Other County/Local
Entity *** (?) PA Virtual Charter School

Position * (?) Board of Trustee Vice President

Do you have an additional Public Position or Public Office and Governmental Entity to add to this filing? *

No

Selecting "Yes" will allow for additions below.

06 Occupation or Profession

**Current Occupation
or Profession *** (?) Disabled

07 Year

Year * (?) 2019

The calendar year for which this form is being filed.

08 Real Estate Interests

**Do you have
reportable real
estate interests? ***
(?) No

09 Creditors

Do you have reportable creditors? * (?)

Yes

Creditors

Name * (?) Ally Financial Inc
Address (?) PO Box 380901
City * Bloomington
State * MN
Zip Code 55438
Interest Rate * 14
Exclude the "%" symbol

10 Direct or Indirect Sources of Income

Do you have any reportable direct or indirect sources of income? * (?)

Yes

Source of Income

Name * (?) SS Disability
Address * (?)
Street Address
300 Spring Garden St
Address Line 2
City Philadelphia State / Province / Region PA
Postal / Zip Code 19123 Country

11 Gifts

Have you received any reportable gifts? * (?)

No

Gifts Disclaimer *

By selecting "No" above, you are indicating that you did not receive any reportable gift(s) during the calendar year for which you are filing this Statement of Financial Interests. By checking the "I Accept" checkbox below, you are acknowledging your understanding that if reportable gift(s) were received and are not included on this form, you are subject to all applicable penalties.

I Accept

12 Transportation, Lodging, Hospitality

Do you have any reportable transportation, lodging, or hospitality? * (?)

No

**Transportation,
Lodging, &
Hospitality
Disclaimer***

By selecting "No" above, you are indicating that you did not receive any reportable transportation, lodging or hospitality during the calendar year for which you are filing this Statement of Financial Interests. By checking the "I Accept" checkbox below, you are acknowledging your understanding that if reportable transportation, lodging or hospitality was received and is not included on this form you are subject to all applicable penalties.

I Accept

13 Office, Directorship, or Employment in any Business

Did you hold any office, directorship, or employment in any business for the calendar year for which you are reporting? * (?)

No

14 Financial Interest in any Legal Entity in Business for Profit

Do you have a reportable financial interest in any legal entity in business for profit? * (?)

No

15 Business Interests Transferred to Immediate Family Member

Did you transfer any business interests to an immediate family member during the calendar year which you are reporting? * (?)

No

Additional
comments or
explanations about
any of the above
sections:

Confirmation*

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information, and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. § 4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. § 1109(b).

I Confirm

Signature* (?)

Date

Brenda H Sachleben

2020-04-16

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Please check below if you have read and understand the above terms. *

Yes I have read and understand the above the terms.

Are you amending a prior filing? *

Yes

01 Name

First Name * (?) Carl

Last Name * (?) Schwartz

Middle Initial W

Suffix

02 Address

**Business,
Governmental,
Home, or Postal
Address *** (?)

Street Address

Address Line 2

City

Postal / Zip Code

State / Province / Region

PA

Country

Telephone * (?)

Telephone Number ###-###-####

03 - 05 Public Position or Public Office and Governmental Entity in which you are/were an Official, Employee, Candidate, Nominee, or Solicitor

Status * (?) Public Employee (Current)

**State or
County/Local *** (?) State

State Entity * (?) **Not Listed**

Other State Entity * (?) PA Virtual Charter School

Position * (?) Member Board of Trustees

Do you have an additional Public Position or Public Office and Governmental Entity to add to this filing? *

No

Selecting "Yes" will allow for additions below.

06 Occupation or Profession

**Current Occupation
or Profession *** (?) Engineer

07 Year

Year * (?) 2019

The calendar year for which this form is being filed.

08 Real Estate Interests

**Are you amending
your form as to real
estate interests? *** No

09 Creditors

Are you amending your form as to creditors? *

No

10 Direct or Indirect Sources of Income

Are you amending your form as to sources of income? *

Yes

Source of Income

Name * (?)	Westinghouse Electric Company		
Address * (?)	Street Address		
	1000 Cranberry Woods Drive		
	Address Line 2		
	City	State / Province / Region	
	Cranberry Woods	PA	
Postal / Zip Code	Country		
16066			

11 Gifts

Are you amending your form as to gifts? *

No

12 Transportation, Lodging, Hospitality

Are you amending your form as to transportation, lodging, or hospitality? *

No

13 Office, Directorship, or Employment in any Business

Are you amending your form as to office, directorship, or employment in any business? *

No

14 Financial Interest in any Legal Entity in Business for Profit

Are you amending your form as to financial interests in any legal entity in business for profit? *

No

15 Business Interests Transferred to Immediate Family Member

Are you amending your form as to transfers of business interests? *

No

**Additional
comments or
explanations about
any of the above
sections:**

Confirmation *

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information, and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. § 4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. § 1109(b).

I Confirm

Signature * (?)

Date

Carl W. Schwartz

2020-04-25

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A former public official or former public employee must file the year after termination of service with the governmental body.

E: Solicitors - Persons elected or appointed to the office of solicitor for political subdivision(s).

Important: Please read all instructions carefully prior to completion of form. To see detailed instructions, hover the cursor over the "(?)" icon in each section or, to view the entire set of instructions in a second browser window, click ["here"](#). Any questions may be directed to the State Ethics Commission at (717) 783-1610 or Toll Free at 1-800-932-0936.

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Please check below if you have read and understand the above terms. *

Yes I have read and understand the above the terms.

Are you amending a prior filing? *

No

01 Name

First Name * (?) Sophia

Last Name * (?) Lewis

Middle Initial H

Suffix

02 Address

**Business,
Governmental,
Home, or Postal
Address *** (?)

Street Address

Address Line 2

City

State / Province / Region

PA

Postal / Zip Code

Country

Telephone * (?)

Telephone Number ###-###-####

03 - 05 Public Position or Public Office and Governmental Entity in which you are/were an Official, Employee, Candidate, Nominee, or Solicitor

Status * (?)

Nominee

**State or
County/Local *** (?)

County/Local

County * (?)

Philadelphia County

County/Local Entity *
(?)

Not Listed

**Other County/Local
Entity *** (?)

Montgomery

Position * (?)

Board of Trustees-Secretary

Do you have an additional Public Position or Public Office and Governmental Entity to add to this filing? *

No

Selecting "Yes" will allow for additions below.

06 Occupation or Profession

**Current Occupation
or Profession *** (?)

Unemployed

07 Year

Year * (?)

2019

The calendar year for which this form is being filed.

08 Real Estate Interests

**Do you have
reportable real
estate interests? ***
(?)

No

09 Creditors

Do you have reportable creditors? * (?)

No

10 Direct or Indirect Sources of Income

Do you have any reportable direct or indirect sources of income? * (?)

No

Income Disclaimer *

By selecting "No" above, you are indicating that you had no reportable direct or indirect source(s) of income during the calendar year for which you are filing this Statement of Financial Interests. By checking the "I Accept" checkbox below, you are acknowledging your understanding that if you had reportable direct or indirect source(s) of income that are not included on this form, you are subject to all applicable penalties.

I Accept

11 Gifts

Have you received any reportable gifts? * (?)

No

Gifts Disclaimer *

By selecting "No" above, you are indicating that you did not receive any reportable gift(s) during the calendar year for which you are filing this Statement of Financial Interests. By checking the "I Accept" checkbox below, you are acknowledging your understanding that if reportable gift(s) were received and are not included on this form, you are subject to all applicable penalties.

I Accept

12 Transportation, Lodging, Hospitality

Do you have any reportable transportation, lodging, or hospitality? * (?)

No

Transportation, Lodging, & Hospitality Disclaimer *

By selecting "No" above, you are indicating that you did not receive any reportable transportation, lodging or hospitality during the calendar year for which you are filing this Statement of Financial Interests. By checking the "I Accept" checkbox below, you are acknowledging your understanding that if reportable transportation, lodging or hospitality was received and is not included on this form, you are subject to all applicable penalties.

I Accept

13 Office, Directorship, or Employment in any Business

Did you hold any office, directorship, or employment in any business for the calendar year for which you are reporting? * (?)

No

14 Financial Interest in any Legal Entity in Business for Profit

Do you have a reportable financial interest in any legal entity in business for profit? * (?)

No

15 Business Interests Transferred to Immediate Family Member

Did you transfer any business interests to an immediate family member during the calendar year which you are reporting? * (?)

No

Additional
comments or
explanations about
any of the above
sections:

Confirmation *

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information, and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S § 4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S § 1109(b).

I Confirm

Signature * (?)

Date

Sophia H. Lewis

2020-04-09

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STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY

01 LAST NAME FIRST NAME MI SUFFIX

W H E T S T O N E J O H N T III

02 ADDRESS office (business or governmental) or home City State Zip Code Area Code Phone

[REDACTED] VIRGINIA [REDACTED] [REDACTED]

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable block or blocks, more than one block may be marked. (See instructions on page 2)

A Candidate (including write-in) C Public Official (Current) D Public Employee (Current) E Check this block if you are filing as a solicitor

B Nominee C Public Official (Former) D Public Employee (Former)

Check this block if you are amending an original filing

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) seeking hold held

A M E M B E R B O A R D O F T R U S T E E S

seeking hold held

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A P A V I R T U A L C H A R T E R S C H O O L

06 OCCUPATION OR PROFESSION (This may be the same as block 4) 07 YEAR SEE INSTRUCTIONS.

Retired Information in Blocks 8 -15 represents disclosure for the calendar year listed here: 2019

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box.

09 CREDITORS (See instructions on page 2) Creditor (Name and Address) If NONE, check this box.

Name: Address: Interest Rate

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on pg. 2) ONLY IF NONE, check this block.

Raymond James & Associates 880 Carillon Parkway
Name: Address: St. Petersburg, FL 33716
Morgan Stanley Smith Barney 1 New York Plaza NY, NY 10004

11 GIFTS (See instructions on page 2) If NONE, check this box.

Source of Gift Value of Gift

Address of Source of Gift Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box.

Source (Name and Address) Value

PA V I R T U A L 630 P A R K A V E King of Prussia, PA 19406 847.84

13 OFFICE, DIRECTORSHIP, OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box.

Business Entity (Name and Address) Position Held (i.e., officer, director, employee, etc.)

Name: Address:

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box.

Name and Address of Business Interest Held (i.e., 5%, 10%, etc.)

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box.

Business (Name and Address) Interest Held Relationship Date Transferred

Transferee (Name and Address)

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature John Thomas Whetstone III Enter Current Date 08 April 2020

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Statement of Financial Interests

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Please check below if you have read and understand the above terms. *

Yes I have read and understand the above the terms.

Are you amending a prior filing? *

No

01 Name

First Name * (?) Victor

Last Name * (?) Valentine

Middle Initial D

Suffix Sr.

02 Address

**Business,
Governmental,
Home, or Postal
Address** * (?)

Street Address

Address Line 2

City

Postal / Zip Code

State / Province / Region

Pennsylvania

Country

Telephone * (?)

Telephone Number ###-###-####

03 - 05 Public Position or Public Office and Governmental Entity in which you are/were an Official, Employee, Candidate, Nominee, or Solicitor

Status * (?)

Nominee

**State or
County/Local** * (?)

State

State Entity * (?)

Department of Education

Position * (?)

Board of Trustee for PAVirtual Charter
School

Do you have an additional Public Position or Public Office and Governmental Entity to add to this filing? *

No

Selecting "Yes" will allow for additions below.

06 Occupation or Profession

**Current Occupation
or Profession** * (?) Disabled/unemployed

07 Year

Year * (?)

2019

The calendar year for which this form is being filed.

08 Real Estate Interests

**Do you have
reportable real
estate interests?** *
(?)

No

09 Creditors

Do you have reportable creditors? * (?)

No

10 Direct or Indirect Sources of Income

Do you have any reportable direct or indirect sources of income? * (?)

No

Income Disclaimer *

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I Accept

11 Gifts

Have you received any reportable gifts? * (?)

No

Gifts Disclaimer *

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I Accept

12 Transportation, Lodging, Hospitality

Do you have any reportable transportation, lodging, or hospitality? * (?)

No

**Transportation,
Lodging, &
Hospitality
Disclaimer ***

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I Accept

13 Office, Directorship, or Employment in any Business

Did you hold any office, directorship, or employment in any business for the calendar year for which you are reporting? * (?)

No

14 Financial Interest in any Legal Entity in Business for Profit

Do you have a reportable financial interest in any legal entity in business for profit? * (?)

No

15 Business Interests Transferred to Immediate Family Member

Did you transfer any business interests to an immediate family member during the calendar year which you are reporting? * (?)

No

**Additional
comments or
explanations about
any of the above
sections:**

Confirmation *

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I Confirm

Signature * (?)

Date

Victor D Valentine Sr.

2020-04-17

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Statement of Financial Interests

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Please check below if you have read and understand the above terms. *

Yes I have read and understand the above the terms.

Are you amending a prior filing? *

No

01 Name

First Name * (?) Bonnie

Last Name * (?) Schaefer

Middle Initial M

Suffix

02 Address

**Business,
Governmental,
Home, or Postal
Address** * (?)

Street Address

Address Line 2

City

Postal / Zip Code

State / Province / Region

PA

Country

Telephone * (?)

03 - 05 Public Position or Public Office and Governmental Entity in which you are/were an Official, Employee, Candidate, Nominee, or Solicitor

Status * (?)

Public Official (Current)

**State or
County/Local** * (?)

State

State Entity * (?)

Department of Education

Position * (?)

Chair, Board of Trustees

Do you have an additional Public Position or Public Office and Governmental Entity to add to this filing? *

No

Selecting "Yes" will allow for additions below.

06 Occupation or Profession

**Current Occupation
or Profession** * (?)

accounting paraprofessional

07 Year

Year * (?)

2020

The calendar year for which this form is being filed.

08 Real Estate Interests

**Do you have
reportable real
estate interests?** *
(?)

No

09 Creditors

Do you have reportable creditors? * (?)

No

10 Direct or Indirect Sources of Income

Do you have any reportable direct or indirect sources of income? * (?)

Yes

Source of Income

Name * (?) Phoenix CPA's & Consultants, LLC

Address * (?)
Street Address
850 S. Hermitage Road
Address Line 2
Suite A
City State / Province / Region
Hermitage PA
Postal / Zip Code Country
16148

11 Gifts

Have you received any reportable gifts? * (?)

No

Gifts Disclaimer * By selecting "No" above, you are indicating that you did not receive any reportable gift(s) during the calendar year for which you are filing this Statement of Financial Interests. By checking the "I Accept" checkbox below, you are acknowledging your understanding that if reportable gift(s) were received and are not included on this form you are subject to all applicable penalties.

I Accept

12 Transportation, Lodging, Hospitality

Do you have any reportable transportation, lodging, or hospitality? * (?)

No

Transportation, Lodging, & Hospitality Disclaimer * By selecting "No" above, you are indicating that you did not receive any reportable transportation, lodging or hospitality during the calendar year for which you are filing this Statement of Financial Interests. By checking the "I Accept" checkbox below, you are acknowledging your understanding that if reportable transportation, lodging or hospitality was received and is not included on this form you are subject to all applicable penalties.

I Accept

13 Office, Directorship, or Employment in any Business

Did you hold any office, directorship, or employment in any business for the calendar year for which you are reporting? * (?)

Yes

Business Entity

Name * (?) PA Virtual Charter School

Address * (?)
Street Address
630 Park Avenue
Address Line 2
City State / Province / Region
King of Prussia PA
Postal / Zip Code Country
19406

Position Held * (?) Chair, Board of Trustees

Name * (?) Phoenix CPA's & Consultants, LLC

Address * (?)
Street Address
850 S. Hermitage Road
Address Line 2
Suite A
City Hermitage State / Province / Region PA
Postal / Zip Code 16148 Country

Position Held * (?) paraprofessional

14 Financial Interest in any Legal Entity in Business for Profit

Do you have a reportable financial interest in any legal entity in business for profit? * (?)

No

15 Business Interests Transferred to Immediate Family Member

Did you transfer any business interests to an immediate family member during the calendar year which you are reporting? * (?)

No

Additional comments or explanations about any of the above sections:

Confirmation * The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information, and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. § 4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. § 1109(b).

I Confirm

Signature * (?)

Date

Bonnie M. Schaefer

2021-04-10

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Statement of Financial Interests

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D: Public Employees - Individuals employed by the Commonwealth or a political subdivision who are responsible for taking or recommending official action of a non-ministerial nature with regard to: contracting or procurement; administering or monitoring grants or subsidies; planning or zoning; inspecting, licensing, regulating or auditing any person; or any other activity where the official action has an economic impact of greater than a de minimis nature on the interests of any person. The term does not include individuals whose activities are limited to teaching.

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Please check below if you have read and understand the above terms. *

Yes I have read and understand the above the terms.

Are you amending a prior filing? *

No

01 Name

First Name * (?) Brenda

Last Name * (?) Sachleben

Middle Initial

Suffix

02 Address

**Business,
Governmental,
Home, or Postal
Address** * (?)

Street Address

Address Line 2

City

State / Province / Region

PA

Postal / Zip Code

Country

Telephone * (?)

Telephone Number ###-###-####

03 - 05 Public Position or Public Office and Governmental Entity in which you are/were an Official, Employee, Candidate, Nominee, or Solicitor

Status * (?) Public Official (Current)

**State or
County/Local** * (?) County/Local

County * (?) Montgomery County

County/Local Entity * **Not Listed**
(?)

**Other County/Local
Entity** * (?) Pennsylvania Virtual Charter School

Position * (?) Board of Trustees Vice President

Do you have an additional Public Position or Public Office and Governmental Entity to add to this filing? *

No

Selecting "Yes" will allow for additions below.

06 Occupation or Profession

**Current Occupation
or Profession** * (?) Disabled

07 Year

Year * (?) 2020

The calendar year for which this form is being filed.

08 Real Estate Interests

**Do you have
reportable real
estate interests?** *
(?) No

09 Creditors

Do you have reportable creditors? * (?)

Yes

Creditors

Name * (?) Ally Bank

Address (?) PO BOX 380902

City * BLOOMINGTON

State * MN

Zip Code 55438-0902

Interest Rate * 18.74
Exclude the "%" symbol

10 Direct or Indirect Sources of Income

Do you have any reportable direct or indirect sources of income? * (?)

Yes

Source of Income

Name * (?) SSI Disability

Address * (?)
Street Address
1300 D St. SW
Address Line 2
City Washington State / Province / Region Pennsylvania
Postal / Zip Code 20001 Country

11 Gifts

Have you received any reportable gifts? * (?)

No

Gifts Disclaimer *

By selecting "No" above, you are indicating that you did not receive any reportable gift(s) during the calendar year for which you are filing this Statement of Financial Interests. By checking the "I Accept" checkbox below, you are acknowledging your understanding that if reportable gift(s) were received and are not included on this form, you are subject to all applicable penalties.

I Accept

12 Transportation, Lodging, Hospitality

Do you have any reportable transportation, lodging, or hospitality? * (?)

No

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I Accept

13 Office, Directorship, or Employment in any Business

Did you hold any office, directorship, or employment in any business for the calendar year for which you are reporting? * (?)

No

14 Financial Interest in any Legal Entity in Business for Profit

Do you have a reportable financial interest in any legal entity in business for profit? * (?)

No

15 Business Interests Transferred to Immediate Family Member

Did you transfer any business interests to an immediate family member during the calendar year which you are reporting? * (?)

No

Additional
comments or
explanations about
any of the above
sections:

Confirmation*

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I Confirm

Signature * (?)

Date

Brenda Sachleben

2021-04-27

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E: Solicitors - Persons elected or appointed to the office of solicitor for political subdivision(s).

Important: Please read all instructions carefully prior to completion of form. To see detailed instructions, hover the cursor over the "(?)" icon in each section or, to view the entire set of instructions in a second browser window, click ["here"](#). Any questions may be directed to the State Ethics Commission at (717) 783-1610 or Toll Free at 1-800-932-0936.

This Form is required to be filed pursuant to the provisions of the Public Official and Employee Ethics Act, 65 Pa C.S. § 1101 [et seq.](#)

Please check below if you have read and understand the above terms. *

Yes I have read and understand the above the terms.

Are you amending a prior filing? *

No

01 Name

First Name * (?) Carl

Last Name * (?) Schwartz

Middle Initial W

Suffix

02 Address

**Business,
Governmental,
Home, or Postal
Address** * (?)

Street Address

Address Line 2

City

Postal / Zip Code

State / Province / Region

Pennsylvania

Country

Telephone * (?)

Telephone Number ###-###-####

03 - 05 Public Position or Public Office and Governmental Entity in which you are/were an Official, Employee, Candidate, Nominee, or Solicitor

Status * (?) Public Official (Current)

**State or
County/Local** * (?) State

State Entity * (?) **Not Listed**

Other State Entity * (?) PA Virtual Charter School
(?)

Position * (?) Member of Board of Trustees

Do you have an additional Public Position or Public Office and Governmental Entity to add to this filing? *

No

Selecting "Yes" will allow for additions below.

06 Occupation or Profession

**Current Occupation
or Profession** * (?) Engineer

07 Year

Year * (?) 2020

The calendar year for which this form is being filed.

08 Real Estate Interests

**Do you have
reportable real
estate interests?** *
(?) No

09 Creditors

Do you have reportable creditors? * (?)

No

10 Direct or Indirect Sources of Income

Do you have any reportable direct or indirect sources of income? * (?)

Yes

Source of Income

Name * (?)	Westinghouse Electric Company		
Address * (?)	Street Address		
	1000 Cranberry Woods Dr.		
	Address Line 2		
	City	State / Province / Region	
	Cranberry Wood	PA	
Postal / Zip Code	Country		
16066			

11 Gifts

Have you received any reportable gifts? * (?)

No

Gifts Disclaimer *

By selecting "No" above, you are indicating that you did not receive any reportable gift(s) during the calendar year for which you are filing this Statement of Financial Interests. By checking the "I Accept" checkbox below, you are acknowledging your understanding that if reportable gift(s) were received and are not included on this form, you are subject to all applicable penalties.

I Accept

12 Transportation, Lodging, Hospitality

Do you have any reportable transportation, lodging, or hospitality? * (?)

No

**Transportation,
Lodging, &
Hospitality
Disclaimer** *

By selecting "No" above, you are indicating that you did not receive any reportable transportation, lodging or hospitality during the calendar year for which you are filing this Statement of Financial Interests. By checking the "I Accept" checkbox below, you are acknowledging your understanding that if reportable transportation, lodging or hospitality was received and is not included on this form, you are subject to all applicable penalties.

I Accept

13 Office, Directorship, or Employment in any Business

Did you hold any office, directorship, or employment in any business for the calendar year for which you are reporting? * (?)

No

14 Financial Interest in any Legal Entity in Business for Profit

Do you have a reportable financial interest in any legal entity in business for profit? * (?)

No

15 Business Interests Transferred to Immediate Family Member

Did you transfer any business interests to an immediate family member during the calendar year which you are reporting? * (?)

No

**Additional
comments or
explanations about
any of the above
sections:**

Confirmation *

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information, and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. § 4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. § 1109(b).

I Confirm

Signature * (?)

Date

Carl W. Schwartz

2021-04-27

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ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR
RECORDS.

STATEMENT OF FINANCIAL INTERESTS
PLEASE PRINT NEATLY

01 LAST NAME FIRST NAME MI SUFFIX
W H E T S T O N E J O H N T III

02 ADDRESS office (business or governmental) or home City State Zip Code Area Code Phone
[REDACTED] VIRGINIA [REDACTED]

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable box or boxes, more than one box may be marked. (See instructions on page 2)
A Candidate (including write-in) C Public Official (Current) D Public Employee (Current) E Check this box if you are filing as a solicitor Check this box if you are amending an original filing
B Nominee C Public Official (Former) D Public Employee (Former)

04 PUBLIC POSITION OR PUBLIC OFFICE (administrator, member, Commissioner, job title, etc.) seeking hold held
A MEMBER BOARD OF TRUSTEES seeking hold held
B

05 GOVERNMENTAL ENTITY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)
A PENNSYLVANIA VIRTUAL CHARTER SCHOOL

06 OCCUPATION OR PROFESSION (This may be the same as block 4) 07 YEAR SEE INSTRUCTIONS.
RETIREED Information in blocks 8 - 15 represents disclosure for the calendar year listed here: 2020

08 REAL ESTATE INTERESTS (See instructions on page 2) If NONE, check this box.

09 CREDITORS (See instructions on page 2) Creditor (Name and Address) If NONE, check this box. Interest Rate
Name: Address:

10 DIRECT OR INDIRECT SOURCES OF INCOME including (but not limited to) all employment. (See instructions on page 2) If NONE, check this box. (OFFICIAL USE ONLY)
Name: RAYMOND JAMES + ASSOCIATES Address: 880 CARILLION PARKWAY, ST. PETERSBURG, FL 33716
MORGAN STANLEY SMITH BARNEY 1 NEW YORK PLAZA, NY NY 10004

11 GIFTS (See instructions on page 2) If NONE, check this box.
Source of Gift Value of Gift
Address of Source of Gift Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING, HOSPITALITY (See instructions on page 2) If NONE, check this box. Value
Source (Name and Address)

13 OFFICE, DIRECTORSHIP, OR EMPLOYMENT IN ANY BUSINESS (See instructions on page 2) If NONE, check this box. Position Held (i.e., officer, director, employee, etc.)
Business Entity (Name and Address) Name: Address:

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT (See instructions on page 2) If NONE, check this box. Interest Held (i.e., 5%, 10%, etc.)
Name and Address of Business

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER (See instructions on page 2) If NONE, check this box.
Business (Name and Address) Transferee (Name and Address) Interest Held Relationship Date Transferred

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. § 4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. § 1109(b).

Signature John Thomas Whetstone III Enter Current Date 12 MARCH 2021

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

Statement of Financial Interests

IN ORDER TO FUNCTION PROPERLY, THIS FORM REQUIRES INTERNET EXPLORER 9 AND ABOVE, GOOGLE CHROME, OR MOZILLA FIREFOX.
THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK IS NOT COMPLETED OR IF CONFIRMATION OR SIGNATURE IS MISSING.

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THOSE REQUIRED TO FILE FOR MORE THAN ONE POSITION MUST FILE IN ALL FILING LOCATIONS FOR ALL SUCH POSITIONS.

THIS FORM MUST BE COMPLETED AND FILED BY:

A: Candidates - Persons seeking elected state, county and local public offices, including first-time candidates, incumbents seeking re-election, and write-in candidates who do not decline nomination/election within 30 days of official certification of same.

B: Nominees - Persons nominated for public office subject to confirmation.

C: Public Officials - Persons serving as current state/county/local public officials (elected or appointed). The term includes persons serving as alternates/designees. The term excludes members of purely advisory boards.

D: Public Employees - Individuals employed by the Commonwealth or a political subdivision who are responsible for taking or recommending official action of a non-ministerial nature with regard to: contracting or procurement; administering or monitoring grants or subsidies; planning or zoning; inspecting, licensing, regulating or auditing any person; or any other activity where the official action has an economic impact of greater than a de minimis nature on the interests of any person. The term does not include individuals whose activities are limited to teaching.

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E: Solicitors - Persons elected or appointed to the office of solicitor for political subdivision(s).

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Please check below if you have read and understand the above terms. *

Yes I have read and understand the above the terms.

Are you amending a prior filing? *

No

01 Name

First Name * (?) Sophia

Last Name * (?) Lewis

Middle Initial H

Suffix

02 Address

**Business,
Governmental,
Home, or Postal
Address *** (?)

Street Address

Address Line 2

City

State / Province / Region

PA

Postal / Zip Code

Country

Telephone * (?)

Telephone Number ###-###-####

03 - 05 Public Position or Public Office and Governmental Entity in which you are/were an Official, Employee, Candidate, Nominee, or Solicitor

Status * (?)

Nominee

**State or
County/Local *** (?)

County/Local

County * (?)

Montgomery County

County/Local Entity *
(?)

Montgomery County Intermediate Unit 23

Position * (?)

Board of Trustee

Do you have an additional Public Position or Public Office and Governmental Entity to add to this filing? *

No

Selecting "Yes" will allow for additions below.

06 Occupation or Profession

**Current Occupation
or Profession *** (?)

Community Health Worker

07 Year

Year * (?)

2020

The calendar year for which this form is being filed.

08 Real Estate Interests

**Do you have
reportable real
estate interests? ***
(?)

No

09 Creditors

Do you have reportable creditors? * (?)

No

10 Direct or Indirect Sources of Income

Do you have any reportable direct or indirect sources of income? * (?)

No

Income Disclaimer * By selecting "No" above, you are indicating that you had no reportable direct or indirect source(s) of income during the calendar year for which you are filing this Statement of Financial Interests. By checking the "I Accept" checkbox below, you are acknowledging your understanding that if you had reportable direct or indirect source(s) of income that are not included on this form, you are subject to all applicable penalties.

I Accept

11 Gifts

Have you received any reportable gifts? * (?)

No

Gifts Disclaimer * By selecting "No" above, you are indicating that you did not receive any reportable gift(s) during the calendar year for which you are filing this Statement of Financial Interests. By checking the "I Accept" checkbox below, you are acknowledging your understanding that if reportable gift(s) were received and are not included on this form, you are subject to all applicable penalties.

I Accept

12 Transportation, Lodging, Hospitality

Do you have any reportable transportation, lodging, or hospitality? * (?)

No

Transportation, Lodging, & Hospitality Disclaimer * By selecting "No" above, you are indicating that you did not receive any reportable transportation, lodging or hospitality during the calendar year for which you are filing this Statement of Financial Interests. By checking the "I Accept" checkbox below, you are acknowledging your understanding that if reportable transportation, lodging or hospitality was received and is not included on this form, you are subject to all applicable penalties.

I Accept

13 Office, Directorship, or Employment in any Business

Did you hold any office, directorship, or employment in any business for the calendar year for which you are reporting? * (?)

No

14 Financial Interest in any Legal Entity in Business for Profit

Do you have a reportable financial interest in any legal entity in business for profit? * (?)

No

15 Business Interests Transferred to Immediate Family Member

Did you transfer any business interests to an immediate family member during the calendar year which you are reporting? * (?)

No

Additional comments or explanations about any of the above sections:

Confirmation*

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information, and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. § 4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. § 1109(b).

I Confirm

Signature* (?)

Date

Sophia H Lewis

2021-04-19

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Statement of Financial Interests

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Please check below if you have read and understand the above terms.*

Yes I have read and understand the above the terms.

Are you amending a prior filing?*

No

01 Name

First Name* (?) Victor

Last Name* (?) Valentine

Middle Initial D

Suffix

02 Address

Business, Governmental, Home, or Postal Address* (?)
Street Address
[REDACTED]
Address Line 2
City
[REDACTED]
State / Province / Region
PA
Postal / Zip Code
[REDACTED]
Country

Telephone* (?) [REDACTED]
Telephone Number ###-###-####

03 - 05 Public Position or Public Office and Governmental Entity in which you are/were an Official, Employee, Candidate, Nominee, or Solicitor

Status* (?) Public Employee (Current)
State or County/Local* (?) State
State Entity* (?) Department of Education
Position* (?) Volunteer Board member with PA Virtual Charter School

Do you have an additional Public Position or Public Office and Governmental Entity to add to this filing?*

No

Selecting "Yes" will allow for additions below.

06 Occupation or Profession

Current Occupation or Profession* (?) Disable

07 Year

Year* (?) 2021
The calendar year for which this form is being filed.

08 Real Estate Interests

Do you have reportable real estate interests?* (?) No

09 Creditors

Do you have reportable creditors?* (?)

No

10 Direct or Indirect Sources of Income

Do you have any reportable direct or indirect sources of income?* (?)

No

Income Disclaimer*

By selecting "No" above, you are indicating that you had no reportable direct or indirect source(s) of income during the calendar year for which you are filing this Statement of Financial Interests. By checking the "I Accept" checkbox below, you are acknowledging your understanding that if you had reportable direct or indirect source(s) of income that are not included on this form, you are subject to all applicable penalties.

I Accept

11 Gifts

Have you received any reportable gifts?*(?)

No

Gifts Disclaimer*

By selecting "No" above, you are indicating that you did not receive any reportable gift(s) during the calendar year for which you are filing this Statement of Financial Interests. By checking the "I Accept" checkbox below, you are acknowledging your understanding that if reportable gift(s) were received and are not included on this form, you are subject to all applicable penalties.

I Accept

12 Transportation, Lodging, Hospitality

Do you have any reportable transportation, lodging, or hospitality?*(?)

No

**Transportation,
Lodging, &
Hospitality
Disclaimer***

By selecting "No" above, you are indicating that you did not receive any reportable transportation, lodging or hospitality during the calendar year for which you are filing this Statement of Financial Interests. By checking the "I Accept" checkbox below, you are acknowledging your understanding that if reportable transportation, lodging or hospitality was received and is not included on this form, you are subject to all applicable penalties.

I Accept

13 Office, Directorship, or Employment in any Business

Did you hold any office, directorship, or employment in any business for the calendar year for which you are reporting?*(?)

No

14 Financial Interest in any Legal Entity in Business for Profit

Do you have a reportable financial interest in any legal entity in business for profit?*(?)

No

15 Business Interests Transferred to Immediate Family Member

Did you transfer any business interests to an immediate family member during the calendar year which you are reporting?*(?)

No

**Additional comments
or explanations
about any of the
above sections:**

Confirmation*

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information, and belief, said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. § 4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. § 1109(b).

I Confirm

Signature*(?)

Date

Victor D Valentine Sr.

2022-04-27

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Statement of Financial Interests

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D: Public Employees - Individuals employed by the Commonwealth or a political subdivision who are responsible for taking or recommending official action of a non-ministerial nature with regard to: contracting or procurement; administering or monitoring grants or subsidies; planning or zoning; inspecting, licensing, regulating or auditing any person; or any other activity where the official action has an economic impact of greater than a de minimis nature on the interests of any person. The term does not include individuals whose activities are limited to teaching.

A former public official or former public employee must file the year after termination of service with the governmental body.

E: Solicitors - Persons elected or appointed to the office of solicitor for political subdivision(s).

Important: Please read all instructions carefully prior to completion of form. To see detailed instructions, hover the cursor over the "(?)" icon in each section or, to view the entire set of instructions in a second browser window, click ["here"](#). Any questions may be directed to the State Ethics Commission at (717) 783-1610 or Toll Free at 1-800-932-0936.

This Form is required to be filed pursuant to the provisions of the Public Official and Employee Ethics Act, 65 Pa C.S. § 1101 [et seq.](#)

Please check below if you have read and understand the above terms. *

Yes I have read and understand the above the terms.

Are you amending a prior filing? *

No

01 Name

First Name * (?) Bonnie

Last Name * (?) Schaefer

Middle Initial M

Suffix

02 Address

**Business,
Governmental,
Home, or Postal
Address *** (?)

Street Address

Address Line 2

City

Postal / Zip Code

State / Province / Region

PA

Country

Telephone * (?)

03 - 05 Public Position or Public Office and Governmental Entity in which you are/were an Official, Employee, Candidate, Nominee, or Solicitor

Status * (?)

Public Official (Current)

**State or
County/Local *** (?)

State

State Entity * (?)

Department of Education

Position * (?)

Chair, Board of Trustees

Do you have an additional Public Position or Public Office and Governmental Entity to add to this filing? *

No

Selecting "Yes" will allow for additions below.

06 Occupation or Profession

**Current Occupation
or Profession *** (?)

accounting paraprofessional

07 Year

Year * (?)

2020

The calendar year for which this form is being filed.

08 Real Estate Interests

**Do you have
reportable real
estate interests? ***
(?)

No

09 Creditors

Do you have reportable creditors? * (?)

No

10 Direct or Indirect Sources of Income

Do you have any reportable direct or indirect sources of income? * (?)

Yes

Source of Income

Name * (?) Phoenix CPA's & Consultants, LLC

Address * (?)

Street Address
850 S. Hermitage Road

Address Line 2
Suite A

City Hermitage State / Province / Region PA

Postal / Zip Code 16148 Country

11 Gifts

Have you received any reportable gifts? * (?)

No

Gifts Disclaimer * By selecting "No" above, you are indicating that you did not receive any reportable gift(s) during the calendar year for which you are filing this Statement of Financial Interests. By checking the "I Accept" checkbox below, you are acknowledging your understanding that if reportable gift(s) were received and are not included on this form you are subject to all applicable penalties.

I Accept

12 Transportation, Lodging, Hospitality

Do you have any reportable transportation, lodging, or hospitality? * (?)

No

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I Accept

13 Office, Directorship, or Employment in any Business

Did you hold any office, directorship, or employment in any business for the calendar year for which you are reporting? * (?)

Yes

Business Entity

Name * (?) PA Virtual Charter School

Address * (?)

Street Address
630 Park Avenue

Address Line 2

City King of Prussia State / Province / Region PA

Postal / Zip Code 19406 Country

Position Held * (?) Chair, Board of Trustees

Name * (?) Phoenix CPA's & Consultants, LLC

Address * (?)
Street Address
850 S. Hermitage Road
Address Line 2
Suite A
City Hermitage State / Province / Region PA
Postal / Zip Code 16148 Country

Position Held * (?) paraprofessional

14 Financial Interest in any Legal Entity in Business for Profit

Do you have a reportable financial interest in any legal entity in business for profit? * (?)

No

15 Business Interests Transferred to Immediate Family Member

Did you transfer any business interests to an immediate family member during the calendar year which you are reporting? * (?)

No

Additional comments or explanations about any of the above sections:

Confirmation * The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information, and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. § 4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. § 1109(b).

I Confirm

Signature * (?)

Date

Bonnie M. Schaefer

2021-04-10

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COMMONWEALTH OF PENNSYLVANIA
STATE ETHICS COMMISSION

Finance Building
613 North Street, Room 309
Harrisburg, PA 17120-0400
(717) 783-1610 or Toll Free 1-800-932-0936
www.ethics.pa.gov
ra-ethicswebmaster@pa.gov
Fax: (717) 787-0806



STATEMENT OF FINANCIAL INTERESTS

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK IS NOT COMPLETED OR IF SIGNATURE OR DATE IS MISSING.

SIGN THE FORM USING THE CURRENT DATE. DO NOT BACK DATE SIGNATURE.

THOSE INDIVIDUALS WHO HOLD MORE THAN ONE OFFICE AND/OR POSITION MUST FILE A COPY OF THEIR FORM AT EACH FILING LOCATION.

YOU MAY FILE ONLINE AT: WWW.ETHICS.PA.GOV. A PAPER COPY MAY STILL BE REQUIRED TO BE SUBMITTED TO YOUR FILING LOCATION. FILERS SHOULD CHECK WITH THEIR FILING LOCATION FOR REQUIREMENTS.

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 - D Public Employees** - Individuals employed by the Commonwealth or a political subdivision who are responsible for taking or recommending official action of a non-ministerial nature with regard to: contracting or procurement; administering or monitoring grants or subsidies; planning or zoning; inspecting, licensing, regulating or auditing any person; or any other activity where the official action has an economic impact of greater than a de minimis nature on the interests of any person. The term does not include individuals whose activities are limited to teaching.
- A former public official or former public employee must file the year after termination of service with the Commonwealth or political subdivision.**
- E Solicitors** - Persons elected or appointed to the office of solicitor for political subdivision(s).

IMPORTANT: Please read all instructions carefully prior to completion of form. Also, **review the filing chart for proper filing location.** Any questions may be directed to the State Ethics Commission at (717)783-1610 or Toll Free at 1-800-932-0936.

The Form is required to be filed pursuant to the provisions of the Public Official and Employee Ethics Act "Ethics Act," 65 Pa C.S. § 1101 et. seq.

STATEMENT OF FINANCIAL INTERESTS INSTRUCTIONS

Please print neatly in capital letters. If you require more space than has been provided, please attach an 8 1/2" x 11" piece of paper to the form. Blocks 01 through 06 are for current information.

- Block 01** Enter your last name, first name, middle initial and suffix (if applicable) in the spaces provided. Public office candidates should use the exact name used on official nomination petition or papers.
- Block 02** List an office (business or governmental) or home address and daytime telephone number.
- Block 03** Check the box or boxes to indicate your status. See definitions on front page. If you are correcting a prior filing, please check the box designating an amended form.
- Block 04** Check the appropriate box (seeking, hold, held) for each position you list in the blocks below. List all public position(s) which you are seeking, currently hold, or have held in the prior calendar year. Please be sure to include job titles and official titles such as "member" or "commissioner" (even if serving as an alternate/designee).
- Block 05** List all Commonwealth agency(ies) or political subdivision(s) as to which you: (1) are presently seeking a public position or public office as a candidate (incumbent or non-incumbent) or nominee; (2) presently hold public office(s) or public employment; and/or (3) previously held a public office(s) or public employment during all or any portion of the calendar year listed in block 07. (The term "political subdivision" includes a county, city, borough, incorporated town, township, school district, vocational school, county institution, district, and any authority, entity or body organized by the aforementioned).
- Block 06** List your current occupation or profession. This information may be the same as stated in block 04.
- Block 07** List the calendar year for which you are filing this form. Like tax returns, the form discloses financial information for a prior calendar year. For example, for the form due May 1, 2023, block 07 would read "2022." The information in blocks 08 through 15 should represent financial interests for the calendar year listed in Block 7.
- Block 08** **REAL ESTATE INTERESTS:** List the address of any property which was involved in transactions (leasing, purchasing, or condemnation proceedings of real estate interests) with the Commonwealth or any other governmental body within the Commonwealth. If you have no direct or indirect interests in such a property, then check "NONE."
- Block 09** **CREDITORS:** List the name and address of any creditor and the interest rate of any debt over \$6,500 regardless of whether such debt is held solely by you or jointly by you and any other individual, including your spouse, where each obligor is fully responsible for the obligation. A joint obligation with other persons for which the filer is responsible only for a proportional share that is less than the reporting threshold, is not required to be reported. **Do not report a mortgage or equity loan on your home (or secondary home),** or loans or credit between you and your spouse, child, parent or sibling. Car loans, credit cards, personal loans and lines of credit must be listed on the form if the balance owed was in excess of \$6,500 at any time during the calendar year. If you do not have any reportable creditor, then check "NONE."
- Block 10** **DIRECT OR INDIRECT SOURCES OF INCOME:** List the name and address of each source of \$1,300 or more of gross income - - including but not limited to gross income from the public position - - regardless of whether such income is received solely by you or jointly by you and another individual, such as a spouse. "Income" includes any money or thing of value received or to be received as a claim on future services or in recognition of services rendered in the past, whether in the form of a payment, fee, salary, expense, allowance, forbearance, forgiveness, interest, dividend, royalty, rent, capital gain, reward, severance payment, proceeds from the sale of a financial interest in a corporation, professional corporation, partnership or other entity resulting from termination/withdrawal therefrom upon assumption of public office or employment or any other form of recompense or combination thereof. The term refers to gross income and includes prize winnings and tax-exempt income but does not include gifts, governmentally-mandated payments or benefits, retirement, pension or annuity payments funded totally by contributions of the public official or employee, or miscellaneous incidental income of minor dependent children. Filers are not required to list income amounts. If you do not have ANY reportable source of income, then check "NONE."
- Block 11** ***GIFTS:** For each source of gifts(s) valued at \$250 or more in the aggregate, list the following information: the name and address of the source; the circumstances, including a description of each gift; and the value of the gift(s). **Do not report political contributions otherwise reportable** as required by law, gift(s) from friends or family members (the term "friend" does not include a registered lobbyist or employee of a registered lobbyist), or any commercially-reasonable loan made in the ordinary course of business. The Commission has held that a person cannot be deemed a "friend" if that person and/or a business with which that person is associated is regulated by or has contracts with the public official's governmental body. If you did not receive any reportable gift, then check "NONE."
- Block 12** ***TRANSPORTATION, LODGING OR HOSPITALITY EXPENSES:** List the name and address of each source and the amount of each payment/reimbursement by the source for transportation, lodging or hospitality that you received in connection with your public position if the aggregate amount of such payments/reimbursements by the source exceeds \$650 for the calendar year for which you are reporting. Do not report reimbursements made by a governmental body or by an organization/association of public officials/employees of political subdivisions that you serve in an official capacity. If you do not have any reportable expense payments/reimbursements, then check "NONE."
- Block 13** **OFFICE, DIRECTORSHIP OR EMPLOYMENT IN ANY BUSINESS ENTITY:** List the name and address of the business entity for any office that you hold (Example: President, Vice President, Secretary, Treasurer), any directorship that you hold (through service on a governing board such as a board of directors), and any employment that you have in any capacity whatsoever as to any business entity. This block focuses solely on your status as an officer, director or employee, regardless of income. If you do not have any office, directorship or employment in any business entity to report, then check "NONE."
- Block 14** **FINANCIAL INTERESTS:** List the name and address and interest held in any business for profit of which you own more than 5% of the equity or more than 5% of the assets of economic interest in indebtedness. If you do not have any such financial interest to report, then check "NONE."
- Block 15** **TRANSFERRED BUSINESS INTERESTS:** List the name and address of any business in which you transferred a financial interest (as defined in block 14 above) to a member of your immediate family (parent, spouse, child, brother or sister), as well as the interest held, relationship to the individual, and date of transfer. If you did not transfer any such business interest, then check "NONE."
- Signature** Sign the form and enter the current date. **Back dating the form is a violation of law and could result in the initiation of civil, administrative and/or criminal penalties.**

*Please note the Commission has long held that the receipt of things of value, such as gifts, transportation, lodging and hospitality from vendors, those regulated, and others, may form the basis for a conflict of interest under Section 1103(a) of the Ethics Act.

STATEMENT OF FINANCIAL INTERESTS
PLEASE PRINT NEATLY
SEE INSTRUCTIONS FOR ADDITIONAL DETAILS

01 LAST NAME FIRST NAME MI SUFFIX

S c h a e f e r B o n n i e M

02 ADDRESS office (business or governmental) or home City State Zip Code Area Code Phone

PA

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable box or boxes, more than one box may be marked.

A Candidate (including write-in) C Public Official (Current) D Public Employee (Current) E Check this box if you are filing as a solicitor Check this box if you are amending an original filing

B Nominee C Public Official (Former) D Public Employee (Former)

04 PUBLIC OFFICE OR PUBLIC EMPLOYMENT (i.e. administrator, member, Commissioner, job title, etc.) seeking hold held

A C h a i r B o a r d o f T r u s t e e s seeking hold held

B

05 GOVERNMENTAL BODY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A D e p t o f E d u c a t i o n

B

06 OCCUPATION OR PROFESSION (This may be the same as block 4) 07 YEAR SEE INSTRUCTIONS

Chair, Board of Trustees Information in blocks 8-15 represents disclosure for the calendar year listed here: 2 0 2 2

08 REAL ESTATE INTERESTS Involved in transactions with the commonwealth, any of its agencies, or a political subdivision If NONE, check this box

09 CREDITORS TO WHOM IS OWED MORE THAN \$6,500 If NONE, check this box

Name: Address: Interest Rate

10 DIRECT OR INDIRECT SOURCES OF INCOME OF \$1,300 OR MORE, including (but not limited to) all employment If NONE, check this box

Name: Phoenix CPA's & Consultants LLC Address: 850 S. Hermitage Rd Ste A Hermitage, PA 16148 (OFFICIAL USE ONLY)

11 GIFTS VALUED AT \$250 OR MORE IN THE AGGREGATE If NONE, check this box

Source of Gift Value of Gift

Address of Source of Gift Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING OR HOSPITALITY WHERE ACTUAL EXPENSES EXCEEDED \$650 IN THE AGGREGATE If NONE, check this box

Source (Name and Address) Value

13 OFFICE, DIRECTORSHIP OR EMPLOYMENT IN ANY BUSINESS If NONE, check this box

Business Entity (Name and Address) Position Held (i.e., officer, director, employee, etc.)

Name: PA Virtual Charter School Address: 630 Park Ave, King of Prussia, PA 19406

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT If NONE, check this box

Business (Name and Address) Interest Held (i.e., 5%, 10%, etc.)

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER If NONE, check this box

Business (Name and Address) Interest Held Relationship Date Transferred

Transferee (Name and Address)

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief, said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature *Bonnie Schaefer* Enter Current Date 3-18-23

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

WHO MUST FILE, WHERE TO FILE, AND WHEN TO FILE

WHO MUST FILE	ORIGINAL COPY	ADDITIONAL FILINGS*	WHEN TO FILE
A. STATUS BLOCK A - CANDIDATES Statewide State Senate State House Supreme Court Superior Court Common Pleas Court Traffic Court Municipal Court Commonwealth Court	State Ethics Commission	Append to nomination petition when filed with the State Bureau of Elections 210 North Office Building Harrisburg, PA 17120-0029	ON OR BEFORE THE LAST DAY FOR FILING A PETITION TO APPEAR ON THE BALLOT FOR ELECTION
Constables / Deputy Constables	State Ethics Commission	Append to nomination petition when filed with County Board of Elections	
Countywide City Borough Township Municipality (home rule charter)	File with the Clerk/ Secretary in the Municipality in which you are a candidate		
Magisterial District Judges	File with the County in which the Magisterial District is located		
School Director	File in the School District where you are a candidate		
Announced Write-in	For state office file with State Ethics Commission . For county or local office file with governing authority of political subdivision.	No additional copy required	Within 30 days of official certification of having been nominated or elected unless such person declines the nomination or office within that time frame.
Unannounced Write-in Winners of Nominations			
Unannounced Write-in Winners of Elections			
B. STATUS BLOCK B - NOMINEE State Level	State Ethics Commission	File with the Official or Body vested with the power of confirmation	10 days before official or body approves or rejects the nomination.
County/Local Level	Governing authority of political subdivision		
C. STATUS BLOCK C - PUBLIC OFFICIAL Commonwealth Public Officials such as: Members of Boards and Commissions (including alternates/designees); Heads of executive, legislative and independent agencies, boards and commissions; and persons appointed to positions designated as offices.	State Ethics Commission	File with <u>each</u> Agency, Board, Commission, Department, or Government Body in which employed or to which appointed. (make additional copies if needed)	FILE NO LATER THAN MAY 1 OF EACH YEAR A POSITION IS HELD AND OF THE YEAR AFTER LEAVING SUCH A POSITION.
State House Member State Senate Member	State Ethics Commission	File with the House Chief Clerk or Senate Secretary (whichever applies)	
Local Public Officials serving in/as: Counties; Boroughs; Townships; Home Rule Municipalities; Municipal Authorities; School Districts Incumbent Judges and Magisterial District Judges who are not candidates file a Statement of Financial Interests for Judicial Officers with the Administrative Office of Pennsylvania Courts (AOPC).	File only with the governing authority of the respective local political subdivision	Additional copy is not required to be filed (unless serving in multiple capacities, then file with <u>each</u> entity as required)	
Constables / Deputy Constables	State Ethics Commission	No additional copy required	
D. STATUS BLOCK D - PUBLIC EMPLOYEE Commonwealth PUBLIC EMPLOYEE (Executive, Leg. & Independent Agencies)	File only with your Employer		
County City Borough Township Municipal (home rule) Municipal Authority School District	} EMPLOYEE File only with your political subdivision		
E. STATUS BLOCK E - SOLICITOR	File with the governing authority of <u>each</u> political subdivision for which you are Solicitor	Additional copy is not required to be filed (unless serving in multiple capacities, then file with <u>each</u> entity as required)	

* FILER IS RESPONSIBLE FOR MAKING ANY ADDITIONAL COPIES.

Statement of Financial Interests

IN ORDER TO FUNCTION PROPERLY, THIS FORM REQUIRES INTERNET EXPLORER 9 AND ABOVE, GOOGLE CHROME, OR MOZILLA FIREFOX.
THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK IS NOT COMPLETED OR IF CONFIRMATION OR SIGNATURE IS MISSING.

AFTER SUBMITTING THE FORM, YOU CAN OBTAIN AN OFFICIAL COPY FROM THE STATE ETHICS COMMISSION'S [E-LIBRARY](#). YOU MAY ALSO SUPPLY YOUR E-MAIL ADDRESS BELOW FOR AN OFFICIAL COPY TO BE SENT VIA E-MAIL.

PRINTING THIS FORM FROM YOUR WEB BROWSER DOES NOT CONSTITUTE AN OFFICIAL COPY OF YOUR FILING.

THOSE REQUIRED TO FILE FOR MORE THAN ONE POSITION MUST FILE IN ALL FILING LOCATIONS FOR ALL SUCH POSITIONS.

THIS FORM MUST BE COMPLETED AND FILED BY:

A: Candidates - Persons seeking elected state, county and local public offices, including first-time candidates, incumbents seeking re-election, and write-in candidates who do not decline nomination/election within 30 days of official certification of same.

B: Nominees - Persons nominated for public office subject to confirmation.

C: Public Officials - Persons serving as current state/county/local public officials (elected or appointed). The term includes persons serving as alternates/designees. The term excludes members of purely advisory boards.

D: Public Employees - Individuals employed by the Commonwealth or a political subdivision who are responsible for taking or recommending official action of a non-ministerial nature with regard to: contracting or procurement; administering or monitoring grants or subsidies; planning or zoning; inspecting, licensing, regulating or auditing any person; or any other activity where the official action has an economic impact of greater than a de minimis nature on the interests of any person. The term does not include individuals whose activities are limited to teaching.

A former public official or former public employee must file the year after termination of service with the governmental body.

E: Solicitors - Persons elected or appointed to the office of solicitor for political subdivision(s).

Important: Please read all instructions carefully prior to completion of form. To see detailed instructions, hover the cursor over the "(?)" icon in each section or, to view the entire set of instructions in a second browser window, click "[here](#)". Any questions may be directed to the State Ethics Commission at (717) 783-1610 or Toll Free at 1-800-932-0936.

This Form is required to be filed pursuant to the provisions of the Public Official and Employee Ethics Act, 65 Pa C.S. § 1101 et seq.

Please check below if you have read and understand the above terms.*

Yes I have read and understand the above the terms.

Are you amending a prior filing?*

No

01 Name

First Name* (?) Brenda

Last Name* (?) Sachleben

Middle Initial

Suffix

02 Address

Business, Governmental, Home, or Postal Address* (?)
Street Address
[REDACTED]
Address Line 2
City
[REDACTED]
State / Province / Region
Pennsylvania
Postal / Zip Code
[REDACTED]
Country

Telephone* (?)
[REDACTED]
Telephone Number ###-###-####

03 - 05 Public Position or Public Office and Governmental Entity in which you are/were an Official, Employee, Candidate, Nominee, or Solicitor

Status* (?) Public Official (Current)

State or County/Local* (?) County/Local

County* (?) Montgomery County

County/Local Entity* (?) **Not Listed**

Other County/Local Entity* (?) Pennsylvania Virtual Charter School

Position* (?) Board of Trustees Vice Chair

Do you have an additional Public Position or Public Office and Governmental Entity to add to this filing?*

No

Selecting "Yes" will allow for additions below.

06 Occupation or Profession

Current Occupation or Profession* (?) Disabled

07 Year

Year* (?) 2022
The calendar year for which this form is being filed.

08 Real Estate Interests

Do you have reportable real estate interests?* (?) No

09 Creditors

Do you have reportable creditors?* (?)

Yes

Creditors

Name * (?) Ally Bank

Address (?) PO Box 380902

City * Bloomington

State * MN

Zip Code 554378-090

Interest Rate * 18.74
Exclude the "%" symbol

10 Direct or Indirect Sources of Income

Do you have any reportable direct or indirect sources of income? * (?)

Yes

Source of Income

Name * (?) SSI Disability

Address * (?)

Street Address	
1300 D St. SW	
Address Line 2	
City	State / Province / Region
Washington	DC
Postal / Zip Code	Country
20001	

11 Gifts

Have you received any reportable gifts? * (?)

No

Gifts Disclaimer *

By selecting "No" above, you are indicating that you did not receive any reportable gift(s) during the calendar year for which you are filing this Statement of Financial Interests. By checking the "I Accept" checkbox below, you are acknowledging your understanding that if reportable gift(s) were received and are not included on this form, you are subject to all applicable penalties.

I Accept

12 Transportation, Lodging, Hospitality

Do you have any reportable transportation, lodging, or hospitality? * (?)

No

**Transportation,
Lodging, &
Hospitality
Disclaimer ***

By selecting "No" above, you are indicating that you did not receive any reportable transportation, lodging or hospitality during the calendar year for which you are filing this Statement of Financial Interests. By checking the "I Accept" checkbox below, you are acknowledging your understanding that if reportable transportation, lodging or hospitality was received and is not included on this form, you are subject to all applicable penalties.

I Accept

13 Office, Directorship, or Employment in any Business

Did you hold any office, directorship, or employment in any business for the calendar year for which you are reporting? * (?)

No

14 Financial Interest in any Legal Entity in Business for Profit

Do you have a reportable financial interest in any legal entity in business for profit? * (?)

No

15 Business Interests Transferred to Immediate Family Member

Did you transfer any business interests to an immediate family member during the calendar year which you are reporting? * (?)

No

**Additional comments
or explanations
about any of the
above sections:**

Confirmation *

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information, and belief; said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. § 4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. § 1109(b).

I Confirm

Signature * (?)

Date

Brenda Sachleben

2023-03-30

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.



COMMONWEALTH OF PENNSYLVANIA
STATE ETHICS COMMISSION

Finance Building
613 North Street, Room 309
Harrisburg, PA 17120-0400
(717) 783-1610 or Toll Free 1-800-932-0936
www.ethics.pa.gov
ra-ethicswebmaster@pa.gov
Fax: (717) 787-0806



STATEMENT OF FINANCIAL INTERESTS

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK IS NOT COMPLETED OR IF SIGNATURE OR DATE IS MISSING.

SIGN THE FORM USING THE CURRENT DATE. DO NOT BACK DATE SIGNATURE.

THOSE INDIVIDUALS WHO HOLD MORE THAN ONE OFFICE AND/OR POSITION MUST FILE A COPY OF THEIR FORM AT EACH FILING LOCATION.

YOU MAY FILE ONLINE AT: WWW.ETHICS.PA.GOV. A PAPER COPY MAY STILL BE REQUIRED TO BE SUBMITTED TO YOUR FILING LOCATION. FILERS SHOULD CHECK WITH THEIR FILING LOCATION FOR REQUIREMENTS.

THIS FORM MUST BE COMPLETED AND FILED BY:

- A Candidates** - Persons seeking elected state, county and local public offices, including first-time candidates, incumbents seeking re-election, and write-in candidates who do not decline nomination/election within 30 days of official certification of same.
- B Nominees** - Persons nominated for public office subject to confirmation.
- C Public Officials** - Persons serving as current state/county/local public officials (elected or appointed). The term includes persons serving as alternates/designees. The term excludes members of purely advisory boards.
- D Public Employees** - Individuals employed by the Commonwealth or a political subdivision who are responsible for taking or recommending official action of a non-ministerial nature with regard to: contracting or procurement; administering or monitoring grants or subsidies; planning or zoning; inspecting, licensing, regulating or auditing any person; or any other activity where the official action has an economic impact of greater than a de minimis nature on the interests of any person. The term does not include individuals whose activities are limited to teaching.

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- E Solicitors** - Persons elected or appointed to the office of solicitor for political subdivision(s).

IMPORTANT: Please read all instructions carefully prior to completion of form. Also, **review the filing chart for proper filing location.** Any questions may be directed to the State Ethics Commission at (717)783-1610 or Toll Free at 1-800-932-0936.

The Form is required to be filed pursuant to the provisions of the Public Official and Employee Ethics Act "Ethics Act," 65 Pa C.S. § 1101 et. seq.

STATEMENT OF FINANCIAL INTERESTS INSTRUCTIONS

Please print neatly in capital letters. If you require more space than has been provided, please attach an 8 1/2" x 11" piece of paper to the form. Blocks 01 through 06 are for current information.

- Block 01** Enter your last name, first name, middle initial and suffix (if applicable) in the spaces provided. Public office candidates should use the exact name used on official nomination petition or papers.
- Block 02** List an office (business or governmental) or home address and daytime telephone number.
- Block 03** Check the box or boxes to indicate your status. See definitions on front page. If you are correcting a prior filing, please check the box designating an amended form.
- Block 04** Check the appropriate box (seeking, hold, held) for each position you list in the blocks below. List all public position(s) which you are seeking, currently hold, or have held in the **prior** calendar year. Please be sure to include job titles and official titles such as "member" or "commissioner" (even if serving as an alternate/designee).
- Block 05** List all Commonwealth agency(ies) or political subdivision(s) as to which you: (1) are presently seeking a public position or public office as a candidate (incumbent or non-incumbent) or nominee; (2) presently hold public office(s) or public employment; and/or (3) previously held a public office(s) or public employment during all or any portion of the calendar year listed in block 07. (The term "political subdivision" includes a county, city, borough, incorporated town, township, school district, vocational school, county institution, district, and any authority, entity or body organized by the aforementioned).
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- Block 07** List the calendar year for which you are filing this form. Like tax returns, the form discloses financial information for a **prior** calendar year. For example, for the form due May 1, 2023, block 07 would read "2022." The information in blocks 08 through 15 should represent financial interests for the calendar year listed in Block 7.
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- Block 09** **CREDITORS:** List the name and address of any creditor and the interest rate of any debt over \$6,500 regardless of whether such debt is held solely by you or jointly by you and any other individual, including your spouse, where each obligor is fully responsible for the obligation. A joint obligation with other persons for which the filer is responsible only for a proportional share that is less than the reporting threshold, is not required to be reported. **Do not report a mortgage or equity loan on your home (or secondary home),** or loans or credit between you and your spouse, child, parent or sibling. Car loans, credit cards, personal loans and lines of credit must be listed on the form if the balance owed was in excess of \$6,500 at any time during the calendar year. If you do not have any reportable creditor, then check "NONE."
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- Block 11** ***GIFTS:** For each source of gifts(s) valued at \$250 or more in the aggregate, list the following information: the name and address of the source; the circumstances, including a description of each gift; and the value of the gift(s). **Do not report political contributions otherwise reportable** as required by law, gift(s) from friends or family members (the term "friend" does not include a registered lobbyist or employee of a registered lobbyist), or any commercially-reasonable loan made in the ordinary course of business. The Commission has held that a person cannot be deemed a "friend" if that person and/or a business with which that person is associated is regulated by or has contracts with the public official's governmental body. If you did not receive any reportable gift, then check "NONE."
- Block 12** ***TRANSPORTATION, LODGING OR HOSPITALITY EXPENSES:** List the name and address of each source and the amount of each payment/reimbursement by the source for transportation, lodging or hospitality that you received in connection with your public position **if the aggregate amount of such payments/reimbursements by the source exceeds \$650 for the calendar year for which you are reporting.** Do not report reimbursements made by a governmental body or by an organization/association of public officials/employees of political subdivisions that you serve in an official capacity. If you do not have any reportable expense payments/reimbursements, then check "NONE."
- Block 13** **OFFICE, DIRECTORSHIP OR EMPLOYMENT IN ANY BUSINESS ENTITY:** List the name and address of the business entity for any office that you hold (Example: President, Vice President, Secretary, Treasurer), any directorship that you hold (through service on a governing board such as a board of directors), and any employment that you have in any capacity whatsoever as to any business entity. This block focuses solely on your status as an officer, director or employee, regardless of income. If you do not have any office, directorship or employment in any business entity to report, then check "NONE."
- Block 14** **FINANCIAL INTERESTS:** List the name and address and interest held in any business for profit of which you own more than 5% of the equity or more than 5% of the assets of economic interest in indebtedness. If you do not have any such financial interest to report, then check "NONE."
- Block 15** **TRANSFERRED BUSINESS INTERESTS:** List the name and address of any business in which you transferred a financial interest (as defined in block 14 above) to a member of your immediate family (parent, spouse, child, brother or sister), as well as the interest held, relationship to the individual, and date of transfer. If you did not transfer any such business interest, then check "NONE."
- Signature** Sign the form and enter the current date. **Back dating the form is a violation of law and could result in the initiation of civil, administrative and/or criminal penalties.**

*Please note the Commission has long held that the receipt of things of value, such as gifts, transportation, lodging and hospitality from vendors, those regulated, and others, may form the basis for a conflict of interest under Section 1103(a) of the Ethics Act.

STATEMENT OF FINANCIAL INTERESTS
PLEASE PRINT NEATLY
SEE INSTRUCTIONS FOR ADDITIONAL DETAILS

01 LAST NAME FIRST NAME MI SUFFIX

S c h w a r t z C a r l W

02 Address (Professional or home) State PA

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable box or boxes, more than one box may be marked.

A Candidate (including write-in) C Public Official (Current) D Public Employee (Current) E Check this box if you are filing as a solicitor

B Nominee C Public Official (Former) D Public Employee (Former)

Check this box if you are amending an original filing

04 PUBLIC OFFICE OR PUBLIC EMPLOYMENT (i.e. administrator, member, Commissioner, job title, etc.) seeking hold held

A B o a r d o f T r u s t e e M e m b e r

seeking hold held

B

05 GOVERNMENTAL BODY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A P A V i r t u a l C h a r t e r S c h o o l

B

06 OCCUPATION OR PROFESSION (This may be the same as block 4) 07 YEAR SEE INSTRUCTIONS

Engineer Information in blocks 8-15 represents disclosure for the calendar year listed here: 2 0 2 2

08 REAL ESTATE INTERESTS involved in transactions with the commonwealth, any of its agencies, or a political subdivision If NONE, check this box

09 CREDITORS TO WHOM IS OWED MORE THAN \$6,500 If NONE, check this box

Name: Address: Interest Rate

10 DIRECT OR INDIRECT SOURCES OF INCOME OF \$1,300 OR MORE, including (but not limited to) all employment If NONE, check this box

Name: Westinghouse Electric Company Address: 1000 Westinghouse Dr. (OFFICIAL USE ONLY)

Cranberry Woods PA 16066

11 GIFTS VALUED AT \$250 OR MORE IN THE AGGREGATE If NONE, check this box

Source of Gift Value of Gift

Address of Source of Gift Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING OR HOSPITALITY WHERE ACTUAL EXPENSES EXCEEDED \$650 IN THE AGGREGATE If NONE, check this box

Source (Name and Address) Value

13 OFFICE, DIRECTORSHIP OR EMPLOYMENT IN ANY BUSINESS If NONE, check this box

Business Entity (Name and Address) Position Held (i.e., officer, director, employee, etc.)

Name: Address:

14 FINANCIAL INTEREST IN ANY LEGAL ENTITY IN BUSINESS FOR PROFIT If NONE, check this box

Business (Name and Address) Interest Held (i.e., 5%, 10%, etc.)

15 BUSINESS INTERESTS TRANSFERRED TO IMMEDIATE FAMILY MEMBER If NONE, check this box

Business (Name and Address) Interest Held Relationship Date Transferred

Transferee (Name and Address)

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information and belief, said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. §4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. §1109(b).

Signature Carl W. Schwartz Enter Current Date 04/04/2023

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR RECORDS.

WHO MUST FILE, WHERE TO FILE, AND WHEN TO FILE

WHO MUST FILE	ORIGINAL COPY	ADDITIONAL FILINGS*	WHEN TO FILE
A. STATUS BLOCK A - CANDIDATES Statewide State Senate State House Supreme Court Superior Court Common Pleas Court Traffic Court Municipal Court Commonwealth Court	State Ethics Commission	Append to nomination petition when filed with the State Bureau of Elections 210 North Office Building Harrisburg, PA 17120-0029	ON OR BEFORE THE LAST DAY FOR FILING A PETITION TO APPEAR ON THE BALLOT FOR ELECTION
Constables / Deputy Constables	State Ethics Commission	Append to nomination petition when filed with County Board of Elections	
Countywide City Borough Township Municipality (home rule charter)	File with the Clerk/ Secretary in the Municipality in which you are a candidate		
Magisterial District Judges	File with the County in which the Magisterial District is located		
School Director	File in the School District where you are a candidate		
Announced Write-in	For state office file with State Ethics Commission . For county or local office file with governing authority of political subdivision.	No additional copy required	Within 30 days of official certification of having been nominated or elected unless such person declines the nomination or office within that time frame.
Unannounced Write-in Winners of Nominations			
Unannounced Write-in Winners of Elections			
B. STATUS BLOCK B - NOMINEE State Level	State Ethics Commission	File with the Official or Body vested with the power of confirmation	10 days before official or body approves or rejects the nomination.
County/Local Level	Governing authority of political subdivision		
C. STATUS BLOCK C - PUBLIC OFFICIAL Commonwealth Public Officials such as: Members of Boards and Commissions (including alternates/designees); Heads of executive, legislative and independent agencies, boards and commissions; and persons appointed to positions designated as offices.	State Ethics Commission	File with <u>each</u> Agency, Board, Commission, Department, or Government Body in which employed or to which appointed. (make additional copies if needed)	FILE NO LATER THAN MAY 1 OF EACH YEAR A POSITION IS HELD AND OF THE YEAR AFTER LEAVING SUCH A POSITION.
State House Member State Senate Member	State Ethics Commission	File with the House Chief Clerk or Senate Secretary (whichever applies)	
Local Public Officials serving in/as: Counties; Boroughs; Townships; Home Rule Municipalities; Municipal Authorities; School Districts Incumbent Judges and Magisterial District Judges who are not candidates file a Statement of Financial Interests for Judicial Officers with the Administrative Office of Pennsylvania Courts (AOPC).	File only with the governing authority of the respective local political subdivision	Additional copy is not required to be filed (unless serving in multiple capacities, then file with <u>each</u> entity as required)	
Constables / Deputy Constables	State Ethics Commission		
D. STATUS BLOCK D - PUBLIC EMPLOYEE Commonwealth PUBLIC EMPLOYEE (Executive, Leg. & Independent Agencies)	File only with your Employer		
County City Borough Township Municipal (home rule) Municipal Authority School District	} EMPLOYEE File only with your political subdivision	No additional copy required	
E. STATUS BLOCK E - SOLICITOR	File with the governing authority of each political subdivision for which you are Solicitor	Additional copy is not required to be filed (unless serving in multiple capacities, then file with <u>each</u> entity as required)	

* FILER IS RESPONSIBLE FOR MAKING ANY ADDITIONAL COPIES.



COMMONWEALTH OF PENNSYLVANIA
STATE ETHICS COMMISSION

Finance Building
613 North Street, Room 309
Harrisburg, PA 17120-0400
(717) 783-1610 or Toll Free 1-800-932-0936
www.ethics.pa.gov
ra-ethicswebmaster@pa.gov
Fax: (717) 787-0806



STATEMENT OF FINANCIAL INTERESTS

THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK IS NOT COMPLETED OR IF SIGNATURE OR DATE IS MISSING.

SIGN THE FORM USING THE CURRENT DATE. DO NOT BACK DATE SIGNATURE.

THOSE INDIVIDUALS WHO HOLD MORE THAN ONE OFFICE AND/OR POSITION MUST FILE A COPY OF THEIR FORM AT EACH FILING LOCATION.

YOU MAY FILE ONLINE AT: WWW.ETHICS.PA.GOV. A PAPER COPY MAY STILL BE REQUIRED TO BE SUBMITTED TO YOUR FILING LOCATION. FILERS SHOULD CHECK WITH THEIR FILING LOCATION FOR REQUIREMENTS.

THIS FORM MUST BE COMPLETED AND FILED BY:

- A Candidates** - Persons seeking elected state, county and local public offices, including first-time candidates, incumbents seeking re-election, and write-in candidates who do not decline nomination/election within 30 days of official certification of same.
- B Nominees** - Persons nominated for public office subject to confirmation.
- C Public Officials** - Persons serving as current state/county/local public officials (elected or appointed). The term includes persons serving as alternates/designees. The term excludes members of purely advisory boards.
- D Public Employees** - Individuals employed by the Commonwealth or a political subdivision who are responsible for taking or recommending official action of a non-ministerial nature with regard to: contracting or procurement; administering or monitoring grants or subsidies; planning or zoning; inspecting, licensing, regulating or auditing any person; or any other activity where the official action has an economic impact of greater than a de minimis nature on the interests of any person. The term does not include individuals whose activities are limited to teaching.

A former public official or former public employee must file the year after termination of service with the Commonwealth or political subdivision.

- E Solicitors** - Persons elected or appointed to the office of solicitor for political subdivision(s).

IMPORTANT: Please read all instructions carefully prior to completion of form. Also, **review the filing chart for proper filing location.** Any questions may be directed to the State Ethics Commission at (717)783-1610 or Toll Free at 1-800-932-0936.

The Form is required to be filed pursuant to the provisions of the Public Official and Employee Ethics Act "Ethics Act," 65 Pa C.S. § 1101 et. seq.

STATEMENT OF FINANCIAL INTERESTS INSTRUCTIONS

Please print neatly in capital letters. If you require more space than has been provided, please attach an 8 1/2" x 11" piece of paper to the form. Blocks 01 through 06 are for current information.

- Block 01** Enter your last name, first name, middle initial and suffix (if applicable) in the spaces provided. Public office candidates should use the exact name used on official nomination petition or papers.
- Block 02** List an office (business or governmental) or home address and daytime telephone number.
- Block 03** Check the box or boxes to indicate your status. See definitions on front page. If you are correcting a prior filing, please check the box designating an amended form.
- Block 04** Check the appropriate box (seeking, hold, held) for each position you list in the blocks below. List all public position(s) which you are seeking, currently hold, or have held in the **prior** calendar year. Please be sure to include job titles and official titles such as "member" or "commissioner" (even if serving as an alternate/designee).
- Block 05** List all Commonwealth agency(ies) or political subdivision(s) as to which you: (1) are presently seeking a public position or public office as a candidate (incumbent or non-incumbent) or nominee; (2) presently hold public office(s) or public employment; and/or (3) previously held a public office(s) or public employment during all or any portion of the calendar year listed in block 07. (The term "political subdivision" includes a county, city, borough, incorporated town, township, school district, vocational school, county institution, district, and any authority, entity or body organized by the aforementioned).
- Block 06** List your current occupation or profession. This information may be the same as stated in block 04.
- Block 07** List the calendar year for which you are filing this form. Like tax returns, the form discloses financial information for a **prior** calendar year. For example, for the form due May 1, 2023, block 07 would read "2022." The information in blocks 08 through 15 should represent financial interests for the calendar year listed in Block 7.
- Block 08** **REAL ESTATE INTERESTS:** List the address of any property which was involved in transactions (leasing, purchasing, or condemnation proceedings of real estate interests) with the Commonwealth or any other governmental body within the Commonwealth. If you have no direct or indirect interests in such a property, then check "NONE."
- Block 09** **CREDITORS:** List the name and address of any creditor and the interest rate of any debt over \$6,500 regardless of whether such debt is held solely by you or jointly by you and any other individual, including your spouse, where each obligor is fully responsible for the obligation. A joint obligation with other persons for which the filer is responsible only for a proportional share that is less than the reporting threshold, is not required to be reported. **Do not report a mortgage or equity loan on your home (or secondary home),** or loans or credit between you and your spouse, child, parent or sibling. Car loans, credit cards, personal loans and lines of credit must be listed on the form if the balance owed was in excess of \$6,500 at any time during the calendar year. If you do not have any reportable creditor, then check "NONE."
- Block 10** **DIRECT OR INDIRECT SOURCES OF INCOME:** List the name and address of each source of \$1,300 or more of gross income - - including but not limited to gross income from the public position - - regardless of whether such income is received solely by you or jointly by you and another individual, such as a spouse. "Income" includes any money or thing of value received or to be received as a claim on future services or in recognition of services rendered in the past, whether in the form of a payment, fee, salary, expense, allowance, forbearance, forgiveness, interest, dividend, royalty, rent, capital gain, reward, severance payment, proceeds from the sale of a financial interest in a corporation, professional corporation, partnership or other entity resulting from termination/withdrawal therefrom upon assumption of public office or employment or any other form of recompense or combination thereof. The term refers to gross income and includes prize winnings and tax-exempt income but does not include gifts, governmentally-mandated payments or benefits, retirement, pension or annuity payments funded totally by contributions of the public official or employee, or miscellaneous incidental income of minor dependent children. Filers are not required to list income amounts. If you do not have ANY reportable source of income, then check "NONE."
- Block 11** ***GIFTS:** For each source of gifts(s) valued at \$250 or more in the aggregate, list the following information: the name and address of the source; the circumstances, including a description of each gift; and the value of the gift(s). **Do not report political contributions otherwise reportable** as required by law, gift(s) from friends or family members (the term "friend" does not include a registered lobbyist or employee of a registered lobbyist), or any commercially-reasonable loan made in the ordinary course of business. The Commission has held that a person cannot be deemed a "friend" if that person and/or a business with which that person is associated is regulated by or has contracts with the public official's governmental body. If you did not receive any reportable gift, then check "NONE."
- Block 12** ***TRANSPORTATION, LODGING OR HOSPITALITY EXPENSES:** List the name and address of each source and the amount of each payment/reimbursement by the source for transportation, lodging or hospitality that you received in connection with your public position **if the aggregate amount of such payments/reimbursements by the source exceeds \$650 for the calendar year for which you are reporting.** Do not report reimbursements made by a governmental body or by an organization/association of public officials/employees of political subdivisions that you serve in an official capacity. If you do not have any reportable expense payments/reimbursements, then check "NONE."
- Block 13** **OFFICE, DIRECTORSHIP OR EMPLOYMENT IN ANY BUSINESS ENTITY:** List the name and address of the business entity for any office that you hold (Example: President, Vice President, Secretary, Treasurer), any directorship that you hold (through service on a governing board such as a board of directors), and any employment that you have in any capacity whatsoever as to any business entity. This block focuses solely on your status as an officer, director or employee, regardless of income. If you do not have any office, directorship or employment in any business entity to report, then check "NONE."
- Block 14** **FINANCIAL INTERESTS:** List the name and address and interest held in any business for profit of which you own more than 5% of the equity or more than 5% of the assets of economic interest in indebtedness. If you do not have any such financial interest to report, then check "NONE."
- Block 15** **TRANSFERRED BUSINESS INTERESTS:** List the name and address of any business in which you transferred a financial interest (as defined in block 14 above) to a member of your immediate family (parent, spouse, child, brother or sister), as well as the interest held, relationship to the individual, and date of transfer. If you did not transfer any such business interest, then check "NONE."
- Signature** Sign the form and enter the current date. **Back dating the form is a violation of law and could result in the initiation of civil, administrative and/or criminal penalties.**

*Please note the Commission has long held that the receipt of things of value, such as gifts, transportation, lodging and hospitality from vendors, those regulated, and others, may form the basis for a conflict of interest under Section 1103(a) of the Ethics Act.

STATEMENT OF FINANCIAL INTERESTS

PLEASE PRINT NEATLY
SEE INSTRUCTIONS FOR ADDITIONAL DETAILS

01	LAST NAME	FIRST NAME	MI	SUFFIX
	L E W I S	S O P H I A	H	

02	ADDRESS office (business or governmental) or home	City	State	Zip Code	Area Code	Phone
					()	

NOTE: IF YOU ARE INCLUDING ATTACHMENTS, DO NOT INCLUDE ANYTHING THAT BEARS YOUR SOCIAL SECURITY NUMBER OR FINANCIAL ACCOUNT NUMBERS.

03 STATUS Check applicable box or boxes, more than one box may be marked.

A <input type="checkbox"/> Candidate (including write-in)	C <input checked="" type="checkbox"/> Public Official (Current)	D <input type="checkbox"/> Public Employee (Current)	E <input type="checkbox"/> Check this box if you are filing as a solicitor	<input type="checkbox"/> Check this box if you are amending an original filing
B <input type="checkbox"/> Nominee	C <input type="checkbox"/> Public Official (Former)	D <input type="checkbox"/> Public Employee (Former)		

04 PUBLIC OFFICE OR PUBLIC EMPLOYMENT (i.e. administrator, member, Commissioner, job title, etc.) seeking hold held

A S e c r e t a r y seeking hold held

B seeking hold held

05 GOVERNMENTAL BODY in which you are/were an Official, Employee, Candidate or Nominee (e.g., dept, agency, authority, borough, board, commission, county, school district, twp, etc.)

A seeking hold held

B seeking hold held

06 OCCUPATION OR PROFESSION (This may be the same as block 4)
Board Secretary

07 YEAR SEE INSTRUCTIONS
Information in blocks 8-15 represents disclosure for the calendar year listed here: 2 0 2 2

08 REAL ESTATE INTERESTS involved in transactions with the commonwealth, any of its agencies, or a political subdivision If NONE, check this box

09 CREDITORS TO WHOM IS OWED MORE THAN \$6,500 If NONE, check this box

Name:	Address:	Interest Rate

10 DIRECT OR INDIRECT SOURCES OF INCOME OF \$1,300 OR MORE, including (but not limited to) all employment If NONE, check this box

Name:	Address:	(OFFICIAL USE ONLY)

11 GIFTS VALUED AT \$250 OR MORE IN THE AGGREGATE If NONE, check this box

Source of Gift	Value of Gift
Address of Source of Gift	Circumstances (including description) of Gift

12 TRANSPORTATION, LODGING OR HOSPITALITY WHERE ACTUAL EXPENSES EXCEEDED \$650 IN THE AGGREGATE If NONE, check this box

Source (Name and Address)	Value

13 OFFICE, DIRECTORSHIP OR EMPLOYMENT IN ANY BUSINESS If NONE, check this box

Business Entity (Name and Address)	Position Held (i.e., officer, director, employee, etc.)
Name:	Address:

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Business (Name and Address)	Transferee (Name and Address)	Interest Held Relationship Date Transferred

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Signature Lophia H. Lewis Enter Current Date 04/01/2023

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WHO MUST FILE, WHERE TO FILE, AND WHEN TO FILE

WHO MUST FILE	ORIGINAL COPY	ADDITIONAL FILINGS*	WHEN TO FILE
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Statement of Financial Interests

IN ORDER TO FUNCTION PROPERLY, THIS FORM REQUIRES INTERNET EXPLORER 9 AND ABOVE, GOOGLE CHROME, OR MOZILLA FIREFOX.
THIS FORM IS CONSIDERED DEFICIENT IF ANY BLOCK IS NOT COMPLETED OR IF CONFIRMATION OR SIGNATURE IS MISSING.

AFTER SUBMITTING THE FORM, YOU CAN OBTAIN AN OFFICIAL COPY FROM THE STATE ETHICS COMMISSION'S [E-LIBRARY](#). YOU MAY ALSO SUPPLY YOUR E-MAIL ADDRESS BELOW FOR AN OFFICIAL COPY TO BE SENT VIA E-MAIL.

PRINTING THIS FORM FROM YOUR WEB BROWSER DOES NOT CONSTITUTE AN OFFICIAL COPY OF YOUR FILING.

THOSE REQUIRED TO FILE FOR MORE THAN ONE POSITION MUST FILE IN ALL FILING LOCATIONS FOR ALL SUCH POSITIONS.

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D: Public Employees - Individuals employed by the Commonwealth or a political subdivision who are responsible for taking or recommending official action of a non-ministerial nature with regard to: contracting or procurement; administering or monitoring grants or subsidies; planning or zoning; inspecting, licensing, regulating or auditing any person; or any other activity where the official action has an economic impact of greater than a de minimis nature on the interests of any person. The term does not include individuals whose activities are limited to teaching.

A former public official or former public employee must file the year after termination of service with the governmental body.

E: Solicitors - Persons elected or appointed to the office of solicitor for political subdivision(s).

Important: Please read all instructions carefully prior to completion of form. To see detailed instructions, hover the cursor over the "(?)" icon in each section or, to view the entire set of instructions in a second browser window, click "[here](#)". Any questions may be directed to the State Ethics Commission at (717) 783-1610 or Toll Free at 1-800-932-0936.

This Form is required to be filed pursuant to the provisions of the Public Official and Employee Ethics Act, 65 Pa C.S. § 1101 et seq.

Please check below if you have read and understand the above terms.*

Yes I have read and understand the above the terms.

Are you amending a prior filing?*

No

01 Name

First Name* (?) Victor

Last Name* (?) Valentine

Middle Initial D

Suffix

02 Address

Business, Governmental, Home, or Postal Address* (?)
Street Address
[REDACTED]
Address Line 2
City
[REDACTED]
State / Province / Region
PA
Postal / Zip Code
[REDACTED]
Country

Telephone* (?) [REDACTED]
Telephone Number ###-###-####

03 - 05 Public Position or Public Office and Governmental Entity in which you are/were an Official, Employee, Candidate, Nominee, or Solicitor

Status* (?) Public Employee (Current)
State or County/Local* (?) State
State Entity* (?) Department of Education
Position* (?) Volunteer Board member with PA Virtual Charter School

Do you have an additional Public Position or Public Office and Governmental Entity to add to this filing?*

No

Selecting "Yes" will allow for additions below.

06 Occupation or Profession

Current Occupation or Profession* (?) Disable

07 Year

Year* (?) 2021
The calendar year for which this form is being filed.

08 Real Estate Interests

Do you have reportable real estate interests?* (?) No

09 Creditors

Do you have reportable creditors?* (?)

No

10 Direct or Indirect Sources of Income

Do you have any reportable direct or indirect sources of income?* (?)

No

Income Disclaimer*

By selecting "No" above, you are indicating that you had no reportable direct or indirect source(s) of income during the calendar year for which you are filing this Statement of Financial Interests. By checking the "I Accept" checkbox below, you are acknowledging your understanding that if you had reportable direct or indirect source(s) of income that are not included on this form, you are subject to all applicable penalties.

I Accept

11 Gifts

Have you received any reportable gifts?*(?)

No

Gifts Disclaimer*

By selecting "No" above, you are indicating that you did not receive any reportable gift(s) during the calendar year for which you are filing this Statement of Financial Interests. By checking the "I Accept" checkbox below, you are acknowledging your understanding that if reportable gift(s) were received and are not included on this form, you are subject to all applicable penalties.

I Accept

12 Transportation, Lodging, Hospitality

Do you have any reportable transportation, lodging, or hospitality?*(?)

No

**Transportation,
Lodging, &
Hospitality
Disclaimer***

By selecting "No" above, you are indicating that you did not receive any reportable transportation, lodging or hospitality during the calendar year for which you are filing this Statement of Financial Interests. By checking the "I Accept" checkbox below, you are acknowledging your understanding that if reportable transportation, lodging or hospitality was received and is not included on this form, you are subject to all applicable penalties.

I Accept

13 Office, Directorship, or Employment in any Business

Did you hold any office, directorship, or employment in any business for the calendar year for which you are reporting?*(?)

No

14 Financial Interest in any Legal Entity in Business for Profit

Do you have a reportable financial interest in any legal entity in business for profit?*(?)

No

15 Business Interests Transferred to Immediate Family Member

Did you transfer any business interests to an immediate family member during the calendar year which you are reporting?*(?)

No

**Additional comments
or explanations
about any of the
above sections:**

Confirmation*

The undersigned hereby affirms that the foregoing information is true and correct to the best of said person's knowledge, information, and belief, said affirmation being made subject to the penalties prescribed by 18 Pa.C.S. § 4904 (unsworn falsification to authorities) and the Public Official and Employee Ethics Act, 65 Pa.C.S. § 1109(b).

I Confirm

Signature*(?)

Date

Victor D Valentine Sr.

2022-04-27

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ABOVE IS NOT COMPLETED. MAKE A COPY FOR YOUR
RECORDS.